

“Thinking is easy, acting is difficult, and to put one’s thoughts into action is the most difficult thing in the world.”

--Johann von Goethe

AP Government and Politics 2018-2019

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from 7:30AM-8:00AM or by appointment.

AP Government is equivalent to an introductory college-level American Government course. Therefore, the demands of the course are rigorous. In AP Government, students will engage in an in-depth study of the make-up and functions of the United States’ Government and the American political system. It is important to note that although your previous knowledge of U.S. History will be a benefit, this is not a history course. Throughout the course, current political events and trends will be connected and analyzed using the learning from the course. Various instructional methods, including traditional instruction, research, analysis and interpretation of graphs and data, and group and individual problem solving and writing activities, will be employed. The goal of the course will be twofold: first, to prepare students to take the United States Government and Politics Advanced Placement exam in May, and secondly, to provide students with a working knowledge and skill at American politics to create civic minded adults for our community.

COURSE UNITS:

- I. Foundations of American Democracy
- II. Interactions Among Branches of the Government
- III. Civil Liberties and Civil Rights
- IV. American Political Ideologies and Beliefs
- V. Political Participation

The course also consists of:

Test preparation and review days; A unit exam at the end of each unit and quizzes throughout each unit; AP writing practice; A civic engagement project due at the end of the year.

Main Class Textbook:

Government in America: People, Politics, and Policy. 17th Edition, AP Edition by Edwards, Wattenberg & Howell. Pearson Publishing Co.
ISBN: 9780134586571/9781323488713

Primary and Secondary Sources:

Mr. Russell will provide electronic and hard copies of many primary and secondary sources relevant to class discussions, lectures, and activities. These sources include the 15 required Supreme Court cases (see list later in syllabus); Current event articles and viewings of debates currently taking place; The required Foundational Documents (will be supplied in hard copy and/or electronic form – these required documents include:

The Declaration of Independence, The Articles of Confederation, *Federalist No. 10*, *Brutus No. 1*, *Federalist No. 51*, *Federalist No. 70*, *Federalist No. 78*, The Constitution of the United States, and “Letter from Birmingham Jail.”

Course Content and Big Ideas:

Essential Political Knowledge synthesized in the following big ideas:

- Constitutionalism
- Liberty and Order
- Civic Participation in a Representative Democracy
- Competing Policy-Making Interests
- Methods of Political Analysis

Reasoning Processes:

Practice in the following skill based thought processes:

- Definition/ Classification
- Explain a Process
- Explain Causation
- Explain Comparison
- Explain/Analyze a Position

Disciplinary Practices:

Tasks students will practice using the reasoning processes:

- Apply political concepts and processes to scenarios in context
- Apply Supreme Court decisions
- Analyze and interpret quantitative data in a variety of sources
- Read, analyze, and interpret foundational documents and other text based and visual sources
- Develop and argument in essay format

Grading and Attendance:

The semester grade will be determined by a continuous accumulation of scores over the 18 -week semester (there will also be separate grades for each 9 weeks). Student grades are based on accuracy, completion, rigor, and presentation quality of all work. NOTE:: Those students receiving a D or F first semester will be dropped from AP second semester.

Grading Scale:

A	A-	B+	B	B-	C+	C	C-	D	F
93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	60-69	0-59

Assignments will be given point values based on the time required and expectations of the assignment. Work must be turned in on time. **LATE HOMEWORK WILL BE ACCEPTED FOR 50% CREDIT UP TO 48 HOURS. LARGER ASSIGNMENTS (PAPERS, PROJECTS...) WILL BE ACCEPTED LATE UP TO ONE WEEK, BUT WILL LOSE 10% OF THE GRADE EVERY DAY IT IS LATE (THIS IS COUNTED BY DAYS NOT CLASS PERIODS WE MEET).** After the late deadline cutoff, I am happy to accept and comment on work, but it will not count as a grade for the course.

Makeup work from excused absences must be completed within two days of your return to school. It is YOUR responsibility to find out what work you missed if you were absent. You can find this information out on my class website or coming in to see me during office hours. Makeup work will NOT be accepted for unexcused absences.

*****COMMUNICATE WITH ME AHEAD OF TIME IF YOU NEED HELP OR MORE TIME TO GET SPECIFIC ASSIGNMENTS OR PROJECTS FINISHED. Coming to me on the day assignments are due (or after) with excuses will do no good-please plan ahead. I am happy to negotiate due dates ahead of time, as long as it is not a regular occurrence.

IMPORTANT NOTE ABOUT GRADING!

It is important to me that your written work is given the consideration it deserves. Please be patient with me, I want to be able to read and think about what you have to say- not just skim!

Progress Monitoring:

- Grades in Infinite Campus will be updated once a week (usually on Friday or Monday). Longer papers will take a bit longer to update.
- Every week, IC Messenger will send notices regarding failing *assignments* and missing assignments. Failure notices are for *assignments* that earned a failing grade (less than 59%). To verify a student's class *grade*, you will need to check IC in more detail.

Homework:

Being an AP course, the expectation of students will be college level work ethic. The workload for this course is substantial. This is a college level course, so you are expected to keep up with the reading, ask questions when you have them, and work on upgrading your thinking and writing skills to that of a well qualified college student. Plan on homework every night – with a lot of independence on scheduling and prioritizing.

Academic Honesty:

Academic honesty is a cornerstone of this class. Cheating, including plagiarism is **never** acceptable. Presenting someone else's work as your own, whether the work is from a friend, the Internet, a parent, etc., is cheating. Please review citation formats. If you choose to cheat on an assignment, test, or quiz, you will earn no credit for the assignment, test, or quiz. In addition, a referral will be sent to the administration.

Absences:

Please review DSA's attendance policies and other procedures in the student handbook. Due to the nature of the program, it is helpful for the student to be in attendance in each class every day.

Keys to Success in an AP Course:

- Prepare to take the AP Exam in May.
- Actively participate in class and complete all assignments thoroughly and promptly.
- Attend class daily, arriving on time.
- Keep a well-organized and complete notebook for the entire year; bring to class daily. Use the charts and lecture and reading notes in your notebook to study for tests. Ask for help if your notebook is incomplete, or you need help with an organizational method.
- Form a study group for tests and other large assignments, such as the study cards created to help you master the vocabulary you will encounter in the multiple-choice questions.
- Challenge yourself to work hard and maintain high standards.
- Take advantage of opportunities to redo work for mastery of the content and skills of the course.

Assignments:

WRITING: Each unit includes writing assignments designed to develop the skills necessary for creating well-evidenced essays evidencing analysis techniques from FRQ practice to short stimulus response questions students will have practice daily on analysis skills.

Analytical Paper Assignment: Students will be required to write several analytical papers about important topics in United States government and politics. These papers will be due on varying dates during the semester. Paper requirements will be discussed in class and take a variety of methods/approaches. 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.

TESTS/QUIZZES: You will have weekly quizzes over the chapters/readings assigned. You will have a unit test over each unit that will build upon the previous unit with questions from all study.

PROJECTS/ACTIVITIES: Throughout the year, students will take part in a variety of projects and activities such as: simulations, Socratic seminars, small research projects and reports, jigsaw activities, and debates. Some activities described below.

Teaching/Discussion Activity: Each week, two students will be assigned to report out on the chapter reading and bring in class discussion questions as well as a primary/secondary source or current event related to the weeks reading. Students will present several times throughout the course of the school year.

Sample activities (Debates, Simulations, and Thinglink)

Debates:

Students, in teams of two or three, will participate in a 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.

Simulations:

We will take part in some important simulations from Supreme Court cases to a mock congress, so students have an understanding of the process of politics.

Thinglink:

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, any significant dissents in the case, and connections to at least two similar 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. A list of the 15 required Supreme Court cases listed on the next page.

Required Supreme Court Cases

This project and the course will incorporate the analysis of the following 15 required Supreme Court cases:

- Marbury v. Madison (1803)
- McCulloch v. Maryland (1819)
- Schenck v. United States (1919)
- Brown v. Board of Education (1954)
- Baker v. Carr (1961)
- Engel v. Vitale (1962)
- Gideon v. Wainwright (1963)
- Tinker v. Des Moines Independent Community School District (1969)
- New York Times Company v. United States (1971)
- Wisconsin v. Yoder (1972)
- Roe v. Wade (1973)
- Shaw v. Reno (1993)
- United States v. Lopez (1995)
- McDonald v. Chicago (2010)
- Citizens United v. Federal Election Commission (FEC) (2010)

NOTE: The above list is not a complete list. It only includes the 15 required cases; however, we will look at, analyze, and connect many more cases such as:

- Gonzales v. Raich (2005) to go along with the analysis of McCulloch v. Maryland (1819)
- Heart of Atlanta Motels v. United States (1964) to go along with the analysis of United States v. Lopez (1995)
- Zelman v. Simmons-Harris (2002) to go along with the analysis of Engel v. Vitale (1962)
- Morse v. Frederick (2007) to go along with the analysis of Tinker v. Des Moines (1969)

Year Long Project: Civic Engagement – Creating a Strategic Interest Group Plan

The civic engagement project in this course will culminate in students “creating an interest group” and a strategic plan for this interest group that could be used to pursue the enactment and implementation of a solution to a domestic policy problem of interest. Students will create this interest group strategic plan in small groups of two-five, and there will be a research benchmark in each unit of the course that will require students to connect course content to their interest group’s policy solution and plan. At the conclusion of Unit 5, students will present their interest group strategic plan to their peers and a panel of Social Studies teachers and field questions about the viability and effectiveness of their plan. A timeline for this project and the research benchmarks underlying this project are outlined in each unit of the Course Outline.

READINGS: Reading assignments are always due the first day of the week we meet.

ONLINE: Online chapter quiz due the day the chapter is due.

QUIZZES/UNIT TESTS: Quizzes and Tests will generally be the last day of the week.

SKILLS and WRITING: Skills work and writing work takes place throughout the week

DATES	READING ASSIGNMENTS	SKILLS/WRITING/Assignments
Week 1 8/21-8/24	Course Introductions – Short Articles/Constitution Unit 1: Foundations of American Democracy	Note-taking, reading skills, thesis structure/Exam on summer assignment
Week 2 8/27-8/31	Chapter 1 Reading Due Online Quiz Due	Thesis Structure, Essay Structure/ Chapter 1 Quiz
Week 3 9/3-9/7	Chapter 2 (Part 1) Reading Due Pages 24-40 (2.1-2.4) Only	Analysis – 1 st writing/ Online Activity
Week 4 9/10-9/14	Chapter 2 (Part 2) Reading Due Pages 40-54 (2.5-2.8) Online Quiz Due	Analysis Final writing/ Chapter 2 Quiz
Week 5 9/17-9/21	Chapter 3 Reading Due Online Quiz Due	Socratic Seminar Prep Chapter 3 Quiz FRQ #1 Practice
Week 6 9/24-9/28	Chapter 3 Continued	FRQ #1 UNIT 1 Test
Week 7 10/1-10/5	Unit 2: Interactions of Branches of Government Chapter 11 Reading Due Online Quiz	Mini-Research Presentation
Week 8 10/8-10/12	Chapter 11 Continued Online Activity	Stimulus Response Practice Chapter 11 Quiz
Week 9 10/15-10/19	MOCK CONGRESS	Congress Bill/Resolution Analysis #2 Assigned
Week 10 10/22-10/26	Chapter 12 Reading Due Online Quiz	Analysis #2 Due Chapter 12 Discussion Quiz
Week 11 10/29-11/2	Chapter 12 Continued Online Activity	FRQ #2 Mid-UNIT 2 Test
Week 12 11/5-11/9	Chapter 13 Reading Due Online Quiz	Online Activity Chapter 13 Quiz
Week 13 11/12-11/16	Chapter 14 Reading Due Online Quiz	Chapter 14 Quiz Next Week: Thanksgiving Break
Week 14 11/26-11/30	Chapter 15 Reading Due Online Quiz	FRQ#3 UNIT 2 Test
Week 15-17 12/3-12/14	Semester Project/Present Study for Final Exam	Analysis #3 Assigned 11/30 Analysis #3 Due 12/7
Week 18 12/17-12/12/21	Present Projects FINAL EXAM	Semester 1 Research Project Due FINAL EXAM – Units 1-2 AP Style Exam with FRQ

Week 19 1/7-1/11	Semester 1 Review Unit 3: Civil Liberties and Civil Rights Chapter 4 Due Online Quiz	Review Work/Revisit Structure Review (Teaching Sessions)
Week 20 1/14-1/18	Chapter 4 continued In class readings	FRQ #4 (2 types at once) Chapter 4 Quiz
Week 21 1/21-1/25	Chapter 5 Reading Due Online Quiz	Chapter 5 Quiz
Week 22 1/28-2/1	Civil Liberties and Civil Rights Summative Project	UNIT 3 Test
Week 23 2/4-2/8	Unit 4: American Political Ideologies and Beliefs Chapter 8 Reading Due Online Quiz	Chapter 8 Quiz Analysis #4 Assigned
Week 24 2/11-2/15	Chapter 9 Reading Due Online Quiz	Chapter 9 Quiz Analysis #4 Due
Week 25 2/18-2/22	Chapter 16 Reading Due Online Quiz	Chapter 16 Quiz
Week 26 2/25-3/1	Unit 4 Review	Unit 4 Test FRQ #5
Week 27 3/4-3/8	Chapter 27 (Notes/Notecards) In class readings	Comparison #6 Unit 5 Test
Week 28 3/11-3/15	Unit 5: Political Participation Chapter 6 Reading Due Online Quiz	Argument Essay Assigned
Week 29 3/18-3/22	Chapter 7 Reading Due Online Quiz	Chapter 6/7 Quiz Spring Break 3/25-3/29
Week 30 4/1-4/5	Chapter 10 Reading Due Online Quiz	Chapter 10 Quiz FRQ #6 – Student Scored
Week 31 4/8-4/12	Unit 5 Review Writing Workshop	Unit 5 Test Argument Essay Due
Week 32 4/15-4/19	Chapter 17 Reading Due	Choice FRQ
Week 33 4/22-4/26	Chapter 18 Reading Due	Chapter 17/18 Quiz
Week 34 4/29-5/3	REVIEW Mock Exams (4/27 or 5/4)	AP EXAM MAY 6, 2018 7:30AM
Week 35-38 5/6-5/29	Special Civil Service Project – End of the year celebrations	FINAL PRESENTATIONS and PROJECTS TBD

NOTE: Reading assignments in this course sequence may change based upon need. The expectation is that you are ready for discussion on the reading the first day of week we meet as a class. Keeping up with the reading is your responsibility. I will give you strategies to maintain reading and notes; however, you must stick to the syllabus and/or assignments on my website in order to be successful. This calendar is tentative and all changes will be announced and available on my website at <https://russell-dsa.com>