Honors and AP Government and Politics Syllabus
CHS Social Studies Department

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CHS Vision Statement: Our vision is to be a caring learning center respected for its comprehensive excellence.

CHS Mission Statement: Our mission is to prepare our students to serve their communities and to commit to life-long learning

Course Description and Prerequisite(s) from Course Handbook:
Honors Government and Politics – United States (semester) - 241
State Course # 159950
Elective Course # 10-12 Weighted Grade Credit: 1
Prerequisites: No grade lower than a B in ANY high school Language Arts or Social Studies course work. Students wishing to enroll in any Social Studies Honors or Advanced Placement (AP) course must have a recommendation from their most current Social Studies and Language Arts Instructor. Students must also complete and submit a written an application as part of the placement process. (This application is available in the Guidance Dept. as well as the course instructor) Once accepted into an Honors or AP course each student will sign a written contract signifying acceptance of course requirements and responsibilities.

This course will give students an analytical perspective on government and politics in the United States. This course will go more in-depth than the basic American Government course. This course involves both the studies of general concepts used to interpret American politics and the analysis of specific case studies. The major focus is on the National government and its politics. Some topics for discussion include government under the Constitution: politics, beliefs and behaviors, political parties, interest groups, civil rights and liberties, institutions of government, and policy processes of the national government. Students will also be required to read college level material and write both in and out of class. This course will serve to lay the foundation for transition to the Advanced Placement (AP) Government and Politics Course. Students wishing to move on to AP Government will have to meet the prerequisites.
AP Government and Politics – United States (semester) - 242
State Course # 159950
Elective Course Grades 10-12 Weighted Grade Credit: 1
Prerequisites: No grade lower than a B in ANY high school Language Arts or Social Studies course work. Students wishing to enroll in any Social Studies Honors or Advanced Placement (AP) course must have a recommendation from their most current Social Studies and Language Arts Instructor. Students must also complete and submit a written an application as part of the placement process. (This application is available in the Guidance Dept. as well as the course instructor)
Once accepted into an Honors or AP course each student will sign a written contract signifying acceptance of course requirements and responsibilities.

This year-long advanced course will give students an analytical perspective on government and politics in the United States. The course involves both the studies of general concepts used to interpret American politics and the analysis of specific case studies. The major focus is on the National government and its politics. Some topics for discussion include government under the Constitution: politics, beliefs and behaviors, political parties, interest groups, civil rights and liberties, institutions of government, and policy processes of the national government. This course will follow the guidelines established by the College Board’s Advanced Placement program. Students will also be required to read college level material and write extensively both in and out of class.
This course is designed to prepare students to take the Advanced Placement Government and Politics Exam that is held each spring. Students are required to pay the fee required by the College Board to take the exam. Students will need to apply for admission to this course and be accepted prior to scheduling. In order to receive AP credit based upon a 5 point scale on the grading system, a student must take and pay for the AP Exam. If a student fails to take the exam, a 4.5 point grading scale (Honors Credit) will be applied to the course for said student.

In order to receive AP credit with a 5 point on grading systems, the student must take and pay for the AP exam. If the student fails to take the exam, a 4 point grading scale will be applied to the course.

Learning Targets per Unit: Defined below for clarity are the Unit Titles, Big Ideas of every Unit taught during this course, and the Essential Questions to be answered to better understand the Big Ideas. A student’s ability to grasp and answer the Essential Questions will define whether or not he or she adequately learns and can apply the skills found in Big Ideas. This will ultimately define whether or not a student scores well on assessments given for this course. The Common Core Standards can be found at http://www.corestandards.org/the-standards. (Teacher Note: The Ainsworth Model suggests 1-3 Big Ideas for each Unit and 1-3 essential questions per Big Idea. Each Unit will vary.) The Common Core Standards can be found at http://www.corestandards.org/the-standards

1st Quarter (Honors)
  o Unit I Foundations
    ▪ Big Idea #1: Responsible Citizenship
- **Essential Question #1:** What does it mean to think “politically”?
- **Essential Question #2:** What are barriers to political thinking?
- **Essential Question #3:** What can political science contribute to political thinking?

  - **Big Idea #2: Constitutional Democracy**
    - **Essential Question #1:** What challenges did the framers of our US Constitution face?
    - **Essential Question #2:** What compromises were made at the Constitutional Convention?
    - **Essential Question #3:** What constitutional provisions were made for limited government and to ensure self-rule?

  - **Big Idea #3: Federalism**
    - **Essential Question #1:** What are the arguments for and against a federal system of government?
    - **Essential Question #2:** What are enumerated, implied, and reserved powers?
    - **Essential Question #3:** What is the significance of supremacy clause and the commerce clause?

- **Unit II: Civil Liberties and Equal Rights**
  - **Big Idea #1: Protecting Individual Rights**
    - **Essential Question #1:** What is the Bill of Rights?
    - **Essential Question #2:** What is selective incorporation?
    - **Essential Question #3:** What is the significance of the due process clause of the 14th Amendment?
  
  - **Big Idea #2: Rights of the Accused**
    - **Essential Question #1:** What is procedural due process and how is it applied?
    - **Essential Question #2:** What are a person’s legal rights when accused of a crime?

  - **Big Idea #3: The Struggle for Equality**
    - **Essential Question #1:** How have Americans attained substantial equality under the law?
    - **Essential Question #2:** What are various levels of court review for laws that treat Americans differently?
    - **Essential Question #3:** What was key legislation that was part of the Civil Rights Movement?

**2nd Quarter (Honors):**

- **Unit III: Mass Politics**
  - **Big Idea #1: Political Socialization**
    - **Essential Question #1:** What are both primary and secondary socializing agents?
    - **Essential Question #2:** What is party identification and how important is it?
    - **Essential Question #3:** Do most Americans hold a particular political ideology?
- **Big Idea #2: Measuring Public Opinion**
  - *Essential Question #1: What constitutes a proper scientific poll? How can you measure public opinion?*
  - *Essential Question #2: Do opinion polls influence public policy and our leaders?*
  - *Essential Question #3: What are the pros and cons associated with opinion polls?*

- **Big Idea #3: Political Participation**
  - *Essential Question #1: Why do some Americans vote and others do not?*
  - *Essential Question #2: What are both conventional and unconventional forms of participation?*
  - *Essential Question #3: What are potential consequences associated with “non-voting”?*

- **Unit IV Special Interests and the Media**
  - **Big Idea #1: Political Parties and Campaigns**
    - *Essential Question #1: Why do we have a two-party system?*
    - *Essential Question #2: What role do minor (third) parties play in campaigns and politics?*
    - *Essential Question #3: How are political parties organized?*
  - **Big Idea #2: Special Interests**
    - *Essential Question #1: What are various types of interest groups?*
    - *Essential Question #2: What is meant by the term “lobbying”?*
    - *Essential Question #3: What role do PAC’s play in influencing lawmakers and policy?*
  - **Big Idea #3: The Media**
    - *Essential Question #1: What is objective journalism and does it exist?*
    - *Essential Question #2: What are two primary roles of the news media?*
    - *Essential Question #3: Where do Americans get their news?*

- **3rd Quarter (AP):**
  - **Unit I Governing Institutions**
    - **Big Idea #1: Serving in Congress**
      - *Essential Question #1: What is incumbency?*
      - *Essential Question #2: How are House and Senate election races different?*
      - *Essential Question #3: What role do committees play in how Congress is organized?*
    - **Big Idea #2: Lawmaking**
      - *Essential Question #1: How does a bill become a law?*
• **Essential Question #2:** What is the oversight function of Congress?
  
  **Big Idea #3:** The Presidency
  • **Essential Question #1:** What are the constitutional powers given to the President?
  • **Essential Question #2:** How is a president chosen?
  • **Essential Question #3:** Who makes up the Executive Office of the President (EOP)?

  **Unit II The Federal Bureaucracy & Judiciary**
  
  **Big Idea #1:** The Federal Bureaucracy
  • **Essential Question #1:** What constitutes the structure of the bureaucracy?
  • **Essential Question #2:** What are the different types of federal agencies?
  • **Essential Question #3:** What are the key steps in the budgetary process?

  **Big Idea #2:** Accountability
  • **Essential Question #1:** How is accountability maintained?
  • **Essential Question #2:** Who are whistleblowers?
  • **Essential Question #3:** Why is accountability such a tall task?

  **Big Idea #3:** The Federal Judicial System
  • **Essential Question #1:** What is the structure of the federal court system?
  • **Essential Question #2:** How does the Supreme Court select and decide cases?
  • **Essential Question #3:** How are judges appointed to the federal courts?
  • **Essential Question #4:** What sources of law are used to guide federal judges’ decisions?
  • **Essential Question #5:** What is the difference between judicial activism and judicial restraint?

• **4th Quarter (AP):**
  
  **Unit III: Public Policy**
  
  **Big Idea #1:** Economic & Environmental Policy
  • **Essential Question #1:** How does the government use regulation to protect the environment and control the economy?
  • **Essential Question #2:** What is meant by deregulation and what merit does this have?
  • **Essential Question #3:** What is the difference between fiscal and monetary policy?
  • **Essential Question #4:** What is “The Fed”?

  **Big Idea #2:** Welfare and Education Policy
• **Essential Question #1:** What are social insurance and entitlement programs?
• **Essential Question #2:** How does the government measure poverty and how many Americans fall beneath this line?
• **Essential Question #3:** What are the arguments for and against public education?
• **Essential Question #4:** How do we improve America’s schools?

○ **Unit IV Foreign Policy and State and Local Politics**
  - **Big Idea #1:** Foreign Policy
    - **Essential Question #1:** Who is responsible for American foreign policy?
    - **Essential Question #2:** What influence has the Cold War and the War on Terror had on American foreign policy?
    - **Essential Question #3:** What are the various dimensions that go into the creation of a strong foreign policy program?
  - **Big Idea #2:** State and Local Politics
    - **Essential Question #1:** How are state governments organized?
    - **Essential Question #2:** What are the similarities and the differences between the various state constitutions and our US Constitution?
    - **Essential Question #3:** What are the various types of local governments?
    - **Essential Question #4:** What are the various sources of revenue for state and local governments?
    - **Essential Question #5:** What are the public policy priorities for both state and local governments?

○ **End of Course Exam**

**Textbook:** There is one required text for this course. Thomas E. Patterson, *The American Democracy*, 10th ed. © 2011 by the McGraw-Hill Companies, Inc.

**Supplemental Textbook(s):** *5 Steps To A 5; AP US Government and Politics Workbook*, Pamela K. lamb

**Course Expectations:** As a student in this course you will be held to high expectations. You will be expected to follow the classroom rules as prescribed by me, the instructor. You are expected to:
• Be in class on time
• Be prepared for class
• Listen attentively, stay on topic
• Follow directions
• Complete all class work and homework, and turn it in on time
• Treat others with respect (this includes opinions as well as property)
• Follow all school rules

Course Readings: This text will be supplemented with additional readings through classroom handouts, newspapers, magazines, and the internet news media. Newspapers used in this course will include national publications such as the New York Times, The Wall Street Journal, The Washington Post, and the USA Today. Primary magazines utilized will be Newsweek, Time, and US News and World Report. Internet news media utilized will include CNN, Fox News, CNBC, and CSPAN. (CR8)

Supplemental Readings: The following primary source readings will be required during this course in addition to the text reading requirements and additional instructor assigned readings. (CR8)
The Federalist, # 10, James Madison
The Federalist, # 47, James Madison
The Federalist, # 51, James Madison
The Federalist, # 78, Alexander Hamilton

Objective and Curricular Goals: A goal of this course is to prepare students to for the AP Government and Politics Course and to take the AP Government and Politics Exam that is held each spring. (Students are required to pay the fee required by the College Board to take the exam.)

The following goals will also be sought in this course:
<CR = Curricular Requirement>
1. To educate students in the foundations of United States government. (CR1)
2. To give students a solid foundation about political beliefs and behaviors related to US Government. (CR2)
3. To educate students on political parties, interest groups, & the mass media. (CR3)
4. To educate students on the institutions that makes up our national government. (CR4)
5. To educate students on the public policy making process, and other various policy areas. (CR5)
6. To educate students on issues & policy related to civil rights & civil liberties. (CR6)
7. To make students better in analyzing and interpreting data and other information relevant to US government and politics. (CR7)
8. To give students a better understanding of primary source readings relevant to our government’s establishment and the ability to better analyze contemporary news sources. (CR8)
9. To help students answer analytical and interpretive free response questions on a frequent basis. (CR9)

Current Events: Students are responsible for keeping up to date with current events and news which impact our nation and its people. There will be a special emphasis placed on events associated with our federal government, politics, and in economics.
Students will need to make good use of the media sources mentioned in the “course readings” section and listen to various TV and radio news programs. (CR8)

**Analysis and Interpretation of Data:** Students will gain practice in analyzing graphs, charts, tables, maps, diagrams, and political cartoons. Students will be expected to demonstrate their understanding of these visual presentations on various quizzes and tests. (CR7)

**Course Material:** Textbook, Study Guides, Workbooks, Enrichment Supplementals, Current Media, and any other secondary resources that the instructor may deem appropriate to meet course objectives.

Digital Resources:
- [www.google.docs.com](http://www.google.docs.com)
- [www.blendspace.com](http://www.blendspace.com)
- [www.quizlet.com](http://www.quizlet.com)
- Google Classroom App
- WhiteHouse.gov
- [www.ushouseofrepresentatives.gov](http://www.ushouseofrepresentatives.gov)
- [www.us senate.gov](http://www.us senate.gov)
- [www.supremecourt.gov](http://www.supremecourt.gov)
- [www.findlaw.com](http://www.findlaw.com)
- Variety of Google sites and apps

**Grading:** Students will be evaluated according to the following domains and weights.
- Unit Exams: 50%
- Assessments: 30% (Includes Quizzes, Essays, Labs, and Projects)
- Class work/Homework: 20%

**Grading Scale:**
The grading scale for Chillicothe High School can be found in the student handbook or online at [http://www.ccsd.us/1/Content2/studenthandboook](http://www.ccsd.us/1/Content2/studenthandboook)

**Late Work:** Late work will be subject to the board adopted policy on assignments that are turned in late (to be reviewed in class). Information can be viewed on-line at [http://www.ccsd.us/1/Content2/studenthandboook](http://www.ccsd.us/1/Content2/studenthandboook)

**CHS TENTATIVE Honors and AP American Government Course Schedule**

This is an overview of what will be covered in this course at CHS for this school year. Although, I would like to follow this plan verbatim this years’ tentative schedule is subject to change (at the teachers’ discretion).

**1st 9 Weeks (Honors): Beginning of the Year Pre-Assessment Exam**

**Unit I**

Weeks 1-2: *Unit I Pre-Assessment Exam*
Weeks 2-3: Minimum of Two *Formative Assessments*
Weeks 4-5: Unit I Summative Assessment

**<Textbook Correlation>**

**Chapter One**

**Political Thinking & Responsible Citizenship**

Addresses Curricular Requirements CR 1, CR 2, CR 7, CR 8, and CR 9
Read Text Chapter 1 Pages 3-21 and be knowledgeable of the following:
- What are some barriers to political thinking?
- What is political science and what can do for us?
- What is a democracy?
- What is a constitutional system?
- What are key elements of a free-market system?

Chapter Two  Creating a Constitutional Democracy
Addresses Curricular Requirements CR 1, CR 2, CR 7, CR 8, and CR 9
Read Text Chapter 2 Pages 25-51 and be knowledgeable of the following:
- The Declaration of Independence
- The Articles of Confederation
- The Great Compromise
- The Three-Fifths Compromise
- The Debate Over Ratification
- The Concept of Limited Government
- Separation of Powers
- Checks and Balances
- The Bill of Rights
- Judicial Review
- Amending the Constitution

Chapter Three  Federalism
Addresses Curricular Requirements CR 1, CR 2, CR 7, CR 8, and CR 9
Read Text Chapter 3 Pages 57-81 and be knowledgeable of the following:
- The Argument for Federalism
- The Powers of the National Government v. The Powers of the States
- The Supremacy Clause
- The Necessary and Proper Clause and Implied Powers
- The Commerce Clause
- Types of Grants and Their Use

Unit II
Week 5:  Unit II Pre-Assessment Exam
Weeks 6-7:  Minimum of Two Formative Assessments
Weeks 8-9:  Unit II Summative Assessment

<Textbook Correlation>

Chapter Four  American Civil Liberties
Addresses Curricular Requirements CR 2, CR 6, CR 7, CR 8, and CR 9
Read Text Pages 87-116 and be knowledgeable of the following:
- The Constitutional Structure
- The Bill of Rights
• First Amendment Freedoms
• The 14th Amendment and Selective Incorporation
• Due Process
• The Right to Privacy
• Rights of the Accused
• Arrests, Trials, Sentencing, and Appeals

Chapter Five  The Struggle for Equality
Addresses Curricular Requirements CR 2, CR 5, CR 6, CR 7, CR 8, CR 9
Read Text Pages 121-147 and be knowledgeable of the following:
• Equal Protection Clause
• Judicial “Tests”
• The Civil Rights Act of 1964 and 1968
• The Voting Rights Act of 1965
• Affirmative Action
• The Continuing Struggle for Equality (Disadvantaged Groups)

2nd 9 Weeks (Honors):
Unit III
Week 1:  Unit III Pre-Assessment Exam
Weeks 2-3 Minimum of Two Formative Assessments
Weeks 4-5:  Unit III Summative Assessment

Chapter Six  Public Opinion and Political Socialization
Addresses Curricular Requirements CR 2, CR 3, CR 7, and CR 8
Read Text Pages 153-173 and be knowledgeable of the following:
• Agents of Socialization, both Primary and Secondary
• Party Identification, Political Ideology, and Group Orientations
• Measuring Public Opinion - Polls
• Limits on Public Influence
• Leaders and Public Opinion

Chapter Seven  Political Participation
Addresses Curricular Requirements CR 2, CR 7, CR 9
Read Text Pages 179-196 and be knowledgeable of the following:
• Factors Affecting Voter Turnout
• Why Some Americans Vote and Others Do Not
• Campaign and Lobbying Activities
• Virtual Participation
• Community Activities, Social Movements, and Protests
Unit IV
Week 5:  Unit IV Pre-Assessment Exam
Week 6-7: Minimum of Two Formative Assessments
Weeks 8-9: Unit IV Summative Assessment; End-of-Course Exam

<Textbook Correlation>

Chapter Eight  Political Parties and Campaigns
Addresses Curricular Requirements CR 1, CR 2, CR 7, CR 8, and CR 9
Read Text Pages 201-228 and be knowledgeable of the following:
- The History of Parties in America
- The Two-Party System: Republicans and Democrats
- Parties and the Vote
- Multi-Party Systems and Proportional Representation
- Minor Parties Role
- Political Party Role and Organization
- Campaign Funding, Political Consultants, & Candidate-Centered Campaigns

Chapter Nine  Interest Groups, Lobbying, and PAC’s
Addresses Curricular Requirements CR1,CR2, CR3, CR4, CR5, CR7, CR8, CR9
Read Text Pages 233-255 and be knowledgeable of the following:
- The Interest Group System
- Types of Interest Groups
- Lobbying and Lobbyists
- Political Action Committees
- The Iron Triangle
- Lobbying the Courts
- The Group System, Pluralism, and Self-Interests

Chapter Ten  The Politics of News and the Media
Addresses Curricular Requirements CR 2, CR 3, CR 7, and CR 9
Read Text Pages 261-282 and be knowledgeable of the following:
- The News Media
- Objective Journalism and the Politics of News
- The Role of the News Media: Agenda Setting, Issue Framing, and Watchdog
- Liberalism and Conservatism in the Media
- The Emergence of the Internet
- The Shrinking Audience

3rd Quarter (AP):
Unit I
Week 1:  Pre-Course Exam; Unit I Pre-Assessment
Weeks 2-3: Minimum of Two Formative Assessments
Weeks 4-5: Unit I Summative Assessment

<Textbook Correlation>
Chapter 11  Congress
Addresses Curricular Requirements CR 2, CR 4, CR 5, CR 7, CR 9
Read Text Pages 287-317 and be knowledgeable of the following:
- The Make-Up of Congress, Qualifications, and Terms of Office
- Reapportionment, Redistricting, and Gerrymandering
- Incumbency and Types of Elections
- Leadership in the Senate and the House of Representatives
- The Committee Structure and Types of Committees
- The Bill-to-Law Process
- The Representation Function, Delegate v. Trustee Roll, and Logrolling
- Oversight and Investigation Powers

Chapter 12  The Presidency
Addresses Curricular Requirements CR 1, CR 2, CR 4, CR 5, CR 7, CR 9
Read Text Pages 323-349 and be knowledgeable of the following:
- Choosing the President: Primaries, Caucuses, and the General Election
- National Party Convention and Winning Delegates
- Election Strategy, The Media, and Raising Money
- Qualifications to be President, Inauguration, and The Honeymoon Period
- Staffing the Presidency: The EOP, the Cabinet, and Agency Appointments
- The Relationship with Congress and Seeking Support
- Public Support, Approval Rating, and Media Coverage

Unit II
Week 5:  Unit II Pre-Assessment
Weeks 6-7:  Minimum of Two Formative Assessments
Weeks 8-9:  Unit II Summative Assessment

<Textbook Correlation>
Chapter 13  The Federal Bureaucracy
Addresses Curricular Requirements CR 2, CR 5, CR 7, CR 9
Read Text Pages 355-377 and be knowledgeable of the following:
- Origen and Structure of the Bureaucracy
- Types of Federal Agencies
- Federal Employment
- The Budget Process (Role of the President, the OMB, and Congress)
- Policy and Power within the Bureaucracy
- Accountability
- Presidential Nominations and Appointments

Chapter 14  The Federal Judiciary
Addresses Curricular Requirements CR 1, CR 2, CR 4, CR 6, CR 7, CR 9
Read Text Pages 383-405 and be knowledgeable of the following:
- The Supreme Court and Lower Federal Courts, Structure / Jurisdiction
- Federal Court Appointees, Process and Qualifications
• Judicial Review and Precedent
• Opinions of the Court
• Sources of Federal Law
• Judicial Restraint v. Judicial Activism

4th 9 Weeks (AP):

Unit III
Week 1: Unit III Pre-Assessment Exam
Weeks 2-3 Minimum of Two Formative Assessments
Week 4: Unit III Summative Assessment

<Textbook Correlation>
Chapter 15 Economic and Environmental Policy
Addresses Curricular Requirements CR 2, CR 4, CR 5, CR 7, CR 9
Read Text Pages 411-435 and be knowledgeable of the following:
• Government Intervention in the Economy
• Regulatory Agencies, Regulatory Policy, and the Policy Process
• Regulation v. Deregulation and Externalities
• Conservation, Environmentalism, and the Government as Protector
• Managing the Economy: Congress and Fiscal Policy
• Managing the Economy: The Fed and Monetary Policy
• Inflation, Deficit Spending, and the National Debt

Chapter 16 Promoting the General Welfare
Addresses Curricular Requirements CR 2, CR 5, CR 6, CR 7, CR 9
Read Text Pages 441-461 and be knowledgeable of the following:
• Defining Poverty in America and the Official Poverty Line
• Poverty Rates Among the States, and Different Groups
• Social Welfare, Entitlement Programs, and Public Assistance
• Social Security, Medicare, Medicaid, and In-Kind Benefits
• Public v. Private Education, School Choice, and Equality of Opportunity

Unit IV
Week 5: Unit IV Pre-Assessment
Weeks 6-7: Minimum of Two Formative Assessments
Week 8: Unit IV Summative Assessment
Week 9: End-of-Course Exam

<Textbook Correlation>
Chapter 17 America’s Foreign & Defense Policy
Addresses Curricular Requirements CR 2, CR 54, CR 5, CR 7, CR 9
Read Text Pages 467-487 and be knowledgeable of the following:
• Those responsible for making Foreign and Defense Policy
• Roots of US Foreign and Defense Policy (WW II, Cold War, etc…)
• Isolationist v Interventionist Policy
• The UN, NATO, and Multilateralism
• The War on Terror
• National Security Policy and the Military
• Nuclear War and the MAD Principle
• National Security Policy and the Economy
Global Trade, Free Trade, and Fair Trade
NAFTA, Trade Imbalances, OPEC, and New Challenges

Chapter 18  **State and Local Government**
Addresses Curricular Requirements CR 1, CR 2, CR 3, CR 4, CR 5, CR 7, CR 9
Read Text Pages 493-521 and be knowledgeable of the following:

- State Government Structure and Branches
- State Constitutions
- Elections, Parties, and Interest Groups
- Local Government Structure and Types
- Local Elections and Participation
- State and Local Finance
- Sources of Revenue

State and Local Public Policy Patterns

**Performance Based Section:** Writing Assignments, Exams, Presentations, and Technology
One or more of the End of Unit Exams may be Performance Based. According to the Ohio Department of Education, “Performance Based Assessments (PBA) provides authentic ways for students to demonstrate and apply their understanding of the content and skills within the standards. The performance based assessments will provide formative and summative information to inform instructional decision-making and help students move forward on their trajectory of learning.” Some examples of Performance Based Assessments include but are not limited to portfolios, experiments, group projects, demonstrations, essays, and presentations.
CHS Honors and AP American Government and Politics Course Syllabus

After you have reviewed the preceding packet of information with your parent(s) or guardian(s), please sign this sheet and return it to me so that I can verify you understand what I expect out of each and every one of my students.

Student Name (please print): ____________________________________

Student Signature: _____________________________________________

Parent/Guardian Name (please print): ______________________________

Parent/Guardian Signature: _____________________________________

Date: _________________________________________________________