

AP[®] Government and Politics

Course Number: 4A067X0

Spring 2020 Syllabus

Instructor: Mr. Burton Kesler:

- Email: bkesler@randolph.k12.nc.us
 - Website: <http://bkeslerwhs.weebly.com/>
 - Phone: 336-476-1500 ext. 3127
 - Planning Period: 5th Block
 - Classroom: C127
 - After School Hours: Monday - Friday
(Except Tuesdays) 3:30 – 4:30
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Prerequisite: AH Founding Principles-Civics & Economics and Teacher/Principal Recommendation

Course Description

This course will give students an analytical perspective on government and politics in the United States. It includes both the study of general concepts used to interpret U. S. politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U. S. politics. The following topics will be the focus of this course: (1) constitutional underpinnings of the United States government, (2) interactions among branches of government, (3) civil liberties and civil rights, (4) American political ideologies and beliefs, and (5) political participation. Students are recommended and highly encouraged to take an Advanced Placement[®] Exam. If a score of three, four, or five on the AP[®] Exam is achieved, students may receive three or six hours college credit. Students should check with their guidance counselor on the policy of the college of their choice.

Teaching Strategies and Activities

The course is evenly divided between lecture and Socratic seminar. Students are responsible for keeping up with events in the news. Each class begins with a discussion of current events (public policy, international relations, etc.). The current events provide concrete connections for each lesson. Students have the option of completing a research paper or other cumulative project assignment approved by the teacher.

Current Events

Students are responsible for keeping up with the daily events in the nation and the world. Students will need to stay abreast of current events through sources such as The New York Times, Washington Post, CNN or Fox, CSNBC; or access a reliable online source. In some cases, this will be handled during bell work, or the students will be gathering this information on their own for a variety of activities throughout the course. We will be incorporating their findings into daily and weekly discussions to demonstrate immediate, real-world applications (and implications) of the information they are learning.

Using Graphs, Maps, and Charts

Students are tested on their understanding of quantitative and visually presented information (maps and graphs) at regular intervals through various assignments. They are also responsible for including data analysis and interpretation in cumulative assessments. They will also be working with graphs, maps, and charts on an almost daily basis through opening activities with interactive maps/charts online (usafacts.org for example), and through a variety of infographics from numerous online sources including, but not limited to, Pew Research Center, Washington Post, New York Times, CNN, Fox, Gallup, and the Heritage Foundation.

General Expectations of AP® Students

Each student will demonstrate:

- Maturity to work independently. Students are expected to read, learn, ask questions, pursue outside reading and research, integrate and discuss material from diverse sources.
- Familiarity with and expertise in a variety of writing modes.
- Use of higher order thinking skills: analysis, synthesis, and evaluation.
- Active and voluntary participation in class/group discussion.
- Observable commitment to and love of learning.
- Ability to read considerable amounts of challenging literature closely.
- Responsibility to prepare and deliver presentations in class.
- Graceful acceptance of feedback and coaching from the teacher.
- Commitment to preparing and performing to their best ability on the AP® Exam.

Course Expectations Outside of Class

Each student will:

- Complete extensive, rigorous homework assignments and independent reading. Each AP® course requires an average of 4-8 hours of work outside of class each week.

Course Assignments

All students are expected to show maturity and integrity in their work by:

- Working with academic honesty, citing sources and avoiding plagiarism
- Completing and turning in all assignments on time.
- Maintaining a high level of academics within the class
- Performing at their best on all assignments. No test corrections will be accepted for a higher grade.

Grading Policy

All assignments for this course will fall into the following grade categories with the assigned weights:

TESTS 60%

PROJECTS/MAJOR ASSESSMENTS 30%

HOMEWORK/CLASSWORK/MINOR ASSESSMENTS 10%

Grading Scale

90 – 100: A

80 – 89: B

70 – 79: C

60 – 69: D

0 – 59: F

Texts

There are two required texts for the course:

- Edwards III, George C., Martin P. Wattenberg, and Robert L. Lineberry. Government in America: People, Politics, and Policy, 16th ed. Upper Saddle River, NJ: Pearson, 2014.
- Serow, Ann, and Everett Ladd. The Lanahan Readings in the American Polity, 6th ed. Baltimore, MD: Lanahan Publishers, Inc.

These readings will be supplemented with classroom handouts throughout the semester.

Supplemental Texts

- Barbour, Christine, Gerald C. Wright. Keeping the Republic: Power and Citizenship in American Politics, 7th Brief Ed., Thousand Oaks, CA: Sage Publications, 2017.
- Woll, Peter. American Government: Readings and Cases, 19th ed. Upper Saddle River, NJ: Pearson, 2011.
- Numerous current news reports and commentary from major newspapers, television, and the Internet are utilized in daily coursework.

The AP Curriculum

Unit	Title	Topics	Documents
1	Foundations of American Democracy	Constitutional Convention Separation of Powers Checks and Balances Federalism	<i>The United States Constitution</i> <i>Articles of Confederation</i> <i>Federalist No. 10</i> <i>Brutus 1</i> <i>Federalist No. 51</i> <i>Tenth Amendment</i> <i>Fourteenth Amendment</i> <i>McCulloch v. Maryland</i> <i>US v. Lopez</i>
2	Interactions Among Branches of Government	Congress Presidency Judiciary Bureaucracy Making Public Policy	<i>Federalist No. 70</i> <i>Twenty-Second Amendment</i> <i>Article III of the Constitution</i> <i>Federalist No. 78</i> <i>Marbury v. Madison</i>
3	Civil Liberties and Civil Rights	First Amendment Civil Rights <i>Letter from Birmingham Jail</i>	<i>U.S. Constitution</i> <i>Bill of Rights</i> <i>First Amendment</i> <i>Tinker v. Des Moines</i> <i>Schenck v. United States</i> <i>New York Times Co. v. U.S.</i>
4	American Political Ideologies and Beliefs	Ideology Political socialization	
5	Political Participation	Political Parties Elections Interest Groups Mass Media	<i>Baker v. Carr</i> <i>Shaw v. Reno</i> <i>Citizens United v. FEC</i>

*Keep in mind that no matter what your schedule is, the 2020 AP US Government exam is on Monday, May 4th at 8:00 am.

Pacing Guide for AP® Government and Politics –Spring 2020

Please note: As the AP® Exam will be on May 4, 2020, it is imperative that the entirety of the course be taught within a limited amount of time. As such, it is imperative that you keep up with all required reading and assignments on time. After the exam, the course will not be 'over'. **There will be a culminating project related to topics presented throughout the course.** More information will be provided on this later. There are no free days or free time in this course.

The AP Exam

AP Exam Format

Section	# of Questions	Timing	Percent of Total Exam Score
I. Multiple Choice	55	80 minutes	50%
II. Free Response	4 mandatory	1 hour, 40 minutes	50
Concept Application		20 minutes	12.5%
Quantitative Analysis		20 minutes	12.5%
SCOTUS Comparison		20 minutes	12.5%
Argument Essay		40 minutes	12.5%

AP Exam Content Breakdown

Unit	Unit Title	% of Exam	# of Questions	Days Semester
1	Foundations	15-22%	8-12	12
2	Branches	25-36%	14-22	20
3	Civil	13-18%	7-10	10
4	Beliefs	10-15%	5-8	9
5	Participation	20-27%	11-15	15
Total		100%	55	66

Disciplinary Practices

Throughout the semester, we will be building and applying skills in the following areas:

- Concept Application – Apply political concepts and processes to scenarios in context
- SCOTUS Application – Apply Supreme Court decisions
- Data Analysis – Analyze and interpret quantitative data represented in tables, charts, graphs, maps, and infographics
- Source Analysis – Read, analyze, and interpret foundational documents and other text-based and visual sources
- Argumentation – Develop and argument in essay format

Making the Civic Connection – The Required AP Project

Students in this course will be required to engage in a political science research or applied civics project tied to the AP US Government and Politics course framework that culminates in a presentation of findings.

The project can involve participation in nonpartisan service learning, government-based internship programs, or a choice of teacher-approved research project ideas.

Required Foundational Documents

1. [The Declaration of Independence](#)
2. [The Articles of Confederation](#)
3. [The Constitution of the United States](#) (Bill of Rights & Amendments)
4. [Federalist No. 10](#)
5. [Federalist 51](#)
6. [Federalism No. 70](#)
7. [Federalist No. 78](#)
8. [Brutus No. 1](#)
9. [Letter from Birmingham Jail](#)

Required Supreme Court Cases

1. [Marbury v. Madison](#), 1803*
2. [McCulloch v. Maryland](#), 1819*
3. [Brown v. Board of Education](#), 1954*
4. [Gideon v. Wainwright](#), 1963*
5. [Tinker v. Des Moines Independent Community School District](#), 1969*
6. [Roe v. Wade](#), 1973*
7. [United States v. Lopez](#), 1995*
8. [Baker v. Carr](#), 1961*
9. [Engel v. Vitale](#), 1962*
10. [New York Times Company v. U.S.](#), 1971*
11. [Schenck v. United States](#), 1919*
12. [McDonald v. Chicago](#), 2010*
13. [Shaw v. Reno](#), 1993*
14. [Wisconsin v. Yoder](#), 1972*
15. [Citizens United v Federal Election Commission \(FEC\)](#), 2010*