

## COURSE OUTLINE ADVANCED PLACEMENT US GOVERNMENT

### Course Description:

American Government is a one semester, state-required course in which students apply the knowledge gained in previous years of study to pursue a deeper understanding of our system of government.

### Course Content:

The course is divided into six units:

1. Constitutional Underpinnings of the United 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

### What's to be Graded:

- |                            |                            |
|----------------------------|----------------------------|
| • Four Unit Exams          | 200 points (approximately) |
| • Various Quizzes          | 200 points (approximately) |
| • Homework Assignments     | 200 points (approximately) |
| • Projects & Presentations | 400 points (approximately) |
| • Semester Final Exam      | 200 points (approximately) |

**1000 Points Approximately**

### Grading Policy

- |            |     |
|------------|-----|
| 90% - 100% | = A |
| 80% - 89%  | = B |
| 70% - 79%  | = C |
| 59% - 70%  | = D |

### ESLR's Addressed by Curriculum:

- Civic Responsibility
- Technological Literacy
- Post Secondary Preparation
- Critical Thinking

### This Year's AP Exam

- Monday, May 3
- First AP this year
- 13 Weeks to Prep / 60 Class Days Approximately
- '07-'08 – 50%+ Passage Rate
- '08-'09 – 50%- Passage Rate

## **CURRENT EVENTS ASSIGNMENT**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Course: **AP Government Period \_\_\_\_\_)**

Teacher's Name: **Peter Paccone**

ESLR Addressed: **Civic Responsibility**

Assignment Description: **Read and be tested on articles appearing in one or more major newspaper and/or magazine publications (i.e., Los Angeles Times, Wall Street Journal, Time Magazine, The Atlantic Monthly, etc).**

My CEA Score: \_\_\_\_\_ **(see rubric below)**

50-45 = A Excellent.

44-40 = B. Above Average

39-35 = C. Average

34-30 = D. Below Average

# **TECHNOLOGICAL PROFICIENCY ASSIGNMENT #1**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Course: **AP Government Period \_\_\_\_\_)**

Teacher's Name: **Peter Paccone**

ESLR Addressed: **Technological Proficiency**

Assignment Description: **On a separate sheet of paper, write a no more than two page paper on the difference between a liberal and a conservative in the modern era. Footnote your references.**

**Then, find out if you're a conservative or a liberal by going online to [typology.people-press.org/typology](http://typology.people-press.org/typology) and completing the survey found there.**

**When done, attach both your paper and your survey results to the back of this page.**

My TPA=1 Score: \_\_\_\_\_ **(see rubric below)**

- 20-19 = A. Excellent.
- 18-17 = B. Above Average
- 16-15 = C. Average
- 14-13 = D. Below Average

## **TECHNOLOGICAL PROFICIENCY ASSIGNMENT #2**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Course: **AP Government (Period \_\_\_\_\_)**

Teacher's Name: **Peter Paccone**

ESLR Addressed: **Technological Proficiency**

Assignment Description: **On a separate sheet of paper, create a computer generated chart of no more than two pages pertaining to all the cases contained in your final exam review materials.**

**Marbury v. Madison  
McCulloch v. Maryland  
Dred Scott v. Sanford  
Munn v. Illinois  
Plessy v. Ferguson  
Standard Oil v. US  
Shenk v. US  
Shecter v. US  
Dennis v. US  
Brown v. Board of Ed  
Roth v. US  
Mapp v. Ohio  
Baker v. Carr**

**Gideon v. Wainwright  
Miranda v. Arizona  
Furman v. Georgia  
Roe v. Wade  
UC v. Bakke  
Bowers v. Hardwick  
Bush v. Gore  
Lemon v. Kurtzman  
Tinker v. DeMoines  
Engle v. Vitale  
W. Virginia v Barnette  
Texas v. Johnson**

**For each case, please include mention of the following**

- The Facts (up to the point of the first appellate court action)**
- The Issue (what was interpreted)**
- The Decision (include the vote)**
- The Significance (what if anything came of the decision)**
- The Chief Justice (include his political leaning)**

**When done, attach your chart to the back of this page.**

My TPA--2 Score: \_\_\_\_\_ **(see rubric below)**

20-19 = A. Excellent.  
18-17 = B. Above Average  
16-15 = C. Average  
15-13 = D. Below Average

## **TECHNOLOGICAL PROFICIENCY ASSIGNMENT #3**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Course: **AP Government (Period \_\_\_\_\_)**

Teacher's Name: **Peter Paccone**

ESLR Addressed: **Technological Proficiency**

Assignment Description: **On a separate sheet of paper, create a computer generated chart of no more than two pages pertaining to all the amendments that have something to do with power/rights/government (whether it be state and/or federal.**

**This would include the amendments that have to do with presidential succession, voting, presidential terms, slavery etc.**

**For each amendment, please include mention of the following:**

- **Number of Amendment**
- **When Passed**
- **The Significance of the Amendment**

**When done, attach your chart to the back of this page.**

My TPA-3 Score: \_\_\_\_\_ **(see rubric below)**

- 20-19 = A. Excellent.
- 18-17 = B. Above Average
- 16-15 = C. Average
- 15-13 = D. Below Average

## **TECHNOLOGICAL PROFICIENCY ASSIGNMENT #4**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Course: **AP Government (Period \_\_\_\_\_)**

Teacher's Name: **Peter Paccone**

ESLR Addressed: **Technological Proficiency**

Assignment Description: **On a separate sheet of paper, create a computer generated chart of no more than two pages pertaining to all of the following.**

- **Internal Political Efficacy**
- **External Political Efficacy**
- **Political Ideology**
- **Political Socialization**
- **Political Beliefs**
- **Political Culture**
- **Political Behavior**
- **Political Elite**
- **Political Party**
- **Political Agenda**
- **Political Machine**

**When done, attach your chart to the back of this page.**

My TPA-4 Score: \_\_\_\_\_ **(see rubric below)**

- 20-19 = A. Excellent.
- 18-17 = B. Above Average
- 16-15 = C. Average
- 15-13 = D. Below Average

## **TECHNOLOGICAL PROFICIENCY ASSIGNMENT #5**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Course: **AP Government (Period \_\_\_\_\_)**

Teacher's Name: **Peter Paccone**

ESLR Addressed: **Technological Proficiency**

Assignment Description: **On a separate sheet of paper, create a computer generated chart of no more than two pages pertaining to all of the following.**

- **Incumbent**
- **Challenger**
- **Constituent**
- **At large District**
- **Single Member District**
- **Safe District**
- **Majority District**
- **Minority District**
- **Marginal District**
- **District Reapportionment**
  
- **Federal Form of Gov**
- **Confederate Form of Gov**
- **Unitary Form of Gov**
  
- **Strict Constuctionist**
- **Loose Constructionist**
  
- **Activist Approach**
- **Retrained Approach**

**When done, attach your chart to the back of this page.**

My TPA-5 Score: \_\_\_\_\_ **(see rubric below)**

- 20-19 = A. Excellent.
- 18-17 = B. Above Average
- 16-15 = C. Average
- 15-13 = D. Below Average

## **TECHNOLOGICAL PROFICIENCY ASSIGNMENT #6**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Course: **AP Government (Period \_\_\_\_\_)**

Teacher's Name: **Peter Paccone**

ESLR Addressed: **Technological Proficiency**

Assignment Description: **On a separate sheet of paper, create a computer generated chart of no more than two pages pertaining to all of the following.**

- **Majority Theory**
- **Elite Theory**
- **Pluralistic Theory**
- **Social Darwinistic Theory**
  
- **Moderate**
- **Progressive**
- **Reactionary**
  
- **Standing Committee**
- **Joint Committee**
- **Conference Committee**
- **Select Committee**

**When done, attach your chart to the back of this page.**

My TPA-6 Score: \_\_\_\_\_ **(see rubric below)**

- 20-19 = A. Excellent.
- 18-17 = B. Above Average
- 16-15 = C. Average
- 15-13 = D. Below Average

## **COOPERATIVE LEARNING ASSIGNMENT**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Course: **AP Government (Period \_\_\_\_\_)**

Teacher's Name: **Peter Paccone**

ESLR Addressed: **Cooperative Learning**

Assignment Description **Serve as a high school, social science department, faculty member called upon to work in groups of three to four to create a lesson plan for a slideshow presentation on a topic related to US Government.**

- **The Electoral College**
- **Primaries**
- **The Cabinet**
- **Bureaus, Agencies, and Corps**
- **Boards, Services, and Corporations**
- **Commissions**
- **Institutes, Administrations, and Information Centers**
- **Writs**
- **The History of Political Parties**
- **The Incorporation Doctrine**
- **Political Action Committee and Iron Triangles**
- **Informal Powers of the President and the Congress**
- **Grants (block and categorical)**

**Slideshow presentation must include text and graphics and be designed to last no more than two periods (100 minutes).**

**Slideshow presentation must also include three handouts and a post-presentation multiple-choice (ten question) test.**

**Lesson plan, slideshow, handouts, and post-presentation, multiple-choice test to be completed according to sample provided.**

My CLA Score: \_\_\_\_\_ **(see rubric below)**

- 50-45 = A. Excellent.
- 44-40 = B. Above Average
- 39-35 = C. Average
- 34-30 = D. Below Average

## **PROBLEM SOLVING ASSIGNMENT**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Course: **AP Government (Period \_\_\_\_\_)**

Teacher's Name: **Peter Paccone**

ESLR Addressed: **Critical Thinking**

Assignment Description: **In writing, solve some local, state, or federal issue**

**For a copy of my writing(s), see attached.**

My PSA Score: \_\_\_\_\_ **(see rubric below)**

50-45 = A Excellent.

44-40 = B. Above Average

39-35 = C. Average

34-40 = D. Below Average

## WRITTEN COMMUNICATION ASSIGNMENT

Name: \_\_\_\_\_

Course: **AP Government (Period \_\_\_\_\_)**

Teacher's Name: **Peter Paccone**

ESLR Addressed: **Post Secondary Preparation**

Assignment Description: **Twenty Five Minute In Class Essay**

**For a copy of my essay(s), see attached.**

My Average Score: \_\_\_\_\_

My WCA Score: \_\_\_\_\_ **(see rubric below)**

50-45 = A Excellent.

44-40 = B. Above Average

39-35 = C. Average

34-30 = D. Below Average

## **ORAL COMMUNICATION ASSIGNMENT #1**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Course: **AP Government (Period \_\_\_\_\_)**

Teacher's Name: **Peter Paccone**

ESLR Addressed: **Varied**

Assignment Description: **In groups of no more than three, educate the class as to the following US Supreme Court cases.**

- **Difference Between the House and the Senate**
- **Federalist Party and the AntiFederalist Party**
- **House Rules Committee; House Ways and Means Committee; and House Appropriations Committee**
- **Criminal v. Civil Rights**
- **Civil Rights vs. Civil Liberties**
- **Original Jurisdiction v. Appellate Jurisdiction**
- **Pure Speech vs. Symbolic Speech vs. Speech Plus**
- **Dependent Regulatory Agency v. Independent Regulatory Agency**
- **Separate but Equal Doctrine v. Wall of Separation Doctrine**
- **Executive Agreement v. Executive Treaty**
- **Executive Privilege v. Executive Power**
- **President's War Powers vs. Congress' War Powers**

**Presentation should not last for more than one half hour.**

**You may incorporate into your presentation any visual you want**

**Students to be scored by a panel of student scoring judges**

My OCA-1 Score: \_\_\_\_\_ **(see rubric below)**

- 50-45 = A. Excellent.
- 44-40 = B. Above Average
- 39-35 = C. Average
- 34-30 = D. Below Average

## **ORAL COMMUNICATION ASSIGNMENT #2**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Course: **AP Government (Period \_\_\_\_\_)**

Teacher's Name: **Peter Paccone**

ESLR Addressed: **Varied**

Assignment Description: **In groups of up to three, educate the class as to one of the following Congressional Acts.**

- **The Civil Rights Act ('64)**
- **The War Powers Act**
- **The Motor Voter Act**
- **The Title IX Higher Education Act**
- **Gramm Rudman Act ('85 and '87)**
- **Budget and Impoundment Act ('74)**
- **Patriot Act**
- **American with Disabilities Act**
- **War Powers Act**
- **Bipartisan Campaign Reform Act (McCain Feingold) Act**
- **Voting Rights Act ('65)**
- **Judiciary Act (1789)**
- **McCain Feingold Act**
- **Voting Rights Act ('65)**

**Presentation should not last for more than one class period.**

**You may incorporate into your presentation any visual you want.**

**Students to be scored by a panel of student scoring judges**

My OCA-2 Score: \_\_\_\_\_ **(see rubric below)**

- 50-45 = A Excellent.
- 44-40 = B. Above Average
- 39-35 = C. Average
- 34-30 = D. Below Average

## **ORAL COMMUNICATION ASSIGNMENT #3**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Course: **AP Government (Period \_\_\_\_\_)**

Teacher's Name: **Peter Paccone**

ESLR Addressed: **Varied**

Assignment Description: **Memorize the following.**

- **1<sup>st</sup> Amendment Establishment Clause**
- **1<sup>st</sup> Amendment Free Exercise Clause**
- **1<sup>st</sup> Amendment Free Speech Clause**
- **1<sup>st</sup> Amendment Free Press Clause**
- **1<sup>st</sup> Amendment Assembly Clause**
- **1<sup>st</sup> Amendment Petition Clause**
- **4<sup>th</sup> Amendment Search and Seizure Clause**
- **5<sup>th</sup> Amendment Due Process Clause**
- **5<sup>th</sup> Amendment Protection Against Self Incrimination Clause**
- **6<sup>th</sup> Amendment Right to Counsel Clause**
- **8<sup>th</sup> Amendment Cruel and Unusual Punishment Clause**
- **14<sup>th</sup> Amendment Due Process Clause**
- **14<sup>th</sup> Amendment Equal Protection Clause**
- **Article I Necessary and Proper Clause**
- **Article I Express (aka Formal) Powers of Congress**
- **Article II Express (aka Formal) Powers of the President**
- **Article VI Supremacy Clause**
- **A dictionary definition of the term judicial review**
- **The President's in Order Since World War II**
- **The Process for amending the Constitution**

**Students to be scored by a panel of student scoring judges**

My OCA-3 Score: \_\_\_\_\_ **(see rubric below)**

50-45 = A Excellent.

44-40 = B. Above Average

39-35 = C. Average

34-30 = D. Below Average

Unit I  
AP Government

**Constitutional Underpinnings**

5-15%  
8 Days of Class Time

**Unit II**  
**AP Government**

**Political Beliefs and Behaviors**

**10-20%**  
**8 Days of Class Time**

Unit III  
AP Government

**Political Parties, Interest Groups,  
and Mass Media**

10-20%  
8 Days of Class Time

Unit IV  
AP Government

**Institutions of National  
Government**

35-45%  
25 Days of Class Time

Unit V  
AP Government

**Public Policy**

5-15%  
8 Days of Class Time

Unit VI  
AP Government

**Civil Rights and Civil Liberties**

5-15%  
8 Days of Class Time

AP Government

**Final Exam Review**

3 Days of Class Time