

AP Government and Politics Curriculum – Mr. Mann – teach722001@yahoo.com

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 The Conservative's Handbook by Phil Valentine.

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: Please note that we will be using Syllabus #2 on the AP US Government and Politics link from AP Central. However, we will be covering all of the topics below throughout the length of the course.

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

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 on "What Civil Liberties means to me." Assignment: One page prechapter writing

Day 2: Discussion of assignment Assignment: (98-99)

Day 3: Discussion of reading amendment. Assignment: Propose repeal of additional

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 Assignment: Students evaluate and discuss critiques of classmates' essays

Day 10: Intro.to Free Speech: Assignment: (105-111)

Day 11: Free Speech in War Time designed to quell free speech in war time.	Assignment: Analysis of historical acts
Day 12: Continued Analysis in group setting acts	Assignment: Group presentations on said acts
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 case	Assignment: One page reaction to "Skokie"
Day 17: Discussion of students' reactions	Assignment: (120-124)
Day 18: Search and Seizure rebuke of USA Patriot Act	Assignment: Three page justification or
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 rebuke of Miranda	Assignment: Two page justification or
Day 22: Discuss Miranda essays	
Day 23: More rights of the accused	Assignment: (126-128)
Day 24: Amendments 5,6, and 8 of the 5 th , 6 th or 8 th amendment cases cited in book	Assignment: Selection and critique of one
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	Assignment: One and half page life Selected readings from civil rights advocates
Day 28: Civil Rights and Voting Rights	Assignment: Analysis of Regents vs. Bakke
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 Assignment: Analyze pie chart of leanings
by age group: One page response

Day 5: Public Opinion Measurement: Assignment: (188-191)

Day 6: Polling Methodology
polling vs. actual results since 1960

Assignment: Chart Presidential preelection

Day 7: Discussion of Polling Accuracy and Disparity

Assignment: (197-199)

Day 8: Modern Liberalism and Conservatism
ideologies

Assignment: Essay on rationale for

Day 9: Work Day for Essay

Day 10: Discussion of Selected Class Members' Essays

Assignment: (199-202)

A Brief History of Protest
"Key Terms on 207

Assignment: Essay Choice from

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 function | Assignment: Assessment and critique of FCC |
| Day 3: The Internet and its role in Politics | Assignment: Read and analyze blogs and assess impact |
| Day 4: Discussion of blog assignment | Assignment: Group creation of own blog (long term) |
| Day 5: Presenting the News | |
| Day 6: Bias in the News | |
| Days 7-9: Viewing of pieces from CNN and Fox News | Assignment: Reaction piece and assessment of fairness or lack thereof |
| 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 pre-read)
Day 2: Congressional Elections	Assignment: (357-363 pre-read)
Day 3: Constructing the Mock Election for a mock election	Assignment: Mock candidates are created
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 vs. Ideology	Assignment: Congressional Constituency
Day 9: Essay work Day	
Day 10: Present and Discuss Essays	Assignment: Questions for Congressman
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

the President and critique those roles with one president (5-6 pages)

Assignment: Select and analyze roles of

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

graph of % of senatorial approval for Sup. Court Nominees since 1960

Assignment: Research and make a line

Day 28: The Court as Policymakers

case and assess its policy impact (3 pages) Assignment: Study for Vocab. Quiz

Assignment: (519-530 preread); Select one

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 preread)
Day 2: Unemployment and Inflation	Assignment: (546-548 preread) (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 preread)
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..

Materials Required

Textbook, loose-leaf binder and writing utensil

Behavioral Expectations

With respect to behavior, I do not have a specific written policy, save for what is already covered in the handbook. I will know misbehavior when I see it and discipline accordingly. Use common sense, and treat your classmates and teachers as you'd like to be treated. Also, see the not above about the phones.

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.

Grading Policies

- Homework is generally worth **ten** points and graded for effort and comprehensiveness
- Essays are generally worth **ninety** points
- Quizzes' point values are based on the makeup of a particular quiz and how many essay questions are present and what is expected within these questions

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.

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

Teacher Availability

Mondays: Pers. 2,8

Tuesday: Pers. 2,5

Wednesday: Pers. 2,8

Thursday: Pers. 2,8

Friday: Per. 8