Advanced Placement United States Government and Politics
Syllabus

Course Objective

The development of the young adult as an actively participating and productive U.S. citizen and member of an increasingly global society is embodied in the instructor’s pedagogy.

The main objective of this course will be to try and produce a student who will be an informed citizen who will actively participate in our evolving American form of government and believe that personal acts of civic virtue displayed throughout their life will help ensure the inalienable rights as declared in the Declaration of Independence, have fruits for their posterity that they themselves sacrificed, gave a part of themselves, to help guarantee. The course will employ the Socratic method of question and inquiry study to help develop a critically thinking student-citizen upon completion of the course. The instructor strongly suggests that students taking this course form highly functioning study groups.

The second objective of this course will be to prepare the student to be successful on the AP United States Government and Politics Exam that will be administered in the late spring. As suggested by The College Board “students should become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes.” Possible topics for critical exploration:

1. Constitutional Underpinnings of Untied States Government
2. Political Beliefs and Behaviors
3. Political Parties, Interest Groups, and Mass Media
4. Institutions of National Government
5. Public Policy
6. Civil Rights and Civil Liberties

The third objective, upon completion of the course the student will:

1. Be aware of the inalienable rights that the Constitution protects for each citizen regardless of sex, race, religion or ethnic origin.
2. Be able to explain the concept of a Constitutional Republic
3. Know the importance of voting.
4. Understand the true purpose of lobbying.
5. Understand the meaning of the student’s own citizenship and the importance of civic virtue.
6. Comprehend that each citizen should actively participate in preserving their own inalienable rights.
Required Text


Means of Assessment

The daily class lecture/discussion and reading assignments will make up the majority of the daily class schedule. Evaluation over this part of the course will be in multiple choice and in essay form, designed to prepare the student for the AP exam. The text book assignments will make up the majority of the course exams. The multiple choice exams will duplicate the AP exam format. All exams are weighted equally except for the comprehensive semester final which is weighted at 20% in accordance with district policy.

The student is expected to actively participate and be prepared for daily dialog with the instructor and fellow classmates.

All make-up exams will be taken at the instructor’s discretion. Any assignments that are turned in late, if accepted by the instructor, will have a minimum of a 15% deduction from the grade.

Class attendance is mandatory. The student’s schedule will be changed if not attending class or chronically tardy to class.

This course requires of the student a substantial commitment of time to reading and reflective thought to be successful.

Course Description

The course will follow two different types of learning designed to promote left brain and right brain interaction. Rote Learning will consist of utilizing the information in the course text and will be evaluated in an AP multiple-choice format. The student will be required to complete the assigned reading from the textbook and complete the exam as assigned. The exams will be administered in a Take-Home format and also in the classroom. The textbook assignment will not always be the same topic or material that is being covered in the daily classroom dialog. The Intuitive Learning will consist of daily classroom dialog incorporating the assigned reading(s) and current events that the instructor deems applicable to the facilitation to the students’ critical thinking skills and their understanding of our form of government. The evaluations for the Intuitive Learning will be in short essay and in formal essay format designed for the student to demonstrate analyzes and interpretation of data.
Intuitive Learning will incorporate publications throughout the school year for reference, discussion, critical thought and testing material for AP format essay questions. These publications will include, but are not limited to, the following sources of information for classroom dialog.

The Declaration of Independence  Thomas Jefferson
The Constitution of the United States  James Madison
The Federalist No. 1  Alexander Hamilton
The Federalist No. 6  Alexander Hamilton
The Federalist No. 9  Alexander Hamilton
The Federalist No. 78  Alexander Hamilton
The Federalist No. 10  James Madison
The Federalist No. 51  James Madison
The Second Treatise of Government  John Locke
A Letter Concerning Tolerations  John Locke

The Danbury Baptists' Letter to Thomas Jefferson & Thomas Jefferson's "Wall of Separation" Response

Analyzes and Interpretation for the above assigned readings will be in essay format designed to facilitate the students critical thinking skills. The above assigned readings will coincide with the appropriate text book chapter.

Outside Resource Materials:


Intuitive Learning *tentative* schedule

**August and September**

A study of Socrates, Plato, Aristotle, St. Augustine, St. Thomas Aquinas, William Blackstone, John Locke, Thomas Hobbes, Montesquieu, Jean-Jacques Rousseau, Kant, Hegel, John Stewart Mill and selected others and their contributions to political theory, political philosophy, development of law, moral philosophy, the state of nature, the social contract and the separation of government.

Reading assignments on current issues in United States Government and Politics. Periodicals such as Time, Newsweek, Rolling Stone, Vanity Fair and web papers such as the New York Times, Washington Post, USA Today and a variety of foreign web papers from Europe and Asia.

Assigned United States Supreme Court Cases. *American Legal History: Cases and Materials* (cited above) will be used for this instruction.

Evaluation in essay and multiple choice format.

**October**

Instructor will use selected chapter from:

Current Events and Supreme Court Cases

Evaluation in short essay and multiple choice format.

**November**


Objections to *The Constitution of Government*—George Mason, Virginia Ratification Convention 1787
Current Events and Supreme Court Cases

December

Constitutional Law: The Religious Clauses
  Free Exercise and Establishment Clauses
  Establishment Clause Tests-
  #1 The Lemon Test:  \textit{Lemon V. Kurtzman, 1971}
  #2 The Coercion Test:  \textit{Lee v. Weisman, 505 U.S. 577}
  #3 The Endorsement Test:  \textit{Allegheny County v. ACLU, 492 U.S. 573}

Current Events and Supreme Court Cases
Review for Comprehensive Mid-Term
Student will take the Comprehensive Mid-Term
Christmas/Holiday/Winter Break

January

A look at His Excellencies life.
[1-4000-4031-0]

Current Events and Supreme Court Cases

February

The Fourth Amendment  Due Process Clause  substantive protection
  Equal Protection Clause
  Penumbra Theory and the 9\textsuperscript{th} Amendment

Current Events and Supreme Court Cases

March

Fourth Amendment Basics  Search and Seizure
  Probable Cause Continuum
  Exclusionary Rule

Current Events and Supreme Court Cases

April

May
Review for the AP exam
Student will take the AP Exam
Review for the Comprehensive Final
Student will take the Comprehensive Final
Summer Break

Rote Learning *tentative* schedule

August  
C-1 (text) The Study of American Government  
C-22 Who Governs? To What Ends?  

AP Exam Prep-Strategies for the AP Examination  
C-3 Theories of Democratic Government  

Evaluation in multiple choice format.

September  
C-17 The Policy-Making Process  
C-18 Economic Policy  
C-19 Social Welfare  

AP Prep  
C-15 Policy-Making in the Federal System  
C-16 Economic Policy and the Budget  
C-17 Domestic Policy: Social Welfare and the Environment  

Evaluation in multiple choice format.

October  
C-20 Foreign and Military Policy  
C-21 Environmental Policy  

AP Prep  
C-18 Foreign and Military Policy  
C-17 Domestic Policy: Social Welfare and the Environment  

Evaluation in multiple choice format.

November  
C-2 The Constitution  
C-3 Federalism  
C-4 American Political Culture  

AP Prep  
C-1 The Constitution  
C-2 Federalism  
C-4 American Political Culture  

Evaluation in multiple choice format.

December  
C-5 Civil Liberties  
C-6 Civil Rights
Review for Comprehensive Mid-Term
Student will take the Comprehensive Multiple Choice Mid-Term
Christmas/Holiday/Winter Break

January
C-13 Congress
C-14 The Presidency

AP Prep
C-11 Congress
C-12 The Presidency

Evaluation in multiple choice format.

February
C-15 The Bureaucracy
C-16 The Judiciary
C-7 Public Opinion

AP Prep
C-13 The Bureaucracy
C-14 The Federal Courts
C-5 Public Opinion and Political Beliefs

Evaluation in multiple choice format.

March
C-8 Political Participation
C-9 Political Parties

AP Prep
C-6 Political Participation
C-8 Political Parties

Evaluation in multiple choice format.

Spring Break is in this month so there will be a regrouping of thought processes after the return.

April
C-10 Elections and Campaigns
C-11 Interest Groups
C-12 The Media

Evaluation in multiple choice format.

AP Prep
C-7 Elections and Campaigns
C-9 Interest Groups
C-10 Mass Media
May  
Review for the AP exam
Student will take the AP Exam
Review for the Multiple Choice Comprehensive Final
Student will take the Comprehensive Final
Summer Break

Muskogee High School Grading Scale

Semester Grades will be cumulative throughout the semester with the Comprehensive Semester Exam weighted at 20% of the semester grade in accordance with district policy.

All students, who complete instruction, will be administered a United States History End-of-Instruction Exam as required by the state of Oklahoma. This score will be recorded on the student's permanent transcript.

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>59-0</td>
</tr>
</tbody>
</table>