**Luther Burbank High School**



**AP U.S. Government and Politics Syllabus**

**2019 – 2020 Academic Year**

**Instructor:** Andraya Young **Room No.:** 237

**Email:** ayoung2@saisd.net **Conference:** 3rd and 4th Period

# Course Overview

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project.

# Required Course Readings

The course is taught on a college level with college expectations and requires a substantial amount of reading and preparation for every class. The objectives of the 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. The following are the readings required for completion of the course. The instructor reserves the right to require additional readings at their discretion.

Textbook

O'Connor, Karen, Larry Sabato, and Alixandra Yanus. *American Government: Roots and Reform*. 2014 Election ed. Boston: Pearson, 2014.

Supplementary Text

Wolford, David. *United States Government and Politics: Preparing for the Advanced Placement Examination.* 2015 ed. AMSCO.

Other Required Readings

The Federalist Papers10, 51, 70, and 78

Brutus I

The Declaration of Independence

The Constitution of the United States

The Articles of Confederation

Letter from a Birmingham Jail

Required Supreme Court Cases

*McCulloch v Maryland (1819)*

*United States v Lopez (1995)*

*Engel v Vitale (1962)*

*Wisconsin v Yoder (1972)*

*Tinker v Des Moines (1969)*

*New York Times v US (1971)*

*Schenck v US (1919)*

*Gideon v W ainwright (1963)*

*Roe v Wade (1973)*

*McDonald v Chicago (2010)*

*Brown v Board of Education I (1954)*

*Brown v Board of Education II (1955)*

*Citizens United v FEC (2010)*

*Baker v Carr (1961)*

*Shaw v Reno (1993)*

*Marbury v Madison (1803)*

Mandatory Online Resources

Additional assignments and readings will be required from:

* The College Board AP Classroom: myap.collegeboard.org
* Khan Academy: www.khanacademy.org

Course Expectations

1. Students are expected to come to class prepared to participate in discussions. This will require completion of out-of-class reading assignments, writing assignments, and projects. Advanced Placement courses require a substantially higher time commitment than most on-level courses. Students will be responsible for completing required work **prior** to discussion of the topics in class.
2. **Attendance:** Students are expected to attend at last 90% of all classes to receive credit for the course, so no more than 9 absences for the semester. District policy states that after three absences, parents/guardians will be contacted and a Loss of Credit Warning Notice will be issued.

**Make-up Work:** When absent from class (for personal reasons or school business), you are responsible for any missed assignment(s). Students have **two class days** – from the day they return – to submit any missing assignment(s) for **full credit**. Missed quizzes and tests may be made up only before or after school or during Flex Time.

1. Students will be expected to keep an organized binder containing all class notes, reading notes, study questions, and handouts. These binders will be periodically collected and evaluated for a grade.
2. Students will be expected to turn in all assigned work by the due date. Late work will not receive full credit. Instead, students may earn up to a 70 for late work submitted within **5 school days** from the due date. Due dates for assignments will be clearly stated and also posted on the Google classroom for student reference. Late work that is submitted after the 5 school day window ***will not*** be accepted for grading.

**Conference Request Process:** My conference period alternates between 3rd and 4th period and any student, parent or guardian may schedule an appointment to meet with me during this time. You may e-mail me (ayoung2@saisd.net) or leave a message for me on the school voice mail at (210) 228-1210 and I will promptly return your email or call.

**Remind:** I will periodically send out reminders about tutoring, extra credit, upcoming assessments, etc. through the Remind messaging system. **Parents and students are asked to join the AP Government Remind group by texting @cffe79 to 81010.**

**Google Classroom: All students** are asked to join the AP Government and Politics Google Classroom. Class assignments, PowerPoints, instructional videos, etc. will be accessible through the Google Classroom. Students must join using their district email and the join code is v560b8.

**Grading Policies**:

The final *semester* grade in the course will consist of 3 parts. Students will need to achieve a final average of 70 or higher to receive high school credit for the course:

**Major Grades *(including exams and major projects)*  40%**

Students will be expected to perform well on these major assessments and success in class is largely dependent on adequate performance on exams. ***At the teacher’s discretion***, some exams may be available to be retaken by students wishing to improve their grades. To be eligible to retake a unit exam, students must have completed all assigned coursework for the unit.

**Daily Grades *(including binder checks, Khan Academy, reading guides, etc.)* 60%**

There will generally be 10-12 daily grades per nine weeks. This means that The expectation of this course is that all assigned work will be completed and turned in for credit. Doing assigned work is not optional, nor is “just taking a zero on it”.

**Semester Exam 15% of overall semester grade**

**Academic Integrity**

Being a college-preparatory class, I take academic integrity very seriously. Students will be expected to turn in work that is theirs and theirs alone unless specifically instructed otherwise by the teacher. I take cheating very seriously in this class because not only is it dishonest, but it also robs the student of the practice and knowledge that is essential to doing well on the AP exam. Any student caught violation the school’s academic integrity policy will be subject to receiving a zero on that assignment/assessment in addition to any other consequences

given by the school administration.

**Flex Time, Tutoring and Extra Credit:** Ms. Young may request that you attend intervention sessions during Flex Time on Wednesday and/or Thursday. If you are “flagged” for Flex, make sure that you attend on the requested date.

Tutoring will be available each week on **Tuesdays and/or Thursdays from 4:15-5:15 pm**. Students may also make arrangements to come in before school for tutoring from 8:00-8:45 am.

Students will be given 1-2 extra credit opportunities each 9 week grading period. Extra credit will range in point value from 100-200 points and will be used to improve students’ critical thinking skills and emphasize key content covered during the 9 weeks.

**Major Themes of the Course**

There are 5 big themes running throughout all units of study. Every unit, regardless of the specific content, will be directly related to one or more of these core themes. These should guide student studying at all times:

Theme 1:
Constitutionalism (CON): The U.S. Constitution establishes a system of checks and balances among branches of government and allocates power between federal and state governments. This system is based on the rule of law and the balance majority rule and minority rights.

Theme 2:

Liberty and Order (LOR) Governmental laws and policies balancing order and liberty are based on the U.S. Constitution and have been interpreted differently over time.

Theme 3:

Civic Participation in a Representative Democracy (PRD) Popular sovereignty, individualism, and republicanism are important considerations of U.S. laws and policy making and assume citizens will engage and participate.

Theme 4:

Competing Policy-Making Interests (PMI) Multiple actors and institutions interact to produce and implement possible policies.

Theme 5:

Methods of Political Analysis (MPA) Using various types of analyses, political scientists measure how U.S. political behavior, attitudes, ideologies, and institutions are shaped by a number of factors over time.

**Units of Study**

**Unit 1: Foundations of American Democracy**

Approximate Percentage of AP Exam: 15-20%

Required Reading: Chapters 1-3, Federalist 10, Federalist 51, Brutus 1, The Declaration of Independence, Articles of Confederation, Constitution

Required Cases: McCulloch v Maryland, US v Lopez

Mandatory Online Resources: CB AP Pilot Activities, Khan Academy Unit 1: Found. of American Democracy

Unit 1 Overview:
The US constitution arose out of important historical and philosophical ideas and preferences regarding popular sovereignty and limited government. To address competing states’ visions for the allocation of governmental authority, compromises were made during the constitutional convention and ratification debates, and these compromises have frequently been the source of debate and negotiation in US politics over the proper balance of between federal and state power and between liberty and social order.

Unit 1 Learning Objectives:

|  |  |
| --- | --- |
| **LOR-1:** A balance between governmental power and individual rights has been a hallmark of American political development.  | **LOR-1.A:** Explain how democratic ideals are reflected in the Declaration of Independence and the U.S. Constitution.  |
| **LOR-1.B:** Explain how models of representative democracy are visible in major institutions, policies, events, or debates in the U.S.  |
| **CON-1:** The Constitution emerged from the debate about the weaknesses in the Articles of Confederation as a blueprint for limited government.  | **CON-1.A:** Explain how Federalist and Anti- Federalist views on central government and democracy are reflected in U.S. foundational documents. |
| **CON-1.B:** Explain the relationship between key provisions of the Articles of Confederation and the debate over granting the federal government greater power formerly reserved to the states.  |
| **CON-1.C:** Explain the ongoing impact of political negotiationand compromise at the Constitutional Convention on the development of the constitutional system. |
| **PMI-1:** The Constitution created a competitive policy-making process to ensure the people’s will is represented and that freedom is preserved. | **PMI-1.A:** Explain the constitutional principles of separation of powers and checks and balances. |
| **PMI-1.B:** Explain the implications of separation of powers and checksand balances for the U.S. political system. |
| **CON-2:** Federalism reflects the dynamic distribution of power between national and state governments. | **CON-2.A:** Explain how societal needs affect the constitutional allocation of power between the national and state governments. |
| **CON-2.B:** Explain howthe appropriate balance of power between national and state governments has been interpreted differently over time. |
| **CON-2.C:** Explain howthe distribution of powers among three federal branches and between national and state governments impacts policy making. |

**Unit 2: Interaction Among Branches of Government**

Approximate Percentage of AP Exam: 25-36%

Required Reading: Chapters 6-9, Federalist 70 and 78, The US Constitution

Required Cases: Marbury v Madison, Baker v Carr, Shaw v Reno

Mandatory Online Resources: CB AP Pilot Activities, Khan Academy Unit 2: Interaction Among Branches

Unit 2 Overview:
Because power is widely distributed and checks prevent one branch from usurping powers from the others, institutional actors are in the position where they must both compete and cooperate in order to govern. This unit will explore the powers of each branch, along with how each branch can help and hinder the others.

Unit 2 Learning Objectives:

|  |  |
| --- | --- |
| **CON-3:** The republican ideal in the U.S. is manifested in the structure and operation of the legislative branch.  | **CON-3.A:** Describe the different structures, powers, and functions of each house of Congress.  |
| **CON-3.B:** Explain how the structure, powers, and functions of both houses of Congress affect the policy- making process. |
| **CON-3.C:** Explain how congressional behavioris influenced by election processes, partisanship, and divided government. |
| **CON-4:** The presidency has been enhanced beyond its expressed constitutional powers. | **CON-4.A:** Explain how the president can implement a policy agenda. |
| **CON-4.B:** Explain how the president’s agenda can create tension and frequent confrontations with Congress. |
| **CON-4.C:** Explain how presidents have interpreted and justified their use of formal and informal powers. |
| **CON-4.D:** Explain how communication technology has changed the president’s relationship with the national constituency and the other branches. |
| **CON-5:** 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-5.A:** Explain the principle of judicial review and how it checks the power of other institutions and state governments. |
| **CON-5.B:** Explain how the exercise of judicial review in conjunction with life tenure can lead to debate about the legitimacy of the Supreme Court’s power. |
| **CON-5.C:** Explain how other branches in the government can limit the Supreme Court’s power. |
| **PMI-2:** The federal bureaucracy is a powerful institution implementing federal policies with sometimes questionable accountability. | **PMI-2.A:** Explain how the bureaucracy carries out the responsibilities of the federal government. |
| **PMI-2.B:** Explain how the federal bureaucracy uses delegated discretionary authority for rule making and implementation. |
| **PMI-2.C:** Explain how Congress uses its oversight power in its relationship with the executive branch.  |
| **PMI-2.D:** Explain how the president ensures that executive branch agencies and departments carry out their responsibilities in concert with the goals of the administration.  |
| **PMI-2.E:** Explain the extent to which governmental branches can hold the bureaucracy accountable given the competing interests of Congress, the president, and the federal courts.  |

**Unit 3: Civil Rights and Civil Liberties**

Approximate Percentage of AP Exam: 13-18%

Required Reading: Chapters 4 and 5, Letter from a Birmingham Jail, The Bill of Rights, 14th Amendment

Required Cases: Barron v Baltimore, Korematsu v US, Plessy v Ferguson, Brown v BoE I (1954), Brown v BoE II (1955), Mapp v Ohio, UC v Bakke, Gideon v Wainwright, Miranda v Arizona, Griswold v Connecticut, Roe v Wade, Gitlow v New York, NYT v Sullivan, Engel v Vitale, Lemon v Kurtzman, Texas v Johnson, Tinker v Des Moines, Obergefell v Hodges, Reynolds v US, Wisconsin v Yoder, NYT v US, Schenck v US, McDonald v Chicago

Mandatory Online Resources: CB AP Pilot Activities, Khan Academy Unit 3: Civil Rights and Civil Liberties

Unit 3 Overview:
Through the U.S. Constitution, but primarily through the Bill of Rights and the Fourteenth Amendment, citizens and groups have attempted to restrict national and state governments from unduly infringing upon individual rights essential to ordered liberty and from denying equal protection under the law. Likewise, it has sometimes been argued that these legal protections have been used to block reforms and restrict freedoms of others in the name of social order.

Unit 3 Learning Objectives:

|  |  |
| --- | --- |
| **LOR-2:** Provisions of theU.S. Constitution’s Bill of Rights are continually being interpreted to balance the power of government and the civil liberties of individuals.  | **LOR-2.A:** Explain how the U.S. Constitution protects individual liberties and rights.  |
| **LOR-2.B:** Describe the rights protected in the Bill of Rights. |
| **LOR-2.C:** Explain the extent to which the Supreme Court’s interpretation of the First and Second Amendments reflects a commitment to individual liberty. |
| **LOR-2.D:** Explain how the Supreme Court has attempted to balance claims of individual freedom with laws and enforcement procedures that promote public order and safety. |
| **LOR-3:** 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-3.A:** Explain the implications of the doctrine of selective incorporation. |
| **LOR-3.B:** Explain the extent to which states are limited by the due process clause from infringing upon individual rights. |

|  |  |
| --- | --- |
| **PRD-1:** The Fourteenth Amendment’s equal protection clause as well as other constitutional provisions have often been used to support the advancement of equality. | **PRD-1.A:** Explain how constitutional provisions have supported and motivated social movements. |
| **PMI-3:** Public policy promoting civil rights is influenced by citizen–state interactions and constitutional interpretation over time. | **PMI-3.A:** Explain how the government has responded to social movements. |
| **CON-6:** The Supreme Court’s interpretation of the U.S. Constitution is influenced by the composition of the Court and citizen–state interactions. At times, it has restricted minority rights and, at others, protected them. | **CON-6.A:** Explain how the Supreme Court has at times allowed the restriction of the civil rights of minority groups and at other times has protected those rights. |

**Unit 4: American Political Ideologies and Beliefs**

Approximate Percentage of AP Exam: 10-15%

Required Reading: Chapters 10, 16, and 17

Mandatory Online Resources: CB AP Pilot Activities, Khan Academy Unit 4: Political Ideologies and Beliefs

Unit 4 Overview:
American political beliefs are shaped by founding ideals, core values, linkage institutions (e.g., elections, political parties, interest groups, and the media in all its forms), and the changing demographics of citizens. These beliefs about government, politics, and the individual’s role in the political system influence the creation of public policies.

Unit 4 Learning Objectives:

|  |  |
| --- | --- |
| **MPA-1:** Citizen beliefs about government are shaped by the intersection of demographics, political culture, and dynamic social change.  | **MPA-1.A:** Explain the relationship between core beliefs of U.S. citizens and attitudes about the role of government.  |
| **MPA-1.B:** Explain how cultural factors influence political attitudes and socialization. |
| **MPA-2:** Public opinion is measured through scientific polling, and the results of public opinion polls influence public policies and institutions. | **MPA-2.A:** Describe the elements of a scientific poll. |
| **MPA-2.B:** Explain the quality and credibility of claims based on public opinion data. |
| **PMI-4:** Widely held political ideologies shape policy debates and choices in American policies. | **PMI-4.A:** Explain howthe ideologies of the two major parties shape policy debates. |
| **PMI-4.B:** Explain how U.S. political culture (e.g., values, attitudes, and beliefs) influences the formation, goals, and implementation of public policy over time. |
| **PMI-4.C:** Describe different political ideologies regarding the role of government in regulating the marketplace. |
| **PMI-4.D:** Explain how political ideologies vary on the government’s role in regulating the marketplace. |
| **PMI-4.E:** Explain how political ideologies vary on the role of the government in addressing social issues. |
| **PMI-4.F:** Explain how different ideologies impact policy on social issues. |

**Unit 5: Political Participation**

Approximate Percentage of AP Exam: 20-27%

Required Reading: Chapters 11, 15, 12, 13, and 14

Required Cases: Citizens United v FEC, Shaw v Reno, Baker v Carr, Reynolds v Sims

Mandatory Online Resources: CB AP Pilot Activities, Khan Academy Unit 5: Political Participation

Unit 5 Overview:
Governing is achieved directly through citizen participation and indirectly through institutions (e.g., political parties, interest groups, and mass media) that inform, organize, and mobilize support to influence government and politics, resulting in many venues for citizen influence on policy making.

Unit 5 Learning Objectives:

|  |  |
| --- | --- |
| **MPA-3:** Factors associated with political ideology, efficacy, structural barriers, and demographics influence the nature and degree of political participation.  | **MPA-3.A:** Describe the voting rights protections in the Constitution and in legislation.  |
| **MPA-3.B:** Describe different models of voting behavior. |
| **MPA-3.C:** Explain the roles that individual choice and state laws play in voter turnout in elections. |
| **PMI-5:** Political parties, interest groups, and social movementsprovide opportunities for participation and influence how people relate to government and policy- makers. | **PMI-5.A:** Describe linkage institutions. |
| **PMI-5.B:** Explain the function and impact of political parties on the electorate and government. |
| **PMI-5.C:** Explain why and how political parties change and adapt. |
| **PMI-5.D:** Explain how structural barriers impact third-party and independent- candidate success. |
| **PMI-5.E:** Explain the benefits and potential problems of interest-group influence on elections and policy making. |
| **PMI-5.F:** Explain how variation in types and resources of interest groups affects their ability to influence elections and policy making. |
| **PMI-5.G:** Explain how various political actors influence public policy outcomes. |
| **PRD-2:** The impactof federal policies on campaigning and electoral rules continues to be contested by both sides of the political spectrum.  | **PRD-2.A:** Explain how the different processes work in a U.S. presidential election. |
| **PRD-2.B:** Explain how the Electoral College impacts democratic participation.  |
| **PRD-2.C:** Explain how the different processes work in US congressional elections |
| **PRD-2.D:** Explain how campaign organizations and strategies affect the election process. |
| **PRD-2.E:** Explain how the organization, finance, and strategies of national political campaigns affect the election process.  |
| **PRD-3:** The various forms of media provide citizens with political information and influence the ways in which they participate politically.  | **PRD-3.A:** Explain the media’s role as a linkage institution. |
| **PRD-3.B:** Explain how increasingly diverse choices of media and communication outlets influence political institutions and behavior. |

**Major Required Activities**

**Unit 2a Public Policy Simulation**

During Unit 2a (Congress), students will be required to engage in a simulated public policy exercise where each class will take on the role of Congress (including committees and party leadership) and draft, debate, and revise several pieces of classroom legislation, eventually voting and passing one from each section. These pieces of legislation will go on to be debated and voted on across all class periods, eventually resulting in the student body selecting one piece of legislation to become a new class rule that everyone will follow. This simulation is designed to illustrate the important roles that the Speaker, Whips, and other party leaders play in Congress in addition to getting students invested in the public policy process by allowing them a voice in the creation of their own classroom rules.

**Unit 2b Federalist #70 Analysis**

During Unit 2b (The Presidency), students will be required to read Federalist #70 and analyze it in relation to the modern presidency. Major points of analysis will be to compare and contrast the modern presidency with what Hamilton describes in Federalist 70 and to relate the original intent of the unitary executive to the consolidation of power we have seen in the years since Federalist 70 was written. Finally, students will be asked to support or refute the thesis that the modern President is too powerful.

**Unit 3 Civil Liberties Research and Debate**

During the civil rights and civil liberties unit (Unit 4) students will be asked to prepare an argument for or against and to debate several hot button civil liberties issues focusing on the existing tension between civil liberties and public safety. Students will be asked to apply their knowledge of the constitution, the policymaking process, and the federalist papers. This activity will focus heavily on the application of constitutional concepts (such as limited government, tyranny of the majority, and individualism) to modern-day civil liberties questions, incorporating their newly-gained knowledge of Supreme Court case law to what they learned about our government in Units 1 and 2. Some possible topics may include:

* Gun Control
* Hate Speech
* Online Privacy
* Immigration
* Citizens united v FEC
* Transgender Rights
* Drug Testing of Welfare Recipients
* Voter ID Requirements
* …and many more

**Unit 3 SCOTUS Decision Deep Dive**

During Unit 4 students will be required to complete a set of 5x7 Supreme Court Case flash cards which will include all 15 required cases in addition to another 16 from the recommended cases list. These cards will contain some basic information about the case: brief facts summary, major constitutional provisions covered, majority and dissenting opinions, and a brief explanation as to how this decision impacted the governing or policymaking processes. In addition, the 15 required cases will also ask students to research how a similar case (dealing with the same constitutional principles) were decided by the court. Students will be asked to give a brief summary of that similar case, a brief explanation of how the court ruled and why, and an explanation as to why this case was decided similarly or differently from the required case.

**Unit 4 Political Ideology Cartoon Research and Creation**

During our discussion of political ideologies, students will be asked to analyze several political cartoons for message, symbolism, and ideological slant. These cartoons will be selected by the instructor from popular liberal and conservative cartoonists that cast the other ideology in an unflattering light or their own in a positive light. Students will be asked to identify and critique the arguments being made by the cartoonists and to relate their points to the causes and impacts of political partisanship in modern politics. Finally, each student will be asked to use what they have learned to create their own political cartoon critiquing a topic of their choice.

**Unit 5a Political Party Platform Analysis and Comparison**

Students will research connections between the platforms of major (and a few minor) political parties. Students will the compare the part platform to the platform of the party’s presidential nominees in the two elections (with different candidates). Students will be asked to analyze the party platforms for evidence of various ideological influences and will categorize major policy beliefs into Liberal, Libertarian, Conservative, and/or Communitarian belief systems. Then, students will be asked to compare the positions of the parties’ policy and ideological beliefs to those of the candidates who win the nomination and examine whether political parties control their issue stances, or whether party platforms are controlled by presidential nominees.

**Unit 5b Campaign Ad Analysis**

Students will be asked to compare examples of media (social, print, radio, and visual) from varying types of contemporary political campaigns (presidential, legislative, and policy) that they believe have had a significant impact on the outcome of the election (guidance here will be provided by the instructor). Students must compare the messages across the campaigns and explain how different campaign methods and messages are used in each example to influence the outcome of the election. In addition, students will be asked to compare themes and symbols common across multiple ads and analyze what these common themes and symbols communicate to voters. Finally, students will be asked to explain how the media impacts voter behavior and/or participation in elections.

**Units 1-5 Argumentative Essays**

At least once per thematic unit students will be required to take a position on a controversial topic. Students will select their topic from a list of timely and relevant public policy issues provided by the instructor and will be required to: 1) Write a defensible thesis, based on sound logic, taking a position on the issue 2) Provide and explain at least 2 pieces of evidence from the unit which supports their thesis 3) Work with a partner to generate an opposing argument and then rebut, refute, or concede to that argument.

Example topics might include: Unit 1: take a position rebutting or defending the existence of the presidential pardon power. Unit 2: take a positon arguing for or against the assertion that “Congress is the broken branch”

Unit 3: Take a positon on the relevance of the 2nd amendment to modern Americans. …and many others.

**Units 1-5 Final Project**

Toward the end of the course students will be required to select from a list of potential final projects designed to increase civic awareness and student involvement in the government. These options will include data collection/analysis, community service participation, and/or engagement in the policymaking process. Students will be required to give a final presentation relating their experience to the coursework.

**Classroom Rules, Procedures & Consequences**

**Rules:**

* Be PROMPT (In assigned seat and ready to work when the bell rings)

* Be PREPARED (Have necessary materials each day)
* Be PRODUCTIVE (Have a positive attitude and remain on-task. No use of electronics without teacher’s permission)
* Be POLITE (Treat others with respect; use appropriate language;

keep classroom neat and take care of class supplies)

**Procedures:**

* Pick up needed materials on the way to your seat
* Be quiet during instruction. Raise your hand if you have a question or need help.
* Move from one activity to the next smoothly and quickly
* Work cooperatively in small group or whole class activities.

**Consequences:** All incidents will be noted in Review 360 for future reference.

1. Student-Teacher conference about behavior
2. Phone call home and/or parent conference about behavior
3. Disciplinary referral to administrator

**It is the policy of San Antonio ISD not to discriminate on the basis of race, color, national origin, age, sex or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.**

**Es norma del distrito de San Antonio no discriminar por motivos de raza, color, origen nacional, sexo o impedimento, en sus programas, servicios o actividades vocacionales, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; el Título IX de las Enmiendas en la Educación, de 1972, y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda.**

**It is the policy of San Antonio ISD not to discriminate on the basis of race, color, national origin, age, sex or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.**

**Es norma del distrito de San Antonio no discriminar por motivos de raza, color, origen nacional, sexo o impedimento, en sus programas, servicios o actividades vocacionales, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; el Título IX de las Enmiendas en la Educación, de 1972, y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda.**

**It is the policy of San Antonio ISD not to discriminate on the basis of race, color, national origin, age, sex or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.**

**Es norma del distrito de San Antonio no discriminar por motivos de raza, color, origen nacional, sexo o impedimento, en sus programas, servicios o actividades vocacionales, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; el Título IX de las Enmiendas en la Educación, de 1972, y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda.**

Student Acknowledgment of AP Government and Politics Syllabus

My signature is verification that I have received a copy of the 2019-20 AP Government and Politics course syllabus. The contents of the syllabus have been reviewed and explained to me in detail – all questions and concerns have been addressed.

I also acknowledge having received a thorough explanation of the classroom rules, procedures and consequences. I realize that I am responsible for following the course requirements, policies and the classroom rules/procedures that are outlined in the course syllabus.

It is my responsibility to take this syllabus home for my parent/guardian to view. I am aware that this statement will be placed in my course file in the event that I ever claim not having been informed of the policies and procedures, rules and consequences, and requirements of this course, classroom, campus, and district.

|  |  |  |
| --- | --- | --- |
|  | **Date** | **Student Name** |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |
| 6 |  |  |
| 7 |  |  |
| 8 |  |  |
| 9 |  |  |
| 10 |  |  |
| 11 |  |  |
| 12 |  |  |
| 13 |  |  |
| 14 |  |  |
| 15 |  |  |
| 16 |  |  |
| 17 |  |  |
| 18 |  |  |
| 19 |  |  |
| 20 |  |  |
| 21 |  |  |