**Syllabus: Advanced Placement Government/Economics AP Gov/Econ 1/6**

**Teacher: Mr. Beaty** (e-mail: [bbeaty@lcusd.net](mailto:bbeaty@lcusd.net))

**Website:** [www.brentbeaty.weebly.com](http://www.brentbeaty.weebly.com) The calendar is found on this website.

**Textbooks:** O’Connor, Karen; Sabato, Larry J. ***American Government: Roots and Reform 13th ed.*** (New York: Pearson, 2016) I highly recommend getting an AP Review book for U.S. Government and Politics.

McConnell Brue: ***Economics: Principles, Problems, and Policies 21st ed.*** (New York: McGraw-Hill, 2018)

**Office Hours: 1:35-2:05PM These will change as the year progresses. You will be notified about these changes.**

**Overview of Course:**

Advanced Placement Government and Economics is a year-long college level course. The Government portion is AP level, and the Economics is not. This course will prepare you for the AP US Government exam, and it will satisfy the California requirement for all seniors. The course will blend the two curriculums in order to show the strong connections between government and economics. The class will also give you a strong foundation in college level reading, writing, thinking, and speaking.

The course is concerned with the nature of the American political system, its development over the last two hundred years, and its transition during the last years of the 20th century and beyond. It is important to note that this course is not a history course; it is a political science course that studies the interconnectedness of the different parts of the American political and economic systems and the behaviors and attitudes that shape these systems.

AP Gov/Econ accomplishes these goals by framing the acquisition of political knowledge around enduring understandings and big ideas about American government and politics that can be applied to a set of disciplinary practices through the use of a set of reasoning processes. Through the development of this set of political knowledge, disciplinary practices, and reasoning processes, by the end of the course, students will be able to analyze current and historical political and economic events and develop factually accurate, well-reasoned, thoughtful arguments and opinions that acknowledge and grapple with alternative political and economic perspectives.

Since this is a college level course, the student must do a great deal of the work on their own time. Expect about 5-6 hours of homework per week. Readings of sixty pages or more per week will be a common occurrence. In addition, essays, projects, and presentations will be assigned on a regular basis. Students are expected to have a complete understanding of the assigned readings in advance of coverage in class. Class discussions will focus on the readings, not restate them. You must be prepared for this. Participation and attendance are imperative.

We will study the institutions of national government, politics, interest groups, political culture, policy-making, civil rights and civil liberties and many other topics. We will also study economic concepts, and institutions, and their connection to our government. For a complete outline of the AP US Government course please refer to the documents on my Weebly website.

The primary focus of the first semester will be a theoretical and conceptual approach to government, politics, and economics. The constitutional bases of government, market functions, governmental and economic systems, the role of parties, individuals, interest groups, and market structures, and the influence of the media will be specific topics of study. The primary focus of the second semester will be an institutional and policy-making study, as well as a deeper treatment of the rights and liberties of citizens. Structures and functions of the respective government institutions and their impact on the economy, as well as the economic impact on these political institutions, will be investigated and analyzed using the skills gained in the first semester. Strong emphasis will be placed on the exercise of power and the role of the macro-economy in both policy making and policy execution. Vocabulary and analysis skills specific to the studies of government,

**AP Gov/Econ 2/6**

politics, and economics will be emphasized in both semesters. There will also be overlap between units since understanding one concept often involves understanding of others.

As an AP course, there is an expectation that you will take the AP USGovernment exam in May. The AP Economics Exams are optional. See me if you plan to take either the Micro or Macro Economics exam. Taking the US Government exam will also exempt you from the course content final, which is a cumulative exam of both government and economics. This cumulative exam is based on the content learned over the course of the year, much like the AP exam.

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Structure – The four questions on the free response will ask students to:

• Apply political concepts in real-world scenarios

• Compare the decisions and implications of different Supreme Court cases

• Analyze quantitative data

• Develop an argument using required foundational documents as evidence

Again, students who take the exam are exempt from the course content final at the end of the year.

**SAMPLE QUESTIONS CAN BE FOUND ON MY WEEBLY WEB PAGE!**

**My Only Rule and its corollary**

Allow everyone to learn, including yourself. Do not interfere with learning.

**SUPPLIES**

**ONLINE LEARNING:**

**1.** A good computer with a strong wifi connection. Let me know if this is a problem.

**2.** A notebook to take handwritten notes. This will still be an important part of your learning.

**3.** A good set of speakers and a good mic. Sometimes it’s important to hear each other.

**4.** A good attitude.

**IN PERSON LEARNING:**

**1.** Spiral bound notebook – the bigger the better. This will be your primary note-taking, idea forming, essay-rough-drafting, ‘go-to’ everyday connection to this class. Get used to having a notebook with you throughout your academic career. **2.** A loose-leaf notebook for handouts, exam tips, essay tips, etc. **3.** A favorite pen, or two. Notes, essays, and research will be done primarily in pen. **4.** A couple of pencils for multiple-choice tests. **5.** A really good eraser. Those pink rubber erasers are no good. Get a good ‘plastic’ eraser. It will last forever, and it may save you a point or two on the AP exam.

**CLASS EXPECTATIONS APGov/Econ 3/6**

**ONLINE LEARNING:**

**•** Get to class every day on time. Establish a good routine so that you don’t miss our connection.

• Be ready to go every day. It’s more important than ever to show that you’re ready in this remote and distant world.

• Stay focused the entire period. This will be hard.

• Do not bring distractions to class. Try not to use your phone. Try to find an isolated space.

**IN PERSON LEARNING:**

**• Do not use your cell phone during class unless directed to do so by me. Airpods and earbuds or similar devices are also forbidden unless the lesson requires them. Please consult the school electronic policy for details.**

**ALL STYLES OF LEARNING:**

• Consult the calendar on my Weebly site every day. Check your mail for Classroom updates every day.

• Read, study, and take notes every night. Failure to do so will make our discussions more difficult to comprehend, and will jeopardize a passing AP Exam score. You are expected to take notes everyday while reading the text, essays, and documents, while listening to class lectures and discussions, and while studying.

• Don’t rely on online notes, Wikipedia, internet options, friends, rumors, or shortcuts. This may work in the short run, but you will not remember anything when the AP Exam rolls around. The internet is a great source of information, but I want you to use it as a single resource, not as your only resource.

• Read the text, and any related material frequently, think about your reading every day, write about politics and government copiously (by hand with a pen), discuss politics and economics with everyone, think some more, read some more, and discuss some more. This is the best way to really ‘get’ politics, economics, government, and life.

• Connect what you read in GOV/ECON to what you read in the newspaper or what you see on television, or the movies, or online. Look for the ‘real’ story. Everything is connected!

• Take the AP Exam in May.

**Discussion Expectations:**

History is an analysis and investigation of systems, personalities, human foibles, human successes, human failures, and human interactions. We will discuss and explore the intersectionality of law, justice, race, economics, and expression in a respectful and compassionate manner. I am committed to an LCHS culture of Diversity, Equity, and Inclusion (DEI). Throughout this course we will maintain a safe and inclusive classroom, challenge our own biases and preconceived notions, and learn about the many contributions to our world by ALL of our forebears. Critical thinking and open mindedness are key mindsets to be successful and contribute appropriately in this class.

**Grades**

I do not round-up grades.

A: 90-99%

B+: 87-89% B: 83-86% B-: 80-82%

C+:77-79% C: 73-76% C-:70-72%

D+:67-69% D: 63-66% D-:60-62%

F: 59 or below

**Weighted Grade Percentage Breakdowns**

Secure/Lockdown MC Tests – 30%

Concept Application, Quant Analysis & SCOTUS Comparison FRQs 20%

Argument Essays 20%

HW/Projects 10%

Participation 10%

Final 10%

100%

**APGov/Econ 4/6**

\*Tests will be kept in the classroom for student/parent review by mutually agreed upon appointment.

**Academic Integrity**

It is expected that all students abide by the La Cañada Honor Code. Each student is expected to do his/her own work except where I have given explicit instructions that collaboration is permitted. This includes test taking, homework, class assignments, and the original composition of essays and term papers. There is no distinction between giving or receiving unauthorized help – one who helps another to cheat is as guilty as the one who benefits from the cheating. All work submitted by students should be a true reflection of their effort and ability. The following criteria are considered to be cheating:

• Claiming credit for work that was not the product of one’s own effort.

• Submitting work to more than one teacher for course credit, without prior approval.

• Forging or falsifying of any school records or forms.

A violation of the Honor Code will lead to a zero on the assignment, a U in Citizenship, a phone call home, discipline office referral and the student may also be referred to the Student Honor Court.

**Makeup Work and Education Code**

The new district absence/tardy policy is much more stringent. Do not miss class! The nature of this class demands daily attendance. Bleeding from the head, hospitalization, uncontrollable vomiting, contagious diseases, and serious family issues are the only acceptable absences. Tardies are not only frowned upon, they are costly to your grade. Pop Quizzes cannot be taken by unexcused tardy students. Pop Quizzes due to absences cannot be made up. The Pop Quiz grade will be marked as a ZERO but it will be replaced by the next Pop Quiz grade, unless it’s the last Pop Quiz of the grading period. For example, if you miss a Pop Quiz, the next Pop Quiz replaces the ZERO. If it’s the last Pop Quiz of a grading period, the previous Pop Quiz grade replaces the ZERO. Absent students are expected to have covered the material as if they were not absent. It is the student’s responsibility to make up all work (except pop quizzes). I will not “chase you down” to remind you of missed work. Assignments will only be accepted late for up to one week past due date, but the grade will be reduced by 50% or more. All work not made up during this time will be scored as a “0.” Remember, luck has nothing to do with success on an AP exam. Your grade will reflect the amount of time that you commit to reading, thinking, discussing, and writing.

The only exceptions to this rule are school related absences and tardies. Since school activities are known well in advance, you are responsible for getting any homework assignments that you miss. Additionally, tests must be made up immediately upon returning to class. We allow our students to have up to the number of days missed plus one. For example, if a student has been absent for five days with a valid excused per California Education Code [48205](http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=48205), they may have six days to make up the work per [48225.5.](https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=48225.5)

**AP Gov/Econ 5/6**

**AP U.S. Government Summary Outline**

The course will be organized around the following units of study:

Unit 1: Foundations of American Democracy

Unit 2: Interactions Among Branches of Government

Unit 3: Civil Liberties and Civil Rights

Unit 4: American Political Ideologies and Beliefs

Unit 5: Political Participation

The political knowledge, enduring understandings, and big ideas acquired and developed in each unit will be applied to the disciplinary practices using the reasoning processes outlined below.

The different pieces of the course fit together in pursuit of this aim through course content and big ideas, reasoning processes, and disciplinary practices.

Course Content and Big Ideas

The course content consists of the essential political knowledge that will be synthesized in the construction of enduring understandings and big ideas about American government and politics. The big ideas that connect the content in the course units include:

• Constitutionalism (CON)

• Liberty and Order (LOR)

• Civic Participation in a Representative Democracy (PRD)

• Competing Policy-Making Interests (PMI)

• Methods of Political Analysis (MPA)

**Reasoning Processes**

The reasoning processes are the thought processes that will facilitate connection-making and analysis in the pursuit of effectively executing the disciplinary practices in the course. In other words, the reasoning processes form the cognitive bridge between the course content/big ideas and the disciplinary practices. The reasoning processes in this course include:

• Definition/Classification: Demonstrating knowledge of course concepts

• Explain - Process: Explaining political processes

• Explain - Causation: Explaining causes and effects of political principles, institutions, processes, and behaviors

• Explain - Comparison: Explaining similarities and differences among political principles, institutions, processes, and behaviors

**Disciplinary Practices**

The disciplinary practices are the tasks students will apply to the course content using the reasoning processes. Becoming proficient in these disciplinary practices gives students the tools to analyze political information to develop a factually accurate, thoughtful, and well-reasoned argument or opinion about an issue related to American government and politics. The disciplinary practices in this course include:

• Practice 1: Apply political concepts and processes to scenarios in context

• Practice 2: Apply Supreme Court decisions

• Practice 3: Analyze and interpret quantitative data represented in tables, charts, graphs, maps, and infographics

• Practice 4: Read, analyze, and interpret foundational documents and other text-based and visual sources

• Practice 5: Develop an argument in essay format

**AP Gov/Econ 6/6**

Every AP Exam question fuses course content, reasoning processes, and disciplinary practices. Thus, in-class and outside of class assignments will focus on the acquisition of course content and the application of course content to disciplinary practices using reasoning skills.

**Economic Concepts**

**•Scarcity • Land**

**• Labor • Capital**

**• Entrepreneurship • Opportunity Costs**

**• Economic Systems • Incentives**

**• Trade • Specialization**

**• Markets and Prices • Supply and Demand**

**• Competition • Economic Institutions**

**• Money • Interest Rates**

**• Income • Standard of Living**

**• The role of Government • Monetary and Fiscal Policy**

**• Public Policy • Gross Domestic Product**

**• Unemployment • Inflation**

When you understand these words and concepts, and you are able to connect them, you are ready to move to the next level.

**RETURN THIS PAGE TO MR. BEATY BY AUGUST 21**

I have read through the syllabus for Government and Economics for the 2020/2021 School Year and I agree to abide by its rules and guidelines.

Student’s Name (Printed): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student ID#\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent’s/Guardian’s Name (Printed): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent’s/Guardian’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent’s Guardian’s Email (please print clearly):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_