**Course Outline: Advanced Placement United States Government and Politics**

**(2022-2023)**

**Proposed Units**

## **Philosophical Origins of Constitutional Government**

1. Constitutional Philosophers of the Enlightenment
2. Declaration of Independence, Articles of Confederation
3. Federalist Papers, United States Constitution, Bill of Rights
4. Ratification Debate, Federalism, Checks and Balances
5. Development of American Political Beliefs/Ideology

**II.** **Legislative Branch and Interest Groups**

1. Framers’ Intent - Federalist Papers
2. House of Representatives and Senate
3. Seniority, Caucus System, and Committee System
4. Interest Groups and Lobbying
5. How a Bill becomes Law

**III.** **Judicial Branch and Federalism**

1. Framers’ Intent
2. Modern Judicial Philosophy
3. Supreme Court and Judicial Review
4. Commerce Clause and Civil Rights
5. Federalism and “States’ Rights”

**IV. Judicial Branch and Civil Liberties**

1. 14th Amendment - Due Process, Equal Protection
2. Eliminating Barriers to Political Participation
3. Right of Privacy
4. First Amendment Rights
5. Modern Supreme Court
6. Moot Court Exercise

**V. Mock Election / Senior Debate**

**VI. Political Parties and Elections**

1. Psychology of Power and Authority
2. Electoral College and 12th Amendment
3. Development and Organization of Political Parties and the Two-Party System
4. General Ideological Divisions in American Politics
5. Federal Campaign and Election Rules, Campaign Finance and PACs
6. Voting Blocs, Voter Demographics, and Voter Efficacy
7. Use of Media in Campaigns and Impact on Political Participation

**VII. Executive Branch and the Media**

1. Framers’ Intent
2. Presidency, Vice-Presidency, Bureaucracy, and Policy-Making
3. Media Influence on Public Opinion and Impact of Public Opinion Polls
4. Scandals - Watergate, Iran-Contra, and Clinton's Impeachment
5. Modern Presidential Administrations/Modern Presidential Ideologies

**VIII. Preparation for Advanced Placement and Comprehensive Final Exams**

**Grades**

1. Semester grades will be determined on a percentage of the total number of points possible. Grades will not be rounded due to the participation grade (see below).

A: 90-100%

B: 80-89%

C: 70-79%

D: 60-69%

F: 0-59%

1. **The following is a list of point values for each type of graded assignment:**

1. Unit and Final Exams: 100 Points

2. Mock Election Project: 200 Points

3. Quizzes: 20 Points

4. Routine Assignments: 10 Points

5. Unit Lecture Notes: 10 Points

6. Moot Court Exercise: 100 Points

7. A.P./Final Exam Review Assignment: 100 Points

8. Participation Grade: 100 Points

1. **Assignments and Grading**
2. **Participation Grade**

At the end of each semester, the class participation grade will be based upon the student's grade percentage for the semester. The basis for determining the participation grade will be the student's semester percentage. Therefore, most students will have a participation grade that is the same as their semester percentage. The participation grade may raise a student’s semester grade if his/her grade happens to fall on the borderline between two letter grades (e.g. 89.5%). The 100 point grade will be based on the following criteria:

1) Participation in class discussions and group projects;

2) Good attendance record (three tardies or less and/or ten absences or less);

3) Taking exams and quizzes and completing assigned work on time;

4) Demonstrated improvement in test scores throughout the semester; and

5) The student's semester percentage grade.

To earn a participation grade that may raise a borderline semester grade, the student must satisfy the requirements stated above. In the event of excessive absences from class, defined by TUSD as 10 or more absences during a semester, or excessive tardies, defined as more than three during the semester, the participation grade may be lower than the student's semester percentage. After the tenth absence of any kind, the student will lose one percentage point from the participation grade. After the third tardy of any kind, the student will lose one-third of a percentage point.

1. **Lecture Notes**

The purpose of lecture notes is to write down the important ideas and facts discussed in

class. Ideally, the notes are a tool to assist students in learning the most important

concepts of United States Government and Politics. In reality, the notes help students

prepare for exams. Most exam questions come directly from the class lectures.

Students will hand in lecture notes at each unit exam. To earn full credit for the lecture

note grade, students must follow the prescribed format, take notes above and beyond the lecture outlines used in class, and show evidence of review outside of class.

1. **Moot Court Exercise**

This exercise is common to many law schools. Students will work in groups to prepare an oral argument for a selected case that has already been decided by the Supreme Court. Students will deliver their oral argument on the assigned date for their particular case. **STUDENTS MUST DELIVER THEIR PRESENTATION ON THE DATE LISTED ON THE SYLLABUS. NO LATE WORK WILL BE ACCEPTED FOR CREDIT.**

1. **Mock Election Project**

Students will participate in this annual project that has become a signature event for both the AP US Government and Politics classes as well as UHS as a whole. Most students will write a research paper that the selected party leaders will edit into a platform. Since this assignment is time sensitive, students will be given over two months to complete the assignment. However, **NO LATE PAPERS WILL BE ACCEPTED FOR CREDIT** since the assignment requires that timelines be met.

1. **AP / Final Exam Review Assignment**

Students will be assigned to define and describe in writing the vocabulary terms listed at the end of each textbook chapter. Students will also write brief summaries of the foundation documents and selected Supreme Court cases that the College Board has designated for the re-designed AP US Government and Politics course. **Throughout the course of the school year, students should complete the assignment by defining and describing each term in preparation for quizzes and unit exams.** However, the terms assignment will not be due until late April when students are completing the review unit for the comprehensive final exam and the AP Exam. Since this assignment takes place over the course of the entire school year and should be completed as we discuss each chapter and unit, **NO LATE TERMS LISTS WILL BE ACCEPTED FOR CREDIT.**

**F.** **AP Exam.** No grades will be changed because of performance on the AP exam.

**Attendance**

1. A student having an EXCUSED absence will be given one day for each day missed to complete the make-up work. A student having an UNEXCUSED absence may make up the work but may not receive credit for the assignments, quizzes, or exams missed during the absence. Excessive EXCUSED absences may require additional make-up work to fulfill the requirements of the course. The TUSD and UHS 10 Absence policies will be enforced in this class. This includes excused and unexcused absences.
2. **UHS/TUSD TARDY POLICY:**

* **3 or more tardies = Administrative Conference**
* **4 tardies = After School Detention**
* **5 or more tardies = Saturday School**

1. Conference periods will be used for making up exams and quizzes. A

student who misses an exam or quiz with an excused absence must make up that exam or quiz during the next available conference period. Conference periods should also be used to review completed exams, to make appointments with the teacher for assistance in the course, and for work needed to complete any extended assignment, including the Mock Election Project. Work not completed due to *any* absence of any kind will count as a zero in the student’s grade until it is completed.

# **Discipline**

1. A student caught cheating or plagiarizing will be awarded a zero for that exam, quiz, assignment, or project.
2. Late assignments will be awarded half credit if handed in within one week of the due date. After one week, a zero will be awarded. **PLEASE NOTE THAT LATE ASSIGNMENTS ARE NOT ACCEPTED FOR CREDIT FOR THE MOOT COURT EXERCISE, MOCK ELECTION PROJECT, OR THE REVIEW TERMS ASSIGNMENT.**
3. The school’s tardy policy will be enforced in this class.
4. Any student who sleeps in class will be referred for disciplinary action and /or

Examination by the school nurse.

# **Technology Policy**

Students may take lecture notes on the latest technological devices. On quiz and exam days, to protect exam and quiz security, students are not permitted to use technological devices. Students will bring hard copy of notes to use during open-note quizzes and to hand in on exam days.

# **Materials**

1. Spiral notebook or binder for lecture notes. The notebook or binder should contain only notes from the AP US Government and Politics course. Lecture notes will be handed in during each unit exam. The lecture notes must be complete, neatly taken, and follow the prescribed format to earn the 10 point grade. Half credit will be awarded to sloppy or incomplete notes as well as notes handed in late.
2. Pocket folder for the safe keeping of any photocopied material.
3. Highlighter for peer grading purposes and highlighting important key terms/ideas/concepts in lecture notes.

**Syllabus**

The course syllabus contains the schedule of reading assignments, exams, quizzes, and other class activities. The date an assignment is listed is the date that assignment is due. If absent, students should consult the syllabus to remain current with the assignments and activities in the class.

**Re-Designed AP Exam Format 1. Multiple Choice –** 55 Questions – 50% of Exam

**2.** **Free Response Essay** – 4 Questions – 50% of Exam Score

* + - * 1. **Concept Application** (12.5%)
        2. **Quantitative Analysis** (12.5%)
        3. **Court Case Evaluation/Comparison** (12.5%)
        4. **Argument Essay** (12.5%)

**Contact Information: E-mail, Website**

Teachers may be contacted through school e-mails.

Supplementary readings, the syllabus, and other information pertinent to the course shall be posted on the webpage. The web address will be given to students in class. Students shall access the readings prior to the dates listed on the syllabus. Printing of these readings, if necessary, should be done at home.

# **Conclusion**

The goals of the Advanced Placement United States Government and Politics course are to provide students with critical insights into governmental systems, to provide students with opportunities to practice the “science” of politics in the Mock Election Project, and to prepare students for the Advanced Placement United States Government and Politics Exam. Emphasis will also be placed on continued development of writing and public speaking skills as they pertain to the discipline of Political Science. The multiple choice and essay exams will reflect the format and degree of difficulty of the Advanced Placement Exam.

**A.P. United States Government and Politics,** **2022-2023 Syllabus**

**Text:** AMSCO Advanced Placement United States Government and Politics *(David Wolfford)*

**This text will be in PDF format, and you can locate it on our class website.**

**Foundational Documents and Supreme Court Cases – Required Readings for A.P. Exam**

Consult the College Board website, collegeboard.org, AP Central, AP US Government and Politics, for links to the foundational documents and Supreme Court cases.

Federalist #10

Federalist #51

Federalist #70

Federalist #78

Brutus #1

Declaration of Independence

Articles of Confederation

Constitution of the United States

MLK – Letter from Birmingham Jail

*Marbury v. Madison (1803)*

*McCulloch v. Maryland (1819)*

*United States v. Lopez (1995)*

*Schenck v. United States (1919)*

*Engel v. Vitale (1962)*

*Wisconsin v. Yoder (1972)*

*Tinker v. DesMoines Independent Community School District (1969)*

*New York Times v. United States (1971)*

*Gitlow v. New York (1925)*

*Gideon v. Wainwright (1963)*

*Roe v. Wade (1973)*

*McDonald v. Chicago (2010)*

*Plessy v. Ferguson (1896)*

*Brown v. Board of Education I (1954)*

*Brown v. Board of Education II (1955)*

*Buckley v. Valeo (1976)*

*Citizens United v. Federal Election Commission (2010)*

*Baker v. Carr (1961)*

*Shaw v. Reno (1993)*

**First Semester**

**Unit I - Philosophical Origins of Constitutional Government**

**Unit Goals.** Through discussion of the writings of the enlightenment philosophers, students will understand the progression of thought that resulted in the United States Constitution, its governing principles, and the spirit of democratic-republican government. Students will learn key concepts such as federalism, separation of powers, checks and balances, social contract, and natural rights.

**CR-1:** The course includes the Foundations of American Democracy Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).

**CR-4:** The course includes the American Political Ideologies and Beliefs Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).

**CR-6:** The course integrates public policy within each unit.

**CR-7:** The course addresses the big ideas by connecting enduring understandings across one or more units.

**CR-8:** The course provides opportunities to analyze and compare political concepts.

**CR-9:** 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.

**CR-10:**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.

**CR-13:**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.

**CR-16:**Students and teachers have access to a college-level U.S. government and politics textbook.

FIRST QUARTER

Week I

M 8-1: TEACHER PLANNING DAY (NO SCHOOL)

T 8-2: TEACHER PLANNING DAY (NO SCHOOL)

W 8-3: TEACHER PLANNING DAY (NO SCHOOL)

Th 8-4: Introduction, Course Policies

F 8-5: What is Government? Politics?

Week II

M/T 8-8/9: Enlightenment Philosophers

**Signed Parent/Guardian Letters Due (10 Points)**

W 8-10: Enlightenment Philosophers cont.

Th 8-11: American Revolution

F 8-12: American Revolution cont.

Week III

M/T 8-15/16: Creating the United States Constitution; Discuss AP Free Response Essay Quizzes and Rubric Grading

W 8-17: Ratification Debates

Th 8-18: Madison’s Federalist # 51 v. Brutus 1

F 8-19: Madison’s Federalist # 10

Week IV

M/T 8-22/23: Primary Source Analysis of Federalist’s v. Anti-Federalist’s

W 8-24: **Quiz #1 – AP Free Response Essay (20 Points)**

Th 8-25: Teacher Professional Development Day – NO SCHOOL!

F 8-26:  **Unit #1 Exam (100 Points) – Multiple Choice;**

**Lecture Notes Due (10 Points)**

**Unit II - Legislative Branch and Interest Groups**

**Unit Goals.** Students will understand the philosophy behind the bicameral legislature and the formal and informal powers of the House of Representatives and the Senate. Students will understand the organizational structure, types, ideologies, and roles of interest groups and how they influence the legislative and policy-making processes.

**CR-2:** The course includes the Interactions Among Branches of Government Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).

**CR-4:** The course includes the American Political Ideologies and Beliefs Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).

**CR-6:** The course integrates public policy within each unit.

**CR-7:** The course addresses the big ideas by connecting enduring understandings across one or more units.

**CR-8:** The course provides opportunities to analyze and compare political concepts.

**CR-9:** 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.

**CR-10:**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.

**CR-11:**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.

**CR-12:**The course provides opportunities to apply course concepts and Supreme Court decisions in real-world contexts or scenarios.

**CR-13:**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.

**CR-16:** Students and teachers have access to a college-level U.S. Government and Politics textbook.

Week V

M/T 8-29/30: House of Representatives v. Senate

W 8-31: **Quiz # 2 – AP Free Response Essay (20 points)**

Th 9-1: Enumerated v. Implied Powers

F 9-2: Enumerated v. Implied Powers cont.

Week VI

M 9-5: LABOR DAY (NO SCHOOL)

T 9-6: Powers & Restrictions of Congress

W 9-7: **Quiz #3 – AP Free Response Essay (20 Points)**

Th 9-8: Evolution of Congress

F 9-9: Evolution of Congress cont.

Week VII **(Parent-Teacher Conferences – Prepare for schedule changes)**

M/T 9-12/13: Organization of Congress

W 9-14: How a Bill Becomes a Law

Th 9-15: Passing a Federal Budget & Raising Revenue

F 9-16: **Half Day -**  **Quiz #4 – AP Free Response Essay (20 Points)**

Week VIII

M/T 9-19/20: Passing a Federal Budget & Raising Revenue / Constitutional Basis for Legislation

W 9-21: Special Interest Groups

Th 9-22: Special Interest Groups cont.

F 9-23: Public Policy

M/T 9-26/27: **Unit #2 Exam (100 Points) – Multiple Choice;**

**Lecture Notes Due (10 Points)**

**Unit III - Federalism and the Judicial Branch**

**Goals.** Through the use of sample Supreme Court cases, students will understand the concept of federalism and how the relationship between the state governments and national governmentdeveloped since 1789. Students will understand the varying theories of judicial review and how federal power has developed through the commerce and spending powers clauses. Periodic quizzes will ask student to assume the role of Supreme Court Justice to deliver an opinion on a hypothetical case.

**CR-1:** The course includes the Foundations of American Democracy Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).

**CR-2:** The course includes the Interactions Among Branches of Government Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).

**CR-4:** The course includes the American Political Ideologies and Beliefs Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).

**CR-6:** The course integrates public policy within each unit.

**CR-7:** The course addresses the big ideas by connecting enduring understandings across one or more units.

**CR-8:** The course provides opportunities to analyze and compare political concepts.

**CR-10:**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.

**CR-11:**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.

**CR-12:**The course provides opportunities to apply course concepts and Supreme Court decisions in real-world contexts or scenarios.

**CR-13:**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.

**CR-14:**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.

**CR-15:**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.

**CR-16:**Students and teachers have access to a college-level U.S. government and politics textbook.

Week IX

W 9-28:

Th 9-29:

F 9-30:

Week X

M/T 10-3/4:

W 10-5:

Th 10-6:

F 10-7: GRADING DAY, END OF FIRST QUARTER (NO SCHOOL)

**FALL BREAK – October 10 – 14, 2022**

SECOND QUARTER

Week XI

M/T 10-17/18: Constitution, Article III Judicial Review / Court Tests

W 10-19: Early Court History / *Marbury v. Madison*

Th 10-20: Federal Court Structure

F 10-21: Federal Court Structure cont.

Week XII

M/T 10-24/25: Evolution of Judicial Review

W 10-26: **Quiz # 5 – AP Free Response Essay (20 points)**

Th 10-27: Appointment of Federal Judges

F 10/28:  Marshall Court

Week XIII

M/T 10-31/11-1: Marshall Court cont.

W 11-2: **Quiz # 6 – AP Free Response Essay (20 points)**

Th 11-3: Teacher Professional Development Day – NO SCHOOL!

F 11-4: Scope of Federal & Regulatory Power / *US vs. Lopez*

M/T 11-7/8:  **Unit # 3 Exam (100 points)**

**Lecture Notes (10 points)**

**Unit IV - Civil Rights, Civil Liberties, and the Judiciary**

**Goals.** Through the study of selected Supreme Court cases, students will understand the concepts behind and the manner in which civil rights and civil liberties are protected. Students will understand the Court “tests” for the Constitutionality of legislation and the difference between “due process” and “equal protection” cases. Students will understand the importance of the 14th Amendment and the doctrine of selective incorporation in protecting civil rights and civil liberties.

**CR-2:** The course includes the Interactions Among Branches of Government Unit and addresses

all related big ideas (BIs) and enduring understandings (EUs).

**CR-3:** The course includes the Civil Liberties and Civil Rights Unit and addresses all related big

ideas (BIs) and enduring understandings (EUs).

**CR-6:** The course integrates public policy within each unit.

**CR-7:** The course addresses the big ideas by connecting enduring understandings across one or

more units.

**CR-8:** The course provides opportunities to analyze and compare political concepts.

**CR-10:**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.

**CR-11:**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.

**CR-12:**The course provides opportunities to apply course concepts and Supreme Court decisions

in real-world contexts or scenarios.

**CR-13:**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.

**CR-14:**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.

**CR-15:**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.

**CR-16:**Students and teachers have access to a college-level U.S. government and textbook.

Week XIV

W 11-9: Introduction to Civil Rights

Th 11-10: Introduction to Civil Liberties

F 11-11: VETERANS’ DAY (No School)

Week XV

M/T 11-14/15: Post WWII / Letter from Birmingham Jail

W 11-16: Major Civil Rights Issues of the 20th Century

Th 11-17: Major Civil Rights Issues of the 20th Century cont.

F 11-18: Major Civil Rights Issues of the 20th Century cont.

Week XVI

M/T 11-21/22: Major Civil Rights Issues of the 20th Century cont.;

**Introduce Mock Election Project**

W 11-23: Major Civil Rights Issues of the 20th Century cont.;

Th 11-24: THANKSGIVING RECESS (NO SCHOOL)

F 11-25: THANKSGIVING RECESS (NO SCHOOL)

Week XVII

M/T 11-28/29: **Select Party Leaders & Choose Research Topics / Mrs. Grimes Presentation**

W 11-30: Major Civil Rights Issues of the 20th Century cont.;

Th 12-1: Major Civil Rights Issues of the 20th Century cont.;

F 12-2: Major Civil Rights Issues of the 20th Century cont.;

Week XVIII

M/T 12-5/6: **Unit # 4 Exam – (100 points)**

**Lecture Notes – (10 points)**

W 12-7: **Review of Sources / Peer Editing Annotated Bibliography**

Th 12-8: **Work on Mock Election Project**

F 12-9:  **Work on Mock Election Project**;

**Introductory Paragraphs Due (10 points) / Annotated Bibliography**

**(10 Points)**

Week XIX

M/T 12-12/13: **Work on Mock Election Project**

W 12-14: **Work on Mock Election Project**

**Mock Election Essay; Background Paragraphs Due (20 Points)**

Th 12-15 **Work on Mock Election Project**

F 12-16: **Work on Mock Election Project;**

Final Week of 1st Semester

M/T 12-19/20: **Work on Mock Election Project**

W 12-21: **Work on Mock Election Project**

Th 12-22: **Work on Mock Election Project; RESEARCH PAPERS DUE**

F 12-23: GRADING DAY – END OF 1ST SEMESTER (NO SCHOOL)

**Winter Break – December 26, 2022 to January 6, 2023**

**Second Semester**

**Unit V - Mock Election**

**Unit Goals.** Students will understand the process of nominating and electing candidates to national office through a student-focused, hands-on simulation culminating in a debate of current controversies during a school-wide assembly. Each section of Senior Government classes forms a political party. Members of the respective parties electtheir candidates who will be the spokespersons for the party. Rank-and-file members write position papers that the leaders edit into a party platform. The party then runs a campaign for the votes of the underclassmen. The culminating event is a school-wide debate among the party leaders with the vote of the underclassmen determining the winning party. Students will apply the knowledge learned in previous units and understand that politics is a combination of popularity, knowledge of issues, and framing the arguments on the major issues.

**CR-2:** The course includes the Interactions Among Branches of Government Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).

**CR-5:** The course includes the Political Participation Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).

**CR-6:** The course integrates public policy within each unit.

**CR-7:** The course addresses the big ideas by connecting enduring understandings across one or more units.

**CR-8:** The course provides opportunities to analyze and compare political concepts.

**CR-9:** 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.

**CR-10:** 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.

**CR-11:**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.

**CR-12:**The course provides opportunities to apply course concepts and Supreme Court decisions in real-world contexts or scenarios.

**CR-13:**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.

**CR-14:**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.

**CR-16:**Students and teachers have access to a college-level U.S. government and politics textbook.

THIRD QUARTER

Week XXI

M/T 1-9/10: **Work on Mock Election Project**

W 1-11: **Work on Mock Election Project**

Th 1-12: **Work on Mock Election Project**

F 1-13: **Work on Mock Election Project**

Week XXII

M 1-16: MARTIN LUTHER KING DAY (NO SCHOOL)

T 1-17: **Work on Mock Election Project**

W 1-18: **Work on Mock Election Project**

Th 1-19: **Work on Mock Election Project**

F 1-20  **Work on Mock Election Project**

Week XXIII

M/T 1-23/24: **Practice Debate – Domestic & Foreign Policy**

W 1-25: **Teach Platforms in AP US History Classes**

Th 1-26: Teacher Professional Development Day – NO SCHOOL!

F 1-27: **Town Hall in AP Junior English Classes**

Week XXIV

M/T 1-30/31: **Practice Debate/Final Debate Preparation**

W 2-1: **Mock Election Senior Debate**

Th 2-2: **Evaluations /Election Day/Voter Registration**

F 2-3: **Evaluations** /**Election Day/Voter Registration**

**Unit VI - Elections, Campaigns, and Political Parties**

**Unit Goals.** Students will learn the framers’ philosophy behind elections and the current reality of modern elections and campaigns. Students will understand the psychology behind political campaigns as well as the reality of modern campaign strategy. Students will understand the roles of political parties, PACs, and independent campaign organizations and attempts to regulate them. Students will understand the difference between the Presidential election and all other elections. Students will understand the party nomination process and the Electoral College.

**CR-1:** The course includes the Foundations of American Democracy Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).

**CR-4:** The course includes the American Political Ideologies and Beliefs Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).

**CR-5:** The course includes the Political Participation Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).

**CR-6:** The course integrates public policy within each unit.

**CR-7:** The course addresses the big ideas by connecting enduring understandings across one or more units.

**CR-8:** The course provides opportunities to analyze and compare political concepts.

**CR-9:** 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.

**CR-10:**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.

**CR-11:**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.

**CR-12:**The course provides opportunities to apply course concepts and Supreme Court decisions in real-world contexts or scenarios.

**CR-13:**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.

**CR-14:**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.

**CR-15:**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.

**CR-16:**Students and teachers have access to a college-level U.S. government and politics textbook.

Week XXV **(Parent-Teacher Conferences – Be Prepared for Schedule Changes)**

M/T 2-6/7: American Attitudes about Government & Politics

W 2-8: Measuring & Evaluating Public Opinion

Th 2-9: Political Ideologies & How Ideologies Impact Fiscal & Monetary Policy

F 2-10: **Half Day.** Political Ideologies & How Ideologies Impact Fiscal & Monetary Policy cont.

Week XXVI

M/T 2-13/14: Electoral College, Constitution, Article II, Section I and 12th Amendment

W 2-15:  **Quiz #7 – AP Free Response Essay (20 Points)**

Th 2-16: Development of a Two-Party System

F 2-17: Third Party Politics / Political Parties as Linkage Institutions

Week XXVII

M/T 2-20/21: Nominating a Presidential Candidate

W 2-22: **Quiz #8 – AP Free Response Essay (20 Points)**

Th 2-23: RODEO BREAK (No School)

F 2-24: RODEO BREAK (No School)

Week XXVIII

M/T 2-27/28: Running for Public Office – Non-Presidential Elections / Presidential Elections;

Candidates & Party Nominations

W 3-1:   **Quiz #9 - AP Free Response Essay (20 Points)**

Th 3-2: Campaign Finance & the Reaction to Campaign Finance

F 3-3: Hard Money & Soft Money in Campaign Finance, *Citizens United v FEC*

Week XXIX

M/T 3-6/7: Voter Participation & Voter Turnout

**Introduce Argumentative Essay**

W 3-8: **Argumentative Essay Practice**

Th 3-9: **Argumentative Essay Practice**

F 3-10: **Unit #6 Exam (100 Points) – Multiple Choice;**

**Lecture Notes Due (10 Points)**

**Unit VII - Executive Branch and the Media**

**Unit Goals.** Students will understand the historical development of the office of the

President from the Framers’ intent to the modern day. Students will

understand the varying roles of the executive bureaucracy and the

differences between independent regulatory agencies and agencies that

provide government programs. Students will also understand the

interrelationship between Congressional Committees, Interest Groups, and

Executive Agencies. Through the study of modern presidential scandals,

students will understand the roles of the media as a check and balance on governmental authority.

**CR-1:**The course includes the Foundations of American Democracy Unit and addresses all

related big ideas (BIs) and enduring understandings (EUs).

**CR-2:**The course includes the Interactions Among Branches of Government Unit and addresses

all related big ideas (BIs) and enduring understandings (EUs).

**CR-4:**The course includes the American Political Ideologies and Beliefs Unit and addresses all

related big ideas (BIs) and enduring understandings (EUs).

**CR-6:**The course integrates public policy within each unit.

**CR-7:**The course addresses the big ideas by connecting enduring understandings across one or

more units.

**CR-8:**The course provides opportunities to analyze and compare political concepts.

**CR-9:**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.

**CR-10:**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.

**CR-13:**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.

**CR-16:**Students and teachers have access to a college-level U.S. government and politics

textbook.

Week XXX

M/T 3-13/14: Constitution, Article II, Sections 2, 3, 4; Framer’s Intent - Federalist #70

W 3-15: Constitution, Article II, Sections 2, 3, 4; Framer’s Intent - Federalist #70 cont.

Th 3-16: Evolution of the Presidency

F 3-17: GRADING DAY (NO SCHOOL) -March 20 – 24: SPRING BREAK (No School)

Week XXXI

M/T 3-27/28: Checks on Presidential Power / Empowering Factors for the President /

Keys to Presidential Success

W 3-29: **Quiz #10 - AP Free Response Essay (20 Points)**

Th 3-30: Teacher Professional Development Day – NO SCHOOL!

F 3-31: Structure of the Executive Branch

Week XXXII

M/T 4-3/4: Independent Agencies & Regulatory Commissions / Problems with the Executive Bureaucracy

W 4-5: **Quiz #11 - AP Free Response Essay (20 Pts)**

Th 4-6: President’s Role in Foreign Policy

F 4-7: Spring Holiday – NO SCHOOL

Week XXXIII

M/T 4-10/11: President as Policymaker / Media as a Linkage Institution

W 4-12: **Quiz # 12 – AP Free Response Essay (20 points)**

Th 4-13: Impact of Media on Politics

F 4-14: **Unit #7 Exam (100 Points) – Multiple Choice Lecture;**

**Notes Due (10 Points)**

**Unit VIII - Preparation for A.P./Final Exam**

**CR-1:** The course includes the Foundations of American Democracy Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).

**CR-2:** The course includes the Interactions Among Branches of Government Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).

**CR-3:** The course includes the Civil Liberties and Civil Rights Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).

**CR-4:** The course includes the American Political Ideologies and Beliefs Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).

**CR-6:** The course integrates public policy within each unit.

**CR-7:** The course addresses the big ideas by connecting enduring understandings across one or more units.

**CR-8:** The course provides opportunities to analyze and compare political concepts.

**CR-9:** 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.

**CR-10:**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.

**CR-11:**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.

Week XXXIV

M/T 4-17/18: AP Government Exam Prep

W 4-19: AP Government Exam Prep

Th 4-20: AP Government Exam Prep

F 4-21: AP Government Exam Prep

Week XXXV

M/T 4-24/25: AP Government Exam Prep

W 4-26: AP Government Exam Prep

Th 4-27: AP Government Exam Prep

F 4-28: AP Government Exam Prep

Week XXXVI **(A.P. Exam Week #1)**

M/T 5-1/2: **AP US Government and Politics Exam Day!**

W 5-3: Discuss AP Exam

Th 5-4: TBD

F 5-5: TBD

Week XXXVII **(A.P. Exam Week #2)**

M/T 5-8/9: TBD

W 5-10: TBD

Th 5-11: TBD

F 5-12: TBD

Week XXXVIII

M/T 5-15/16: TBD

W 5-17: TBD

Th 5-18: TBD

F 5-19: TBD

Final Week of 2nd Semester

Week XXXIX

M/T 5-22/23: Course and Teacher Evaluations

W 5-24: (1/2 Day, Periods 1,3,5)

Th 5-25: (1/2 Day, Periods 2,4,6): Graduation Practice

F 5-26: GRADING DAY (No Classes) - End of 4th quarter and 2nd Semester!