

Advance Placement U.S. Government and Politics 2009 – 2010

Brief Description of Course

Advanced Placement United States Government and Politics is a one semester course, taught during the Fall Semester, designed to analyze the American political system through both the framework of the Constitution, as developed by the "Founding Fathers", and through the politically charged system that we find operating our government today. A focus of this course, through current events and supplemental readings, is on the institutions and processes through which the political system operates and the public policy that is adopted and implemented. This course is the equivalent of a college course and students are expected to take the AP National Exam in the Spring Semester (**May 3, 2010**).

The following three questions frame the course: (1) Who has the power? (2) How was power acquired? and (3) How is power used?

In class, essays and exams are given in the AP format of stimulus based questions and multiple-choice questions. Free Response Questions will be written in class every other week. All students are required to keep an organized interactive notebook which will be essential in preparing for the AP exam.

Grades are based on exams, quizzes, essays, homework assignments, projects, interactive notebook, and class participation.

Students will be required to keep up on current events for the purpose of class discussion and to connect the material from class to real events in the political world. To that end, students will keep a current events log, in their interactive notebook, where they will summarize and reflect on events that have meaning to themselves and their community.

Suggested journals and web sites to visit are:

Sacramento Bee	Washington Post	San Francisco Chronicle
Los Angeles Times	New York Times	Newsweek
Time Magazine	Foreign Affairs	The Economist
Atlantic Monthly	Harper's Magazine	The National Review

Students are required to watch one hour of national political news programming per week. Every Tuesday students will submit a one-page summary of the issues discussed in the programs. Recommended programs to watch include:

Washington Week in Review (PBS)
This week with George Stephanopoulos (Sunday - ABC)
Meet the Press (Sunday - NBC)
McLaughlin Group
The News Hour with Jim Lehrer (PBS)

Exams and quizzes (including final exam): 40%
Essays and Free Response Questions (including research paper): 20%
Interactive Notebook: 10%
Homework Assignments: 10%
Projects: 10%
Class Participation: 10%

All make-ups must be completed within five days of an excused absence. Late assignments are worth 50% of original grade. All students and parents must agree to the policy of academic integrity in the JFK Student Handbook and the College Board AP: Government and Politics, Course Description guide.

Textbook

Title: **American Government**

Publisher: Houghton Mifflin

Published Date: 2004

Author: James Q. Wilson and John DiIulio Jr.

Description:

"The classic text, known for its authoritative scholarship, clarity, and comprehensive coverage, explores the foundations of our national political system and shows how the fundamental features of our government influence the lives of all Americans. This edition focuses on three fundamental topics: the institutions of American government; the historical development of governmental procedures, actors, and policies; and who governs in American and to what ends."

Additional Readings:

In addition to the textbook there will be supplemental readings assigned over the summer and during the course selected from the list below, and from an array of journals that cover current issues that pertain to American Government.

Declaration of Independence by Jefferson

Constitution of the United States of America

Selected Supreme Court Cases

Politics by Aristotle

The Republic and *The Laws* by Cicero

The Prince by Machiavelli

Leviathan by Hobbes

Two Treatises of Government by Locke

The Federalist Papers by Hamilton, Madison and Jay

The Anti-Federalist Papers by selected authors

On Liberty by Mill

Das Capital by Marx

The Structure of Scientific Revolutions by Thomas Kuhn

The Future of Freedom by Fareed Zakaria

Annual Editions: Government (various editions)

Taking Sides: Clashing Views on Political Issues (various editions)

American Government: Readings and Cases by Peter Woll

Points of View: Readings in American Government and Politics by Robert D. DiClerico (Ed.)

May It Please the Court: Live Recordings and Transcripts of Landmark Oral Arguments Made Before the Supreme Court Since 1955 Edited by Peter Irons and Stephanie Guitton

The Bill of Rights by Akhil Reed Amar

America's Constitution by Akhil Reed Amar

Recommended:

AP U.S. Government and Politics Test Preparation Study Guides

Various publishers

Movies:

Call It Democracy a film by Matt Kohn

Original Intent: The Battle for America a film by Anthony Sherin

Hijacking Catastrophe: 9/11, Fear & the Selling of American Empire a film by Jeremy Earp & Sut Jhally

9/11 Press For Truth a film by Ray Nowosielski

War Made Easy: How Presidents and Pundits Keep Spinning Us To Death Narrated by Sean Penn

Can Mr. Smith Get To Washington Anymore? A film by Frank Popper

American Blackout directed by Ian Inaba

Considering Democracy: 8 things to Ask Your Representative a film by Keya Lea Horiuchi

A Brief History of Voting a film by Francesca Talenti

Summer Assignments

Readings:

Read the following selections. They are included in your **Summer Assignment Packet** and they can also be found online at the Web Site for AP Government:

These reading and assignments need to be completed by the first day of class – September 8th, 2009!

These readings are challenging – you may have to read them several times – but they will provide you with an excellent foundation for AP U.S. Government & Politics and your understanding of the American political system, in general.

As you read them, make notations in the columns of the pages, use a highlighter to mark selected passages, ask the author questions as you read, look up the definitions of words that you do not understand, examine the passages critically, be prepared to share your thoughts and insight.

Isaiah

Aristotle – selected passages

Cicero – selected passages

Machiavelli – selected passages

Hobbes “The Leviathan” chapters 13 and 14

Locke – “Of the State of Nature” and “Of the State of War”

Declaration of Independence

Mill – “Liberty of Thought and Discussion” (Woll, pg. 102-107)

Kuhn – selected passages

Assignments:

Constitution Scavenger Hunt

Reading Log:

For the reading log component of this project, students are required to document **ten government related articles** that they read during the summer. The articles that they read will provide the students with some background information on major political topics as well as evoke some “burning questions” that we will be able to explore during the school year. **Your Reading Log must include the following information:** Source of the Article (Name of Magazine, Volume / Issue, Date of Publication, Page Numbers); Title of the Article, Summary of the Article, Personal Thoughts or Questions about the Article.

Note: A template is provided for you in the Summer Packet and online.

Questions or concerns – feel free to e-mail me at: richard-pauly@sac-city.k12.ca.us

I will be in and out over the summer, but I should be able to respond to your inquiries within 24 hours.

Unit Information

UNIT 1 - CONSTITUTIONAL UNDERPINNINGS OF THE U.S. GOVERNMENT

2 Weeks – 14 days

Objectives:

1. Explain the theory of natural rights and the social contract theory of governments.
2. Explain the basis on which the colonists felt a government could be legitimate.
3. List and discuss the weaknesses of the Articles of Confederation.
4. Explain how the government could be strong enough to preserve order, but not threaten liberty in the ratification debate.
5. Explain why separation of powers and federalism became key parts of the Constitution.
6. Explain the difference between federal and unitary systems of government and give examples of each.
7. Explain the power struggle between the national and state governments in the context of the Constitution.
8. Analyze how the courts interpreted national and state powers.
9. Distinguish and discuss the types of federal aid to the states, with a focus on mandates.
10. Explain how states may serve as policy laboratories, trying social and economic experiments without risk to the nation.
11. Discuss to what extent federal grants to the states have created uniform national policies.
12. Evaluate the effect of devolution on relationships between the national and state governments.

TEXT - Chapters 1-3

Day 1

Welcome to AP. Syllabus and course requirements.

CALIS (© USC-CALIS, 2006) – Political Spectrum Exercise.

Summer Reading Assignments are due.

HW: Begin reading Chapters 1 - 3

Day 2

CALIS – continue exercise, class discussion, and debrief.

HW: Based on the Political Spectrum Exercise, research the political party or ideology you most closely identify with write a 4-5 page paper – “I, Political Animal”.

Day 3

Foundations: Selections from Aristotle and Cicero.

Using the Socratic Method and lecture the selections from Aristotle and Cicero assigned for Summer Reading will be discussed and connections to the American Political tradition will be stressed.

Day 4

Foundations: Selections from Hobbes and Machiavelli.

Using the Socratic Method and lecture the selections from Hobbes and Machiavelli assigned for Summer Reading will be discussed and connections to the American Political tradition will be stressed.

Day 5

Foundations: Locke. Jefferson as a Lockean.

Using the Socratic Method and lecture the selections from Locke and Jefferson assigned for Summer Reading will be discussed and connections to the American Political tradition will be stressed.

Day 6

Articles of Confederation. Shay's Rebellion. Discussion of Isaiah – the nature of a covenant. Using the Socratic Method and lecture the selection from Isaiah assigned for Summer Reading will be discussed and connections to the American Political tradition will be stressed.

Day 7

Kuhn: Paradigm Shifts. Madison as a Hobbesian. The Constitution as covenant. Using the Socratic Method and lecture the selection from Kuhn assigned for Summer Reading will be discussed and connections to the American Political tradition will be stressed.
HW: Read: "An Economic Interpretation of the Constitution of the United States" by Charles A. Beard (DiClerico, pp. 45-49)

Day 8

The Constitution: Preamble and Articles 1, 2 and 3.
Assignment: Break down the Preamble, what does it mean, what is it a reference to, where in the Constitution do we find the answers?

Day 9

Constitution: Articles 4, 5, 6 and 7.
Read: Federalist # 10 and Anti-Federalist – Centinel # 1, Federalist Farmer # I and II

Day 10

Read: Federalist # 51 and Anti-Federalist – Centinel # 1

Day 11

Constitution: Bill of Rights – focus on First Amendment Freedoms. First look 14th Amendment: Incorporation.

Day 12

Federalism: The ins and outs - Separation of powers and checks and balances.
Read: McCullough vs. Maryland: Judicial Review

Day 13

Federalism: The notion of federalism in the U. S. as a "Layer Cake".
Gideon vs. Wainwright
Review for Unit 1 Test.
Practice writing Free Response Questions (FRQs)

Day 14

Unit 1 Test
15 – 20 Multiple Choice Questions
1 - FRQ

UNIT 2 - POLITICAL BELIEFS AND BEHAVIORS

2 weeks – 10 days

Objectives:

1. Define political culture and describe its attributes.
2. Discuss and assess what the culture is in the context of political beliefs.
3. Define and discuss political efficacy, both internal and external.
4. List and explain the sources of our political attitudes.
5. Explain why there are cross-cutting cleavages or divides between liberals and conservatives. How do race, ethnicity and gender factor in?
6. Define political ideology with liberal and conservative positions.
7. Explain how polling works and how it reflects the attitudes of people.
8. Analyze voting data and voting patterns with the understanding that America has lower voter turnout but more frequent elections.
9. Describe how control of the elections has shifted from the states to the federal government, and explain what effect this shift has had on African Americans, women, and young people.
10. Discuss how political participation extends beyond voting to writing letters to officeholders, attending meetings, protests and other political activities.

TEXT - Chapters 4-6

Day 1

American Political Culture, Shifts in political labels in the U.S. (diagram).

Day 2

Comparing the U.S. to Other Nations, Visions of the U.S. by outsiders by examining *Democracy in America* by de Tocqueville and *The American Future* by Simon Schama.

Day 3

Participation and voting: civic responsibility, voter biases, voter turnout (charts).
Analysis of current trends in voting, factors on turnout, by examining data from sites such as:
<http://www.census.gov/population/www/socdemo/voting.html>

Day 4

Public Opinion: development, opinion data, polls and polling.
Analysis of current opinion poll data by examining data from sites such as:
<http://www.csuchico.edu/library/gov/stat.html>

Day 5

Cleavages in public opinion: class, race, age, ethnicity, gender, and participation. Features of public opinion polls, issues in polling, and issues of opinions, by examining data from sites such as:
<http://www.archives.gov/federal-register/electoral-college/historical.html>

Day 6

Political Ideology: Liberal, Conservative, and others. How does this cross-over to economics?

Day 7

Control of Elections: shifts from the states to the federal government: effect on blacks, women, young people (data chart)

Day 8

Political Participation: How does it extend beyond voting? Writing letters, attending meetings, protests, political activities, internet.

Day 9

Review for Unit 2 Test.

Practice writing Free Response Questions (FRQs)

Day 10

Unit 2 Test

15 – 20 Multiple Choice Questions

1 - FRQ

UNIT 3 - POLITICAL PARTIES, INTEREST GROUPS, and MASS MEDIA

3 weeks – 15 days

Objectives:

1. Define the term political party and distinguish between a multi-party system as in many European countries and the American two-party system.
2. Trace the development of the United States party system through four major periods. What are major differences between the parties?
3. Explain the decline of the party system and the growth of independent voters.
4. Describe the structure of a major party. Distinguish between major and minor parties.
5. Demonstrate the differences between the party-oriented campaigns of the 19th century and the candidate-oriented ones of today.
6. Discuss the importance of campaign funding to election outcomes. What are the major sources of funding under current law and recent reform legislation?
7. Distinguish the differences in the processes of running for President and Congress.
8. Explain the high re-election rate of incumbents in Congress.
9. Explain why the characteristics of American society and government encourage such a large number of special interest groups.
10. Indicate the historical conditions under which interest groups are likely to form and specify the kinds of organizations Americans are most likely to join.
11. Describe the methods special interest groups use to formulate and carry out their political objectives, especially the lobbying techniques. Explain how the courts are used as a forum.
12. List the laws regulating conflict of interest and describe the problems involved with revolving door government employment.
13. Describe how the characteristics of the electronic media have effected the actions of public officials and candidates.
14. Describe the impact of the pattern of ownership and control of the media on the reporting of news.
15. Discuss the issue of "media bias" and how it affects the electorate.

TEXT - Chapters 7-10

Day 1

Political Parties: Two party system, parties in decline, recent voting patterns (chart)

Read: "Vote or Else" by Allison Hayward (Annual Edition, 07/08, # 38)

Day 2

Democratic Party: Historical view

Read: "Has the Democratic Party Revived Itself?" by Marr Bai (Annual Edition, 07/08, # 33)

Day 3

Third Parties: an analysis of other political parties found in the U. S.

Day 4

Republican Party: Historical view

Read: "Is the Republican Party Dead?" by Andrew Sullivan (Annual Edition, 07/08, # 30)

Day 5

Elections and Campaigns: role of money; the road to the Presidency

Day 6

The Electoral College

Debate – Should the Electoral College Be Abolished? (*Taking Sides*, 15th Ed.)

Day 7

Internet Groups: function of internet groups. Lobbyists.

Read: “Movin’ On” by Carl M. Cannon (Annual Edition, 07/08, # 41)

Day 8

Political Action Committees (PAC); Evaluating citizen’s impact into the selection of leaders and the shaping of public policy.

Read: “The Misplaced Obsession with PACs” by Larry J. Sabato (Woll, pp 244-251)

Day 9

Discuss the Role of the Media in a free and open society.

Debate: Does the Media Have a Liberal Bias? (*Taking Sides*, 15th Ed.)

Day 10

The Media: background, goals, concerns of the media, investigative reporting.

Read: “Bush’s War on the Press” by Eric Alterman (Annual Edition, 07/08, # 18)

Day 11

The Media: manipulation of the media, decline of newspapers, the rise of web news, blogs, radio/satellite radio

Day 12

Media Bias: Compare articles from different media sources – The Nation, National Review, The Weekly Standard, Time, Newsweek, The Economist, etc.

Day 13

Review for Unit 3 Test.

Practice writing Free Response Questions (FRQs)

Day 14

Review for Unit 3 Test.

Practice writing Free Response Questions (FRQs)

Day 15

Unit 3 Test

15 – 20 Multiple Choice Questions

1 - FRQ

UNIT 4 - CIVIL RIGHTS AND CIVIL LIBERTIES

2 weeks – 10 days

Objectives:

1. Discuss the relationship between the Bill of Rights and the concept of majority rules and give examples of tension between majority rule and minority rights.
2. Describe how the Supreme Court has used the Fourteenth Amendment to expand coverage in the federal system.
3. Explain how the due process clause of the Fourteenth Amendment has led to selective incorporation or applying the Bill of Rights to the states.
4. List the categories under which the Supreme Court may classify speech and explain each.
5. Discuss how we balance national security and personal expression.
6. Explain how religious beliefs are protected under the Constitution and the role of religion in schools.
7. Explain the equal protection clause of the Fourteenth Amendment and how it has been interpreted.
8. List civil rights legislation passed between 1957-1968 and explain the significance of each.
9. Explain what is meant by affirmative action, right to privacy and gay rights.
10. Describe the difference between the African-American civil rights movement and the women's movement.

TEXT - Chapters 18 & 19

Day 1

Civil Liberties: Bill of rights vs. Majority Rules, use of 14th Amendment to expand coverage – due process clause

Day 2

Supreme Court: Categories of Speech - National Security vs. personal expression.

Day 3

Religious beliefs, Protection under the constitution, role of religion in school; 14th Amendment - Equal Protection Clause

Day 4

Debate: Should Hate Speech Be Punished? (Taking Sides, 14th Ed.)

Day 5 – (min. day)

Practice writing a FRG.

Day 6

Civil Rights Legislation – 1957-1968

Supreme Court Case: *Brown vs. Board of Education*, and the Roberts Court ruling in *Parents Involved in Community Schools v. Seattle School District No. 1*.

Day 7

Affirmative Action: right to privacy, gay rights, African-American civil rights movement and the woman's movement

Day 8 (Holiday)

No class

Day 9

Review for Unit 4 Test.

Practice writing Free Response Questions (FRQs)

Day 10

Unit 4 Test

15 – 20 Multiple Choice Questions

1 - FRQ

UNIT 5 - INSTITUTIONS OF NATIONAL GOVERNMENT

5 weeks – 25 days

Objectives:

1. Explain the differences between a congress and a parliament.
2. Describe the characteristics of members of Congress and explain the re-election rates in the House and Senate.
3. Identify what roles political parties play in Congress in the context of organization and how a member votes.
4. Explain the formal powers of Congress.
5. Explain the process by which a bill becomes a law.
6. Explain the committee system.
7. Compare and contrast a president and a prime minister.
8. Describe the evolution of the presidency from 1789 to the present in terms of power.
9. List and describe the various offices that make up the executive branch.
10. Describe the leadership characteristics that make successful presidents.
11. List the formal and informal powers of the presidency.
12. Describe the relationship between the president and linkage institutions.
13. Explain how presidents get their agendas passed in Congress.
14. Describe the recruitment, retention, and demographic profiles of federal bureaucrats.
15. Explain how the bureaucracy helps make public policy.
16. Describe the relationship between the bureaucracy and the executive and legislative branches.
17. Explain why the bureaucracy is often called the fourth branch of government.
18. Explain the scope of judicial power and how the rule of law operates under the principle of judicial review and the rule of precedent.
19. Define the dual court system and respective jurisdictions and how cases proceed through these systems.
20. Explain the politics of appointing judges to the lower courts and Supreme Court.
21. Discuss activist courts versus courts of judicial restraint.

TEXT - Chapters 11-14, 22

Day 1

Congress: Legislative Branch

Article 1

Differences between House and Senate

Day 2

Differences continued. Committees, organization of Congress, Key Committees and duties (chart)

Day 3

How a law is created (chart), Procedures

Day 4

Influences on Congress, Opinions of Congress – what do the polls tell us?

Examination of current opinion polls (data) – how can pollsters looking at the same issue arrive at totally different results? (Coordinate with the Statistics Teacher to have those students generate and administer an opinion poll.)

Day 5

Major laws created by Congress – 1883-2009.

List and examine some of the major laws enacted over the last 100 years.

Day 6

The Presidency: Executive Branch

Article 2

Read: Federalist # 70

Day 7

Constitutional duties of the President (Article 2 and Article 4, section 4)

Executive Privilege

Day 8 Thanksgiving Break

No class.

Day 9 Thanksgiving Break

No class.

Day 10 Thanksgiving Break

No class.

Day 11

The Presidency: Expansion of Presidential Power

Read: "The Two Presidencies" by Aaron Wildavsky (Woll, pp. 292-299)

Day 12

The Presidency: Expansion of Presidential Power

Day 13

Informal qualifications of the Presidency

Day 14

The Bureaucracy: "the Fourth Branch" – what is meant by this?

Read: "The Rise of the Bureaucratic State" by James Q. Wilson (Woll, pp. 323-330)

Day 15

Major units of the Bureaucracy: "Iron Triangles of Power"

How to brief a Case (Handout): State the Procedure, Name the Parties, State the Facts, State the Issues(s), State the Holding, State the Court's Reasoning or Rationale, and State the Dissent.

HW: Students will brief a famous U. S. Supreme Court Case and present their case to the class.

Day 16

The Supreme Court: The Judiciary

Article 3; Federalist # 78 and Anti-Federalist – Brutus # XI, XII, XV

Day 17

Judicial Review: *Marbury vs. Madison*

Present it using the handout - How to brief a Case: State the Procedure, Name the Parties, State the Facts, State the Issues(s), State the Holding, State the Court's Reasoning or Rationale, and State the Dissent.

Day 18

The “Second Constitution” – the 14th Amendment

Read: “Annals of Law – No More Mr. Nice Guy: The Supreme Court’s stealth hard-liner” by Jeffrey Toobin (The New Yorker, May 25, 2009)

Students will present Supreme Court Cases that they have briefed.

Day 19

Structure of the Federal Court System

Students will present Supreme Court Cases that they have briefed.

Day 20

Students will present Supreme Court Cases that they have briefed.

HW: Students will read selections from *A More Perfect Constitution: Why the Constitution Must Be Revised: Ideas to Inspire a New Generation* by Larry Sabato and prepare for a discussion about the changes that he recommends.

Day 21

Who governs? To What Ends?

How has the role of the Federal Government changed over time 1930s-present?

Three areas: (1) The Courts – Applying the Bill of Rights; (2) Public Opinion; and (3) Political Resources – interest groups

Discussion of *A More Perfect Constitution: Why the Constitution Must Be Revised: Ideas to Inspire a New Generation* by Larry Sabato.

Day 22

Who governs? To What Ends?

Ways in which the Federal Government is shaped: Activist Government, Influence of Structure, Influences of Ideas

Discussion of *A More Perfect Constitution: Why the Constitution Must Be Revised: Ideas to Inspire a New Generation* by Larry Sabato.

Day 23

Review for Unit 5 Test.

Practice writing Free Response Questions (FRQs)

Day 24

Review for Unit 5 Test.

Practice writing Free Response Questions (FRQs)

Day 25

Unit 5 Test

15 – 20 Multiple Choice Questions

1 - FRQ

UNIT 6 - THE POLITICS OF PUBLIC SAFETY

3 weeks – 15 days

Objectives:

1. Explain how decisions are made about which policies to pursue.
2. Explain the cost - benefit analysis of policy in terms of which groups benefit.
3. List and describe the four types of politics; majoritarian, client, interest group, and entrepreneurial.
4. Explain how citizens perceive their role in the policy process.
5. List and explain the four competing economic theories.
6. Discuss the origins of the national deficit and the various approaches to solve deficit spending.
7. Explain the role of Congress and the Federal Reserve in economic policy.
8. Describe majoritarian welfare policies - Social Security and Medicare.
9. Describe client welfare policies - AFDC and the Welfare Reform Act of 1996.
10. Explain how state, private, and non-profit enterprises play a role in social welfare.
11. Explain why checks on the powers of the national government in foreign affairs are primarily political, not constitutional.
12. Compare and contrast the Constitutional powers of the president and the authority of Congress in foreign affairs.
13. Analyze the key allocative decisions about the defense budget.
14. Discuss global policy in terms of economic interests and human rights abuses.
15. List three reasons and give examples of why environmental policy is so controversial.
16. Describe the impact of the US on the global environment. Describe the role of interest groups, client politics, and majoritarian politics on environmental policy.

TEXT - Chapters 15-17 & 20-21

Day 1

The Policy Making Process: the budget, Analysis of recent budgets (charts)

Day 2

Budgeting: majoritarian client, interest groups, entrepreneurial

Day 3

Types of spending

Day 4

Economic Policy: Laissez faire, classical capitalism, Fiscal Policy, supply-side politics

Day 5

Keynesian policies, monetary policy, monetarist, origins of the national debt

Day 6

Presidential economic programs, Federal mandates and the budget

Day 7

Social Welfare

Day 8

Domestic Policy

Read: "The Tax-Cut Con" by Paul Krugman (Annual Edition, 07/08, # 46)

Day 9

Foreign and Military Policy

Read: "Why War is so Affordable: The Military's Role in the U. S. Economy" by Murray L. Weidenbaum (Annual Edition, 07/08, # 53)

Day 10

International Organizations Affecting Foreign Policy

Read: "Our Fractious Foreign Policy Debate" by Fred Baumann (Annual Edition, 07/08, # 51)

Day 11 Holiday

No class.

Day 12

Environmental Policy

Read: "Changing All the Rules" by Bruce Barcott (Annual Edition, 06/07, # 48)

Day 13

Activity or Debate.

Day 14

Review for Unit 6 Test.

Practice writing Free Response Questions (FRQs)

Day 25

Unit 6 Test

15 – 20 Multiple Choice Questions

1 - FRQ

Next Week

Finals Week

AP Government Final – January 28

Mini-AP Exam

60 Multiple Choice Questions

3 FRQs

Spring Semester

Starting in April – AP Government Review Sessions will be offered after school.

A.P. U.S. Government Executive Summary

- A.P. U.S. Government is as hard, or harder, than a college survey government class.
- A.P. U.S. Government uses an actual college textbook.
- Most students do not earn an “A” in an A.P. course.
- Only students who are motivated, persistent, and take the initiative for their learning do well in A.P. classes.
- Students will learn much more in an A.P. class than any regular class.
- Students who take A.P. classes usually do much better in college.
- The A.P. U.S. Government Exam will be given on May 3rd 2010 and will cost \$83.
- Students will have to complete several large projects outside of class.
- Extensive outside research is necessary for the class.

This summary is meant to highlight some of the key points from the syllabus about the course. Please read the entire syllabus for more details about A.P. U.S. History.

I have read, understood, and will abide by all of the provisions of the entire A.P. U.S. History syllabus.

(student name & period)

(student signature)

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(parent cell/work phone)

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***Please print clearly here.**