

An Advanced Placement United States Government and Politics Curriculum

by

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Abstract

This project is the development and implementation of an AP United States Government and Politics course. Driven by the growing popularity of AP classes in high schools, the curriculum was designed for use at Manitowoc Lutheran High School (MLHS). Research was done to understand and best implement the curriculum expectations set by the College Board for AP Government, with adjustments made to the time frame and technology resources at MLHS. The course was first implemented in the second semester of the 2018-2019 school year in a one-to-one computer setting. Fourteen students were taught the new course and evaluated based on their ability to meet learning targets set by the classroom teacher. Eight of these students then took the AP College Board exam in May of 2019 after completing the classroom course. This paper describes the research, implementation, and results of this curriculum design project.

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Chapter I: Introduction

Project Purpose

The facts of history do not change. At the same time, the world is rapidly changing. While this constant change does not affect the facts of history, it does affect the way that history and social studies, in general, is taught. Technology and resources available to us are changing, as well as the perspective on what it is that we want our students to know and accomplish in order to be successful in their lives. The continued increase in the popularity of Advanced Placement classes is evidence of this, as “nearly 40% (38.9%) of the class of 2018 took at least one AP Exam, compared to 25.1% for the class of 2008” (Board, 2019). This capstone project is an effort to design a quality curriculum plan for an AP United States Government and Politics course at Manitowoc Lutheran High School (MLHS).

Importance of the Project

The Advanced Placement (AP) program has been in use in the United States since the mid-1950s. Over time the program has grown, and today it remains one of the most in demand class offering in our nation’s high schools. Advanced Placement classes provide an opportunity for students to experience college rigor in high school. Advanced placement provides students, parents, and teachers with a powerful indicator of collegiate success (U.S. Department of Education, 1999). These classes also provide financial benefits during a time of economic challenges and skyrocketing college costs

and debt. Students who take AP tests have the opportunity to gain three college credits for the \$93 cost of taking the test in place of the near \$1000 cost for a comparable college class. Demand, resulting from AP's increasing prestige, as well as the financial benefits, have led to many high schools across our nation offering AP classes. This includes Wisconsin Evangelical Lutheran Synod (WELS) high schools.

The AP program is not without its challenges. "In AP, there is often too much curriculum for the time-bound course- a great stuffing of, arguably, important topics into a space temporally too small and pedagogically too meagre to contain them meaningfully" (Parker, 2011, p. 534). Many AP teachers struggle finding the balance between teaching the required content and giving student the depth necessary to grasp key concepts. (Parker, 2011)

Teaching the content in a high school setting is also a challenge. The College Board provides a framework that forms the backbone of the course, while the teacher is free to implement that framework in whatever way meets the needs of the individual classroom. With this teacher freedom and the potential disparity in resources, experience, and expertise of each classroom teacher, it cannot be expected that each student taking an AP course will receive a college level education.

Project Goal

This project is to create a comprehensive curriculum for an AP United States Government and Politics course that will be implemented at Manitowoc Lutheran High School. The College Board framework will guide course development. The curriculum

attempts to include a number of resources available for future adjustment by any classroom teacher for their setting based on regular changes from the College Board.

The AP U.S. Government and Politics curriculum will also be designed for use in a one-to-one computer environment.

Chapter II: Literature Review

Introduction

In 2013, the College Board released a study that showed a strong connection between students who take AP courses and students who graduate with a 4-year Bachelor's Degree on time (Mattern, Marini, & Shaw, 2013). With the national average on time graduation rate around the 58% mark (Shapiro, Dundar, Huie, Wakhungu, Bhimdiwala & Wilson, 2018), and the cost of education and student debt an area of concern for many, the importance of AP courses on the success of young adults both in college and in early careers is growing. With these facts in mind, significant time and energy has gone into the development of the AP curriculum guidelines to match what is taught in typical college courses, including United States Government and Politics.

Needs and Design

The framework designed by College Board for United States Government and Politics is based on the Understanding by Design model created by Wiggins and McTighe (College Board, 2018). The framework specifies what students must know to be able to be successful, with a focus on five big ideas (Constitutionalism, Liberty and Order, Civic Participation in a Representative Democracy, Competing Policy-Making Interests, and Methods of Political Analysis) that encompass core principles, theories, and processes of the discipline. The course framework is also designed to help prepare students to be active, informed participants in our constitutional democracy. The curriculum will not

only help students understand the U.S. Constitution and the U.S. political system, but will also help them become informed citizens who may be more willing to preserve, protect, and defend the rights and liberties at the core of our nation's charter (College Board, 2018).

While developing a solid government and civics course will always be relevant, this becomes even more important as recent studies have shown disappointing numbers in government and civics education in American schools and the country in general. The Annenberg Public Policy Center conducted a poll shortly after the 2016 political party conventions and found that only 84 percent of those surveyed could name the Republican presidential candidate, Donald Trump. Most could name neither major-party vice presidential candidate. The survey found that 26 percent of people can name the three branches of government, down from 38 percent in 2011. 31 percent of respondents could not name any of the three branches (Annenberg Public Policy Center, 2016). Also, in 2016, only 23 percent of eighth-graders performed at or above proficient level on the National Assessment of Educational Process civics exam (The Nation's Report Card, 2014). The need for quality and engaging government courses is evident.

A significant portion of the AP United States Government and Politics course and the success of the students in the course centers on the students' ability to write, along with the ability to form a defensible argument. An evaluation of history classrooms across the United States shows that little writing instruction takes place in history classes, even though students write as much in history as they do in English classes

(Gritter, Beers, & Knaus, 2013). Yet, the majority of the AP Social Studies exams, including AP Government and the popular AP United States History, are based on a student's ability to write. It seems that more attention has recently been placed on identifying good classroom practices to teach students how to incorporate historical thinking and argumentation into good writing. One example is a case study conducted to evaluate the importance of teaching language and writing in the history classroom as a way to improve historical understanding, as well as historical argumentation. Scaffolding using a functional linguistic approach, incorporating specific vocabulary and language as a part of history study and not a separate study, demonstrated a positive effect in student learning (Gritter, Beers, & Knaus, 2013). This approach showed one way to improve historical understanding, as well as student writing, and could be utilized in the development of a strong classroom curriculum.

Quality writing also stemmed from students' ability to comprehend the material and formulate historical arguments. Many of the students taking the AP course have never been required to develop their own conclusions, and instead have been trained to memorize facts and dates. By using authentic open-ended questions, students' quality of arguments as well as their writing improved as there was not just one specific answer that was seen as correct, and students were forced to defend their opinions with facts. Teacher directed in-class discussions, as well as writing improvement instruction based

on those discussions also helped improve students' thinking and writing (Gritter, Beers, & Knaus, 2013).

Recent research has focused on the challenges posed by teaching the high expectations of AP level classes and also incorporating best practices for learning. Pressured to serve more students, AP programs often focus on "coverage" of tested content, while deep conceptual learning and student engagement fall aside (Adams, 2017). Groups like the National Research Council have shared their concerns that AP classes lag behind research on how people learn and what learning is (Parker, 2011). This has also led to experimentation and redesign of the course itself. Attempts have been made to incorporate more Project Based Learning (PBL) in the classroom, which allows students to gain deeper understanding through more real-world experiences. A case study published by Adams et. al in 2011 followed one teacher in his integration of PBL into his AP US Government course. The result was a shift in the teacher's own beliefs that there can be both quality instruction and AP coverage and test prep in the same classroom (Adams, 2017).

AP vs. Dual Credit

Along with the growth of AP popularity, the trend of dual credit has emerged to meet the desire of students, parents, and schools for college credit for high school students. There has been plenty of discussion about which program provides the better opportunity for student success. The answer seems to be both, depending on what fits

the need of the individual student. Both programs provide valuable opportunities for students to gain college credit while still attending high school, one through online learning for credit, with the other providing face to face instruction concluding in a final exam. Yet, after considering the challenges of the AP class structure, one must also look at potential issues of the dual credit program.

There are consistently two issues with dual credit programs. First, many dual credit programs are done online. While schools have made an effort to offer more of these classes with an in-house teacher, the number of schools who offer those face to face is currently at only 62% (Fast Facts about Dual and Concurrent Enrollment, 2019). While this means that more opportunities are available now than before for daily contact with a classroom teacher, a significant number of courses are still conducted online. A second issue arises with trying to transfer credits from the school offering dual credit to the school of choice for the student. According to the latest research from the U.S. Government Accountability Office, a significant number of students who try to transfer credits between schools are either prevented from doing so or face extreme difficulty. In fact, students who transferred between 2004 and 2009 lost approximately 43 percent of their college credits, forcing them to take classes over again (Montchal, 2018). While AP classes also have their challenges, the opportunity to get face to face instruction with accepted credits granted through the College Board makes sense for many schools looking at these options.

Summary

It is not a surprise that AP classes continued to grow in popularity in recent years as more students benefit from them and the quality learning they receive. It is also not a surprise that these great benefits also come with challenges for classroom teachers as they strive to implement the expectations of the AP curriculum framework to students who present challenges to the teacher themselves. With all of these factors being considered, the need for a well-developed curriculum becomes clear.

Chapter III: Implementation

Introduction

From 2016-2019, the Social Studies department at Manitowoc Lutheran High School (MLHS) went through realignment in course offerings that included a move of US Government from a sophomore class to a senior class. With the increase in interest in AP level classes at the high school from the administration and school families, the curriculum change opened a door for the addition of a new AP Government course to be added at the same time.

Procedures

A one semester course was created and implemented in the second half of the 2018-2019 school year. Learning targets (Appendix G) and course content planning (Appendix A) were based on the required curriculum framework created by the College Board for AP United States Government. The course was designed to be used in a one-to-one classroom setting. Lessons and assignments were shared with students on Microsoft OneNote.

The assessment of the course was done through three formats. The first was the success of students in meeting the desired learning targets through classroom assessments. (Appendix H). The second method is the year to year success of students on the AP exam administered by the College Board (Appendix I). The final tool was in the form of student surveys at the end of the course (Appendix J).

Artifacts

Microsoft OneNote served as the main platform for the class. Assignments and resources were shared with the student on OneNote. Students were able to use OneNote for notetaking and the completion of assignments. These assignments consisted of reading and questions to develop content understanding and for background for classroom discussions, as well as opportunities to extend knowledge (Appendix B). There were also some individual or small group simulation-based activities that were used to help students understand and apply concepts (Appendix C).

Assessments were completed either with submissions of writing work through OneNote (Appendix D) or through the traditional paper and pencil method. The paper and pencil method was most often used for end of the unit assessments (Appendix E). In place of a cumulative semester exam, a semester project was chosen as a final assessment (Appendix F).

At the end of each unit, the teacher tracked the students' success in meeting the desired learning targets. Appendix G provides an example of this from Unit 1. Student survey responses were also tallied to evaluate the overall effectiveness of the course from a student perspective (Appendix J).

Results

As planned, the new course was implemented in the second semester of the 2018-2019 school year. Fourteen seniors enrolled in the course, thirteen of whom had

previously taken a AP course at MLHS. Six of the students who enrolled in the course had no plan to take the AP exam in the Spring, since it would not give them specific college credit advantages in their planned career path.

The course learning targets were adapted from the College Board's Course and Exam Description. Most of the formal assessments of these learning targets took place at the end of each unit. At the end of those units, students were evaluated on whether or not they demonstrated adequate understanding of each learning target. A tally was kept for each unit, modeled in Appendix H. The result of this showed success in students achieving some level of understanding in almost all the learning targets. Table 1 breaks down how many targets were met for each student.

Table 1

Student ID	Percent of Targets Met (Number)	Percent of Targets Partially Met (Number)	Percent of Targets Not Met (Number)
A	88% (52)	10% (6)	2% (1)
B	97% (57)	3% (2)	0% (0)
C	75% (44)	22% (13)	3% (2)
D	98% (58)	2% (1)	0% (0)
E	25% (15)	54% (32)	20% (12)
F	88% (52)	8% (5)	3% (2)
G	75% (44)	20% (12)	5% (3)
H	71% (42)	27% (16)	2% (1)
I	76% (45)	17% (10)	7% (4)
J	86% (51)	8% (5)	5% (3)
K	95% (56)	2% (1)	3% (2)
L	95% (56)	3% (2)	2% (1)
M	53% (31)	42% (25)	5% (3)
N	68% (40)	27% (16)	5% (3)

**7 of the 66 learning targets from the course were not able to be appropriately assessed, and so are not included in this table.*

As a whole class, 78% of the learning targets were met, 18% were partially met, and 4% were not met. While these numbers look strong, there is some margin for error. The targets set by the College Board are at times very general and at times are very in depth. Being able to assess every one of these learning target accurately posed a challenge in the first year and will require continued refinement in future years. Due to time and the content of a few targets, there were seven targets that were not assessed completely on formal assessments, and so were left out of this table.

After evaluation of student performance in the class, the results of the AP exam were a bit disappointing. Based on formative and summative classroom assessments, as well as conversations with individual students after exam, the expectation was for higher scores. Since the course has only been used for one year, further study would need to be done to determine what factors led to the disconnect between classroom and AP exam performance.

As far as the implementation of the course, brand new courses usually require adjustment to planning, and this course was no exception. Eight class days were completely lost in due to weather cancellations or the entire class being gone for school related events. Weeks went by without having the entire class present due to illness or other excused absences for various students. Other adjustments needed to be made based on a lack of anticipated background knowledge of government and politics. These factors, along with the struggles that are typical with a teacher taking on a new course led to a time crunch in getting through the high curricular expectations of an AP course.

The result was that some areas of College Board content simply did not receive the attention or depth that they could or should deserve.

Chapter IV: Reflective Essay

Introduction

The goal of this project was to create a comprehensive curriculum for AP US Government. In no way was there an expectation to create the perfect course in one year. While there were several shortcomings in the design and implementation of this new course, a solid base has been built which can be used in future years making this project successful.

Conclusions

Class assessments proved that students met learning targets and demonstrated impressive insight and thoughtful perspectives. At the same time, students periodically showed a surprising lack of knowledge and basic awareness of government and politics. One possible cause of this is a lack of government content in significant amount since grade school, though further study may be needed to understand the differences in background knowledge. The issue of lack of basic knowledge also matched some of the research about the lack of basic government knowledge or awareness of Americans today (Center, 2016). As a result, more time was dedicated to covering this basic content knowledge than was anticipated since it was still necessary and valuable.

The student survey at the end of the year confirmed what was observed during the course development. The students seemed to be most engaged during class wide discussions. The researcher's goal was to create an environment that welcomed

discussion and conversation about content and how it applies today. It is the opinion of the researcher that there is a lot of value in these discussions, allowing students to explore ideas, hear and form opinions, and articulate their thoughts. While this is very beneficial and enjoyable for students, discussions also have a tendency to take up a significant portion of class time, which is already very limited due to the intense course expectations set by the College Board. The 2019 version of this class demonstrated the need to find a balance of opening the door for useful dialogue for students while also constantly steering that discussion toward achieving classroom learning goals.

The design and assessment also come with a number of limitations. Since there is no way to compare the success of this group of students with how they could have performed in a traditional US Government classroom, the measure of success cannot be precisely identified. Also, six students who performed well in the class did not take the exam. The omission of those students from the AP exam changes the view of how well the class was prepared for the exam, especially since almost all six of those students were 4.0 students, including the class valedictorian and salutatorian.

The final conclusion is one that was anticipated and also previously experienced in another AP class, AP United States History. One of the largest criticisms of the College Board design for AP classes is covering a huge amount of content at a high level in a short amount of time. It is near impossible to cover it all well in the high school setting, allowing the students to explore and master it all. Teachers need to adapt the class to fit the needs of their students and setting. While the dream goal is to create the perfect

course that could be used every year in every situation, the reality is that this will continue to be a work in progress every year.

Recommendations

In looking at teaching this course in the future, there are several revisions that would be beneficial. Some of these would be done immediately, while others would be revised over the course of a few years. While the overall view is that the course was a success, these changes will only improve it for the future.

One area of needed improvement is finding the balance between teaching government content and the College Board prescribed skills and outcomes. Since the level of student background knowledge was at times very low and the College Board expectations are at times very complex, there were a number of challenges in finding time appropriate lessons and activities where students could learn the basics and also demonstrate the more complex skill and understanding of the learning targets.

Accomplishing this may require reworking the specific learning targets for the course to better fit within the framework of a classroom. For example, learning targets 2.13 and 2.15 both refer to checks and balances between the federal bureaucracy and other branches of the government. By combining these big targets on a relatively unfamiliar part of the government into one simplified version, there would be more teacher freedom to make an adjustment to the needs of students in that classroom.

Another improvement could be done in pretesting or pre-unit assessment to better identify what students know, making the teaching of the unit more effective and efficient. An example of this was found in Unit 2. Students showed a fair amount of knowledge coming in on the various roles and powers of the President of the United States. Knowing this in advance could have shifted class time originally dedicated to this content to other content or possibly digging deeper into applying these roles and powers into current events. Without a quality pre-assessment, the teacher had no way of making that adjustment from the original lesson plans. This would also have helped in the section on the Judicial Branch, where extra time needed to be added in covering basic content of our court system, since students came in with almost no previous knowledge.

It would be wise to incorporate more flex days into the class as well. Since it can be expected that there will always be unforeseen circumstances that result in a loss of class days, planning ahead on some of these days will minimize the impact of losing these days on the overall course plan. This will also give more flexibility in the final weeks of the course to help students in their exam prep. As their main guide in preparing for this exam, the teacher should want to be sure to be available to help them in preparing for taking the test. This was also mentioned by the students as something they would hope to see improved.

The application of content to current events or through simulations was very beneficial for students. These types of activities take time and effort to effectively implement in the class, and hopefully could continue to be incorporated into the class over the next few years.

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Appendix A: Course Block Plan

AP Government	
Date	Lesson
Wednesday 01/02/2019	<p>Class Introduction Day</p> <ol style="list-style-type: none"> Class Introduction <ol style="list-style-type: none"> Syllabus Procedures AP Government details Assignments (OneNote) <ol style="list-style-type: none"> Link to Microsoft Forms (Student background survey) American Government - Introduction Reading and Questions
Thursday 01/03/2019	<p>Unit 1 - Foundations of American Democracy</p> <ol style="list-style-type: none"> Class discussion of assignment <ol style="list-style-type: none"> What do we learn about why we have government from Scripture? What are the roles of U.S. government? History of U.S. Government activity - Small Group (Due Friday)
Friday 01/04/2019	<p>Unit 1 - Foundations of American Democracy</p> <ol style="list-style-type: none"> History of U.S. Government activity <ol style="list-style-type: none"> Small group review Whole class summary and review
Monday 01/07/2019	<p>Unit 1 - Foundations of American Democracy</p> <ol style="list-style-type: none"> Document Study <ol style="list-style-type: none"> Declaration of Independence - In class

	b. Articles of Confederation - Jigsaw Assignment (OneNote)
Tuesday 01/08/2019	<p>Unit 1 - Foundations of American Democracy</p> <ol style="list-style-type: none"> 1. Articles of Confederation <ol style="list-style-type: none"> a. Summary of articles b. Discussion on big ideas <ol style="list-style-type: none"> a. Why this style of government? b. Representation c. Federalism 2. Assignment <ol style="list-style-type: none"> a. Reading and Questions: The history and principles of the US Constitution (OneNote)
Wednesday 01/09/2019	<p>Unit 1 - Foundations of American Democracy</p> <ol style="list-style-type: none"> 1. Constitutional Convention <ol style="list-style-type: none"> a. History and context 2. Principles of the Constitution <ol style="list-style-type: none"> a. Define all b. Popular Sovereignty c. Limited Government
Thursday 01/10/2019	<p>Unit 1 - Foundations of American Democracy</p> <ol style="list-style-type: none"> 1. Constitution <ol style="list-style-type: none"> a. Review principles of the Constitution 2. Document Analysis Activity - Small Group <ol style="list-style-type: none"> a. Federalist 10 vs. Brutus 1

Monday 01/14/2019	<p>Unit 1 - Foundations of American Democracy</p> <ol style="list-style-type: none"> 1. Start of the week Bell ringer activity - Define types of Democracy <ol style="list-style-type: none"> a. Participatory b. Pluralist c. Elite 2. Federalist 10 vs. Brutus 1 Discussion <ol style="list-style-type: none"> a. Small Group b. Whole class
Tuesday 01/15/2019	<p>Unit 1 - Foundations of American Democracy</p> <ol style="list-style-type: none"> 1. Principles of the Constitution <ol style="list-style-type: none"> a. Separation of Powers <ol style="list-style-type: none"> 1. Document activity - Federalist No. 51 b. Checks and balances 2. Assignment - <ol style="list-style-type: none"> a. Reading and questions: Federalism in the United States (OneNote)
Wednesday 01/16/2019	<p>Unit 1 - Foundations of American Democracy</p> <ol style="list-style-type: none"> 1 Principles of the Constitution <ol style="list-style-type: none"> a. Federalism <ol style="list-style-type: none"> 1. Roots 2. Powers 3. Evolution of federalism
Thursday 01/17/2019	<p>Unit 1 - Foundations of American Democracy</p> <ol style="list-style-type: none"> 1 Principles of the Constitution <ol style="list-style-type: none"> a. Federalism in the Supreme Court <ol style="list-style-type: none"> 1. McCullough v. Maryland 2. United States v. Lopez

<p>Friday 01/18/2019</p>	<p>Unit 1 - Foundations of American Democracy</p> <ol style="list-style-type: none"> 1. The Constitution today <ol style="list-style-type: none"> a. Amendment process b. Unsolved issues - possible discussion topics <ol style="list-style-type: none"> a. Slavery b. 9/11 and surveillance c. Public education 2. Unit Review
<p>Monday 01/21/2019</p>	<p>Dr. MLK Day Activity (Unit 3)</p> <ol style="list-style-type: none"> 1. Introduction <ol style="list-style-type: none"> a. MLK Day b. Historical Context 2. Letter from a Birmingham Jail - Small Group Activity
<p>Tuesday 01/22/2019</p>	<p>Dr. MLK Day Activity (Unit 3)</p> <ol style="list-style-type: none"> 1. Group discussion 2. Application - How does this fit the U.S. today? 3. Unit Review
<p>Wednesday 01/23/2019</p>	<p>No School - Snow Day</p>
<p>Thursday 01/24/2019</p>	<p>Unit 1 - Foundations of American Democracy</p> <p>Unit 1 Test</p>
<p>Friday 01/25/2019</p>	<p>Unit 2 - Interactions Among Branches of Government</p> <ol style="list-style-type: none"> 1. Introduce Unit

	<ul style="list-style-type: none"> 2. Basics of the Legislative Branch <ul style="list-style-type: none"> a. House b. Senate 3. Assignment - OneNote <ul style="list-style-type: none"> a. Reading and Questions - Roles and work of Congress
Monday 01/28/2019	No School - Snow Day
Tuesday 01/29/2019	<p>Unit 2 - Interactions Among Branches of Government</p> <ul style="list-style-type: none"> 1. Review <ul style="list-style-type: none"> a. House and Senate basics b. Reading Questions 2. Powers of Congress <ul style="list-style-type: none"> a. Article 1, Section 8 b. "Power of the purse" 3. Assignment - Budget Fix Activity <ul style="list-style-type: none"> a. http://www.crfb.org/debtfixer/?group=manitowoc19
Wednesday 01/30/2019	No School - Weather Day
Thursday 01/31/2019	No School - Weather Day
Friday 02/01/2019	<p>Unit 2 - Interactions Among Branches of Government</p> <ul style="list-style-type: none"> 1. Budget Fix Activity <ul style="list-style-type: none"> a. Discussion b. Reflection 2. The Legislative Process <ul style="list-style-type: none"> a. School House Rock video introduction b. Law making process

	<p>c. Trace a bill activity (OneNote)</p> <p>3. Assignment</p> <p>a. Trace a bill activity - Due Tuesday</p> <p>b. Reading and Questions - Organization of Congress (OneNote)</p>
<p>Monday 02/04/2019</p>	<p>Unit 2 - Interactions Among Branches of Government</p> <p>1. Start of week bell-ringer - Gerrymandering</p> <p>a. Define</p> <p>b. Examples</p> <p>c. Supreme Court</p> <p>1. Baker v. Carr</p> <p>2. Shaw v. Reno</p> <p>Reading Questions</p> <p>a. Organization of Congress</p> <p>b. Committees</p> <p>2. Trace a bill - partner and class sharing</p>
<p>Tuesday 02/05/2019</p>	<p>Unit 2 - Interactions Among Branches of Government</p> <p>1. Trace a bill - partner and class sharing</p> <p>2. Congress</p> <p>a. Other jobs and roles of Congress</p> <p>b. What influences Congress?</p> <p>3. State of the Union assignment</p>
<p>Wednesday 02/06/2019</p>	<p>Unit 2 - Interactions Among Branches of Government</p> <p>1. State of the Union discussion</p> <p>2. Unit 2 catch-up and review day (as time allows)</p> <p>a. Congressional Influences</p>

	<ul style="list-style-type: none"> b. Powers and limits to powers c. Review time
<p>Thursday 02/07/2019</p>	<p>Unit 2 - Interactions Among Branches of Government</p> <p>Legislative Branch Assessment</p>
<p>Friday 02/08/2019</p>	<p>Unit 2 - Interactions Among Branches of Government</p> <p>The Executive Branch</p> <ul style="list-style-type: none"> 1. Introduction <ul style="list-style-type: none"> a. Presidency b. President and Media activity 2. Assignment <ul style="list-style-type: none"> a. President and Media activity b. Reading and Questions: The President (OneNote)
<p>Monday 02/11/2019</p>	<p>Unit 2 - Interactions Among Branches of Government</p> <ul style="list-style-type: none"> 1. The Executive Branch <ul style="list-style-type: none"> a. President and Media activity b. Reading Check 2. History of the President activity <ul style="list-style-type: none"> a. Key people and events that have changed the office of the President (OneNote)
<p>Tuesday 02/12/2019</p>	No School - Snow Day
<p>Wednesday 02/13/2019</p>	<p>Unit 2 - Interactions Among Branches of Government</p> <ul style="list-style-type: none"> 1. Roles of the President

	<p>a. Truman activity (OneNote - http://www.trumanlibrary.org/calendar/main.php?currYear=1950&currMonth=6&currDay=29)</p> <p>b. Roles of the President</p> <p>2. Assignment: a. Reading and Questions: Powers of the president (OneNote)</p>
Thursday 02/14/2019	<p>Unit 2 - Interactions Among Branches of Government</p> <p>1. Roles of the President</p> <p>2. Assignment: a. Executive Command simulation (iCivics.org)</p>
Friday 02/15/2019	<p>Unit 2 - Interactions Among Branches of Government</p> <p>1. Document Study - Small Group a. Federalist No. 70</p>
Monday 02/18/2019	<p>Unit 2 - Interactions Among Branches of Government</p> <p>1. Start of the week bell-ringer - Presidents Day</p> <p>2. Powers of the President</p> <p>3. Assignment a. Find and detail a recent Executive Order (OneNote)</p>
Tuesday 02/19/2019	<p>Unit 2 - Interactions Among Branches of Government</p> <p>The Executive Branch</p> <p>1. Executive Quiz #1</p> <p>2. Powers of the President</p>

<p>Wednesday 02/20/2019</p>	<p>Unit 2 - Interactions Among Branches of Government</p> <p>The Executive Branch</p> <ol style="list-style-type: none"> 1. Powers of the President 2. Assignment: <ol style="list-style-type: none"> a. The President and Public opinion activity (OneNote)
<p>Thursday 02/21/2019</p>	<p>Unit 2 - Interactions Among Branches of Government</p> <p>The Executive Branch</p> <ol style="list-style-type: none"> 1. The President and Policy 2. Other Executive Offices
<p>Friday 02/22/2019</p>	<p>Unit 2 - Interactions Among Branches of Government</p> <p>The Executive Branch</p> <ol style="list-style-type: none"> 1. Conclude activity: The President and Media - Small and larger group sharing 2. Executive assessment
<p>Monday 02/25/2019</p>	<p>Unit 2, Part 3 - Federal Bureaucracy</p> <ol style="list-style-type: none"> 1. What is "bureaucracy" 2. Structure <ol style="list-style-type: none"> a. Executive Departments b Independent Agencies 3. Assignment: <ol style="list-style-type: none"> a. Reading and Questions: The Federal Bureaucracy (OneNote)
<p>Tuesday 02/26/2019</p>	<p>Unit 2, Part 3 - Federal Bureaucracy</p> <ol style="list-style-type: none"> 1. Introduce Cabinet Activity (Friday)

	2. Small group research day on the Federal Bureaucracy <ol style="list-style-type: none"> Videos Federal Register - find a regulation
Wednesday 02/27/2019	Unit 2, Part 3 - Federal Bureaucracy Key Questions on the Bureaucracy: <ol style="list-style-type: none"> How does the bureaucracy do its job? What is the role of the bureaucracy in checks and balances? Evaluation: What are the positives and negatives of our bureaucracy?
Thursday 02/28/2019	Unit 2, Part 3 - Federal Bureaucracy <ol style="list-style-type: none"> Assessment questions on Unit 2, Part 3 (OneNote) Work time for Cabinet meeting simulation
Friday 03/01/2019	Unit 2, Part 3 - Federal Bureaucracy <ol style="list-style-type: none"> Cabinet Meeting <ol style="list-style-type: none"> Reports from the Executive Departments
Monday 03/04/2019	Unit 2, Part 4 - Judicial Branch <ol style="list-style-type: none"> Introduction to the Judicial Branch <ol style="list-style-type: none"> 3 levels of the Federal court system Judicial basics Influences on the Judicial Branch Assignment <ol style="list-style-type: none"> Reading and Questions: Basics of the Judicial Branch (OneNote)

<p>Tuesday 03/05/2019</p>	<p>Unit 2, Part 4 - Judicial Branch</p> <ol style="list-style-type: none"> 1. The Supreme Court Basics 2. Marbury v. Madison 3. Assignment <ol style="list-style-type: none"> a. Crash Course Supreme Court video - Wednesday b. Find a Supreme Court case (OneNote)
<p>Wednesday 03/06/2019</p>	<p>Unit 2, Part 4 - Judicial Branch</p> <ol style="list-style-type: none"> 1. How does the Supreme Court work? <ol style="list-style-type: none"> a. Small group activity 2. Prep for "You be the Judge"
<p>Thursday 03/07/2019</p>	<p>Unit 2, Part 4 - Judicial Branch</p> <ol style="list-style-type: none"> 1. Document Study <ol style="list-style-type: none"> a. Federalist 78 vs. Brutus 15
<p>Tuesday 03/12/2019</p>	<p>Unit 2, Part 4 - Judicial Branch</p> <ol style="list-style-type: none"> 1. "You be the Judge" Activity <ol style="list-style-type: none"> a. Court session #1
<p>Wednesday 03/13/2019</p>	<p>Unit 2, Part 4 - Judicial Branch</p> <ol style="list-style-type: none"> 1. "You be the Judge" Activity <ol style="list-style-type: none"> b. Court session #2

Thursday 03/14/2019	Unit 2, Part 4 - Judicial Branch 1. "You be the Judge" Activity a. Court session #3 b. Writing of opinions
Friday 03/15/2019	Unit 2, Part 4 - Judicial Branch 1. Finish "You Be the Judge" a. Sharing of opinions 2. Assignment a. Reading and Questions: Judicial Appointments and Checks and Balances (OneNote)
Monday 03/18/2019	Unit 2, Part 4 - Judicial Branch 1. Final Judicial Topics a. Appointments b. What influences our judges? c. Impact of the court on the past and future
Tuesday 03/19/2019	Unit 2, Part 4 - Judicial Branch 1. Final Judicial Topics 2. Review Day
Wednesday 03/20/2019	Unit 2, Part 4 - Judicial Branch 1) Judicial Branch Assessment

Thursday 03/21/2019	No Students - NHS Trip
Friday 03/22/2019	No Students - NHS Trip
Monday 03/25/2019	No Students - NHS Trip
Tuesday 03/26/2019	<p>Unit 3 – Civil Liberties and Civil Rights</p> <ol style="list-style-type: none"> 1. Introduction 2. Rights of Citizens <ol style="list-style-type: none"> a. Why do we have them? b. What rights do we have? 3. Assignment <ol style="list-style-type: none"> a. Reading and Questions - Constitutional rights (OneNote)
Wednesday 03/27/2019	<p>Unit 3 – Civil Liberties and Civil Rights</p> <ol style="list-style-type: none"> 1. 1st Amendment cases - Small group presentations <ol style="list-style-type: none"> a. Activity introduction b. Group Work time <p>Cases:</p> <ul style="list-style-type: none"> - Engel v. Vitale - Wisconsin v. Yoder - Tinker v. Des Moines - Schenck v. United States - New York Times Co. v. United States
Thursday 03/28/2019	<p>Unit 3 – Civil Liberties and Civil Rights</p> <ol style="list-style-type: none"> 1. 1st Amendment Cases

	<ul style="list-style-type: none"> a. Presentations b. Summaries <p>2. Assignment:</p> <ul style="list-style-type: none"> a. Reading and Questions: Free speech (OneNote)
<p>Friday 03/29/2019</p>	<p>Unit 3 – Civil Liberties and Civil Rights</p> <ul style="list-style-type: none"> 1. Free Speech <ul style="list-style-type: none"> a. What speech is protected? b. What speech is not protected?
<p>Monday 04/01/2019</p>	<p>Unit 3 – Civil Liberties and Civil Rights</p> <ul style="list-style-type: none"> 1. Free Speech <ul style="list-style-type: none"> a. Review and carryover discussion 2. Freedom of Religion <ul style="list-style-type: none"> a. Establishment clause b. Free exercise clause c. Current Events: Maryland National Capital Park and Planning Commission v. American Humanist Association 3. Assignment <ul style="list-style-type: none"> a. Reading and Outline - Key events of the Civil Rights movement (OneNote) - Due Friday
<p>Tuesday 04/02/2019</p>	<p>Unit 3 – Civil Liberties and Civil Rights</p> <ul style="list-style-type: none"> 1. 2nd Amendment Debate <ul style="list-style-type: none"> a. Stance #1 - The 2nd Amendment is still an important right of American citizens. b. Stance #2 - The 2nd Amendment needs to change c. Student assignments and group study on their debate position. 2. Assignment <ul style="list-style-type: none"> a. Debate - Thursday

<p>Wednesday 04/03/2019</p>	<p>Unit 3 – Civil Liberties and Civil Rights</p> <ol style="list-style-type: none"> 1. Small Group Jigsaw <ol style="list-style-type: none"> a. What rights are protected by Amendments 4-8? 2. Selective incorporation <ol style="list-style-type: none"> a. McDonald v. City of Chicago
<p>Thursday 04/04/2019</p>	<p>Unit 3 – Civil Liberties and Civil Rights</p> <ol style="list-style-type: none"> 1. 2nd Amendment Debate 2. Assignment: <ol style="list-style-type: none"> a. Reflection on the 2nd Amendment debate (OneNote)
<p>Friday 04/05/2019</p>	<p>Unit 3 – Civil Liberties and Civil Rights</p> <ol style="list-style-type: none"> 1. Civil Rights Outline Review 2. Assignment: <ol style="list-style-type: none"> a. Reading and Questions: Civil Rights today (OneNote)
<p>Monday 04/08/2019</p>	<p>Unit 3 – Civil Liberties and Civil Rights</p> <ol style="list-style-type: none"> 1. Class discussion from assignment <ol style="list-style-type: none"> a. Role of government in Civil Rights b. Examples of current civil rights movements <ol style="list-style-type: none"> 1. Supported 2. Restricted 2. Review for Unit 3 Assessments
<p>Tuesday 04/09/2019</p>	<p>Unit 3 – Civil Liberties and Civil Rights</p> <p>Unit 3 Assessment</p>

Wednesday 04/10/2019	AP Project Introduction Day
Thursday 04/11/2019	AP Project Work Day
Friday 04/12/2019	<p>Unit 4 - American Political Ideologies and Beliefs</p> <ol style="list-style-type: none"> 1. Political Beliefs Surveys (Pew Research and Nolan chart) 2. Introduce Unit 4 3. Assignments: <ol style="list-style-type: none"> a. Reading and Questions - Political Types (OneNote)
Monday 04/15/2019	<p>Unit 4 - American Political Ideologies and Beliefs</p> <ol style="list-style-type: none"> 1. Types of political beliefs <ol style="list-style-type: none"> a. Conservative b. Liberal c. Moderate d. Libertarian e. Statist 2. Assignments <ol style="list-style-type: none"> a. Reading and Questions: Forming Political Opinions (OneNote)
Tuesday 04/16/2019	<p>Unit 4 - American Political Ideologies and Beliefs</p> <ol style="list-style-type: none"> 1. Political Socialization <ol style="list-style-type: none"> a. What factors influence people? b. Why? c. How? 2. Assignment: <ol style="list-style-type: none"> a. Reading and Questions: Public Opinion Research and Polls (OneNote)

<p>Wednesday 04/17/2019</p>	<p>Unit 4 - American Political Ideologies and Beliefs</p> <ol style="list-style-type: none"> 1. Politics and Polls <ol style="list-style-type: none"> a. Parts and types of polls 2. Political Poll activity (OneNote) <ol style="list-style-type: none"> a. Design the poll b. Target population c. Method of collection
<p>Thursday 04/18/2019</p>	<p>Unit 4 - American Political Ideologies and Beliefs</p> <p>Work Day</p> <ol style="list-style-type: none"> 1. Poll activity 2. Semester Project
<p>Tuesday 04/23/2019</p>	<p>Unit 4 - American Political Ideologies and Beliefs</p> <ol style="list-style-type: none"> 1. Poll Activity Discussion 2. Public Policy Introduction <ol style="list-style-type: none"> a. Participants b. Theories of policy c. Types of policy d. Policy making cycle 3. Assignment: <ol style="list-style-type: none"> a. Reading and summary - Policy in key areas (OneNote)
<p>Wednesday 04/24/2019</p>	<p>Unit 4 - American Political Ideologies and Beliefs</p> <ol style="list-style-type: none"> 1. Public Policy in key areas <ol style="list-style-type: none"> a. Budget

	<ul style="list-style-type: none"> b. Economy c. Health Care d. Education
<p>Thursday 04/25/2019</p>	<p>Unit 4 - American Political Ideologies and Beliefs</p> <ul style="list-style-type: none"> 1. Public Policy <ul style="list-style-type: none"> a. Education b. Welfare 2. Review of Unit 4
<p>Friday 04/26/2019</p>	<p>Unit 4 - American Political Ideologies and Beliefs</p> <p>Unit 4 Assessment</p>
<p>Monday 04/29/2019</p>	<p>Unit 5 - Political Participation</p> <ul style="list-style-type: none"> 1. Unit introduction 2. People participate in politics <ul style="list-style-type: none"> 1. Elections 2. Voting 3. Other forms of participation 3. Assignment: <ul style="list-style-type: none"> a. Reading and questions - Political Parties (OneNote)
<p>Tuesday 04/30/2019</p>	<p>Unit 5 - Political Participation</p> <ul style="list-style-type: none"> 1. Groups participate <ul style="list-style-type: none"> 1. Political Parties 2. Assignment: <ul style="list-style-type: none"> a. Reading and questions - Interest Groups (OneNote)

<p>Wednesday 05/01/2019</p>	<p>Unit 5 - Political Participation</p> <ol style="list-style-type: none"> Groups participate <ol style="list-style-type: none"> Interest Groups Assignment: <ol style="list-style-type: none"> Reading and questions - Media (OneNote)
<p>Thursday 05/02/2019</p>	<p>Unit 5 - Political Participation</p> <ol style="list-style-type: none"> Groups participate <ol style="list-style-type: none"> Media Assignment: <ol style="list-style-type: none"> Unit 5 Take home assessment
<p>Friday 05/03/2019</p>	<p>Exam Review Day</p>
<p>Monday 05/06/2019</p>	<p>AP Exam Day</p>
<p>Tuesday 05/07/2019</p>	<p>Unit 6 - Civil Government</p> <ol style="list-style-type: none"> Public Policy Project work day
<p>Wednesday 05/08/2019</p>	<p>Unit 6 - Civil Government</p> <ol style="list-style-type: none"> Public Policy Project work day
<p>Thursday 05/09/2019</p>	<p>Unit 6 - Civil Government</p> <ol style="list-style-type: none"> Introduce Civil Government <ol style="list-style-type: none"> Background Book introduction

	<p>2. Assignment:</p> <p>a. Reading and Questions: Chapter 1 (OneNote)</p>
<p>Friday 05/10/2019</p>	<p>Unit 6 - Civil Government</p> <p>1. Chapter 1 - The Beginnings of Government and Israel</p> <p>a. Why is there government?</p> <p>b. What is God's role in government?</p> <p>c. How is the OT nation of Israel a "special government"</p> <p>2. Assignment:</p> <p>a. Reading and Questions: Chapter 2 (OneNote)</p>
<p>Monday 05/13/2019</p>	<p>Unit 6 - Civil Government</p> <p>1. Chapter 2 - David, Daniel, and War</p> <p>a. What are the lessons we learn from David?</p> <p>b. What are the lessons we learn from Daniel?</p> <p>2. Assignment:</p> <p>a. Reading and Questions: Chapter 3 (OneNote)</p>
<p>Tuesday 05/14/2019</p>	<p>Unit 6 - Civil Government</p> <p>1. Chapter 3 - NT Basics about Government</p> <p>a. Application: Romans 13</p> <p>b. Why should we respect our government?</p> <p>2. Assignment:</p> <p>a. Reading and Questions: Chapter 4 (OneNote)</p>
<p>Wednesday 05/15/2019</p>	<p>Unit 6 - Civil Government</p>

	<ol style="list-style-type: none"> 1. Chapter 5 - Our Duty to the State <ol style="list-style-type: none"> a. What role does a Christian citizen have as a citizen? 2. Assignment: <ol style="list-style-type: none"> a. Reading and Questions: Chapter 6 (OneNote)
Thursday 05/16/2019	Unit 6 - Civil Government <ol style="list-style-type: none"> 1. Chapter 6 - The Christian and Politics <ol style="list-style-type: none"> a. What role does a Christian citizen have as a citizen?
Friday 05/17/2019	Unit 6 Assessment - Essay Assignment (Due Tuesday) Project Work Day
Monday 05/20/2019	Project Presentations
Tuesday 05/21/2019	Project Presentations
Wednesday 05/22/2019	Exam Day - no class
Thursday 05/23/2019	Exam Day - Project Presentations

Appendix B: Sample Assignments

OneNote interface showing a page titled "Due 2-25-19" dated Friday, February 22, 2019, 8:38 AM. The page content includes:

Using your textbook as a resource, answer the following questions for class on MONDAY, FEBRUARY 25.

P. 174: Introduction
Define "federal bureaucracy".

P. 174-178 – Roots of Federal Bureaucracy
Make an outline of the important events and ideas that have shaped the development of the federal bureaucracy.

p. 178-183
Summarize each group that is part of the federal bureaucracy. As you do this, define terms and look for examples of groups that fit each category.

1. Cabinet Departments
2. Independent Executive Agencies
3. Independent Regulatory Commissions
4. Government Corporations

OneNote interface showing a page titled "Due 1-9-19" dated Tuesday, January 8, 2019, 7:39 AM. The page content includes:

Assignment for Wednesday

- The Constitution emerged from the debate about weaknesses in the Articles of Confederation as a blueprint for limited government. (CON)
 - Consider: How did the Articles of Confederation "cause" the Constitution?
- Read pages 23-30
- **Part 1 – The History**
 - Read through the section on the creation of our new Constitution.
 - Make note of the bold terms to highlight important people/events/ideas.
- **Part 2 – The Principles**
 - Read and describe the section on the basic principles of the Constitution.
 - Study the chart on page 30.

OneNote | Jeff Dolan | Class Notebook

Home | Insert | Draw | View | Calibri | 11 | B | I | U | A | v | Heading 1 | Dictate

Trace a Bill

Tuesday, January 29, 2019 1:07 PM

CHART FOR BILL -> Law

Step 1: Go to www.congress.gov.

Step 2: Change the search to "All legislation". (See screenshot)

CONGRESS.GOV Advanced Searches | Browse

Search Tools | Support | Sign In

Current Legislation | All Legislation | All Sources | Committee Reports | Congressional Record | Members | Recent

Continuing Appropriations Act, 2019
Continuing Appropriations Act, 2019

Bill Searchers and Lists
By Sponsor, House | Details
Introduced | Active Legislation (Senate.gov)
Public Laws | U.S. Code
Appropriations

Senate
Today: Jan. 29, 2019
The Senate convened at 10:00 a.m.
On the Floor Today
S. 1

Previous Meeting: Jan. 28, 2019

House Links
House Floor Activity
Committee Hearings & Briefings
Communications to the House

Current Members of Congress

OneNote | Jeff Dolan | Class Notebook

Home | Insert | Draw | View | Calibri | 11 | B | I | U | A | v | Heading 1 | Dictate

Step 3: Search an issue to find a law that has passed in the last few years. Make sure it is something that has been signed into law. The "tracker" bar should look like the one below in the screenshot.

7 OF 628 RESULTS

S.2736 - Asia Reassurance Initiative Act of 2018
116th Congress (2017-2019)

Law | Title Change | More on this Bill

Sponsor: Sen. Lindsey O. Graham (R-S.C.) (Introduced 04/24/2018)
Committees: Senate - Foreign Relations
Latest Action: 12/31/2018 Became Public Law No: 115-438. (All Actions)

Tracker: Introduced | Passed Senate | Passed House | Resolving Differences | To President | Signed Law

Summary (0) | Text (5) | Actions (27) | Titles (0) | Amendments (1) | Compromises (19) | Comments (1) | Related Bills (1)

Step 4: Complete the activity by finding the information shown below.

Required information

1. Originated in the ____ House ____ Senate
2. Bill Sponsor
3. Number of Cosponsors
4. Name of Committees
5. Number of Amendments
6. Date originally introduced
7. Date signed by the President
8. Total number of "actions" listed to become a law
9. Other noteworthy details?
10. Choose 1 of the two options, either a or b.
 - a. Find the vote count for each house. You may have to use other sources to find this.
 - b. Find how your representatives voted on this bill. (Both House and Senate)

Appendix C: Sample Group Simulation Activity

This is an example of a small group simulation where students played the role of Supreme Court justices. They applied their understanding of the judicial process as well as Constitutional rights as part of this multi-day activity.

The screenshot shows a OneNote page titled "You be the Justice!" with a timestamp of Friday, October 19, 2018, at 8:32 AM. The page contains instructions for a group simulation activity where students act as Supreme Court justices. The instructions are organized into several sections with numbered lists.

How does this work?

1. You will be assigned to a Supreme Court.
2. Each court will be given summaries to 18 court cases.
3. Members of the court will review the descriptions of the various court cases.
4. You will grant certiorari to 6 cases. (Follow the "rule of 3")
5. The court should discuss and rule on those 6 cases.
6. Each justice will write TWO opinions on those 6 cases, as assigned by the Chief Justice.
 - a. Majority Opinions
 - b. Dissenting Opinions
 - c. Concurring Opinion
7. If necessary, you can call in Mr. Dolan for clarification on issues of the case. (Brief or oral arguments)
8. You will need to be prepared to discuss your opinions on each case with the entire class.

Note: You are allowed to use your computer to look up issues relating to the Constitution and with Mr. Dolan's permission only. You are NOT allowed to look up the court case.

What is my role as a Supreme Court justice?

1. Respect the other justices and follow the lead of the Chief Justice.
2. Review the cases.
3. Work with your fellow judges to choose 6 cases to consider and rule on.
4. Discuss each case and write down your thoughts and opinions on each case.
5. Vote on each case.
6. You will write two opinions for the 6 cases.
7. At the end, you will complete a peer review of the court that evaluates the participation of each justice.

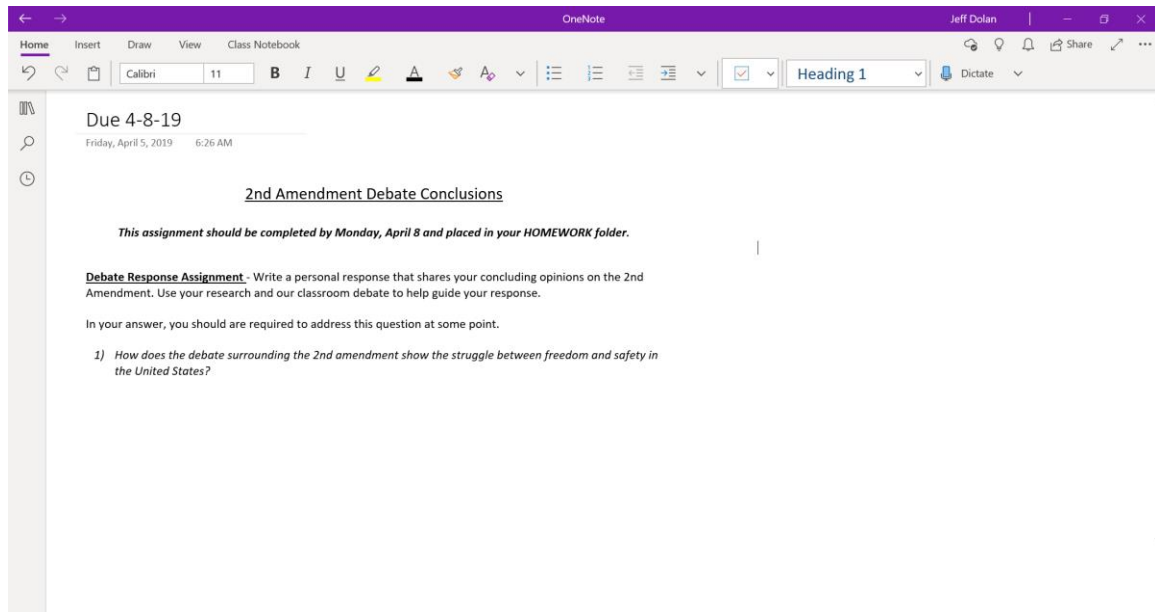
What is the role of the Chief Justice?

1. Lead the discussions within the group.
2. If there is any disagreements, it is the job of the Chief Justice to be the final word.
3. Assign who will write the opinions for each case that is decided.

What should the majority opinion look like?

- 1-2 REALLY GOOD paragraphs that summarize the verdict of the court as well as all the reasoning behind why that verdict was reached.

Appendix D: Sample Writing Assessment on OneNote



Appendix E: Sample Unit Written Assessment

AP Government – Unit 1 Test

1-23-19

Name _____

Section 1 - PRINCIPLES OF AMERICAN GOVERNMENT

1. **Explain the reason** that the following principles of Constitution are part of American government.

1. Popular Sovereignty

2. Limited Government

3. Separation of Power

4. Checks and balances

5. Federalism

Section 2 - FOUNDATIONAL DOCUMENTS

2. **List** the 5 principles of American democracy highlighted in the Declaration of Independence? (5 points)

3. What is one way that the Articles of Confederation was exactly the type of government system that the America people wanted?

4. What was one major issue that led to change from the Articles of Confederation?
5. **Explain** one example of Compromise that was a part of the creation of the U.S. Constitution. (2 points)
6. Summarize the main message of these documents. (1 point each)
 - a. Brutus I
 - b. Federalist 10
 - c. Federalist 51

Section 3 – OTHER KEY IDEAS

7. Define these terms. (1 point each)
 - a. Participatory democracy
 - b. Pluralist democracy
 - c. Elite democracy
8. Explain what is meant by the “necessary and proper clause”.
9. Explain why this clause is controversial in American government. Include a specific example. (2 points)

10. What are the two steps necessary for a constitutional amendment? (2 points)

11. Describe two examples of how the proper distribution powers between states and the federal government has been interpreted differently over the course of American history? (4 points)

Section 4 - Application

Use the following current situation to explain how TWO principles of the U.S. Constitution are used in American government today. (4 points)

Issue – The current U.S. government shutdown and/or President Trump’s plan to build a southern border wall

Appendix F: Student Semester Project

AP U.S. Government Semester Project - 2019

Project Description

You are being asked to testify before a Congressional committee that is investigating the issue of _____. They are looking for your expert opinion on what action must be taken to address this issue.

You will design a presentation to be given to Congress that will provide a well-researched and well-defended position on an issue.

In your presentation you must demonstrate an understanding of...

1. ...the issue you are presenting.
2. ...the Constitution of the United States.
3. ... the rights of citizens.
4. ...process of how government works, including the correct powers of the different branches, levels, and groups within government.
5. ...the history of how this issue has become relevant in the United States today.
6. ...the role of politics and public opinion in shaping policy.

Project option: You may choose to address an issue that applies only to the state of Wisconsin or to a more local area. Your project would be adjusted to address that issue to the targeted level of government.

Project Steps

Step 1 – Choose your issue.

Identify a national, state, or local issue that is relevant today. Before moving forward with your project, you must get your topic approved by Mr. Dolan.

Step 2 – Research and develop your stance.

Conduct some initial research on the issue. What will your stance be? What will you need to do to defend it? Then, develop a stance on the issue that you would like to see implemented into current policy.

Questions to consider while researching:

1. Why is this an important issue?
2. What are the causes of the issue?
3. What are the current and future effects of the issue?
4. Who can I contact to learn more about this?
5. How has each branch been involved?

6. What has been done already? What works? What doesn't? Any precedents?

Questions to consider when developing your stance:

1. What evidence and arguments support my opinion?
2. What evidence and arguments oppose my opinion?
3. What do Americans know/want on this issue?
4. Who is involved in the decision?
5. How will the current policy be impacted?
6. Is funding needed? Where will it come from?

Step 3 – Create a presentation that presents your position.

This will be the final product that you will create as the way to communicate your view.

Your presentation must include the following:

1. Background on the issue, including relevant history
2. Current data that shows public opinion on the issue
3. A clear and well-defended stance on the issue
4. Clear refuting of arguments that could be presented by an opposing side
5. A detailed strategy for implementation
 - Which areas of government would be involved?
 - Legislative, executive, or judicial connections?
 - Funding?

Step 4 – Share!!

You will present your project to the class. THIS WILL BE DONE IN THE FINAL WEEK OF SCHOOL IN PLACE OF A SEMESTER EXAM.

Your presentation will count as a test grade worth a total of 100 points.

AP Government – Public Policy Project

Names of participants:

Issue to be addressed:

Section #1 - Demonstration of understanding

The student showed an understanding of...

TARGET	FULLY MET	PARTIALLY MET	NOT MET
...the issue you are presenting.			
...the Constitution of the United States.			
... the rights of citizens.			
...process of how government works, including the correct powers of the different branches, levels, and groups within government.			
...the history of how this issue has become relevant in the United States today.			
...the role of politics and public opinion in shaping policy.			

Section #2 – Presentation Details

The presentation includes the following required materials.

TARGET	FULLY MET	PARTIALLY MET	NOT MET
Background on the issue, including relevant history			
Current data that shows public opinion on the issue			
A clear and well-defended stance on the issue			
Clear refuting of arguments that could be presented by an opposing side			
A detailed strategy for implementation			
Project is well designed and presented.			

Comments:

Grade earned: _____

Appendix G: Course Learning Targets

Unit 1 – Foundations of American Democracy

Essential Questions:

1. How did the founders of the U.S. Constitution attempt to protect individual liberty, while also promoting public order and safety?
2. How have theory, debate, and compromise influenced the U.S. Constitutional system?
3. How does the development and interpretation of the Constitution influence policies that impact citizens and residents of the United States?

Students will understand that...	Students will be able to...	Target
A balance between governmental power and individual rights has been a hallmark of American political development. (LOR)	Explain how democratic ideals are reflected in the Declaration of Independence and the U.S. Constitution.	1.1
	Explain how models of representative democracy are visible in major institutions, policies, events, or debates in the United States.	1.2
The Constitution emerged from the debate about weaknesses in the Articles of Confederation as a blueprint for limited government. (CON)	Explain how Federalist and Anti-Federalist views on central government and democracy are reflected in U.S. foundational documents.	1.3
	Explain the relationship between key provisions of the Articles of Confederation and the debate over granting federal government greater power formerly reserved to the states.	1.4
	Explain the ongoing impact of political negotiation and compromise at the Constitutional Convention on the development of the constitutional system.	1.5

The Constitution created a competitive policy-making process to ensure the people's will is represented and that freedom is preserved. (PMI)	Explain the constitutional principles of separation of powers and checks and balances.	1.6
	Explain the implications of separation of powers and checks and balances for the U.S. political system.	1.7
Federalism reflects the dynamic distribution of power between national and state governments. (CON)	Explain how societal needs affect the constitutional allocation of power between the national and state governments.	1.8
	Explain how the appropriate balance of power between national and state governments has been interpreted differently over time.	1.9
	Explain how the distribution of powers among three federal branches and between national and state governments impacts policy making.	1.10

Unit 2 – Interactions Among Branches of Government

Essential Questions:

1. How do the branches of national government compete and cooperate in order to govern?
2. To what extent have changes in the powers of each branch affected how responsive and accountable the national government is in the 21st century?

You will understand that...	You will be able to...	Target
The republican ideal in the U.S. is manifested in the structure and operation of the legislative branch. (CON)	Describe the different structures, powers, and functions of each house of Congress .	2.1
	Explain how the structure, powers, and functions of both house of	2.2

	Congress affect the policy making process.	
	Explain how congressional behavior is influenced by election processes, partisanship, and divided government.	2.3
The presidency has been enhanced beyond its expressed constitutional powers. (CON)	Explain how the president can implement a policy agenda.	2.4
	Explain how the president's agenda can create tension and frequent confrontations with Congress.	2.5
	Explain how presidents have interpreted and justified their use of formal and informal powers.	2.6
	Explain how communication technology has changed the president's relationship with the national constituency and the other branches.	2.7
The design of the judicial branch protects the Supreme Court's independence as a branch of government, and the emergence and use of judicial review remains a powerful judicial practice. (CON)	Explain the principle of judicial review and how it checks the power of other institutions and state governments.	2.8
	Explain how the exercise of judicial review in conjunction with life tenure can lead to debate about the legitimacy of the Supreme Court.	2.9
	Explain how other branches in government can limit the Supreme Court's power.	2.10
The federal bureaucracy is a powerful institution implementing federal policies with sometimes questionable accountability. (PMI)	Explain how the bureaucracy carries out the responsibilities of the federal government.	2.11

	Explain how the federal bureaucracy uses delegated discretionary authority for rule making and implementation.	2.12
	Explain how Congress uses its oversight power in its relationship with the executive branch.	2.13
	Explain how the president ensures that executive branch agencies and departments carry out their responsibilities in concert with the goals of the administration.	2.14
	Explain the extent to which governmental branches can hold the bureaucracy accountable given the competing interests of Congress, the president, and the federal courts.	2.15

Unit 3 – Civil Liberties and Civil Rights

Essential Questions:

1. To what extent do the U.S. Constitution and its amendments protect against undue government infringement on essential liberties and from invidious discrimination?
2. How have U.S. Supreme Court rulings defined civil liberties and civil rights?

You will understand that...	You will be able to...	Target
Provisions of the U.S. Constitution's Bill of Rights are continually being interpreted to balance the power of government and the civil liberties of individuals. (LOR)	Explain how the U.S. Constitution protects individuals liberties and rights.	3.1
	Describe the rights protected in the Bill of Rights.	3.2

	Explain the extent to which the Supreme Court's interpretation of the First and Second Amendments reflects a commitment to individual liberty.	3.3
	Explain how the Supreme Court has attempted to balance the claims of individual freedom with laws and enforcement procedures that promote public order and safety.	3.4
Protections of the Bill of Rights have been selectively incorporated by way of the Fourteenth Amendment's due process clause to prevent state infringement of basic liberties. (LOR)	Explain the implications of the doctrine of selective incorporation	3.5
	Explain the extent to which the states are limited by the due process clause from infringing upon the rights of individual rights.	3.6
The Fourteenth Amendment's equal protection clause as well as other constitutional provisions have often been used to support the advancements of equality. (PRD)	Explain how constitutional provisions have supported and motivated social movements.	3.7
Public Policy promoting civil rights is influenced by citizen-state interactions and constitutional interpretation over time. (PMI)	Explain how the government has responded to social movements.	3.8
The Supreme Court's interpretations of the U.S. Constitution is influence by the composition of the Court and citizen-state interactions. At times, it has restricted minority rights and, at others, protected them. (CON)	Explain how the Supreme Court has at times allowed for the restriction of the civil rights of minority groups and at other times protected those rights.	3.9

Unit 4 – American Political Ideologies and Beliefs

Essential Questions:

1. How are American political beliefs formed and how do they evolve over time?
2. How do political ideology and core values influence government policy making?

You will understand that...	You will be able to...	Target
Citizen beliefs about government are shaped by the intersection of demographics, political culture, and dynamic social change. (MPA)	Explain the relationship between core beliefs of U.S. citizens and attitudes about the role of government.	4.1
	Explain how cultural factors influence political attitudes and socialization.	4.2
Public opinion is measured through scientific polling, and the results of public opinion polls influence public policies and institutions. (PMI)	Describe the elements of a scientific poll.	4.3
	Explain the quality and credibility of claims based on public opinion data.	4.4
Widely held political ideologies shape policy debates and choices in American policies. (PMI)	Explain how the ideologies of the two major parties shape policy debates.	4.5
	Explain how U.S. political culture (e.g. values, attitudes, and beliefs) influenced the formation, goals, and implementation of public policy over time.	4.6
	Describe different political ideologies regarding the role of government in regulating the marketplace.	4.7
	Explain how different political ideologies vary on the government's role in regulating the marketplace.	4.8

	Explain how political ideologies vary on the role of government in addressing social issues.	4.9
	Explain how different ideologies impact policy on social issues.	4.10

Unit 5 – Political Participation

Essential Questions:

1. How have changes in technology influenced political communication and behavior?
2. Why do levels of participation and influence in politics vary?
3. How effective are the various methods of political participation in shaping public values?

You will understand that...	You will be able to...	Target
Factors associated with political ideology, efficacy, structural barriers, and demographics influence the nature and degree of political participation	Describe the voting rights protections in the Constitution and in legislation	5.1
	Describe different models of voting behavior	5.2
	Explain the roles that individual choice and state laws play in voter turnout in elections.	5.3
Political parties, interest groups, and social movements provide opportunities for participation and influence how people relate to government and policymakers	Describe linkage institutions.	5.4
	Explain the function and impact of political parties on the electorate and government.	5.5
	Explain why and how political parties change and adapt.	5.6

	Explain how structural barriers impact third-party and independent candidate success.	5.7
	Explain the benefits and potential problems of interest-group influence on elections and policy making.	5.8
	Explain how variation in types and resources of interest groups affects their ability to influence elections and policy making.	5.9
	Explain how various political actors influence public policy outcomes.	5.10
The impact of federal policies on campaigning and electoral rules continues to be contested by both sides of the political spectrum.	Explain how the different processes work in a U.S. presidential election.	5.11
	Explain how the Electoral College impacts democratic participation.	5.12
	Explain how the different processes work in U.S. congressional elections.	5.13
	Explain how campaign organizations and strategies affect the election process.	5.14
	Explain how the organization, finance, and strategies of national political campaigns affect the election process.	5.15
	Explain the media's role as a linkage institution.	5.16
	Explain how increasingly diverse choices of media and communication outlets influence political institutions and behavior.	5.17

Unit 6 – Civil Government

Essential Questions:

1. What does God's Word tell us about government and citizenship?

You will be able to...	Target
Identify the roles of government from a Scriptural viewpoint.	6.1
Identify the roles of citizens from a Scriptural viewpoint.	6.2
Explain lessons about government and citizens from both the Old and New Testament.	6.3
Explain the role a Christian in the world today.	6.4
Explain how God uses government as an instrument to carry out his will on earth.	6.5

Appendix H: Sample Student Objectives Summary

Learning Target	Students will be able to...	Met	Partially Met	Not Met
1.1	Explain how democratic ideals are reflected in the Declaration of Independence and the U.S. Constitution.	13	1	0
1.2	Explain how models of representative democracy are visible in major institutions, policies, events, or debates in the United States.	11	3	0
1.3	Explain how Federalist and Anti-Federalist views on central government and democracy are reflected in U.S. foundational documents.	9	5	0
1.4	Explain the relationship between key provisions of the Articles of Confederation and the debate over granting federal government greater power formerly reserved to the states.	14	0	0
1.5	Explain the ongoing impact of political negotiation and compromise at the Constitutional Convention on the development of the constitutional system.	9	4	1
1.6	Explain the constitutional principles of separation of powers and checks and balances.	14	0	0
1.7	Explain the implications of separation of powers and checks and balances for the U.S. political system.	14	0	0
1.8	Explain how societal needs affect the constitutional allocation of power between the national and state governments.	7	7	0
1.9	Explain how the appropriate balance of power between national and state governments has been interpreted differently over time.	6	6	2

1.10	Explain how the distribution of powers among three federal branches and between national and state governments impacts policy making.	13	1	0
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Met = Students who demonstrated a strong understanding of the concept/skill highlighted by the learning target.

Partially Met = Students who demonstrated a partial understanding of the concept/skill, but did not show mastery of the learning target.

Not Met = Students did not show understanding of the concept/skill highlighted by the target.

Incomplete or not effectively measured (IN) = These learning targets did not received the same instructional emphasis as others, and therefore were more difficult to measure.

Appendix I: College Board AP Exam Report

AP Score Reports for Educators

[Reports](#)
[? Help](#)

STUDENTS TAKING EXAM

YOUR GROUP	SCHOOL	WI	GLOBAL
8	8	4,287	316,202

MEAN SCORE

YOUR GROUP	SCHOOL	WI	GLOBAL
2.50	2.50	3.01	2.73

% SCORES 3 OR HIGHER

YOUR GROUP	SCHOOL	WI	GLOBAL
50.0%	50.0%	64.8%	55.1%

Score Distributions with Comparables

	Comparable groups	Total Students	Score 1	Score 2	Score 3	Score 4	Score 5	Mean score
	All Students	8	0% (0)	50% (4)	50% (4)	0% (0)	0% (0)	2.50
	School	8	0% (0)	50% (4)	50% (4)	0% (0)	0% (0)	2.50
	WI	4,287	11%	24%	33%	15%	16%	3.01
	Global	316,202	20%	25%	30%	12%	13%	2.73

Appendix J: Student survey and responses***Student Survey – Completed on Microsoft Forms***

1. I felt prepared to do well on the College Board AP U.S. Government and Politics test.
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree
2. In class discussions helped me understand the content better.
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree
3. Writing lessons and activities helped me better understand how to communicate my opinions.
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree
4. The teacher demonstrated the skills I needed to learn.
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree
5. The most helpful thing(s) for this year for me was...
6. The thing(s) that were most challenging for me this year were...
7. I wish the teacher would have...
8. If I were to do this class over again, these are things I would do differently...
9. My advice to students taking the class in the future is...
10. I think the teacher should also know...
11. Which types of classroom lessons/activities were the most beneficial for you?
Explain.
12. Which types of classroom lessons/activities were the least beneficial for you?
Explain.

Student Responses

1. I felt prepared to do well on the College Board AP U.S. Government and Politics test.

[More Details](#)

Strongly Agree	2
Agree	7
Disagree	0
Strongly disagree	0
Neutral	2



2. In class discussions helped me understand the content better.

[More Details](#)

Strongly Agree	11
Agree	0
Disagree	0
Strongly disagree	0
Neutral	0



3. Writing lessons and activities helped me better understand how to communicate my opinions.

[More Details](#)

Strongly Agree	4
Agree	7
Disagree	0
Strongly disagree	0
Neutral	0



4. The teacher demonstrated the skills I needed to learn.

[More Details](#)

Strongly Agree	8
Agree	3
Disagree	0
Strongly disagree	0
Neutral	0



5. The most helpful thing(s) for this year for me was...
 - Class discussions (10)
 - Applying content to current events
6. The thing(s) that were most challenging for me this year were...
 - Motivation to do regular reading assignments (2)
 - Lessons on the federal bureaucracy (2)
 - Dealing with senior slide
 - Economics
 - Not knowing much about government before the class made everything hard
 - None (4)
7. I wish the teacher would have...
 - Done more exam practice in class (2)
 - More regular quizzes or reviews (2)
 - Given more opportunity to explore both sides of political issues
 - None (6)
8. If I were to do this class over again, these are things I would do differently...
 - Work harder with reading/assignments/note taking (7)
 - Do more AP exam prep
 - Been more aware of current events
 - None (2)
9. My advice to students taking the class in the future is...
 - Answers not applicable to this study, so they are omitted.
10. I think the teacher should also know...
 - Answers not applicable to this study, so they are omitted.
11. Which types of classroom lessons/activities were the most beneficial for you?
Explain.
 - Following classroom reading with in class discussion (7)
 - Simulation activities, like on the Supreme Court (4)
 - Small group discussion and review

12. Which types of classroom lessons/activities were the least beneficial for you?

Explain.

- Outside of class reading and notetaking (2)
- Game simulations (iCivics) (2)
- Review of American history from last year
- Small Group review and discussions
- None (3)