

Advanced Placement® United States Government and Politics

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Course Description:

AP U.S. Government and Politics is a college-level one-semester 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 through the use of 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 1 hour and 30 minutes. The course will be organized around the following units of study:

- Unit 1: Foundations of American Democracy (6 days)
- Unit 2: American Political Ideologies and Beliefs (5 days)
- Unit 3: Political Participation (5 days)Unit 4: Interactions Among Branches of Government (11 days)
- Unit 5: Civil Liberties and Civil Rights (8 days)

The course also consists of:

- A partial period review day in each unit.
- A unit exam at the end of each unit that will be administered in one class period.
- A week for civic engagement project presentations at the end of the course.
- One week of review for the AP Exam at the end of the course.

The political knowledge, enduring understandings, and big ideas acquired 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 Success:

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: One hour and 20 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: One hour and 40 minutes

Percentage of Total Exam: 50%

As the breakdown of the AP Exam highlights, success in this course and on the AP Exam requires far more than the memorization of political knowledge. Success in this course and on the AP Exam requires connection-making with the aim of being 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 different pieces of the course fit together 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 that connect the content in the course units 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

Every AP Exam question fuses course content, reasoning processes, and disciplinary practices. Thus, in-class and outside of class assignments 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 Additional 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]:

Bianco, W. T. (2017). *American Politics Today*. S.I.: W W Norton.

Additionally, students will have access to the following free online resources:

- AP United States Government and Politics reading skills lessons – This resource contains all of the required Supreme Court cases and foundational documents, along with close reading and discussion questions and activities.
- Oyez – This online database provides succinct and accessible overviews for all Supreme Court cases.
- 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. The National Constitution Center also has a blog that applies constitutional principles to current events.

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. 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. Additionally, students will have access to the AP United States Government and Politics Interactive Reader, which includes information and majority/dissenting opinion excerpts for cases that complement the required 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)

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.

Unit 1: Foundations of American Democracy [CR1]

(6 instructional 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: American Political Ideologies and Beliefs [CR4]

(5 instructional 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 3: Political Participation [CR5]

(5 instructional 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

Unit 4: Interactions Among Branches of Government [CR2]

(11 instructional 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 an 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 5: Civil Liberties and Civil Rights [CR3]

(8 instructional 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) 12

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
- 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) 13

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

Grading Procedures:

Rockwall ISD updated the high school grading procedures starting with the 2018-2019 school year. Students should become familiar with these procedures and pay close attention to how each teacher is addressing them in each course. A copy of the procedures can be found at:

<https://www.rockwallisd.com/cms/lib3/TX02215269/Centricity/Domain/597/Grading%20Guidelines%202018-2019%20FINAL%20Aug%203%20529.pdf>

Formative Assessments:

- Includes, but not limited to: daily notes, daily practice, class discussions, teacher observations, classroom assignments, classroom presentations, homework, and quizzes.
- There will be a minimum of 6 per 6-weeks.

Summative Assessments:

- Includes, but not limited to: tests, projects, major presentations, major papers, and district assessments.
- There will be a minimum of 3 per 6-weeks.

Reassessments:

- Students will have 5 days from the “receipt of the grade,” which in AP United States Government means when it is entered into Skyward, to request ONE opportunity to show improved mastery.
- To request the opportunity to show improved mastery, please visit the tutoring request log, check the tutoring calendar, and sign up for a day to take advantage of your one opportunity to show improved mastery on a particular assignment.
- The reassessment grade will replace the original assessment up to a 70 as long as it is higher.
- There will be no dropped grades.

Test Corrections:

- Students who score less than a 70 are allowed to complete test corrections as long as all formative assessments are at least a 70 or have been corrected if lower than a 70.
- Students must complete the test corrections in tutoring with the teacher present.
- Students will be allowed to use the textbook, notes, and other resources used in class to complete test corrections.
- Test corrections will be graded and the new score will replace the original grade up to a maximum grade of 70 as long as it is higher.

Make-up Work:

- When absent, students are responsible to make up any work missed.
- “Students will be allowed the amount of time equal to the number of days absent to complete make-up work.
- If the student is aware of an assignment/project/exam deadline, and has received the necessary instruction before the absence occurs, the assignment or exam is due upon the student’s return to school.”

Late work:

- Late work is defined as any assignment that is not turned in at the time and date designated by the teacher when the student is present.
- “After one class session late, for that class, the work may only be eligible to receive 85% of the original assigned points. Beyond one class session late, for that class, the work may only be eligible to receive 70% of the original assigned points. Beyond two days late, the work may only be eligible to receive 50% of the original assigned points. (15, 30, 50 late policy) Late work will be accepted only prior to the end of the student’s grading period.”

Classroom Expectations & Norms:

Upon entering class every day, students are expected to:

- have respect for themselves, their peers, the teacher, and any other adult/visitor in the room
- bring a pen or pencil (pencil is a must on test days),
- bring notebook paper,
- bring any homework/assignment due, and
- check the board for the day’s agenda and important dates.

Electronic Devices:

Rockwall ISD is a BYOT (Bring Your Own Technology) District. Therefore, personal electronic devices such as cell phones, tablets, laptops, iPADS, etc. are allowed on campus and in the classrooms. Please see the Personal Electronic Device Agreement.

Attendance:

- A tardy is any time a student enters class after the tardy bell has rung without a note/pass from the attendance office, counseling center, nurse, teacher, or administrator.
- Each tardy will be recorded in Skyward.
- If you miss 10 minutes or more of any class period, you are absence for the class period.

Daily Student Focused Note-Taking (Required Information):

- Vocabulary – As students enter the room, they should check the board for important vocabulary terms for the lesson and define them to begin the notes. Students will begin a new page every day.
- Notes – Students choose the format. These do not have to be written using complete sentences.

- Interaction/Play/Questions – Students will be given time in class (30 seconds – 1 minutes) periodically to make comments, ask questions, record observations about their learning. These do not have to be written in complete sentences.
- Summary/Reflection– At the end of each period (normally the last 2-3 minutes), students will reflect on the lesson and are expected to write using complete sentences.
- *At the end of each unit, students will turn in their daily notes for the unit. The teacher will check for completion and quality.*

Final Grade Assessment:

- 30% (Daily Grades) – Includes, but not limited to in-class assignments, quizzes, etc.
- 70% (Test Grades) – Unit Tests (consists of 30-60 multiple-choice questions and 1-3 analytical and interpretive free-response questions), Project(s)

Final Avg. Calculations - $(MP1+MP2+MP3) \times 9 = \underline{\hspace{2cm}} + \text{Final Exam} = \underline{\hspace{2cm}} / 10 = \text{Final Average}$