

Course Overview AP United States Government and Politics

Content Area: **History**
Course(s):
Time Period: **Full Year**
Length: **89 Days**
Status: **Published**

School Mission Statement

The mission of Chartertech is to provide artists the opportunity to blend principles of artistic expression with cutting-edge technology, so artists will excel in academic, career, and civic pursuits and contribute to the harmony and productivity of the 21st century.

Artistic integration: Performing arts will be accessible to all artists as a skill and content area and will serve as a vehicle for imparting, enlivening, and motivating excellence in all academic topics, as well as providing a platform for learning multicultural appreciation and empathy, not just tolerance.

Technological integration: Technology will serve as the foundation for instructional delivery systems leading to knowledge acquisition, concept understanding, and skill mastery in all academic subjects. Technology will not be studied as a separate entity but infused into the very fabric of educational pursuits, exactly as it occurs in the business world. Artists will be prepared to compete in the modern workplace or post-secondary institution.

"Education has always been torn between vocational and utilitarian purposes on one hand and creative and holistic purposes on the other... We are rapidly entering a world that is hard to imagine. By developing the problem-solving skills, creativity, and discipline required in the arts, artists can prepare for life in the 21st century."

From Understanding How the Arts Contribute to Excellent Education

National Endowment for the Arts, 1991

School Goals

Goals for Arts Education:

Artists will learn the knowledge, skills, and abilities necessary to turn their passions and gifts in the arts into vocations or serious avocations.

Objective 1: Each year, each artist will take two semesters (10 credits) of career-oriented training (80 minutes per day) in their artistic major.

Objective 2: Each marking period, each artist will perform or produce frequently, in diverse settings and for

diverse audiences.

Objective 3: Artistic instruction will be integrated into the study of all academic subjects.

Objective 4: Each year, each artist will complete at least twenty after-school “lab” hours in their artistic major. These will constitute career-oriented service to the school and/or community, and demonstrate accomplishment of the NJCCCS crosscutting workplace readiness standards.

Goal for Technology:

Chartertech will model the technology-intense workplace and artists will be able to compete successfully and perform well in a technology-intense workplace.

Objective 5: Each artist will routinely use technology in a workplace-like manner to acquire, analyze, communicate, and present information in every subject.

Objective 6: Each artist will have access to a computer every day, every class so that automated sources will be the main conduit for educational content.

Objective 7: All administrative and instructional functions of the school will be supported by the most modern technology available.

Goals for Academic Achievement:

Artists will apply themselves in the serious pursuit of knowledge and skills, especially skills in critical thinking, problem solving, decision making, and communication.

Objective 8: Each year, and to be promoted to the next grade each artist will pass five credits in English, Health, Social Studies, Science, Mathematics, and PE/Health. Between grades 9-12 artists will also complete 1 year of Spanish.

Objective 9: In each academic subject, each year, each artist will complete a significant project that involves critical thinking, problem solving, decision making, and communication skills, and which demonstrates cross-content workplace readiness skills.

Objective 10: Each year artists will develop a artist resume to guide his/her academic and artistic studies and to document his/her academic and artistic accomplishments. This work will be done under the mentorship of the faculty in the artist’s artistic major.

Objective 11: Academic instruction in all subjects will be highly cross-curricular, in accordance with curricula design and continuously improved by teachers, in compliance with the New Jersey Artist Learning Standards.

Course Description

Course Title:	AP United States Government and Politics
Department:	History
Prerequisite:	World History, United States History 1, United States History 2
Number of Credits:	5
Grade Level(s):	12

Standards:	Aligned to College Board Standards
Description of Course	AP United States Government and Politics is an intensive study of the formal and informal structures of government and processes of the American political system, with an emphasis on policymaking and implementation. This course is designed to prepare students for the AP Exam. The course is set up as block scheduling for a full year, classes meet every other day.

Overview & Pacing

Unit #	Major Content	Expected Time
Unit 1: Foundations of American Government	Students should understand the doctrines and historical background to the Constitution; key principles, such as federalism and separation of powers; the ideological and philosophical underpinnings of American government; and theories informing interpretations of the Constitution, including democratic theory, republicanism, pluralism, and elitism.	7 Days
Unit 2: Political Beliefs and Behaviors	Throughout history, our American political culture has been shaped by diverse forces, institutions, and practices present throughout our nation. Students will examine what drives Americans to adopt certain political ideologies. In addition, they will analyze the steps taken to promote these ideologies within our governmental system through party involvement, elections, and media coverage.	11 Days
Unit 3: Political Parties, Interest Groups, and Mass Media	In this section, we will focus on the mechanisms used by the people to act on their political beliefs. We will be focusing on the relationship that has developed between the government and these linkage institutions in respect to operation and the development of public policy.	11 Days

<p>Unit 4: Institutions of National Government: The Congress, The Presidency, The Bureaucracy, and the Federal Courts</p>	<p>The major formal and informal institutional arrangements of power; the relationships among these four institutions and varying balances of power; and the linkages between institutions and the following: public opinion and voters, and interest groups, and political parties, the media, and state and local governments.</p>	<p>31 Days</p>
<p>Unit 5: Public Policy</p>	<p>The unit's focus is on public policy, what and who influences and how its implementation affects Americans. Both domestic and foreign policy are emphasized with a particular focus on specific policies that have been enacted over the last 100 years. By the end of this unit, students will be able to understand the impact that federalism, interest groups, political parties and elections have on policy making.</p>	<p>7 Days</p>
<p>Unit 6: Civil Rights and Civil Liberties</p>	<p>Americans pride themselves on access to individual rights and liberties and the political system that protects these rights and liberties. These rights and liberties impact citizens on a day-to-day basis and, for many, are the most visible result of government. The Constitution provides for many civil rights and civil liberties but as we have traveled from 1787 into the present, the expansion and at times contraction of civil rights and civil liberties has become necessary. This is where the Supreme Court comes in. Basic to this part of the course is an analysis of the workings of the United States Supreme Court and familiarity with its most significant decisions. Students should examine judicial interpretations of various rights and liberties such as freedom of speech, assembly, and expression; the rights of the accused; and the rights of minority groups and</p>	<p>7 Days</p>

	women. For example, students should understand the legal, social, and political evolution following the Supreme Court's decisions regarding racial segregation. This unit will also examine the 14th amendment and the doctrine of selective incorporation. Finally, students will examine the ways in which the Supreme Court's decisions on these cases have shaped the path of social change in America.	
Unit 7: AP TEST REVIEW	There are 4 class days left prior to the AP Test that will be used to review for the exam. In the event that class time is lost due to snow days these days will be used to complete the above course content.	4 Days
Unit 8: Post AP Exam	Students will have projects, movie reviews, and current events discussions related to current political issues.	11 Days