SAN LEANDRO UNIFIED SCHOOL DISTRICT

SECTION A. COURSE DESCRIPTION COVER PAGE

1. Course Title: AP Govt & Politics	6. Prerequisites: World Hist | US Hist | PASS 9/6 MATH
2. Action: ___ New Course ___ Course Revision ___ Title Change Only	7. Grade Level: 12th
3. Transcript Title/Abbreviation:	8. Elective/Required: REQUIRED
4. Transcript Course Code/Course Number:	9. Subject Area: Social Sci
5. CBEDS Code:	10. Department: Social Sci

11. Length /Credits:
___ 0.5 (half year or semester equivalent) X 1.0 (one year equivalent)
___ 2.0 (two year equivalent)

12. Was this course previously approved by UC? X Yes ___ No
If so, year removed from list: _____

13. Meets the "A-G" requirements in the a-g university/college entrance requirement. Approval date: 2016

14. School Contact Information
Name: Melanie Soares | Kristian Johnsen Title/Position: Classroom Teacher | Dept Head
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16. Signatures:
Department Chair: _____
Site Leadership Chair/Site Curriculum Committee Chair: _____
Principal: _____
Other: _____

16. Date Approved by Board of Education:

Valarie Sowers
Social Science
San Leandro High School

SYLLABUS – ADVANCED PLACEMENT AMERICAN GOVERNMENT AND POLITICS 2014-2015

COURSE

AP American Government and Politics is an intensive study of the formal and informal structures of government and the processes of the American political system, with an emphasis on policy-making and implementation. It is a year-long course at San Leandro High School intended to meet or exceed the introductory one-semester government course offered at colleges and universities. The purpose of the course is to introduce students to the various elements of government and politics in the United States and how they work together to produce public policy. It examines the critical relationship among the various institutions, government, groups and ideas that make up the dynamic political arena in our country. This course helps the student to become familiar with the various ideas and theories used to analyze and predict political behavior and the terminology useful in describing and discussing politics.

Activities include essays, tests, intensive note taking, debates, research projects and use of primary and secondary sources. Emphasis is on the analysis and interpretation of factual information as it pertains to U.S Government. The course is designed to give student an opportunity to interact with college-level material. This course is designed to prepare students for the AP Exam.

METHODS OF INSTRUCTION

Student learning activities involving college level traditional lecture by teacher with students engaged in the active process of taking notes, critically reading and analysis of both primary and secondary sources, student centered group projects such as trials, cases studies, presentations, problem solving, critiques of films, newscasts, using computer databases to conduct research for extensive essay writing. Instruction is geared for the student to pass the College Board Exam.

TEXTS

Edwards, George C. III, Martin P. Wattenberg, and Robert L. Lineberry. *Government in America: People, Politics, and Policy*, 10th ed. New York: Longman, 2002.

OTHER MATERIALS

Other material included but not limited to: articles from current newspapers, such as the *New York Times* or the *Wall Street Journal*; newsmagazine excerpts from *Time*, *Newsweek*, or the *Economist*; news footage and documentaries; C-SPAN's coverage and current events materials; numerous websites.

[C8]

CURRICULAR OBJECTIVES

The AP Government and Politics curricular objectives follow the most recent *AP Government and Politics Description* found on the AP Government and Politics Course Home Page. Throughout the remainder of this syllabus, the Curricular Objectives will be abbreviated to CO followed by the number of the objective.

The course provides a systematic study of governmental topics and elements central to the understanding of the US political institutions and polices. Students will study and analyze materials centered on the following topics:

1. Analyze and evaluate the Constitutional underpinnings of the United States government
2. National governmental functions of the bicameral Legislative Branch
3. Function of the Executive Branch and the development of the Federal Bureaucracy
4. Function of the Judicial Branch
5. Nature and functions of political parties and interests groups
6. Political beliefs and behaviors of the voting citizen
7. Evaluate the civil liberties guaranteed by the US Constitution
8. Analyze the philosophy of the role of government in policy making and the areas of intervention

COURSE PLAN

Part I Chap 2 & 3: Constitutional Foundations of American Government
Preread Edwards, et al., pp. 26–93

Content Goals

Students should understand the doctrines and historical background to the Constitution:

- Analyze the purpose of govt by comparing the ideals of both Locke's and Hobbes' versions of the social contract theory
- Assess the functions of the US govt (e.g. protections and provisions)
- Analyze and compare the political ideologies of conservatism, liberalism, libertarianism and socialism
- Analyze the political systems of anarchy, theocracy, direct democracy, republicanism, absolute monarchy, constitutional monarchy and dictatorship
- Assess the weaknesses of the Articles of Confederation
- Examine the delegates and beliefs of the men at the Constitutional Convention and analyze the controversies and compromises of the Constitution
- Analyze the basic principles of the Constitution (e.g. representative govt, federalism, separation of powers, check s and balances)

- Analyze and evaluate the living constitution, its weaknesses, its strength's (e.g. the elastic clause, amendments, historical importance)
- Analyze the seven Articles of the Constitution

C1—The course provides instruction in the constitutional underpinnings of the U.S. government.	C8—The course includes supplemental readings, including primary source materials (such as *The Federalist Papers*) and contemporary news analyses.

Materials

Edwards, et al and Sections of the Articles of Confederation, the Constitution, and *The Federalist Papers*; modern commentary on federalism

Daily Topic Assignment

(Edwards, et al.)

Day 1 Introduction, syllabi, notebooks and methods used (data analysis, maps and charts)
2 Chap 2 Revolution & Rebels with a Cause pp. 30-33
3 The New Govt & the Weaknesses of the Articles of Confederation pp. 33–54
4 Shay's Rebellion pp 34-36
5 New Jersey Plan vs. Virginia Plan pp 37-39
6 Hot Days in Philly Essay #1
7 Essay Work Day
8 Essays Due/Discussion
9 Peer Reviews
10 The Constitution pp 39-60 pp703-707
11 The Lucky 7s pp. 703-707
13 Feds and Anti–Feds *Federalist,* #10 and #51 pp. 698-702
14 Primary Source: *The Federalist Papers* pp. 698-702
15 The Living Document pp.58-60
14 The Big 27! pp. 708-711
15 Chap 3 Federal, Federalist, Federalism pp. 64-70
16 To Drink or not to Drink??? Extemporaneous Write Timed Writing
17 National States Obligations to Each Other pp.75-76
18 Fiscal Federalism pp. 80-84
19 Review of foundations and federalism Chap 2 & 3 Review
20 Chap 2 & 3 Exam/multiple-choice and Essay/free-response
21 Discussion/Justification of Exam

Part 2 Chap 12: Institutions of National Government: The Congress

Preread Edwards, et al., pp. 352-391

Content Goals

Students should understand the workings of the legislative process; the functions

and powers of Congress; the relationship to other branches of government under the Constitution; and the change and evolution of congressional powers as a result of specific events in American history:

- Evaluate the establishment, membership and organization and deliberation procedures of the Senate and the House of Representatives
- Critique congressional campaigns and their financing
- Evaluate the committee system of both the Senate and the House of Representatives
- Analyze internal congressional politics (e.g. etiquette and courtesy, reciprocity, support agencies)
- Analyze the decision-making process in Congress and the objectives of the legislators
- Asses the effect of the separation of powers (e.g. influences and oversight)

C4—The course provides instruction in institutions of national government.

Materials

Maps and charts of votes in Congress and party strength; charts on the legislative process and lobbyists.

Day Topic Assignment

(Edwards, et al.)

1 Intro to Congress Article I—the Constitution pp.703-705
2 Powers of… pp. 352-354
3 A Day in the Life… pp. 354–357
4 Qualifications The House: pp365-366
5 Qualifications The Senate: pp.366-368
6 Congressional Elections pp. 357-364
7 The Party's On! pp. 369-375
8 Legislative Process pp.375-378
9 "I'm Just a Bill" Show School House Rock Snippet pp.375-378
10 Committees and Such pp.369-373
11 An Amazing Team Activity: You make a bill! http://www.congresslink.org/print_lp_mrsmith.htm
12 Outside Reading on Interest Groups and Frontline on Interest Groups
13 Interest Groups pp381-383
14 Peer Review of your Bill! Chose a Bill for Mock Congress
15 Mock Congressional Cha Cha (the Politics of Legislation)
16 Current Congress pp. 383-387
17 Can Mr Smith get to Washington Anymore Video!

18 Review Chap 12
19 Chap 12 Exam/multiple-choice and Essay/free-response
20 Discussion and Justification of Exam

Part 3 Chap 13, 14 & 15: Institutions of National Government: Presidency, Bureaucracy, and Federal Budget
Preread Edwards, et al., pp. 392-501

Content Goals

Students should understand the functions and powers of the executive branch; its relationship to other branches of government under the Constitution; the change and evolution of the executive branch and the bureaucracy as a result of specific events in American history; the relationship between the national government and state and local government bureaucracies; and the role of the bureaucracy in formulating the federal budget:

- Evaluate the constitutional provisions for and the historical controversies of the Presidency
- Analyze and evaluate the roles of the president as chief of state, administrator, legislator, diplomat, party leader, and commander-in-chief.
- Trace the organization of the Executive Branch, and the development of the executive and White House staffs
- Analyze the policy-making agenda of the executive Branch
- Analyze the development and historical growth of the federal bureaucracy, its organizational levels (e.g. department, agencies)
- Analyze the influences on the bureaucracy; note its relationships with Congress, the President, the Judiciary and Interests Groups
- Analyze the problems with the nation's huge bureaucracy

C4—The course provides instruction in institutions of national government.

Materials

Federalist 70; chart of major departments and responsibilities; data on federal budget spending and projected spending.

Daily Topic Assignment
(Edwards, et al.)
1 Presidential Powers pp. 393-422

2 Presidential Powers cont pp. 393-422
3 Organization of the Presidency pp. 402-409
4 Will the Real President Please Stand Up? Controversy surrounding 2004 Elections
5 PR Outside reading Controversy surrounding 2004 Elections
6 Public Support/The Numbers Game pp. 413-418
7 Federal Budget pp.438-447
8 The Budgetary Process pp. 453-455
9 The President's Budget pp. 455-46
10 Congress's Budget pp. 456-459
11 Us and the Budget pp. 459-464
12 Meet the Bureaucrats! pp. 466-473
13 Theories of Bureaucracy pp. 473-475
14 How are the Dept Organized pp 475- 479
15 Implementation?? Que?? pp 480-486
16 A Case study: Voting Rights Act of 1965 pp. 486-487
17 Regulation: An everyday event pp. 488-495
18 Iron Triangles pp. 495-499
19 Review
20 Chap 13 –15 Exam/multi & Essay/free-response questions
21 Discussions and Justification of Exam

Part 4 Chap 16: Institutions of National Government: The Judiciary
Preread Edwards, et al., pp. 502-539

Content Goals

Students should understand the policy process; the workings of the judicial process; the functions and powers of the federal court system; the relationship of the Supreme Court to other branches of government under the Constitution; and the change and evolution of the judiciary as a result of specific events in American history.

- Trace the creation of the Supreme Court of the United States, its appointment structure and the length and frequency of its sessions
- Analyze the powers and jurisdiction of the Supreme Court, including selection of cases, judicial review and interpretations
- Analyze the philosophies and role of judicial restraint and judicial activism
- Analyze the role and jurisdiction of lower federal courts
- Analyze the settlement of legal conflicts (e.g. criminal and civil cases and trials.)
- Evaluate the functions and divisions within the Department of Justice
- Analyze the concept of Federalism in the US Court system

C4—The course provides instruction in institutions of national government.

Materials
Review of major cases; chart on rulings of the court.

Day Topic Assignment
(Edwards, et al.)
1 Intro, Powers of the Judiciary pp. 532–536
2 Structure of the Courts pp. 537–549
3 Judicial Selection/Decision Making pp. 550–560
4 History of the Court
5 The Rehnquist Court
6 Summary and Review
7 Exam—multiple-choice
8 Exam—free-response questions
9 Discussion and Justification of Exam

Part 5 Chap 6 Chap 7 Chap 8: Political Parties and the Public

Preread pp. 172–263

Content Goals

Students should understand the mechanisms of transmitting interests to government action, including interest groups, political action committees, and mass media; the role of media coverage and the press on elections and government actions; the different historical and ideological beliefs of political parties; demographic groups in the U.S. and their political beliefs; and ways of understanding political beliefs and behavior:

- Trace the history and reasons for the creation of a two-party system in the U.S.
- Analyze the reasons for the creation of third parties
- Evaluate the structural organization of the political parties and identification with them
- Evaluate the nomination process, national conventions and analyze the lack of mention in them in the Constitution
- Analyze the need for financing and evaluate the methods, limitations and oversight agencies for such
- Analyze the strategies of campaigns
- Trace the historical development of interest groups, and analyze their impact upon the US political scene

C2—The course provides instruction in political beliefs and political behaviors.	C3—The course provides instruction in political parties, interest groups, and mass media.	C7—The course provides students with practice in analyzing and interpreting data and other information relevant to U.S. government and politics.	C8—The course includes supplemental readings, including primary source materials (such as *The Federalist Papers*) and contemporary news analyses.

Materials

Supreme Court decisions governing elections; charts on political party formation and process; the impact of money on politics; graphs and charts on poll design and construction.

Day Topic Assignment

(Edwards, et al.)
1 Political Socialization
2 Political Socialization Part 2 pp. 194–198
3 Public Opinion and Spin 101
4 Public Opinion and Spin Part 2 pp. 99–212
5 Political Ideology *New York Times v. Sullivan*
(Woll: Chapters 3, 8)
6 Field Trip to the Hub
7 Class Discussion of Woll pp. 217–226
8 Media pp. 226–232
9 Media and Politics pp. 243–262
10 Political Parties pp. 262–270
11 Political Parties
12 Beliefs and Behavior
13 Demographic and Group Behavior
14 Summary and Review
15 Exam—multiple-choice
16 Exam—free-response questions
17 Discussion and Justification of Exam

Part 6 Chap 9 & Chap 10: Campaigning and Elections

Preread Edwards, et al., pp 264-319

Content Goals

Students should become familiar with the workings of the electoral process; the role of money and interest groups on campaigns; the laws governing elections; and the way individual campaigns operate on the local, state, and national level.

- Analyze participation in the political process (e.g. eligibility, stats, profiles, voting reasons, campaign roles

- Analyze the role of public opinion and its inconsistencies and evaluate polling
- Evaluate the effect differences of opinion of various groups (e.g. gender, age, class, region, race) and their impact upon voting
- Analyze the acquisition of political knowledge upon voting and the political socialization process
- Evaluate and analyze the influence of mass media the formation of public opinion
- Evaluate government control of the media
- Analyze the interaction of the media with political campaigns

C7—The course provides students with practice in analyzing and interpreting data and other information relevant to U.S. government and politics.

Materials

Maps, charts, and graphs of electoral outcomes and political participation; charts showing the role of money in politics; contemporary news and Internet coverage and analysis of elections and campaigns; discussion of exit poll data:

Special Assignment—Elections

The class will divide into Democrats and Republicans. Those who choose to identify with neither party will choose one for the sake of the project. Each party is to plan a campaign for a mock presidential election. Each party should choose its candidate and running mate. Each party should also use some combination of the following campaign positions: campaign manager, policy advisors, media consultants, ad specialists, speechwriters, logistics managers, and any other positions deemed necessary by the campaign manager. This project will be given both a group and an individual grade. Individual grades will be given by me after reading evaluations completed by the campaign manager. The group grade depends upon winning the election. In every election, there is a winner and a loser. Unfortunately, the best campaign does not always win. Welcome to politics.

Day Topic Assignment

(Edwards, et al.)

1 Intro/Election Project pp. 275–292

2 Campaigning pp. 292–302

3 Campaign Finance

4 Project Work Day

5 Project Work Day pp. 307–313

6 Election Process

7 Presidential Elections Woll: Chapters 4–6, selections

8 Presidential Elections (1960–1980)
9 Presidential Elections (1984–2000)
10 Project Work Day
11 Project Work Day pp. 314–330
12 Voting Behavior
13 Project: Election Day
14 Election Analysis pp. 335–362
15 Interest Groups—Roles and Theories
16 Interest Groups—Action
17 Summary and Review
18 Exam—multiple-choice
19 Exam—free-response questions
20 Discussion and Justification of Exam

Part 7 Chap 4 & Chap 5: Civil Liberties and Civil Rights
Preread Edwards, et al., pp 94-171

Content Goals

Students should understand the institutional guarantees to political and civil rights granted under the Constitution; the rights conferred by the American government system; key Supreme Court cases and arguments regarding constitutional protections;
the impact of the Fourteenth Amendment on civil rights at the state level;
and the impact of judicial decisions on American society:

- Analyze what civil liberties are and mean to citizens
- Analyze institutional and political protection of civil liberties
- Analyze the Bill of Rights (e.g. Limitations of state action, 1st Amendment Rights, criminal procedures and particular extensions of the Bill of Rights (e.g Roe vs Wade)
- Analyze historical instance of repression of civil liberties

C6—The course provides instruction in civil rights and civil liberties.	**C8**—The course includes supplemental readings, including primary source materials (such as *The Federalist Papers*) and contemporary news analyses.

Materials

Supreme Court decisions on civil rights and civil liberties *(Plessy v. Ferguson; Brown v. Board of Education I & II; Roe v. Wade; Adarand Constructors, Inc. v.*

Pena; Engle v. Vitale; Zelman v. Simmons-Harris); current news debates on terrorism and civil liberties.

Special Assignment
Each student is assigned two landmark Supreme Court cases. For each assigned case, the student must prepare a written and oral brief of the case, including the background of the case, points of law, the decision and rationale of the court, and subsequent related cases.

Day Topic Assignment
(Edwards, et al.)

1 Intro/Court Project Assigned Case research
2 Portfolio Assignment
3 Portfolio, Cont.
4 Project Work Day pp. 103–104, Woll assignment
5 Amendment 1 pp. 105–123
6 Amendment 1—Goes On…
7 Amendment 1—And On…
8 Amendment 1 pp. 123–131, Woll assignment
9 Rights of the Accused
10 Rights of the Accused
11 Rights of the Accused pp. 132–135
12 Privacy Issues Outside reading assignment
13 Privacy Issues pp. 130–149
14 Intro to Civil Rights pp. 149–152
15 Education pp. 153–155
16 Civil Rights Act of 1964 pp. 155–158, 165–170
17 Race and Ethnicity pp. 158–165
18 Gender pp. 170–172
19 Affirmative Action
20 Summary and Review
21 Exam—multiple-choice
22 Exam—free-response questions
23 Discussion and Justification of Exam

Part 8 Chap 17 Chap 18 Chap 19 Chap 20: Public Policy

Content Goals

Students should understand the philosophy of the role of government in policy making and the areas of intervention. A result identifying the major policies and debates in American government today:

- Analyze government control of the economy (e.g. fiscal and monetary policies) and the arenas for such (e.g. trade, big business, labor, agriculture)
- Analyze government control of welfare, entitlement programs and health care
- Analyze government control of energy and the environment and evaluate federal legislation and interest group impact
- Trace historical foreign policies (e.g. anti-communism) and the tools used to promote them
- Analyze government foreign policy as impacted by the President, Congress and the Bureaucrats

Materials

Current Events, newspapers, magazines, c-span.

Special Assignment

Groups prepare a written and oral presentation of the assigned policy area.
Presentations must include:
• Background information
• Major players in this policy arena
• Major policy initiatives
• Current issues in the policy area

GRADING SYSTEM & METHODS OF EVALUATION:

Competency will be measured by quizzes, previous College Board tests, essays, projects and topical papers. College Board Guidelines will be adhered to. Grades are calculated on a total point system:

GRADES

Participation	20%
Class Work	10%
Projects	20%
Tests/Quizzes	50%
Extra Credit (where opportunity allows)	

PARTICIPATION

Participation will be an integral part of the class and will be included directly into the grade. Participation will be defined as bringing materials to class, attending class, being on time, staying awake with head off the desk, participating positively in activities,

responding when called upon, following my basic classroom rules and having assignments completed and on time.

MAKE UP

Make up work will be accepted for excused absences only. No late work will be accepted. Make up test must be completed before the next scheduled test. Quiz make ups will be scheduled once per grading period.

Class Rules

- RESPECT!!!!!!!!!!!!!!!!!! Your fellow classmates and me! The golden rule in my book!!! Which means hands to self and absolutely ZERO tolerance for talking during exam time? Sure guarantee for a referral from me!
- No talking whilst I or your fellow classmates are speaking! Raise your hands if you wish to share something. Answer when called upon. Remember participation is a large chunk of your grade.
- NO EATING or DRINKING except H2O!
- Tardy is tardy, get a slip if you are planning on attending class!
- Stay in seats until I dismiss you, not the bell.

I have read and understand the information regarding Mrs. Sowers AP GOVT class and her classroom rules. Ms. Sowers reserves the right to change rules without notification at her discretion.

Student name (print):_____ Student ID#_____

Student Signature_____ Date _____

Parent/Guardian Signature_____ Date _____