

THE APGoPo LODESTONE DOCUMENT

SOUTHEAST RALEIGH MAGNET HIGH SCHOOL

ADVANCED PLACEMENT UNITED STATES HISTORY (APUSH)

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At the top of the AP GoPo webpage you will see a link to a google calendar with all important test and other due dates. Check this daily! It changes often!

Course Description

The AP Government & Politics: United States course provides an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality. (Taken from www.collegeboard.com/student/testing/ap/sub_usgov.html)

Course Rationale

AP Government and Politics provides students with a true college atmosphere in content, pacing, and instruction. It will challenge students' ability to think and analyze material critically, and give them the opportunity to earn college credit by their performance on the AP Exam. The goal of a you as a student in this course is not to get to college; the goal is to succeed in college. This course helps achieve that goal. A large degree of self-motivation is necessary to be successful in any AP class – it is very important to budget your time, meet deadlines, not fall behind in the reading, and to read your text and document books aggressively for comprehension, not “answers”!

Methodology/How the Course is Taught

There is a great volume of material to be covered in class. The bulk of the curriculum comes from your AMSCO textbook reading, which includes testable concepts and vocabulary. You will be treated as a college student in this course, which means you are expected to read the textbook cover to cover and work to truly learn it. I will help you with these concepts, extending your learning in class, but you do the bulk of the effort. I call it the 80/20 rule. In AP courses, you do 80%, I do 20%. This will be a BIG change from your other courses in the past, in which teachers tend to do 80%, while you do 20%. But that's high school. This is college. Good luck!

Course Assessments

Most of the assessments are unit exams composed of multiple choice questions and short essays. Since this is a similar format of the AP Exam, the unit exams will mirror that in composition and difficulty. The bulk of the tests will come from information in your AMSCO book, but everything in class, and for homework, including current events are testable. In addition, there will be several short quizzes over reading material, Journal Review, and short research assignments or interviews throughout the semester.

I. Reading Materials and Class Resources

1. United States Government and Politics AP Edition by AMSCO 2nd edition

Please DO NOT write or highlight in this book. If you would like your own copy, please purchase one on amazon or other website. You will need to write your name in the “This book is the property of” spaces on the back of the cover.

2. Journal Reviews completed from approved and credible News Sources (see last page of this document for details)

3. THE LANAHAN READINGS in the American Polity, Sixth Edition

edited by Ann G. Serow & Everett C. Ladd

4. Class Website: (Daily Assignments, calendar or due dates and Videos) www.laurathrower.com

5. Remind101 alerts

II. Expectations for Students

A large degree of self-motivation is necessary to be successful in any AP class – it is very important to budget your time, meet deadlines, not fall behind in the reading, and to read your text and document books aggressively for comprehension, not “answers”!

1. Maintain a **ring binder** for important documents like rubrics, test prep and testing information. Save all returned work!

2. Have a course dedicated **spiral notebook** that you can turn in me for AMSCO Chapter Checkpoint grading. This should be used only for this class and something you can submit overnight if needed. Always turn the rubric in with each chapter.

3. You are encouraged to contribute to class discussion and **ask questions** when something is not clear. Have opinions! Make arguments! History is interpretative and questioning the facts you learn is encouraged!

4. Please note that **due dates and deadlines will remain firm**, regardless of snow days or scheduled vacations. If we have snow days, you **MUST** check my website for work and keep “plowing” on. Ha!

5. “My computer/internet/printer wasn’t working” is NEVER an excuse for late or missing work.

6. If you miss a test, you must **schedule a re-take** to be taken **within 2 days** of your return to school or you will receive a lengthy essay test as its replacement.

HOW WILL CLASS BE STRUCTURED?

1. **Chapter Checkpoint Readings**: Your vocabulary definitions and other critical thinking activities from the textbook will go in your spiral, and be graded according to rubrics handed out on the day the assignment is given. -10 points if late. After 2 days, I will NOT accept any Chapter Checkpoints. Do not fall behind.

2. **Homework** from ancillary material (outside articles and journal review, etc).

3. **Lectures** will happen briefly only to expand and clarify readings. DO NOT look to the teacher to teach you all of the historical material. There is not enough time in this compressed class offering for me to do this AND teach you the skills needed to pass the essay portion of the AP GoPo College Board's exam.
4. Students will practice timed writing activities and essays (short answers) both in and out of class.
5. Students will read and analyze primary source materials from a variety of digital and print resources.
6. Tests – There will be **8 TIMED Chapter Exams** (multiple choice and some short answer essays)
7. Homework – while the vast majority of homework will be textbook readings and guided questions, there will other items as assigned: primary source readings, web quests, case studies, seminars, and Podcasts.
8. Final Exam Project – this is a partner project that will be detailed before the 2 week break.
9. **Mid-Term** will be administered per Wake County Modified Calendar. It will be an AP GoPo practice exam with AP GoPo “released” testing questions. **It will be weighted at less than 10%.**

III. ASSESSMENT (GRADING) INFORMATION: APGoPo

Percentages are *approximate* estimations of point totals and values.

- **Quizzes and Exit Tickets: 5%**
- **Homework (includes Journal Reviews): 10%**
- **Projects/Webquests 10%**
- **Chapter Checkpoints: 20%**
- **Classwork: 20%** (includes assignments marked as **Think and Do** and **AP Class Activities**)
- **Tests*: 35%**

*there are no individual test remediation opportunities for points back in this class on tests. If you need more points in the class, please complete OPTIONAL assignments. Your in-class tests will always be timed to get you ready for the exam.

Late points will be deducted for daily work and smaller assignments. After 3 days, most of these items will no longer be accepted. No exceptions unless you have a long term absence! Projects and other heavily weighted grades may be accepted with late points deducted and be accepted until the end of the quarter. When in doubt, check Powerschools entries on an individual assignment to see the late work requirement.

Term Weighting:

1st quarter = 40%, 2nd quarter = 40%, final exam (Civics Project)=20% of semester grade

The 2020 APGoPo Exam will be held at _____ (time) on _____ (date).

For schedules on other AP exams, visit:

http://apcentral.collegeboard.com/apc/members/exam/exam_information/228876.html

IV. AMSCO Textbook Alignment with AP Exam Topic (also found in the Table of Contents of your AMSCO book)

The following is the order we will follow in the class when reading the textbook. There are 5 units covered for the AP College Board Exam. Your unit tests for my class will be grouped by the following Units, but will also include outside information covered in class, not always covered in the textbook as well.

Unit 1: Foundations of American Democracy

Unit 1: Foundations of American Democracy The U.S. Constitution arose out of important historical and philosophical ideas and preferences regarding popular sovereignty and limited government. Compromises were made during the Constitutional Convention and ratification debates, and these compromises have frequently been the source of conflict in U.S. politics over the proper balance between individual freedom, social order, and equality of opportunity. Below are the 3 chapters we will read to cover all this information:

Chapter 1 - The Constitution

Chapter 2 - Federalism

Unit 2: Interactions Among Branches of Government

Unit 2: Because power is widely distributed and checks prevent one branch from usurping powers from the others, institutional actors are in the position where they must both compete and cooperate in order to govern. Below are 4 chapters we will cover to understand this concept:

Chapter 3: The Legislative Branch

Chapter 4: The Executive Branch

Chapter 5: The Bureaucracy

Chapter 6: The Judicial Branch

Unit 3: Civil Liberties and Civil Rights

Unit 3: Through the U.S. Constitution, but primarily through the Bill of Rights and the Fourteenth Amendment, citizens and groups have attempted to restrict national and state governments from unduly infringing upon individual rights essential to ordered liberty and from denying equal protection under the law. Likewise, it has sometimes been argued that these legal protections have been used to block reforms and restrict freedoms of others in the name of social order. Below are the 2 chapters we will review to understand civil rights:

Chapter 7 – Individual Liberties

Chapter 8 – Due Process and the Rights of the Accused

Chapter 9 – Civil Rights

UNIT 4 AND 5 TO BE COVERED AFTER THE DECEMBER BREAK

Unit 4: American Political Ideologies and Beliefs

Unit 4: American political beliefs are shaped by founding ideals, core values, linkage institutions (e.g., elections, political parties, interest groups, and the media in all its forms), and the changing demographics of citizens. These beliefs about government, politics, and the individual's role in the political system influence the creation of public policies. Below are the 2 chapters we will cover to understand political ideologies and beliefs:

Chapter 10: Citizen Beliefs and Public Opinion Polls

Chapter 11: Political Ideology and Policy

Unit 5: Political Participation

Governing is achieved directly through citizen participation and indirectly through institutions (e.g., political parties, interest groups, and mass media) that inform, organize, and mobilize support to influence government and politics, resulting in many venues for citizen influence on policy making.

Chapter 12: Voting and Voter Behavior

Chapter 13: Political Parties

Chapter 14: Campaigns and Elections

Chapter 15: Interest Groups

Chapter 16: The Media

V. Other Requirements for the Course

Final Exam Civics Project

The College Board as of 2019 has added a Civics Project (your final exam in my class) that encourages students to submerge themselves into real world observance and interactions with government and democracy. For more information, please read page 592-596 in your AMSCO book.

Must Know SCOTUS Cases

There are a total of 15 Supreme Court Cases that are required by the AP Board and can appear on the AP exam. We will have a presentation project for these to be detailed later in the semester.

Required Cases: McCullough vs. Maryland, 1819 US vs. Lopez, 1995 Baker vs. Carr, 1962 Shaw vs. Reno, 1993 Marbury vs. Madison, 1803 Engel vs. Vitale, 1962 Wisconsin vs. Yoder, 1972 Tinker vs. Des Moines Independent Community School District, 1969 Schenck vs. US, 1919 New York Times Co. vs. NY, 1971 McDonald vs. Chicago, 2010 Gideon vs. Wainwright, 1963 Roe vs. Wade, 1973 Brown vs. Board of Education, 1954 Citizens United vs. Federal Election Commission, 2010

Required Foundational Documents

There are a total of 9 Foundational Documents that are required by the AP Board and can appear on the AP exam. These are detailed and found within your AMSCO reading, expect quizzes and class discussions surrounding them. Please note #5...yes, this is a lot, articles, preamble, and amendments.

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

VI. Timing and Topics of the APGoPo College Board's exam*:

Section I: Multiple Choice | 55 Questions | 1 Hour and 20 Minutes | 50% of Exam Score

This section requires:

- **Quantitative Analysis:** Analysis and application of quantitative-based source material
- **Qualitative Analysis:** Analysis and application of text-based (primary and secondary) sources
- **Visual Analysis:** Analysis and application of qualitative visual information
- **Concept Application:** Explanation of the application of political concepts in context
- **Comparison:** Explanation of the similarities and differences of political concepts
- **Knowledge:** Identification and definition of political principles, institutions, processes, policies, and behaviors

Section II: Free-Response | 4 Questions | 1 Hour and 40 Minutes | 50% of Exam Score

In this section: (continued..)

1. **Concept Application:** You'll respond to a political scenario, explaining how it relates to a political principle, institution, process, policy, or behavior. (20 minutes suggested)
2. **Quantitative Analysis:** You'll analyze quantitative data, identify a trend or pattern, draw a conclusion for the visual representation, and explain how it relates to a political principle, institution, process, policy, or behavior. (20 minutes suggested).
3. **SCOTUS Comparison:** You'll compare a nonrequired Supreme Court case with a required Supreme Court case, explaining how information from the required case is relevant to that in the nonrequired one. (20 minutes suggested).
4. **Argument Essay:** You'll develop an argument in the form of an essay, using evidence from one or more required foundational documents. (40 minutes suggested).

Here are some common **task verbs** you might see in the Free-Response Questions:

- **Identify:** provide a specific answer, which does not require causal explanation
- **Define:** provide a specific meaning for a word or concept
- **Describe:** provide the essential details or characteristics of a particular concept or political phenomenon
- **Explain:** demonstrate understanding of how or why a relationship exists by clearly articulating the logical connection or causal pattern between or among various political phenomena
- **Compare:** provide an explicit statement which connects two or more concepts

***If you have an IEP that allows for extended time,** you need to check with your counselor to verify you will receive this on all AP exams. It is up to YOU to tell me if you have this modification.

Please see final page, sign off and return to me ASAP!

PARENT/STUDENT ACKNOWLEDGEMENT SIGN OFF SHEET

- I will communicate with your teen using Remind 101, which alerts their phone, or email for more detailed info. They should receive either emails or text alerts routed to their phones. I will not know their personal phone numbers, so it is imperative they check Remind and school emails frequently.
- If you need me, **my google voice number for text or calling is** _____ Or you can email me at lthrower@wcpss.net
- Your teen's website for ALL work is found at **www.laurathrower.com** on the corresponding course page
- Make sure to check Powerschools for grades often either with your teen logging in or by getting your own account (form is found on our schools website)

OPEN HOUSE IS _____, **AT** _____ **pm.**

COME MEET ME! AN INVOLVED PARENT MEANS A SUCCESSFUL STUDENT!

Tear or cut here and return the below paper to me by the end of next week



HAVE THIS PAGE SIGNED AND RETURNED TO ME ASAP!

These signatures certify that:

1. We have received a copy of, read, and understood this packet. **NEVER LOSE THIS PACKET!**
2. Both my parent/guardian and myself will keep on top of my grades by checking Powerschools on a regular basis. I have also visited (or will visit) Ms. Thrower's website and understand what is expected of me as a parent or guardian.

_____ (PRINT *student name*)

_____ (*student signature*)

_____ (PRINT *parent name*)

_____ (*parent/guardian signature*)

_____ (*parent/guardian email address*)

_____ (*parent/guardian best phone number*)