

Wheeler High School/Middle School

Focus on Analysis

Text: Edwards, Wattenberg and Howell - *Government in America; People, Politics, and Policy – 2016 Presidential Election Edition* - Accompanying Exam Practice Guide.

Various newspaper sources, websites, speakers and excerpts from political tracts both past and present from the left, center and right.

Summer Reading Assignment:

Moral Politics by George Lakoff and *Liberty and Tyranny* by Mark Levin. These books are available at most libraries and can be purchased used on sites like Amazon.com. Write **2.5-3** pages per book, analyzing **three** issues or events discussed in the book, agreeing or disagreeing with the author's viewpoints. Then make a statement about the quality and overall value of the book to the reader. This will account for **two test grades or a maximum of 200pts**, based on quality and quantity. These assignments are due the **first day** of school. **No late papers accepted!**

Teacher Availability:

I will be available for extra help as my schedule dictates. We will discuss this on the first day of school.

Course Outline:

Unit I: Constitutional Underpinnings:

Sources: Textbook and additional primary source tracts as needed from founding fathers.

Unit Goals: To connect the works of our founding fathers to the present structure of our government. Students will determine whether the principles of the founding fathers are being adhered to or not and comprehend the historical reasoning for the three branch structure.

Day 1: Analysis of Natural Rights (34) Assignment: one page critique of Locke

Day 2: Articles of Confederation (35-37) Assignment: Const. Comparison

Day 3: Philadelphia Agenda (38-45) Assignment: One Page assessment of economic powers and distribution

Day 4: Ratification (48-52) questions to guide discussion	Assignment: Groups create
Day 5: Intro. To Federalism	Assignment: (68-73)
Day 6: State vs. Federal Power	Assignment: (74-78)
Day 7: Pragmatic+Fiscal Federalism critique of grant allocation priorities	Assignment (81-88), one page
Day 8: Understanding Federalism to be chosen from "Key Terms" list on 94	Assignment three page essay topics
Day 9: In class time allotted for essay	
Day 10: Oral readings from selected class members' essays one half page critique of said essays	Assignment:

Unit II: Civil Liberties and Civil Rights

Sources: Textbook, exam supplement, Supreme Court decisions and various civil rights works.

Unit Goals: To weigh the balance between the rights of the accused and the responsibilities inherent by authority in a free society. In addition, students will analyze the constitutional implications of the first amendment and the personal and governmental limits inherent.

Day 1: Discussion of Civil Liberties writing on "What Civil Liberties means to me."	Assignment: One page prechapter
Day 2: Discussion of assignment	Assignment: (98-99)
Day 3: Discussion of reading additional amendment.	Assignment: Propose repeal of
Day 4: Freedom of Religion	Assignment (101-105)
Days 5-7: Analyze prominent free exercise and establishment clause cases	
Assignment: Three page essay outlining, analyzing and critiquing case decisions	
Days 8-9: Critique of Critique discuss critiques of classmates' essays	Assignment: Students evaluate and
Day 10: Intro.to Free Speech:	Assignment: (105-111)
Day 11: Free Speech in War Time acts designed to quell free speech in war time.	Assignment: Analysis of historical
Day 12: Continued Analysis in group setting said acts	Assignment: Group presentations on
Day 13: Presentations are performed	
Day 14: Presentations continued	Assignment: (112-116)
Day 15: Discussion of free press limitations	Assignment: (117-120)

Day 16: Freedom of Assembly discussion "Skokie" case	Assignment: One page reaction to
Day 17: Discussion of students' reactions	Assignment: (120-124)
Day 18: Search and Seizure justification or rebuke of USA Patriot Act	Assignment: Three page
Day 19: Class day to work on Patriot Act essay	Assignment: Continue essay work
Day 20: Oral readings of essays and discussion	Assignment: (124-126)
Day 21: Miranda or rebuke of Miranda	Assignment: Two page justification
Day 22: Discuss Miranda essays	
Day 23: More rights of the accused	Assignment: (126-128)
Day 24: Amendments 5,6, and 8 of one of the 5 th , 6 th or 8 th amendment cases cited in book	Assignment: Selection and critique
Day 25: Discussion of said cases	Assignment: (129-132)
Day 26: The Right to privacy?	Assignment: (140-143)
Day 27: Racial Equality: experience paper on whether racial equality exists civil rights advocates	Assignment: One and half page life Assignment: Selected readings from
Day 28: Civil Rights and Voting Rights Bakke	Assignment: Analysis of Regents vs.
Day 29: Rights of women and homosexuals	Assignment: (156-166)
Day 30: Discuss and summarize unit	
Days 31-32: Exam Practice	

Unit III: Political Beliefs and Behaviors

Sources: Textbook, exam supplements, political blogs, newspapers and polling websites

Unit Goals: Comprehend why and how Americans come to feel the way they do about issues, candidates, and politics in general and how ideologies are formulated and are subject to change over time. Also, students will become familiar with polling methodology and the variance that may exist within separate polls on the same topic.

Day 1: Intro.to Public Opinion and Political Action Chapter	Assignment:
Construct opinion based pie chart on sources of American' belief formulation	
Day 2: Discussion of charts	
Day 3: Immigrants and Public Opinion	Assignment: (183-187)

Day 4: Origins and Shifts in Political Leanings leanings by age group: One page response	Assignment: Analyze pie chart of
Day 5: Public Opinion Measurement:	Assignment: (188-191)
Day 6: Polling Methodology preelection polling vs. actual results since 1960	Assignment: Chart Presidential
Day 7: Discussion of Polling Accuracy and Disparity	Assignment: (197-199)
Day 8: Modern Liberalism and Conservatism rationale for ideologies	Assignment: Essay on
Day 9: Work Day for Essay	
Day 10: Discussion of Selected Class Members' Essays A Brief History of Protest from "Key Terms on 207	Assignment: (199-202) Assignment: Essay Choice
Day 11: Work Day for Essay	
Day 12: Whether to Vote	
Day 13: Registering to Vote	Assignment: (304-314)
Day 14: Voter Turnout	
Day 15: The Electoral College	
Day 16: Summary Discussion of Unit	
Day 17: Speaker from Baby Boomer Generation who changed ideological affiliations	
Day 18: Exam Practice Day 1	
Day 19: Exam Practice Day 2	

Unit IV: Parties, Special Interests and the Media

Sources: Textbook, exam supplements, blogs, websites, book excerpts cable news excerpts pertaining to party platforms, media fairness and lobbyists.

Unit Goals: Analyze and comprehend the role that special interests play in American politics and the influence lobbyists have on politicians and the political process. The role that the media plays in shaping the political process will also be a primary focus of this unit.

Day 1: Mass Media Today	Assignment: (212-216)
Day 2: Broadcast Media and FCC FCC function	Assignment: Assessment and critique of
Day 3: The Internet and its role in Politics assess impact	Assignment: Read and analyze blogs and
Day 4: Discussion of blog assignment (long term)	Assignment: Group creation of own blog
Day 5: Presenting the News	
Day 6: Bias in the News	
Days 7-9: Viewing of pieces from CNN and Fox News and assessment of fairness or lack thereof	Assignment: Reaction piece
Day 10: Discussion of reaction pieces	Assignment: (227-231)
Day 11: Further Discussion of Media Bias	Assignment: (231-234)

Day 12: Understanding the Mass Media	Assignment: Blog assignment due
Day 13: Discussion of Blogs	
Day 14: The Primary, Caucus and Convention System	(274-279) (preread) (279-282)
Day 15: Basic Campaigning	Assignment: (282-286)
Day 16: Money and Campaigning	Study for vocab quiz on "Key Terms"
Day 17: Vocab. Quiz+Chap. Review	Assignment: (324-328)
Day 18: Role of Special Interest Groups	Assignment (339-334)
Day 19: Effectiveness of Lack Thereof of Special Interests	Assignment:
Day 20: Interest Groups and Policy Shaping	
Day 21: Types of Interest Groups	Assignment: Questions for speaker
Day 22: Speaker Representing Special Interest (To be determined)	Assignment:
Day 23: Unit Review	
Day 24-25: Exam Practice	

Unit V: The Three Federal Branches

Sources: Textbook, Exam Supplement, various quotations, diaries and tracts from past and present members of the branches, websites, scholarly journals.

Unit Goals: Students will comprehend the constitutional roles, responsibilities and limitations of the three branches of the federal government.

Day 1: Representatives and Senators	Assignment: (353-356 preread)
Day 2: Congressional Elections	Assignment: (357-363 preread)
Day 3: Constructing the Mock Election created for a mock election	Assignment: Mock candidates are
Day 4: Work on Mock Elections	
Day 5: Mock Election Work Cont'd	Assignment: (364-372)
Day 6: Congressional Organization	Assignment: (375-382)
Day 7: The Congressional Process	
Day 8: Mock Election Results Constituency vs. Ideology	Assignment: Congressional
Day 9: Essay work Day	
Day 10: Present and Discuss Essays Congressman	Assignment: Questions for
Day 11: Congressional Speaker	Assignment: Study for Vocab. Quiz.
Day 12: Vocab. Quiz	
Day 13: Chapter Review and Summary Discussion	
Day 14: Presidential History	Assignment: (392-400 preread)
Day 15: Powers and Roles roles of the President and critique those roles with one president (5-6 pages)	Assignment: Select and analyze
Day 16: Essay Work Day	Assignment: (400-415)

Day 16: Chief Executive
 Day 17: Chief Legislator
 Day 18: Chief Diplomat Assignment (416-418)
 Days 19-20: Commander in Chief Assignment (420-424)
 Day 21: Essay Work Day
 Day 22: Relationship with the People Assignment (425-430)
 Days 23-24: Read and Discuss Student Essays
 Day 25: Chapter Review Assignment (504-509)
 Day 26: Judicial Makeup Assignment (509-511)
 Day 27: Judicial Selection Assignment: Research and make a line graph of % of senatorial approval for Sup. Court Nominees since 1960
 Day 28: The Court as Policymakers Assignment: (519-530 pre-read);
 Select one case and assess its policy impact (3 pages) Assignment: Study for Vocab. Quiz
 Day 29: Sup. Court History
 Day 30 Vocab. Quiz
 Day 31: Select several cases from Student Essays and Discuss
 Day 32: Chapter Review
 Days 33-34: Practice Testing

Unit VI: Public Policy

Sources: Textbook, potential speaker such as a legislator or public health administrator, Websites, newspaper and magazine articles, historical primary source documents

Unit Goals: To familiarize students with the way public policy is shaped and by whom. In addition, students will learn of the complex bureaucratic interplay between the federal government and the implementation and execution of policy.

Day 1: Economic Policy: A Case Study Assignment: (542-544 pre-read)
 Day 2: Unemployment and Inflation Assignment: (546-548 pre-read)
 (549-553)
 Day 3: Economic Policy Controls Assignment: Compare and contrast two Fed. Reserve Chairmen and draw conclusions about their impact on the economy. (2-3 pages)
 Day 4: Essay Work Day
 Day 5: Difficulties in controlling the Economy Assignment (554-560 pre-read)
 Day 6: Present Conclusions from Essay Assignment: Study for Vocab. Quiz
 Day 7: Vocab. Quiz
 Day 8: Chapter Summary

We will conclude with a minimum of a **week** of exam review before the actual AP exam.

For the remaining areas of public policy students will be separated into groups and will prepare a *twelve to fifteen* page paper about their given policy area. These are to

be chosen from *economic, health care, environment and energy, social welfare and national security*. There will be a *six* source minimum, consisting of at least *one* book source..

I. Academic Integrity Statement

The faculty and administration of Wheeler Middle/High School demand high standards of academic performance and academic honesty. Anything less would jeopardize quality education and allow our students to deny themselves needed skills and knowledge. For this reason students who cheat on their assigned work, reports, research papers, quizzes, tests or examination risk prompt and punitive action by both their teacher and the school. Examples of violations may include, but are not limited to:

- Giving or receiving aid on tests and graded assignments
- Unauthorized talking during tests
- Copying regular homework/exercises
- Unapproved discussion of examinations/assignments contents
- Cheating on peer reviews of student work
- Misuse of technology

Documentation of all sources is important to avoid plagiarism, which is the stealing of another's ideas, words, writing, or academic work, and implying that it is original. Both quoting and paraphrasing information from an outside source, including any technology without crediting that source is a form of plagiarism. Students who are found cheating or plagiarizing will be subject to the following guidelines:

First offense:

- Academic penalty up to and including zero.
- Parent contacted.
- Administration notified (by teachers completing a discipline form).

Subsequent offenses:

- Academic penalty up to and including zero.
- Parent contacted.
- Disciplinary action by administration which may include office detention or suspension

I. Attendance Policy (BOE Policy #5113) – as stated in handbook:

The learning experiences that take place in the classroom are considered to be meaningful and essential parts of the education process. Absences tend to disrupt the continuity of that process. The time lost from class is irretrievable, particularly in terms of opportunity for interaction and exchange of ideas between students and between students and teachers. Knowing and abiding by the attendance regulations and procedures are student and parent responsibilities. On January 2, 2008, the State Board of Education approved the following definition of attendance for public school districts:

A student is considered to be “in attendance” if present at his/her assigned school, or an activity sponsored by the school (e.g., field Trip), for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion should always be considered absent.

Students attending the North Stonington Public Schools must remain on school property during the normal school day, unless the building principal authorizes a student to leave school grounds. Exceptions to this rule may be approved by the building principal for those reasons which would justify an excused absence under this policy.

1. There shall be no penalty for an excused absence. Students must bring a note from their parent or guardian to the main office on the day of return to school. For an illness, the student should provide documentation from a doctor. This note must specify the reason(s) for the absence and must conform to the Board of Education Policy # 5113. Excused absences will be listed on the morning bulletin of the day the note is received, and students will be allowed to make up all work missed. Excused absences as defined by the Board of Education are:

- a. Illness or injury,
- b. Death in the immediate family,
- c. Religious obligation,
- d. Court appearance,
- e. School sponsored activity,
- f. College Visitation (prior approval needed from building principal)
- g. An emergency, or
- h. Other exceptional circumstances.

2. For every unexcused absence, the student will not be allowed to make up or receive credit for work missed.

3. Students who are absent from school should make every effort to obtain their assignments during their absence. When a student is absent for extended periods of time-- more than three days-- parents may obtain assignments from the teachers through the guidance office. Failure to make up assignments may result in a grade of zero for each missing assignment. A student may expect to have one day for each day of absence in order to make up missed work.

4. If a student is absent from school, he/she may not be on school grounds. Extenuating circumstances will be dealt with on a case by case basis by the administration.

5. **IF A STUDENT MISSES MORE THEN 15 MINUTES FROM CLASS, OTHER THEN BECAUSE OF A SCHOOL SACTIONED EVENT, THEY WILL BE CONSIDERED ABSENT FROM CLASS.**

Limit on Total Number of Absences: No student will receive course credit for a full year course after having been absent from that course for more than 20 class periods (excused or unexcused) the school year for reasons other than school sponsored activities (i.e. field trips). The total number of absences will be pro-rated for less than full year courses and for courses which meet other than five times per week

Notification Procedures: When a student has accumulated one-half (ten (10) full year or five (5) half year) of the maximum allowed number of total absences for a particular course, excluding school functions, the teacher will notify the student, parent/guardian

(by mail), administration, and the guidance counselor on a form designated for that purpose.

I. Final Assessment Policy

For one credit or half-credit full year courses, course assessments (exams/activity) are given at the conclusion of each semester, a mid-term and a final. There will not be a teacher-administered final in this class, however. For half-credit courses, a course assessment (exam/activity) will be given at the end of the semester. All course assessments, except in selected classes, are one and one-half hours in length. All students must arrive on time and remain in class for the full duration of the period. Students taking the AP test will not be required to sit for a final exam. Seniors are exempt from taking a final course assessment, in any course where the students have at least a 90 average. Physical Education classes will not be required to give an exam, but there will be a health exam which could be given earlier. Normally, no excuse for missing a course assessment other than illness will be accepted. The principal must give such permission.