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Advanced Placement® United States Government and Politics 2022-2023 Course Syllabus

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Tutorials: Tuesday/Thursday after school 4-5 PM, daily prior to school 7-8:20 AM
or by appointment

Conference: 1st & 8th Periods

Email Response Time

Generally, I will return emails within the same day they were received, even weekends. If I will be out of touch for more than a couple of days I will notify you in advance.

COURSE DISCRIPTION:

This is a college-level class. Students are therefore expected to bring daily their highest possible level of engagement, intellectual curiosity, and expectation of academic rigor. To achieve our goals of mastering the essential knowledge and skills of this course, to pass the AP exam, and to prepare for college and beyond, students in this course are expected to be present, be prompt, be prepared, be polite, and be productive. Each student will be held accountable for class work, homework, and tests. This is not a course where students may be successful simply by learning facts and completing assignments. Much of what you learn will be higher level critical thinking and research skills. You will be learning and developing the skills employed in political debate; to form a clear thesis, to present credible facts, to form an argument that ties your thesis to the facts, and to defend your argument from counterargument. In many cases, you will be expected to show you have considered alternative points of view, on their own best merits. As such, at times you will be called upon to defend points of view with which you personally do not agree, and to argue them to the best of your ability. Students are not expected to always know the right answer or the correct way to defend their argument; students are expected to show effort, grind, perseverance, focus and determination.

COURSE OBJECTIVES:

1. Students will pass the AP United States Government and Politics exam in May
2. Students will prepare for their future educational and career goals by meeting COLLEGE LEVEL EXPECTATIONS and practicing skills for life-long success.
3. Students will develop a sense of community and MAKE their senior year their best year of high school.

GRADING SCALE:

Test/Performance Assessment = 35%

Class Work = 30%

Quizzes = 20%

Homework = 15%

As we are preparing for the AP exam, where a three out of five is passing, multiple choice assignments will be graded on a square root curve. Unless stated otherwise, written responses on daily assignments will typically be graded for completion, or when using an AP exam rubric, for a three out of five to be equivalent to an A. Class is intended to be a positive, safe, and encouraging environment for students to learn, develop and practice the skills needed to pass the AP exam, and to prepare themselves for higher education and beyond.

Retest

- Students may retest during tutorials or as otherwise arranged with your instructor
- Student will demonstrate additional practice or completed work prior to retesting.
- Student can earn up to a 90

ABSENCE AND MAKE-UP LEARNING POLICY:

If you are absent, you are required to make up the **learning** that you miss. There is no way to recover the time lost when a student is not class. In effort to keep your learning on track when returning from an absence, I may require one or both of the following: time in my classroom before or after school or work/reading to be done at home. These measures are the sole responsibility of the students to initiate and must be completed within one week of the absence(s).

LATE WORK:

Throughout the semester you will be learning content and skills as practice for the AP exam. Excessively late work will not adequately prepare you to pass the AP exam. Assignments are late if they are not turned at the time requested. Grade penalties and the amount of time allowed to complete the assignment are as follows:

Late Work related to an absence:

3 days to turn in the assignment	no points deducted	full credit eligible
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Late Work NOT related to an absence: Business Days

1 day late	-10 points	max 90
2 days late	-20 points	max 80
3 days late	-30 points	max 70

4 days late	-40 points	max 60
5 days or later	zero assigned to the grade book	

ACADEMIC HONESTY:

Students often learn best from other students. As such, we will often be performing group work in class. In such cases, all students are expected to contribute to their group fairly and equitably. Students are encouraged to use the internet to search for course-related information and for research purposes. However, students are expected to always form and defend your own thesis using your own understanding of the available facts. When working independently, you are expected to complete homework, class work, and tests on your own. If you use someone else's work—even a phrase—in an essay, free response question or assignment, or talk during a NO TALKING assignment, such as a quiz or test, you will receive a ZERO and your parents will be notified. If you copy or otherwise cheat, you will receive a ZERO and your parents will be notified. Cheating is unacceptable and will not be tolerated. But more importantly, cheating does not prepare you to pass the AP exam or to be successful in either college, or in life.

Cell Phone Policy:

Generally, the use of cell phones during class is a distraction and impedes the learning process. Cell phones should be put away during class lectures and during Do Now activities. Cell phones may be used, quietly, such as to listen to music, during independent work or when all assignments for the day have been completed. On occasion, I may collect cell phones from students at the beginning of class and return at the end. If a student is asked to surrender their cell phone and fails to comply, the disciplinary action prescribed by school policy and procedures will apply.

Tardy Policy:

- Students are considered tardy if they are not already in classroom immediately after the tardy bell rings, unless a student has a signed note from a teacher or administrator, or has received verbal permission from the class instructor to be a few minutes late
- When tardy, the student will sign the tardy log with reason given for being tardy
- 2nd tardy – Call and/or email home
- 4th tardy - Parent communication + after-school detention (Tuesdays or Thursdays)
- 6th tardy - Administration involvement

Classroom Expectations & Norms:

- Come prepared to engage and to participate
- If you do not understand a concept, ask your instructor to clarify; do not apologize for asking
- Listen when others are speaking
- Have school supplies – pen, paper, etc.
- Have your laptop (charged) and charger
- Respect individuals and property rights
- Ideas, without facts, are just opinions
- Ideas are open to criticism, not people. We engage in civic discourse; therefore, respect is imperative. Treat your classmates and instructor as you would wish to be treated. Ideas on

the other hand, **fire away** at them.

Bathroom Policy

- No bathroom breaks the first 15 minutes, or the last 15 minutes of class
- Bathroom passes are one at a time, with certain exceptions allowed for emergencies
- You are almost adults, be responsible, work out whose turn it is, complete written passes as needed yourself, and take care of your needs promptly
- Be respectful of your classmate's time – hurry back
- Do not interrupt your instructor by asking for a pass

Course Description:

(Most of language is from Curriculum and Exam Description, College Board)

While the AP U.S. Government and Politics is a college-level one-semester course, *this course will meet all year alternating units with AP[®] Macroeconomics*. The government course that not only seeks to prepare students for success on the AP[®] Exam in May, but also provide students with the political knowledge and reasoning processes to participate meaningfully and thoughtfully in discussions and debates that are currently shaping American politics and society. It is important to note that this course is not a history course; it is a political science course that studies the interconnectedness of the different parts of the American political system and the behaviors and attitudes that shape this system and are the byproduct of this system.

AP[®] U.S. Government and Politics accomplishes these goals by framing the acquisition of political knowledge around enduring understandings and big ideas about American government and politics that can be applied to a set of disciplinary practices using a set of reasoning processes. Through the development of this set of political knowledge, disciplinary practices, and reasoning processes, by the end of the course, students will be able to analyze current and historical political events like a political scientist and develop factually accurate, well-reasoned, thoughtful arguments and opinions that acknowledge and grapple with alternative political perspectives.

This one semester course will meet every other day for 90 minutes. The course will be organized around the following units of study:

- Unit 1: Foundations of American Democracy (8 days)
- Unit 2: Interactions Among Branches of Government (12 days)
- Unit 3: Civil Liberties and Civil Rights (8 days)
- Unit 4: American Political Ideologies and Beliefs (5 days)
- Unit 5: Political Participation (6 days)

Once the schoolwide testing dates are set, the above days may be adjusted. You will be expected to continue with each unit even if class periods are canceled. Check the class information online in Canvas for updates and alternate assignments or videos intended to provide the content we would have completed in class. You are responsible for adjusting as needed. The AP[®] US Government Exam is scheduled for May 2 in the morning. AP[®] Macroeconomics is May 5th in the morning. If we stay on schedule, we should have about a week to review at the end of May.

For government, the political knowledge, enduring understandings, and big ideas gained and developed in each unit will be applied to the disciplinary practices using the reasoning processes outlined below.

Overview of the AP[®] Exam and Keys to AP[®] Exam

The AP[®] U.S. Government and Politics Exam will be comprised of the following sections:

Multiple-Choice Questions:

Number of Questions: 55

Structure – The questions on multiple choice will ask students to:

- ✓ Analyze and compare political concepts
- ✓ Analyze and interpret quantitative, text-based, and visual sources
- ✓ Apply course concepts, foundational documents, and Supreme Court decisions in a variety of hypothetical and real-world scenarios

Timing: 80 minutes

Percentage of Total Exam: 50%

Free-Response Questions:

Number of Questions: 4

Structure – The four questions on the free response will ask students to:

- ✓ Apply political concepts in real-world scenarios
- ✓ Compare the decisions and implications of different Supreme Court cases
- ✓ Analyze quantitative data
- ✓ Develop an argument using required foundational documents as evidence

Timing: 100 minutes

Percentage of Total Exam: 50%

To be successful in this course and on the AP[®] Exam requires making connections among the units and, especially among the institutions and actors. Students are expected to be able to analyze political information, regardless of the format the information is presented, and develop a factually accurate, thoughtful, and well-reasoned opinion regarding this information. The course has been designed in pursuit of this aim through course content and big ideas, reasoning processes, and

disciplinary practices.

Course Content and Big Ideas:

The course content consists of the essential political knowledge that will be synthesized in the construction of enduring understandings and big ideas about American government and politics. The big ideas include:

- Constitutionalism (CON)
- Liberty and Order (LOR)
- Civic Participation in a Representative Democracy (PRD)
- Competing Policy-Making Interests (PMI)
- Methods of Political Analysis (MPA)

Reasoning Processes

The reasoning processes are the thought processes that will facilitate connection-making and analysis in the pursuit of effectively executing the disciplinary practices in the course. In other words, the reasoning processes form the cognitive bridge between the course content/big ideas and the disciplinary practices.

The **Reasoning Processes** in this course include:

- Definition/Classification: Demonstrating knowledge of course concepts
- Explain - Process: Explaining political processes
- Explain - Causation: Explaining causes and effects of political principles, institutions, processes, and behaviors
- Explain - Comparison: Explaining similarities and differences among political principles, institutions, processes, and behaviors

Disciplinary Practices

The disciplinary practices are the tasks students will apply to the course content using the reasoning processes. Becoming proficient in these disciplinary practices gives students the tools to analyze political information regardless of the format, and develop a factually accurate, thoughtful, and well-reasoned argument or opinion about an issue related to American government and politics.

The disciplinary practices in this course include:

- Practice 1: Apply political concepts and processes to scenarios in context
- Practice 2: Apply Supreme Court decisions
- Practice 3: Analyze and interpret quantitative data represented in tables, charts graphs, maps, and infographics
- Practice 4: Read, analyze, and interpret foundational documents and other text- based and visual sources

- Practice 5: Develop an argument in essay format

The AP[®] Exam question requires students to integrate course content, reasoning processes, and disciplinary practices. Therefore, all class work will focus on the acquisition of course content and the application of course content to disciplinary practices using reasoning skills.

Overview of Required Course Texts and Resources

Textbook and Online Resources

Each student will check out a copy of the following textbook at the beginning of the course and get online access [CR16]:

Harrison, Bridget, et al. (2019). *American Democracy Now*. Ed 6th New York, NY: McGraw-Hill.

Students will register for two free Open Access texts which we will use for some units.

<https://openstax.org/details/books/american-government-2e> which is through the Rice University sources and

<https://open.umn.edu/opentextbooks/textbooks/64> which is through the University of Minnesota sources.

AP United States Government and Politics reading skills lessons created by College Board for this course – This resource contains all of the required Supreme Court cases and foundational documents, along with close reading and discussion questions and activities.

<https://www.oyez.org/> – This online database provides succinct and accessible overviews for all Supreme Court cases.

<https://constitutioncenter.org/interactive-constitution> The National Constitution Center’s Interactive Constitution – This online resource is an annotated

U.S. Constitution that includes essays from multiple perspectives that frame the debates underlying key clauses and provisions of the U.S. Constitution. Additional resources there are Scholar Exchanges, constitutional debates with scholars, videos and, a blog that applies constitutional principles to current events.

<https://www.streetlaw.org/> Street Law, Inc. provides additional activities and case studies for the required cases and companion cases.

Required Foundational Documents [CR10: foundational documents]

This course will incorporate the analysis and discussion of nine required foundational documents to help

understand the context and beliefs of the founders and their critics and the debates surrounding the

writing and ratification of the U.S. Constitution:

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

[CR10] — The course provides opportunities to analyze and interpret qualitative sources (primary and secondary sources including the nine required foundational documents) to explain how they relate to political concepts.

To aid in the analysis of these foundational documents, students will also have access to the AP United States Government and Politics reading skills workbook. This online reader contains strategies for analyzing the required foundational documents and a sampling of related readings, including:

- Excerpts from Locke’s Second Treatise of Civil Government to go along with the analysis of the Declaration of Independence
- “Letters from the Federal Farmer to the Republican I” to go along with the analysis of the Articles of Confederation
- Essays from the National Constitution Center’s “Matters of Debate” series (Interactive Constitution resource) to go along with the analysis of the Tenth Amendment

Course Outline

This section provides a breakdown of each of the course’s five units. Included in each breakdown is an overview of unit topics, big ideas, learning objectives, key terms, and connections to the required foundational sources and required Supreme Court cases. Each breakdown also includes a sampling of activities and assignments used during the unit and the Civic Engagement Project tasks that fall under the unit

Required Supreme Court Cases [CR15: Supreme Court cases]

This 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) 3
- *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)

[CR15] — Students are provided opportunities to analyze the 15 required Supreme Court cases as described in the AP U.S. Government and Politics Curriculum Framework and connect them to other non-required landmark cases.

For each of these cases, the facts, issues, holdings, and reasoning underlying the majority and dissenting opinions can be found through the Oyez database online or Street Law sites. Oyez also has an app that can be downloaded to smartphones. Students will be required to complete multiple assignments analyzing and comparing these cases with other non-required cases. [CR15: activity]

[CR15] — Students are provided opportunities to analyze the 15 required Supreme Court cases as described in the AP U.S. Government and Politics Curriculum Framework and connect them to other non-required landmark cases.

The list above is not an exhaustive list of the Supreme Court cases that will be analyzed and discussed in this course. Examples of some cases that complement the required cases are:

- *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)

[CR10] — The course provides opportunities to analyze and interpret qualitative sources (primary and secondary sources including the nine required foundational documents) to explain how they relate to political concepts.

To aid in the analysis of these foundational documents, students will also have access to the AP United States Government and Politics Analytical Readings.

This online reader contains strategies for analyzing the required foundational documents and a sampling of related readings, including:

- Excerpts from Locke’s Second Treatise of Civil Government to go along with the analysis of the Declaration of Independence
- “Letters from the Federal Farmer to the Republican I” to go along with the analysis of the Articles of Confederation
- Essays from the National Constitution Center’s “Matters of Debate” series (Interactive Constitution resource) to go along with the analysis of the Tenth Amendment

Course Outline

sources and required Supreme Court cases. Each breakdown also includes a sampling of activities and assignments used during the unit and the Civic Engagement Project tasks that fall under the unit.

Unit 1: Foundations of American Democracy [CR1]

(8 days)

[CR1] — The course includes the Foundations of American Democracy Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).

Essential Questions:

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

Ideals of Democracy

- Big Idea and Learning Objective: Liberty and Order (LOR-1.A)
- Key Terms: Limited Government, Natural Rights, Popular Sovereignty, Republicanism, Social Contract
- Foundational Documents: The Declaration of Independence, the Constitution of the United States

Types of Democracy

- Big Idea and Learning Objective: Liberty and Order (LOR-1.B)
- Key Terms: Participatory Democracy, Pluralist Democracy, Elite Democracy
- Foundational Documents: Excerpts from Federalist No. 10 and excerpts from Brutus No. 1

Government Power and Individual Rights

- Big Idea and Learning Objective: Constitutionalism (CON-1.A)
- Key Terms: Faction, Federalist, Anti-Federalist, Federalism, Checks and Balances, Separation of Powers
- Foundational Documents: Excerpts from Federalist No. 10 and excerpts from Brutus No. 1

Challenges of the Articles of Confederation

- Big Idea and Learning Objective: Constitutionalism (CON-1.B)
- Key Terms: Articles of Confederation, Shays' Rebellion
- Foundational Documents: Excerpts from the Articles of Confederation

Ratification of the U.S. Constitution

- Big Idea and Learning Objective: Constitutionalism (CON-1.C)
- Key Terms: Great Compromise, Electoral College, Three-Fifths Compromise, Amendment Process
- Foundational Documents: The Constitution of the United States

Principles of American Government

- Big Idea and Learning Objective: Competing Policy-Making Interests (PMI-1.A)
- Key Terms: Congress, the President, Federal Judiciary, Checks and Balances, Separation of Powers
- Foundational Documents: Excerpts from Federalist No. 51

Relationship Between the States and the Federal Government

- Big Idea and Learning Objective: Competing Policy-Making Interests (PMI-1.B)
- Key Terms: Checks and Balances, Separation of Powers

Constitutional Interpretations of Federalism

- Big Idea and Learning Objective: Constitutionalism (CON-2.A)

- Key Terms: Federalism, Concurrent Powers, Federal Revenue Sharing, Mandates, Categorical Grants, Block Grants

Federalism in Action

- Big Idea and Learning Objective: Constitutionalism (CON-2.B)
- Key Terms: Federalism, Tenth Amendment, Fourteenth Amendment, Commerce Clause, Necessary and Proper Clause, Enumerated Powers, Implied Powers, Separation of Powers, Policymaking
- Required Cases: *McCulloch v. Maryland* (1819), *United States v. Lopez* (1995)

Unit 2: Interactions Among Branches of Government [CR2]

(12 days)

[CR2] — The course includes the Interactions Among Branches of Government Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).

Essential Questions:

- How do the branches of the national government compete and cooperate in order to govern?
- To what extent have changes in the powers of each branch affected how responsive and accountable the national government is in the 21st century?

Congress: The Senate and the House of Representatives

- Big Idea and Learning Objective: Constitutionalism (CON-3.A)
- Key Terms: Senate, House, Chamber Sizes, Constituencies, Term-Lengths in Congress, Enumerated Powers (including Passing a Budget, Raising Revenue, Coining Money, Declaring War, and Maintaining Armed Forces), Implied Powers, Necessary and Proper Clause
- Foundational Documents: The Constitution of the United States

Structures, Powers, and Functions of Congress

- Big Idea and Learning Objective: Constitutionalism (CON-3.B)
- Key Terms: Policy-Making Process, Congressional Standing Committees, Speaker of the House, President of the Senate, Party Leadership in Congress, Committee Leadership, Filibuster and Cloture, Holds, Unanimous Consent, Rules Committee, Committee of the Whole,

Discharge Petitions, Treaty Ratification, Confirmation, Federal Budget, Discretionary Spending, Mandatory Spending, Entitlement Spending, Tax Revenues, Budget Deficit, Pork Barrel, Logrolling

Congressional Behavior

- Big Idea and Learning Objective: Constitutionalism (CON-3.C)
- Key Terms: Party Polarization, Gerrymandering, Redistricting, “One Person, One Vote,” Divided Government, Lame-Duck, Trustee, Delegate, Politico
- Required Cases: *Baker v. Carr* (1961), *Shaw v. Reno* (1993)

Roles and Powers of the President

- Big Idea and Learning Objective: Constitutionalism (CON-4.A)
- Key Terms: Formal Powers, Informal Powers, Vetoes and Pocket Vetoes, Commander-in-Chief, Treaties, Executive Agreements, Executive Orders, Signing Statements
- Foundational Documents: The Constitution of the United States

Checks on the President

- Big Idea and Learning Objective: Constitutionalism (CON-4.B)
- Key Terms: Appointments (Cabinet Members, Ambassadors, White House Staff, Federal Judges), Executive Orders
- Foundational Documents: The Constitution of the United States

Expansion of Presidential Power

- Big Idea and Learning Objective: Constitutionalism (CON-4.C)
- Key Terms: Twenty-Second Amendment, Formal Powers, Informal Powers
- Foundational Documents: Federalist No. 70

Presidential Communication

- Big Idea and Learning Objective: Constitutionalism (CON-4.D)
- Key Terms: State of the Union, Bully Pulpit

The Judicial Branch

- Big Idea and Learning Objective: Constitutionalism (CON-5.A)
- Key Terms: Judicial Review
- Foundational Documents and Required Cases: The Constitution of the

United States of America, Federalist No. 78, *Marbury v. Madison* (1803)

Legitimacy of the Judicial Branch

- Big Idea and Learning Objective: Constitutionalism (CON-5.B)
- Key Terms: Life Tenure, Precedent, Stare Decisis, Appointment and Confirmation

The Court in Action

- Big Idea and Learning Objective: Constitutionalism (CON-5.B)
- Key Terms: Judicial Review, Judicial Activism, Judicial Restraint

Checks on the Judicial Branch

- Big Idea and Learning Objective: Constitutionalism (CON-5.B, CON-5.C)
- Key Terms: Constitutional Amendments, Appointment and Confirmation, Court Jurisdiction, Implementation of Court Rulings

The Bureaucracy

- Big Idea and Learning Objective: Competing Policy-Making Interests (PMI-2.A)
- Key Terms: Regulations, Fines, Congressional Testimony, Issue Network, Iron Triangles, Political Patronage, Civil Service, Merit System

Discretionary and Rule-Making Authority

- Big Idea and Learning Objective: Competing Policy-Making Interests (PMI-2.B)
- Key Terms: Bureaucratic Discretion, Rule-Making, Policy Implementation

Holding the Bureaucracy Accountable

- Big Idea and Learning Objective: Competing Policy-Making Interests (PMI-2.C)
- Key Terms: Oversight (Committee Hearings and Power of the Purse)

Policy and the Branches of Government

- Big Idea and Learning Objective: Competing Policy-Making Interests (PMI-2.E)

Unit 3: Civil Liberties and Civil Rights [CR3]

(8 days)

[CR3] — The course includes the Civil Liberties and Civil Rights Unit and addresses all related big ideas(BIs) and enduring understandings (EUs).

Essential Questions:

- To what extent do the U.S. Constitution and its amendments protect against undue government infringement on essential liberties and from invidious discrimination?
- How have U.S. Supreme Court rulings defined civil liberties and civil rights?

The Bill of Rights

- Big Idea and Learning Objective: Liberty and Order (LOR-2.A and LOR-2.B)
- Key Terms: Bill of Rights, Civil Liberties
- Foundational Documents: The Constitution of the United States

First Amendment - Freedom of Religion

- Big Idea and Learning Objective: Liberty and Order (LOR-2.C)
- Key Terms: Establishment Clause, Free Exercise Clause
- Foundational Documents and Required Cases: The Constitution of the United States, *Engel v. Vitale* (1962), *Wisconsin v. Yoder* (1972)

First Amendment - Freedom of Speech

- Big Idea and Learning Objective: Liberty and Order (LOR-2.C)
- Key Terms: Symbolic Speech, Limits on Speech – Time, Manner, and Place Regulations, Defamatory, Offensive, and Obscene Gestures, “Clear and Present Danger”
- Foundational Documents and Required Cases: The Constitution of the United States, *Tinker v. Des Moines* (1969), *Schenck v. United States* (1919), non-required *Texas v. Johnson*,

First Amendment - Freedom of the Press

- Big Idea and Learning Objective: Liberty and Order (LOR-2.C)
- Key Terms: Prior Restraint
- Foundational Documents and Required Cases: The Constitution of the United States, *New York Times Co. v. United States* (1971);

Second Amendment - Right to Bear Arms

- Big Idea and Learning Objective: Liberty and Order (LOR-2.C)
- Key Terms: Second Amendment
Foundational Documents and Required Cases: The Constitution of the United States, *McDonald v. Chicago* (2010)

Amendments - Balancing Individual Freedom with Public Order and Safety

- Big Idea and Learning Objective: Liberty and Order (LOR-2.D)
- Key Terms: Second Amendment, Fourth Amendment, Eighth Amendment
- Foundational Documents: The Constitution of the United States

Selective Incorporation

- Big Idea and Learning Objective: Liberty and Order (LOR-3.A)
- Key Terms: Selective Incorporation, Due Process Clause of the Fourteenth Amendment
- Foundational Documents and Required Cases: The Constitution of the United States, *McDonald v. Chicago* (2010)

Amendments - Due Process and the Rights of the Accused

- Big Idea and Learning Objective: Liberty and Order (LOR-3.B)
- Key Terms: Selective Incorporation, Due Process Clause of the Fourteenth Amendment, Miranda Rule, *Miranda v. Arizona* (1966), Public Safety Exception, Right to Legal Counsel, Right to Speedy and Public Trial, Right to Impartial Jury, Protection Against Warrantless Searches, Exclusionary Rule, *Mapp v. Ohio* (1961)
- Foundational Documents and Required Cases: The Constitution of the United States, *Gideon v. Wainwright* (1963)

Amendments - Due Process and the Right to Privacy

- Big Idea and Learning Objective: Liberty and Order (LOR-3.B)
Key Terms: Ninth Amendment, Due Process Clause of the Fourteenth Amendment
- Foundational Documents and Required Cases: The Constitution of the United States, *Roe v. Wade* (1973)

Social Movements and Equal Protection

- Big Idea and Learning Objective: Civic Participation in a Representative Democracy (PRD-1.A)
- Key Terms: Equal Protection Clause of the Fourteenth Amendment, Civil Rights, National Organization for Women (NOW), Pro-Life Movement
- Foundational Documents: The Constitution of the United States, “Letter from Birmingham Jail”

Government Responses to Social Movements

- Big Idea and Learning Objective: Competing Policy-Making Interests (PMI-3.A)
- Key Terms: The Civil Rights Act of 1964, Title IX of the Education Amendments Act of 1972, the Voting Rights Act of 1965
- Required Cases: *Brown v. Board of Education* (1954) Balancing Minority and Majority Rights
 - Big Idea and Learning Objective: Constitutionalism (CON-6.A)
 - Key Terms: Public Accommodation Laws, Majority-Minority Districts
 - Required Cases: *Brown v. Board of Education* (1954)

Affirmative Action

- Big Idea and Learning Objective: Constitutionalism (CON-6.A)
- Key Terms: Affirmative Action; non-required cases -*Bakke*, *Fisher*

Unit 4: American Political Ideologies and Beliefs [CR4]

(5 days)

[CR4] — The course includes the American Political Ideologies and Beliefs Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).

Essential Questions:

- How are American political beliefs formed and how do they evolve over time?
- How do political ideology and core values influence government policy making?

American Attitudes about Government and Politics

- Big Idea and Learning Objective: Methods of Political Analysis (MPA-1.A)
- Key Terms: Individualism, Equality of Opportunity, Free Enterprise,

Rule of Law, Limited Government

Political Socialization

- Big Idea and Learning Objective: Methods of Political Analysis (MPA-1)
- Key Terms: Political Socialization, Political Culture

Changes in Ideology

- Big Idea and Learning Objective: Methods of Political Analysis (MPA-1)

Influence of Political Events on Ideology

- Big Idea and Learning Objective: Methods of Political Analysis (MPA-1)

Measuring Public Opinion

- Big Idea and Learning Objective: Methods of Political Analysis (MPA-2)
- Key Terms: Opinion Polls, Tracking Polls, Exit Polls, Sampling Techniques, Sampling Error

Evaluating Public Opinion Data

- Big Idea and Learning Objective: Methods of Political Analysis (MPA-2.B)

Ideologies of Political Parties

- Big Idea and Learning Objective: Competing Policy-Making Interests (PMI-4.A)
- Key Terms: Democratic Party, Republican Party, Conservative Ideology, Liberal Ideology

Ideology and Policy-Making

- Big Idea and Learning Objective: Competing Policy-Making Interests (PMI-4.B)

Ideology and Economic Policy

- Big Idea and Learning Objective: Competing Policy-Making Interests (PMI-4.C, PMI-4.D)
- Key Terms: Liberal Ideology, Conservative Ideology, Libertarian Ideology, Keynesian Economics, Supply-Side Economics, Fiscal Policy, Monetary Policy, the Federal Reserve

Ideology and Social Policy

- Big Idea and Learning Objective: Competing Policy-Making Interests (PMI-4.E, PMI-4.F)
- Key Terms: Liberal Ideology, Conservative Ideology, Libertarian Ideology

Unit 5: Political Participation [CR5]

(6 days)

[CR5] — The course includes the Political Participation Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).

Essential Questions:

- How have changes in technology influenced political communication and behavior?
- Why do levels of participation and influence in politics vary?
- How effective are the various methods of political participation in shaping public policies?

Voting Rights and Models of Voting Behavior

- Big Idea and Learning Objective: Civic Participation in a Representative Democracy (MPA-3.A, MPA-3.B)
- Key Terms: Fifteenth Amendment, Seventeenth Amendment, Nineteenth Amendment, Twenty-Fourth Amendment, Twenty-Sixth Amendment, Voting Rights Act of 1965, Rational Choice Voting, Retrospective Voting, Prospective Voting, Party-Line Voting
- Foundational Documents: The Constitution of the United States

Voter Turnout

- Big Idea and Learning Objective: Civic Participation in a Representative Democracy (MPA-3.C)
- Key Terms: Voter Turnout, Vote Choice, Political Efficacy, Voter Registration, Compulsory Voting, Mid-Term Elections, Presidential Elections, Relationship Between Demographics and Voter Turnout, Relationship Between Demographics and Vote Choice

Political Parties

- Big Idea and Learning Objective: Competing Policy-Making Interests (PMI-5.A, PMI-5.B)
- Key Terms: Linkage Institutions, Political Parties, Party Platforms,

Committee and Party Leadership in Legislatures

How and Why Political Parties Change and Adapt

- Big Idea and Learning Objective: Competing Policy-Making Interests (PMI-5.C)
- Key Terms: Candidate-Centric Campaigns, Direct Primaries, Critical Elections, Realignments, Campaign Finance

Third-Party Politics

- Big Idea and Learning Objective: Competing Policy-Making Interests (PMI-5.D)
- Key Terms: Proportional System, Winner-Take-All System, Party Platforms

Interest Groups Influencing Policy-Making

- Big Idea and Learning Objective: Competing Policy-Making Interests (PMI-5.E, PMI-5.F)
- Key Terms: Iron Triangle, Issue Networks, “Free Rider” Problem

Groups Influencing Policy Outcomes

- Big Idea and Learning Objective: Competing Policy-Making Interests (PMI-5.G)
- Key Terms: Single-Issue Groups, Ideological/Social Movements, Protest Movements, Professional Organizations, Federal Budget Process

Electing a President

- Big Idea and Learning Objective: Civic Participation in a Representative Democracy (PRD-2.A, PRD-2.B)
- Key Terms: Incumbency Advantage, Open and Closed Primaries, Caucuses, Party Conventions, Electoral College, Winner-Take-All, National Popular Vote

Congressional Elections

- Big Idea and Learning Objective: Civic Participation in a Representative Democracy (PRD-2.C)
- Key Terms: Incumbency Advantage, Open and Closed Primaries, Caucuses, Presidential Elections, Mid-Term Elections

Modern Campaigns

- Big Idea and Learning Objective: Civic Participation in a Representative Democracy (PRD-2.D)
- Key Terms: Political Consultants, Campaign Finance, Social Media

Campaign Finance

- Big Idea and Learning Objective: Civic Participation in a Representative Democracy (PRD-2.E)
- Key Terms: Bipartisan Campaign Reform Act of 2002, Soft Money, “Stand by Your Ad” provision, PACs and Super PACs
- Required Case: *Citizens United v. Federal Election Commission* (2010)

The Media

- Big Idea and Learning Objective: Civic Participation in a Representative Democracy (PRD-3.A)
- Key Terms: Horserace Journalism, Media as a Gatekeeper

Changing Media

- Big Idea and Learning Objective: Civic Participation in a Representative Democracy (PRD-3.B)
- Key Terms: Media Bias, Partisan News Sites, Ideologically Oriented Programming

AP[®] Government Syllabus Acknowledgement

Please sign and return.

To Mr. Cherry

I have read the entire AP Macroeconomics and I understand that:

- This is a college level course designed to teach the students how to study economics in a scholarly manner. The AP textbook, supplementary readings, and assessments are all at the college level.
- The student will face a very demanding workload and must take a great deal of responsibility for their learning. Assignments require more thought, greater detail and explanation for completion.
- The student is expected to turn in work on time and zeros will be entered in the gradebook for missing work, just as one would expect at the college level.
- Successful students have well-developed reading, writing, and analytical skills.
- The student must be well organized, self-disciplined, **and rarely absent from school or tardy from class**
- The student will be held accountable for academic honesty – plagiarism will not be tolerated
- The successful student needs to be motivated and have adequate time outside of the school day to complete assigned work.
- This course is also designed to prepare students for college level workloads. Students will be required to complete some assignments online, outside of school as most university courses are designed.
- The student will have to do the readings, review their material daily, and realize that the AP exam requires yearlong preparation.

Student Signature

Parent or Guardian Signature

Best phone number(s) for contacting Parent/Guardian

Email address for contacting Parent/Guardian

Please list any comments or concerns below: