



COURSE: ADVANCED PLACEMENT UNITED STATES GOVERNMENT & POLITICS

Mr. Asato

Year: 2016-2017 // ONE SEMESTER

Course Information:

Advanced Placement (AP) curriculum is designed to give students an analytical perspective on government and politics in the United States. Students will study both general concepts used to interpret U.S. politics and examine specific examples. The AP Government course requires students to learn facts and concepts and understand typical political processes. The course will require students to master historical and analytic skills, including; chronological and spatial thinking, historical research and interpretation. Students will evaluate viewpoints presented through major print and electronic media, understand statistical data and analyze trends related to significant political events. Emphasis is placed on applying problem solving and critical thinking skills, interpreting graphs and tables, organizing information, evaluating information, and communicating orally and in writing. The course aims to help the student to participate effectively and democratically in the American political society

COURSE OBJECTIVES:

This course explores the political theory and everyday practice that direct the daily operation of our government and shape our public policies. The express purpose of this course is to prepare students to take the AP Exam for U.S Government and Politics. The course is for all intents and purposes taught on a college level and it requires a substantial amount of reading and preparation for every class. The objectives of this course go beyond a basic analysis of how our government works. Students will develop a critical understanding of the strengths and weaknesses of the American political system, as well as their rights and responsibilities as citizens. In addition to described content, the course will also work to refine important skills. They include analyzing data and writing and presenting written and oral arguments.

In order to help students master the ability to write a good political science essay the course will concentrate on the instruction of several essential skills:

- Effective writing style
- The ability to make arguments
- The ability to evaluate critically and to compare scholarly works
- The ability to synthesize political science data
- The ability to analyze, interpret, and respond to stimulus based data including charts, graphs, cartoons, and quotes

The course will cover a large amount of content. The study of American Government is both historical and contemporary. Therefore, it is essential that students remain aware of what is happening in the world. It is suggested that regular reading of newspapers and news magazines as well as the regular viewing of news broadcasts be maintained throughout the course.

The frameworks found in the Texas Essential Knowledge & Skills (TEKS) will guide teacher instruction throughout the course. Specific TEKS for the course can be located at:

<http://ritter.tea.state.tx.us/rules/tac/chapter113/index.html> and
<http://ritter.tea.state.tx.us/rules/tac/chapter118/index.html>.

COURSE STANDARDS:

Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.

Students evaluate the scope and limits of civil rights and obligations as democratic citizens, the relationships among them, and how they are secured.

Students evaluate the fundamental values and principles of civil society (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.

Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.

Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.

Students evaluate issues regarding national, state and local elective offices.

Students analyze and compare the powers and procedures of the national, state, and local governments. Students evaluate the influence of the media on American political life.

Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.

Students formulate questions about and defend their analysis of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.

This course provides students with practice in analyzing and interpreting data and other information relevant to U.S. government and politics. For example, students shall design, conduct, and analyze their own public opinion polls.

This course also provides students with practice in analyzing and interpreting data and other information relevant to U.S. government and politics. Activities will include the analysis of court cases, political cartoons, speeches, political commentary, current event discussions, and debates.

TEXTBOOK & SUPPLEMENTAL MATERIALS:

Edwards, George C, Wattenberg, Martin P. and Lineberry, Robert L. Government in America. 14th edition. Addison Wesley Longman, 2014

Woll, Peter. American Government, Readings and Cases, 12th edition. Harper Collins 1996

Constitution and Federalist Papers (Online edition)

Primary Source Documents as selected by the instructor from the 100 Milestone Documents collection at the NARA website <http://www.ourdocuments.gov/>

Collegeboard.com/ap website

SEQUENCE OF INSTRUCTION

UNIT I: CONSTITUTIONAL UNDERPINNINGS

Readings: Government in America chapters 2 & 3

Objectives

Students will analyze the Constitutional underpinnings, the establishment of the Constitution with particular attention to federalism and separation of powers. Students will focus on the ideological and philosophical traditions on which the framers drew.

(Constitution)

Understand the influence of federalism and separation of powers on our constitutional system. Explain the evolving nature of federalism and separation of powers within a judicial framework. Understand varying interpretations of the constitution and their philosophical basis. (Federalist Papers)

Themes

Considerations that influenced the formulation and adoption of the Constitution; Separation of powers; Federalism; Theories of democratic government

Topics

The Constitutional Convention; The plans and compromise; Constitution and Democracy; The Constitution and Liberty; Motives of the Framers; Constitutional Reform; Governmental Structure; The Meaning of Federalism; Federal/State relations; Fiscal Federalism and control; Congress and Federalism

- Assignments & Assessments
- Lecture notes
- Current events pertaining to unit of study and/or specific topics
- Federalist 10, 51 and 78 Readings & Questions
- Test Generator Questions for Chapters 2 & 3
- Multiple Choice Test
- Free Response Essay Question: All essay questions require students to analyze, evaluate or defend a position.
- Woll, Chapter 3, Framing the Constitution.

UNIT II: POLITICAL CULTURE AND PUBLIC OPINION

Readings: Government in America, chapter 6

Objectives

Students will understand how political beliefs and behaviors evolve and the processes by which they are transmitted. Understand differing political ideologies and beliefs. Determine why U.S. citizens hold certain beliefs about politics. Explore how families, schools, religion and the media act to perpetuate or change beliefs.

Themes

Beliefs that citizens hold about their government and its leaders; Processes by which citizens learn about politics; The nature, sources, and consequences of public opinion; The ways in which citizens vote and otherwise participate in political life; Factors that influence citizens to differ from one another in terms of political beliefs and behaviors

Topics

Political Culture; Comparing American with other Nations; Sources of Political Culture; Mistrust of Government; Political Efficacy; Political Tolerance; Public Opinion; Political Socialization: The Family; Cleavages in Public Opinion; Political Ideology; Political Elites, Opinion and Public Policy

Assignments & Assessments

- Lecture notes
- Current events pertaining to unit of study and/or specific topics
- Test Generator Questions for Chapters 6
- Class Discussion of Issues and the Political Spectrum of Opinions held by students
- Multiple Choice Tests
- Political Ideology Quiz
- Free Response Essay Question: All essay questions require students to analyze, evaluate or defend a position.

UNIT III: THE ELECTORAL PROCESS & THE UNELECTED COMPONENTS OF GOVERNMENT

Readings: Government in America, chapters 7, 8, 9, 10 & 11

Objectives

Students will analyze political parties with regard to the mechanisms that allow citizens to organize and communicate their interests and concerns. Students will focus is on the historical evolution of the US party system, the functions and structure of political parties, and the effects they have on the political process. Explore the historical evolution of the U.S. party system. Compare the functions and structures of political parties, and their effects on the political process. Students will analyze interest groups with regard to the mechanisms that allow citizens to organize and communicate their interests and concerns. Students will focus is on the historical evolution of the media and interest groups and the effects they have on the political process. Explain the activities of interest groups and their effects on the political process. Investigate the role of the media as a major force in U.S. politics.

Themes

Political parties and elections: Functions, Organization, Development, Effects on the political process, Electoral laws and systems; Interest groups, including political action committees (PACs), The range of interests represented, The activities of interest groups, The effects of interest groups on the political process, The unique characteristics and roles of PACs in the political process; The mass media; The functions and structures of the media; The impacts of media on politics Topics; The issue of nonvoting; Rise of the American electorate; political participation; Rise and decline of political parties; National Party structure; State and Local Parties; The Two Party System; Minor Parties; Nominating a President; Parties and Voters; Presidential and Congressional campaigns; Primary and General Campaigns; Money; Elections and policy; Primary and caucus system; Interest groups; Kinds and Organization; Interest groups and social movements; Funds for Interest Groups; Problem Bias; Activities of Interest Groups; Regulating Interest Groups; The Media; Journalism in American Political History; The Structure of the Media; Rules governing the Media; Media Bias; Government and the News

Assignments & Assessments

- Lecture notes
- Current events pertaining to unit of study and/or specific topics
- Test Generated Questions for All Chapters
- Multiple Choice Tests
- Free Response Essay Question: All essay questions require students to analyze, evaluate or defend a position.
- Woll, chapter 31, The end of liberalism: the indictment

UNIT IV: INSTITUTIONS OF GOVERNMENT

Readings: Government in America, chapters 12, 13, 14, 15 & 16

Objectives

Students will become familiar with the Institutions of National Government, the organization and powers of the Congress, the presidency, the bureaucracy, and the federal courts. Understand both the formal and informal power arrangements of these institutions. Explain the formal and informal links between these institutions. Explain the selection and confirmation of federal judges. Understand the election and nomination process.

Themes

The major formal and informal institutional arrangements of power; Relationships among these four institutions and varying balances of power; Linkages between institutions and the following: Public opinion and voters, Interest groups, Political parties, The media, Subnational governments

Topics

Congress versus Parliament; The Evolution of Congress; Who is Congress?; member representation; Ideology and Civility in Congress; Congressional Organization: Parties and Caucuses; Congressional Committees; Congressional staffing and Specialized offices, How a Bill Becomes a Law; Power and Perks; Presidents and Prime Ministers; Evolution of the Presidency; powers of the Presidency; Office of the Presidency; Presidential Character; The Power to Persuade, Executive Privilege; Presidential Programs; The Transition; The Bureaucracy; Growth of the Bureaucracy; Federal Bureaucracy,; Congressional Oversight; Reforming the Bureaucracy; The Judiciary; Development of the Federal Court System; The Structure of the Federal Courts; Jurisdiction of the Federal Courts; The Supreme Court; Powers of the Federal Courts; Checks on Judicial power.

Assignments & Assessments

- Lecture notes
- Current events pertaining to unit of study and/or specific topics
- Essay on How A Bill Becomes a Law
- Quiz on Congress Powers Lecture
- Quiz on Presidency Lecture
- Test Generator Questions on all 4 Chapters
- Notes on Power Game Video: The Elected
- Multiple Choice Tests
- Free Response Essay Question: All essay questions require students to analyze, evaluate or defend a position.
- Chapter Notes on Each Chapter
- Mock Congress

UNIT V: PUBLIC POLICY

Readings: Government in America, chapters 17, 18, 19 & 20

Objectives

Students will focus on understanding the Policymaking Process, multiple processes by which policy is made in a federal context, as well as the kinds of policies that result. Understand the formation of policy agendas. Understand the multiple processes by which policy is made in a federal context. Explain the role of categorical and block grants in the federal system. Investigate the role of institutions in the enactment of policy.

Explore agenda setting. Explain linkages between policy processes and the various institutions involved in policy making.

Themes

The formation of policy agendas; The role of institutions in the enactment of policy; The role of the bureaucracy and the courts in policy implementation and interpretation; Linkages between policy processes and the following: Political institutions and federalism, Political parties, Interest groups, Public opinion, Elections, Policy networks

Topics

The Policy making Process; Decision making; Majoritarian Politics; Interest Group Politics; Client Politics; Entrepreneurial Politics; Business Regulations; Perceptions, Beliefs, Interests, and Values; Economic Policy; Politics of Taxing and Spending; Economic Theories and Political Need; Machinery of Economic Policy Making; Spending Money; The Budget; Social Welfare; Welfare Politics; Foreign and military Policy; Constitution and Legal Context; The Machinery of Foreign Policy; Foreign policy and Public Opinion; Foreign Policy Elites; Use of Military Force; Defense Budget; Structure of defense; Decision making; Environmental Policy; Global Warming; Acid Rain; Agricultural Pesticides; Environmental Uncertainties

Assignments & Assessments

- Lecture notes
- Current events pertaining to unit of study and/or specific topics
- Test Generator Questions for All Chapters
- Multiple Choice Tests
- Free Response Essay Question: All essay questions require students to analyze, evaluate or defend a position.

UNIT VI: CIVIL RIGHTS AND CIVIL LIBERTIES

Readings: Government in America, chapters 4 & 5

Objectives

Students will study the development and defense issues involving civil rights, civil liberties, and their impact on citizens. Understand the development of civil liberties and civil rights by judicial interpretation. Knowledge of key decisions of the Supreme Court i.e. (Marbury v Madison; McCulloch v. Maryland), Learn and understand the First Amendment Freedoms, Examine the substantive rights and liberties. Know the responsibilities of citizenship. Understand the impact of the Fourteenth Amendment on the constitutional development of rights and liberties. Explore the rights of the accused and research minority group and women's rights. Examine controversies that have resulted over the changing interpretations of civil rights Plessy v. Ferguson, Brown v. Board of Ed, Miranda v. Arizona, Understand Judicial Activism v. Judicial Restraint and Warren v. Rehnquist courts.

Themes

The development of civil liberties and civil rights by Judicial interpretation; Knowledge of substantive rights and liberties; The impact of the Fourteenth Amendment on the constitutional development of rights and liberties

Topics

Civil Liberties; Interpreting and Applying the First Amendment; what is Speech? Church and State; Crime and Due Process; The Black Predicament; Campaign in the Courts; Campaign in Congress; Women and Equal Rights; Affirmative Action Assignments &

Assessments

- Lecture notes
- Current events pertaining to unit of study and/or specific topics
- Test Generator Questions for Both Chapters
- Multiple Choice Tests
- Free Response Essay Question: All essay questions require students to analyze, evaluate or defend a position.
- McKenna, Issue 9 Is Capital Punishment Justified?
- Woll, chapter12, The Nationalization of the Bill of Rights

<u>A-Day Schedule</u>		<u>B-Day Schedule</u>	
Block 1: US Government	7:00 – 8:25	Block 5 : US History	7:00 – 8:25
Block 2: AP US Government	8:30 – 9:55	Block 6 : Planning/Conference	8:30 – 9:55
Advisory	10:00 – 10:35	Advisory	10:00 – 10:35
Block 3: US History	10:40 – 12:55	Block 7 : AP US Government	10:40 – 12:55
Block 4: Planning/Conference	1:00 – 2:30	Block 8 : US Government	1:00 – 2:30
Tutoring is offered after school daily beginning at 2:45 p.m. Please see instructor for appointment.			

Course Description: This course provides the student with an understanding of the functions of the United States, Texas, and local governments. Topics include the foundations and development of the United States governmental system; the purposes, political and economic philosophies of the United States Constitution, Bill of Rights, and Declaration of Independence; the structures and functions of governments at the federal, state and local levels; and responsibilities of American citizenship.

Goals and Objectives: Course goal is to teach U.S. Government in one-semester and assist students in understanding the following major topics (based on the Texas TEKS for U.S. Government):

The Foundations of Government	Liberty and Justice for All	State Government
The (3) Branches of Government	Participating in Government.	Political Systems

Book Information: The textbook we will be using is titled **United States Government: Principles in Practice**. Students shall have access to a digital version of the textbook and also access to a class set of textbooks. Students shall receive a username/password for access to the digital version of their textbook. Supplemental website link for additional assistance in learning US Government: Please go to the following web address:

<http://bensguide.gpo.gov/learning-adventures-14more?id=39&age=ben14more>

Certifications: Since this is an academics course, there are no Certifications available for students to obtain.

Course Grading: It is important for you to monitor your grades and assignments. If your grade is not at least a ‘C’ average, I will need to make a phone call home. Grading policies for each 6 week grading period:

Major Grades: **60%** // Daily Work **40%** // Overall **Grades:**

90 – 100% = A	80 – 89.9% = B	70 – 79.9% = C	Below 70% = F
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Students with a grade of “I” or with a grade of 69 or below are ineligible for extracurricular activities (TEC 33.081).

Weighted Credit: Per MISD Board Policy EIC (LOCAL): The District uses a weighted numerical grading system. In calculating GPA, ten points (per semester) shall be added to a student’s average in Advanced Placement (AP), Pre-AP, Academic Decathlon, and courses considered to be District-approved college level dual credit courses. All other courses shall not receive weighted points for completion. No weighted credit point shall be added for grades lower than 70. Weighted grading shall be reflected in the student’s GPA and not numerically per course on either the student’s report card or transcript.

Assignments/Quizzes/Tests: A minimum of 8 grades and two forms of major assessment will be given for each 6-week grading period. Student grades will be posted in the Skyward Parent Portal within 5 business days for daily grades and major grades. Special consideration is given to major projects, including lengthy writing assignments. Be prepared to complete these assignments when they are due on a timely basis.

Semester Grades: Semester grades are computed by averaging the numerical grades recorded for each of the three six week reporting periods and the course semester exam. Each six-week grading period and semester exam contributes to your overall grade. Here is a breakdown of each 6 week grading period: 1st 6 weeks = 26%; 2nd six weeks = 27%; 3rd six weeks = 27%; Semester exam = 20%.

Year Long Courses: Course credit is awarded with a grade of 70% or higher. If a student fails either semester of any MISD yearlong course and passes the opposite semester with a high enough grade for an overall average of 70% for the full course, full credit will be granted. In this situation, for averaging to occur, the courses must have been taken during the same school year and in consecutive semesters. Example: Final score for 1st semester = 60%. Final score for 2nd Semester = 80%. $(80\%+60\%)/2=70\%$. This example would award course credit since the average is 70% overall.

Semester Exam: Each semester, specific exam schedules are designated for MISD high schools and as related to dual credit courses. These schedules must be followed. Neither mid-term nor final exams are given early. If the student is absent on the day of an exam he/she will take the exam at a school designated time and date. A student is expected to contact the course teacher to schedule a makeup time for a **first semester exam** missed because of a student absence and the school-counseling department to schedule a make-up time for any **second semester exam** missed because of a student absence.

Student Work: The amount of time to complete assignments may vary with each student's study habits, academic skills and selected course load. This includes major projects such as research reports, book reports, major essays, and other assignments teachers designate as major projects.

UIL Eligibility (No Pass/No Play): Semester grades are computed by averaging the numerical grades recorded for each of the three six week reporting periods. Each six week grading period will stand alone for eligibility purposes. A student who is declared academically ineligible after a six week grading period will be able to regain eligibility if all of the student's grade averages are 70% or higher at the subsequent (next) 3-week grade reporting period. ** See MISD Board Policy FM (LOCAL) for exempt courses.

Re-takes: Students who fail a major test/assessment (below 70%) will be allowed to retake or correct up to a 70% grade. This **does not include** semester examinations. Students are expected to make arrangements with the teacher to retake or correct a major test/assessment. Students are encouraged to participate in tutoring opportunities before retaking a test. All retakes or corrections **must** be completed prior to the end of each six-week grading period unless the student is afforded time, after the six-week grading period, as a result of the district's absence/make-up guidelines.

Missed Exams or Assignments: Students shall be responsible for obtaining and completing all makeup work in a satisfactory manner and within the time specified by the teacher. When absent, the student is afforded the number of days missed plus one additional day to turn in makeup work. [A/B Block Example: A student misses Monday and Tuesday of the week and he/she returns on Wednesday of that same week. Student work from Monday's absence would be considered late after Friday and student work from Tuesday's absence would be considered late after the following Monday.] Students who do not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment. Students are encouraged to speak with their teacher if they know of an absence ahead of time. Students involved in an extracurricular activity must notify their teacher ahead of time about any absences. Students will be permitted to make up tests and to turn in projects due in any class missed because of absence. Teachers may assign a late penalty to any long-term project in accordance with time lines approved by the principal and previously communicated to students.

Late Work: Students may be assessed a penalty of no more than 30 points per day for up to one class period before a zero may be given for work not turned in on time.

Academic Dishonesty: Academic dishonesty includes, but is not limited to: plagiarism, fabrication of information or citations, submitting the work of another person, allowing another person to substitute for oneself in completing course work or taking a course test, submitting work previously used without informing the instructor and securing written approval, or tampering with computer files and/or academic work of other students. Violations of this policy will result in one or more of the following: Loss of grade points, removal from course, failure to receive credit for the course, and loss of eligibility to earn credits. Please Note: Regardless of whether the academic dishonesty is a first or second offense, if the incident is deemed severe, the student will be referred to their administrator for consideration of removal from the course. See Student Handbook for more details.

Notebook: This course requires a 3-ring notebook (or equivalent). You will be asked to submit a notebook with all of your notes in it for 50 points at the end of each semester. There will be notebook checks worth 20 points each (unannounced). Late or missing notebooks are worth ½ the points being offered. It should be organized and complete. All notebooks collected at the end of each semester **must** be in a notebook or binder or they will not be accepted.

Note taking: All students are required to utilize good listening skills and to take notes. Information that is presented in class shall be utilized on class assessments/quizzes, and End of course exams for U.S. History. Review your notebook periodically to keep up with the information presented. Graphic organizers shall be provided for you to help you organize your notes. Use these notes to complete review worksheets/assignments.

Course Expectations:

Attendance: Make sure that you sign in on my roll sheet when you come into class and that you sit in your assigned seat. Don't forget: **10** absences from this course will result in an absence failure. Absences are reported to both counselors and parents/guardians.

Tardies: Learn to be on time. Your future professors and/or employers will expect it, and professionalism demands it. You are considered tardy when the official class time begins unless you have a valid classroom pass or other unforeseen circumstances as determined by school administration. In addition, any student who misses more than 20 minutes in any period of the day will be considered absent. Please follow the policy as outlined in your Student Handbook.

ID Policy – Students are to wear their ID's at all times per district policy. It may NOT be attached to purses, backpacks, pants, keys, or etc. ID's must be visible from the waist up. Students may clip their ID's to their clothing or display them on a lanyard. If you do not have your ID you will be required to get another ID. The wearing of ID cards is not optional. ** Note: Replacement ID's result in the assessment of a student fine.

Restroom Policy: Each student is expected to be in class from bell to bell. Students are to take advantage of the passing time between classes. **No restroom pass will be issued in the first 15 minutes or the last 15 minutes of class, and it is the responsibility of the student to return within a reasonable amount of time.** The teacher will consider emergency situations.

Sleeping: Stay awake during class. It is unacceptable to sleep during instruction. You will miss out on important information! Parent contact will result for all students who continuously exhibit this behavior.

Behavior Expectations: In regards to class participation, all students are expected to participate in class discussions and lessons. Students are expected to listen/respect each other, including another student's opinion/property. Refrain from engaging in side conversations during presentations/lectures. Failure to comply with MISD guidelines for student behavior will result in first, a warning (verbal or non-verbal), followed by a phone call/email home (if the behavior continues), and finally, referral(s) to a student's Associate Principal (determined by a student's last name).

Parent Contacts: All Parents/Guardians **must** be informed of their student's progress and/or behavior in class. If there is an issue that needs to be addressed, parents/guardians shall be notified when appropriate. Informing parents/guardians of their student's progress/behavior is **not an option**. It is mandatory and will be conducted.

Technology: Except for MISD Student tablets, students are not permitted to possess or use personal electronic devices such as MP3 players, video or audio recorders, DVD players, cameras, games, e-readers, or other electronic devices at school, unless prior permission has been obtained. Students who violate this policy shall have their electronic device turned into the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

Cell Phones: Cell phones are not seen - out of site! This means in all FHS classes, no cell phones will be out. If a student forgets their iPad or laptop, they cannot use phone instead. If a student violates this expectation, the following disciplinary action shall be enforced:

1. 1st offense – Warning and parent contact.
2. 2nd offense – Teacher hold it for class period and parent contact
3. 3rd offense and beyond – Teacher take up and turn phone into AP. Student pays \$15 fine. Assistant Principal shall contact parent.

In addition, each teacher shall have 4 laptops. Students can check out for class period. If a student forgets to bring their laptop, the following disciplinary actions shall be enforced:

1. 1st offense – Students shall be allowed to borrow one for the period and given warning.
2. 2nd offense – Students shall be allowed to borrow one for the period and parent notified.
3. 3rd offense and beyond – Results in referral to the office.

Cheating/Plagiarism: Academic dishonesty includes, but is not limited to: plagiarism, fabrication of information or citations, submitting the work of another person, allowing another person to substitute for oneself in completing course work or taking a course test, submitting work previously used without informing the instructor and securing written approval, or tampering with computer files and/or academic work of other students. Refer to student handbook for more clarification.

Handbook: The school's student handbook policies are in effect. NOTE: A copy of these policies and additional information is posted on MISD's school website.

Citizenship: All students are required to abide all class expectations. They are important and helps maintain a safe and welcome learning environment for everyone to enjoy.

1st 6 Weeks Calendar

Unit 1: Constitutional Underpinnings - Assignments/Activities include:

- Completed Graphics Organizer
- Constitution Activity
- Reading Assignment: Woll - Analysis of Constitution
- 911 Letter to the Editor Activity
- Unit 1 Exam

Unit 2: Public Policy

- Completed Graphics Organizer
- Public Policy Assignment
- Current Event Assignment
- Unit 2 Exam

Constitution Activity	September 5th, 2016	Public Policy Activity	September 20th, 2016
911 Activity	September 9th, 2016	Current Event Assignment	September 22 nd , 2016
Reading: Woll	September 12th, 2016	Unit 2 Review Packet	October 6 th , 2016
Federalist Papers	September 13th, 2016	Unit 2 Exam	October 7 th , 2016
Unit Review WS	September 15th, 2016		
Unit 1 Exam	September 16th, 2016		
Exit Ticket Assessments (To be determined)		Pop Quiz (To be determined)	