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| **School Year** | 2014-15 | **Teacher Name** | Victoria Bull |
| **Office** | 221 | **Website** | [http://northglennwethepeople.weebly.com](http://northglennwethepeople.weebly.com/) |
| **Phone** | 720-972-2659 | **Blog** | NA |
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| **Course Name** | | AP US Government and Politics | | |
| **Course Description** | | This course will teach students to critically analyze US government and politics. | | |
| **Unit of Study** | **Grade Level Expectations/Content Standards** | | **Approximate Time Spent or Percent of time Spent** | **Targeted Date of Assessment** |
| **Types of Governments/Economies; Who rules? What are the philosophical and historical foundations of the American political system?**   * Basic Theories of Political Science * Economic systems vs. political systems; types of governments * Classical Philosophies * Historical Background * Classical Republicanism and Individual Rights Theory   British government and heritage | Students will understand the Constitution and its role in the US historically and today | | 2 weeks | 9/12 |
| **How did the framers create the Constitution? How did the values and principles embodied in the Constitution shape American institutions and practices?**   * Constitutional Convention * Debates * Compromises * Historical/Political perspectives * Constitutional content   Powers of branches/ checks on powers | * Students will understand Governmental organizations and its members | | 2 weeks | 9/26 |
| **How have the protections of the Bill of Rights been developed and expanded?**   * Background of Civil Rights * Civil War and debate over slavery and citizenship   Civil War Amendments, specifically 14th Amendment | * Students will understand the evolution of individual rights and liberties in the US | | 3 weeks | 10/10 |
| **What rights does the Bill of Rights protect?**   * Civil Liberties * Supreme Court- structure, function and case law * Bill of Rights- historical perspectives and current controversies | * Students will understand the evolution of individual rights and liberties in the US | | 2 weeks | 10/24 |
| **What are the roles of citizens in American democracy?**   * Citizenship/ types of aliens * Rights and Responsibilities   Political behavior in the US | * Students will understand how individuals and groups participate in and their beliefs regarding the government | | 3 weeks | 11/14 |
| **American Political Culture**   * Voting and political beliefs in the US   Compare/contrast with Europe | * How individuals and groups participate in and their beliefs regarding the government | | 3 weeks | 1/24 |
| **Congress**   * Structure * Function * History * Current controversies   Contrasted with other democracies, specifically Europe | * Students will understand Governmental organizations and its members | | 2-3 weeks | 2/7 |
| **President and the Bureaucracy**   * Function and structure * Major programs * Presidential trends * Contrasted with other democracies   Role of Agencies and other bureaucracies | * Students will understand Governmental organizations and its members | | 3 weeks | 2/28 |
| **Political Parties and Elections**   * Political terms * Functions of parties * History of parties | The impact of political parties, interest groups and the media on government and politics | | 3 weeks | 3/21 |
| **Interest Groups and the Media**   * Effect on elections and political behavior   Current controversies | * The impact of political parties, interest groups and the media on government and politics | | 2 weeks | 4/4 |
| **Policy Making** | * The creation and implementation of public policy in the US | | 1 week | 4/11 |
| **Foreign and Military policy** | * The creation and implementation of public policy in the US | | 1 week | 4/18 |

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| **Grading Scale** | | **Grade Percentages/Weights** | |
| **A** | 90-100 | **Summative Assessments & Projects** | **80%** |
| **B** | 80-89 | **Formative Assessments & Projects** | **20%** |
| **C** | 70-79 | **\*Weekly progress grades are posted at https://ic.adams12.org/campus/portal/adams12.isp** | |
| **D** | 60-69 |
| **F** | 59 or below |

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| **General Expectations**   * Grades are based upon the demonstration of proficiency on units associated with a standard given during each formative or summative assessment. Formative grades in addition to summative unit assessments will be used to holistically determine your grade. * **Summative: 80%** Summative measures of achievement are taken when unit master is expected. (i.e., unit tests, culmination of a project, embedded assessments, etc.) * **Formative: 20%** Formative assessments measure the scaffolding skills and/or content embedded in the unit. Formative assessments are taken frequently, after a student has practiced a skill or become familiar with content. Examples of formative assessments include but are not limited to exit tickets, paragraphs, oral check for understanding, warm-ups, stages in a large project, etc. * Assessments will be graded based on teacher/district/state rubrics. * On group projects, students will receive a grade for individual work and a group grade. * Grades are based on achievement of Content Standards and Grade Level Expectations. |
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| **Class Expectations**  **Missing or incomplete assignments/assessments for this course:** Superintendent Policies 6280 Homework and 6281 Make-Up Work, will be followed for this course. |
| **We the People Competition:** We the People Competition is a competition on the Constitution run nationally by the Center for Civic Education. High school teams compete in a Congressional simulation at district, state and national level competitions. The competition uses a congressional hearing format and will be judged by prominent figures in the community and state. This assessment requires on-the-spot higher order thinking and the ability to quickly and clearly articulate verbal responses to questions using Constitutional and historical evidence. Students are divided into six groups with a series of questions around a topic on which they will become experts. Students research the questions from historical and current perspectives finding evidence to support their answers. This program is designed to help students develop higher order thinking, research, communication and interpersonal skills.  The We the People competition is a large focus of first semester and will be a mode of delivery for many first semester topics. Participation in this program is mandatory and will heavily impact first semester grades. The knowledge and skills gained in preparing for this competition are invaluable when preparing for and taking the College Board exam. Completion of sample follow-up questions, case briefs, and submission of research and speeches will be required. |
| **Student Expectations** |
| 1. Bring your materials to class every day and be on time and ready to work when the bell rings. Be prepared to do your best in class each day. 2. Respect diversity: name-calling, racism, sexism, homophobia, or any other displays of intolerance will not be tolerated. 3. Show respect for yourself, each other, the teacher, and the classroom.   *Consequences for violating the rules include owing time, behavior contracts, parent conferences, and referral to student relations.* |

Important Dates:

We the People District 7 Competition – 11/21/14

We the People State Competition – 12/16/14

AP Government and Politics Test - TBD