

Mrs. Pena

AP GOPO Summer Assignment 2023-2024

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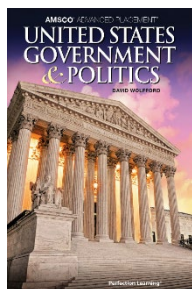
REMIND CODE: @penasummer

Dear Future APGO Student,

You have received this packet because you are enrolled in Advanced Placement Government and Politics (APGO) for the 2023-2024 school year. Advanced Placement United States Government and Politics is a college-level course providing analysis and evaluation of contemporary political concepts and issues related to American government. Theories, beliefs, and institutions related to the political process will be studied and interpreted. Many factors will be addressed and connections will be developed throughout the curriculum.

The main objective of the course is for students to become well-informed and efficient citizens. Students will develop more political efficacy while coming to understand their political viewpoints and beliefs. Students will leave the course well-prepared for the rigors of upper level coursework at their universities. Writing will also be emphasized as structured and concise writing will be necessary to succeed in higher level education. Students in this class can expect a rigorous workload, and there will be an expectation of original thought.

To be successful in APGO, you must be an independent learner—beginning this summer. Please join our Edmodo group to gain access to the handouts needed to complete the summer assignments. Also, join the summer remind group so you may contact me with questions over the summer.



The purchase of AMSCO Advanced Placement: United States Government & Politics, written by David Wolfford, is a **requirement** as you will be using this review book in addition to our textbook throughout the course. It can be purchased at amscopub.com. You may try and find it at Barnes N

Nobles or Amazon. You may also use the newest edition (2022), the 3rd edition, if you cannot find the 2019 edition of the AMSCO.



(2022 edition)

Summer Assignment Checklist

Directions for each assignment are included in this packet. All work should be completed and be ready to submit on the first day of school. A test will be given on Unit 1 and court cases within the first two weeks of the beginning of the school year. You should not only complete them but study it as well.

The following work is due on the first day of class: (Join the Remind group)

Complete Unit 1 Landmark Court Cases

Complete Unit 1 Identifiers (Vocabulary)

Obtain the AMSCO Book

Return the US GOPO contract signed

AP GOPO SUMMER ASSIGNMENT:

Assignment # 1: Use the handout provided the unit 1 court cases briefs. www.oyez.com and www.supreme.justia.com are great resources to help with your briefs.

Unit 1 Case Briefs

Marbury v. Madison (1803):

Significant Question: Explain the effect of the majority decision on the scope and power of the U.S. Supreme Court and the federal government.

McCulloch v. Maryland (1819):

Significant Question: Explain the effect of the majority decision on federalism/relationship between the federal government AND the states.

Gibbons v. Ogden (1824):

Significant Question: Discuss the majority decision and the majority decision in *Heart of Atlanta Motel v. United States (1964)* on federalism/relationship between the federal government AND the states.

United States v. Lopez (1995):

Significant Question: Discuss the majority decision and the majority decision in *United States v. Morrison (2000)* on federalism/relationship between the federal government AND the states

Assignment # 2: Read the How to do Identifiers handout on Google Classroom to correctly complete the Unit 1 Identifies (vocabulary). Must read the assigned chapters in the Amsco to be able to complete the identifies. I will not collect notes but note taking is extremely important for the study of Government.

US GOVERNMENT LANDMARK SUPREME COURT CASES

Case:	Case:
<p><u>Background</u> Commonly referred to as the facts of the case. The WHO, WHAT, WHEN, WHERE of the case. Only cite the most important and necessary facts</p>	<p><u>Background</u> Commonly referred to as the facts of the case. The WHO, WHAT, WHEN, WHERE of the case. Only cite the most important and necessary facts</p>
<p><u>Issue</u> The legal question(s). "Can this happen? Is this legal? Is it constitutional or unconstitutional?"</p>	<p><u>Issue</u> The legal question(s). "Can this happen? Is this legal? Is it constitutional or unconstitutional?"</p>
<p><u>Decision/Majority Opinion</u> What was the court's decision? Majority position? How did the court defend/argue/support the majority decision? What was the dissenting opinion? What was the reason for the dissent?</p>	<p><u>Decision/Majority Opinion</u> What was the court's decision? Majority position? How did the court defend/argue/support the majority decision? What was the dissenting opinion? What was the reason for the dissent?</p>
<p><u>Evaluation</u> What was the historical/social outcome of the case? What remained or changed? Effects? Importance to gov't/politics/history/ society?</p>	<p><u>Evaluation</u> What was the historical/social outcome of the case? What remained or changed? Effects? Importance to gov't/politics/history/ society?</p>

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Identifies: An Identify defines and explains a government or political concept. Its purpose is for students to know the concept and understand its political significance relevant to other concepts, events, and overall political understanding. An Identify is more than a simple vocabulary term.

Steps to completing an Identify:

1. Read the assigned AMSCO thoroughly. Reading the chapter(s) first will provide perspective on the significance of the Identify. Read the chapter as a whole and understand the term/concept within the context of the chapter.
2. To effectively complete Identifies, the term must be understood within the context of the chapter and/or chapter sub-set. Do not complete Identifies by simply locating the bolded term.
3. Define and describe the term. “What is it? What does it do in government and politics? What purpose does it serve in government and politics?” Every term must be defined and described.
4. Some terms are labeled with an asterisk (*) and may include a grouping of associated terms and concepts. These terms may be major concepts or could be a sub-set of a chapter. This requires a ***definition or description of associated terms along with a conceptual summary***. The purpose is to provide a summary explanation of the terms/concepts by including relevant historical events and laws that may have contributed to or resulted from the concept. Underline each associated term when defining/describing.
5. Avoid minimalist effort. Identifies will serve as political evidence for in-class discussions and government writing responses and essays. The purpose is to not only know facts, but understand and connect them to relevant government and political issues, concepts, and developments.

IDENTIFIES MUST BE HANDWRITTEN

Example of an identify and an identify*:

1. Social contract – A compact between a democratic government and the people whereby the people give their power to the government and the government promises not to violate the compact or the power would return to the people.

2. John Lock/natural law – John Locke* was an English philosopher of the Enlightenment. He argued natural law, or the law of God, was acknowledged by human sense and reason. He believed people were born free and equal in a state of nature and governed by natural law. According to Locke, no one could be subject to the authority of another without their consent. In addition, people must rebel if the government/authority violated the consent of the governed.

Unit 1 Identifies:

Each term must be written with a complete description.

*The term must also include a Summary which should include supporting historical developments, laws, and/or relevant supporting evidence and explanation.

AMSCO CHAPTER 1

- 1.Popular Sovereignty
- 2.Republicanism
- 3.Social contract
- 4.John Locke/Natural Law*
- 5.Declaration of Independence*
- 6.Preamble
- 7.The “Grand Committee”
- 8.Representative Republic
- 9.Participatory democracy
- 10.Plurist democracy
- 11.Elite democracy
- 12.Federalist # 10
- 13.Brutus # 1
- 14.Article of confederation*
- 15.Shays rebellion
- 16.Great Compromise*
- 17.New Jersey Plan*
- 18.Virginia Plan*
- 19.3/5th compromise*
- 20.Electoral College
- 21.Slave trade compromise

- 22.Separation of powers
- 23.Checks and balance*
- 24.Impeachment
- 25.Federalist papers*
- 26.Federalists
- 27.Anti-Federalists*
- 28.Federalist # 51
- 29.Enumerated Powers
- 30.Commerce clause
- 31.Article IV
- 32.Full Faith And Credit
- 33.Article V
- 34.Article VI
- 35.Article VII
- 36.Supremacy Clause*
- 37.Reserved Powers
- 38.Veto
- 39.Pocket Veto
- 40.Bill of rights
- 41.Marbury V Madison/ Judicial Review*

AMSCO CHAPTER 2

- 42.Compact Theory
- 43.Privileges and immunities clause
- 44.Federalism
- 45.Delegated Powers
- 46.Reserved Powers
- 47.Concurrent Powers
- 48.Dual Federalism
- 49.New Federalism

- 50. Marble Cake Federalism
- 51. Fiscal Federalism
- 52. Cooperative Federalism
- 53. Mandates
- 54. Categorical grants
- 55. Block grants
- 56. Grants in aid
- 57. 10th amendment
- 58. 14th amendment
- 59. Necessary and proper clause
- 60. Inherent powers
- 61. Implied powers
- 62. Clean Air Act 1970
- 63. American with Disabilities Act 1990
- 64. McCulloch V Maryland
- 65. U.S v. Lopez
- 66. Gibbons V. Ogden

AP U.S. Government & Politics (APGOPO) Student Contract 2023-2024

I understand that by signing this contract, I am dedicating myself to the rigorous academic adventure known as AP Government. I know that the exam in May 2024 is mandatory and that preparing for it is the primary motive for taking the class. By signing this contract, I pledge myself to the herculean effort that is required to tackle the vast amount of reading, writing, and analyzing necessary for success on the AP Government exam.

I acknowledge the receipt of the summer assignment packet and will do my best in completing the assignments before the start of the new school year. Finally, by signing this contract, I am committed to attending study/tutoring sessions afterschool/during lunch (your choice) and 2 to 3 scheduled Saturdays between March and May with sufficient prior notification.

Student Name (Print)

Student Signature

Student Email Address

Parent/Guardian Name

**Parent/Guardian Signature of
approval**

**Parent/Guardian Contact
Number**

Please return and submit to Mrs. Pena in Room T 76 on the first day of school.

