**2019-2020 CP Economics/Government**

Unit 1: Legislation and Logic, Media and Form – Open Device Unit

“Who controls the past controls the future: who controls the present controls the past.” – B.B.

**Month Day In-Class Topic Materials to have prepared in advance**

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| Aug.  473.1 | 27 T | Introduction: [**Rules**](http://www.bornemania.com/gov/rules/htmlclassrules.html) and Forced-Choice Exercise: [**Proposed Rules**](http://www.bornemania.com/gov/projects/rulesproject.shtml) | As Class Begins: Class Contract and  Proposed Rules (*Handouts*) |
|  | 28 W | Forced-Choice Concluded  The Legislative Process  **Form Constituent Groups & Legislative Groups**  Each Legislative Group selects a minimum of *2 Legislative Leaders* | Proposed Rules Handout |
|  | 29 Th | Legislative Groups: Discuss and Draft Your Rules  Tonight: *Legislative Leaders Type Up a Draft of Proposed Rules and bring them to class at lunch tomorrow. The teacher will provide feedback. Leaders then need to revise and bring revised copies for every student in class on Wednesday to vote on the proposals.* | - |
|  | 30 F | Q: OUHSD Policies: Homework and Grades  *(Leaders meet at lunch with a typed copy of their revised proposed Rules and* ***Get Approval or Revision Demands****)* | Homework (BP 6154 – 2 pp.) and Student Achievement (BP 5121 – first 4 pp. only)  <http://www.oxnardunion.org/board-of-trustees/board-policies/>  NOTE: This link will NOT take you directly to the Document; further search is required.  (**Student Responsibility for Material**)  *Legislative Leaders Bring a Draft of Proposed Rules for Critique in a Meeting at lunch.* |
| Sept. | 2 M | Labor Day – NO SCHOOL | - |
| 467.1 | 3 T | **Brief meeting with Constituents to discuss Legislative Draft Rules.**  **Practice: How to Prepare Written Materials for this Class: Skim, Vocabulary, Annotate, Review**  (*Focus on the Texas Board majority’s actions on the issues of Science, Sociology, Religion, Race, Economics, and History – and try to understand* ***WHY*** *they take such actions*) | §James McKinley “Texas Conservatives Win Curriculum Change” in the New York Times (2010): <http://www.nytimes.com/2010/03/13/education/13texas.html?_r=0>  **Class Contracts Due Today** |
|  | 4 W | Use Parliamentary Procedure to Vote on [Final Proposals](http://www.bornemania.com/gov/projects/rulesproject.shtml)  **Class Votes**  *Legislative Leaders Count and Re-Count Votes (after school)* | *Legislative Leaders Bring a* ***Class Set*** *of Typed Final Copies of Proposed Rules in Ballot Form (Yes/No)* |
| 464.2 | 5 Th | **Practice: How to Annotate Audio Materials for this Class**  • 1st Hearing Note: What, Who, Where, and When. Listen for and write down Sections in the Piece  • 2nd Hearing (on your own): Re-Listen for Content (How & Why)  \*\*Practice Q: Textbooks – Prices & Sponsors  Time Permitting? Brief meeting with Constituent and Legislative Groups to get final input.  **BRING Magruder’s!!!**  (Who Made Your Book?) | *Read for class:*  \*\* Chris Zook, “Infographic: Textbook Costs Skyrocket” from Applied Educational Systems (2017) <https://www.aeseducation.com/blog/infographic-the-skyrocketing-cost-of-textbooks-for-schools-students>  (**Student Responsibility for Material**)  *Reference Only – you do not need to listen to this in advance, since we will listen to it in class*: ∞ 2014/2016 NPR’s Planet Money, Episode 573 “Why Textbook Prices Keep Climbing” (15 min.) <https://www.npr.org/sections/money/2016/09/16/494266135/episode-573-why-textbook-prices-keep-climbing> |
| 464.2  467.1 | 6 F  *Rally* | §Q: Textbooks – Texas (both articles)  (*Focus on the Texas Board majority’s actions on the issues of Science, Sociology, Religion, Race, Economics, and History – and try to understand* ***WHY*** *they take such actions*)  (Textbook Sources: Authors, Editors, Reviewers, & Publishers)  **BRING Magruder’s!!!**  (Who Influenced Your Book?) | § Jeremy Hobson “Controversial New Textbooks Go Into Use This Fall In Texas” from Here & Now (2015) *Audio (11 minutes)*: <http://hereandnow.wbur.org/2015/06/25/controversial-textbooks-texas>  (**Student Responsibility for Material**)  Review: §James McKinley “Texas Conservatives Win Curriculum Change” in the New York Times (2010): <http://www.nytimes.com/2010/03/13/education/13texas.html?_r=0> |
| 464.2 | 9 M | **Practice: How to Annotate Visual Materials for this Class**  • 1st Viewing Note: What, Who, Where, and When. Watch for and write down Sections in the Piece  • 2nd Viewing (on your own): Re-Listen for Content (How & Why)  **Film (excerpt): The Revisionaries**  **BRING Magruder’s !!!**  (Textbook Structure: State Standards) | ∞ Jie Jenny Zou “Oil’s Pipeline to America’s Schools” from the Center for Public Integrity and State Impact Oklahoma (2017) <https://stateimpact.npr.org/oklahoma/2017/06/15/oils-pipeline-to-americas-schools/>  The Revisionaries – Full Film (for reference only): <https://tubitv.com/movies/54909/the_revisionaries> |
| 464.1 | 10 T  *Late* | ∞Q:Textbooks & Fossil Fuel Corporations  *(all three articles)*  **BRING Magruder’s !!!**  (Guns, Gays! and Global Climate Destabilization) | ∞ Oliver Milman “California Public School Textbooks Mislead Students” in The Guardian (2015):  <http://www.theguardian.com/us-news/2015/nov/23/california-public-school-textbooks-mislead-students-climate-study-says>  ∞ Joy Resmovits “Portland Schools Tried to Change How They Teach Climate Change…” in the Los Angeles Times (2016):  <http://www.latimes.com/local/education/la-na-portland-schools-climate-change-20160524-snap-story.html> |
|  | 11 W | Discuss: Diversity, Topical Focus, Point of View, Bias, and Propaganda  Be sure you ultimately understand all 17 types of bias described in the two articles. You do not need to know the examples used in the articles. *You do* ***not*** *need to print out these articles.*  **BRING Magruder’s !!!**  (Examine Textbooks for Potential Bias) | †FAIR.org: “How to Detect Bias in News Media”: (*Ignore the Examples*)  <http://fair.org/take-action-now/media-activism-kit/how-to-detect-bias-in-news-media/>  (Know the 9 types of bias identified in the article.)  (**Student Responsibility for Material**) |
| 464.1  467.1 | 12 Th | † PQ: **Types of Bias** in News Media (including Textbooks)  **BRING Magruder’s !!!**  (Capitalism, Socialism & Communism: Pictures, Graphs, and “Boxes”) | †Media Research Center: ”How to Identify Liberal Media Bias”: (*Ignore the Examples*)  <http://archive.mrc.org/books/identifybias.asp>  (Know the 8 types of bias identified in the article.)  (**Student Responsibility for Material**) |
| 464.1  467.1  467.3  475.3 | 13 F | •Q: News Media, Capitalism, and Global Climate Destabilization  Analysis and Brainstorm Topics + Corporate Interests in Covering Them:  **BRING Magruder’s !!!**  (Capitalism, Socialism & Communism: Text and Overall Narrative) | ¶Bernie Sanders, “How Corporate Media Threatens Our Democracy” in In These Times (2015/2017)  <http://inthesetimes.com/features/bernie-sanders-corporate-media-threatens-our-democracy.html>  Extra Credit After-School Film (10 student minimum): **Control Room** (2004) |
| 467.1  467.3  475.3 | 16 M | ¶Q: The Iraq Invasion and the Origins of Faux News  **Film Analysis: “Hijacking Catastrophe”**  Audio, Visual, and Textual Elements  Review Definition of Propaganda | ¶Jeff Sparrow, “The stench of the Iraq War lingers behind today’s preoccupation with fake news” in The Guardian (2017) <https://www.theguardian.com/commentisfree/2017/mar/06/the-stench-of-the-iraq-war-lingers-behind-todays-preoccupation-with-fake-news>  *Reference Only*: “Hijacking Catastrophe” for those who miss it <https://www.youtube.com/watch?v=1-lwfeOr2pA> |
| 467.1 | 17 T | ∞ PQ: The Impact of “Faux” News Consumption (*all 5 articles; check the links each supplies to support its claims.*)  **Film: Outfoxed (excerpts - 1):**  Media Bias Techniques  *(Brutally edited version, end at 27:17.* *Reference Only: Outfoxed: “Rupert Murdoch’s War on Journalism” (Brutally edited version, end at 27:17)* <https://www.youtube.com/watch?v=9lMg7YnZyg8> | NOTE: Explore the following on-line articles, *checking to see if they back-up their sources*.  (**Student Responsibility for Materials**)  P1∞ Forbes: Fox & MSNBC - Uninformed Viewers (2011) <http://www.forbes.com/sites/kenrapoza/2011/11/21/fox-news-viewers-uninformed-npr-listeners-not-poll-suggests/>  P2∞ Business Insider: “Watching Fox News” (2012)  <http://www.businessinsider.com/study-watching-fox-news-makes-you-less-informed-than-watching-no-news-at-all-2012-5?utm_source=slate&utm_medium=referral&utm_term=partner>  P1&P2 ∞2016 Forbes (Quora/Poundstone) “A Rigorous Look” [https://www.forbes.com/sites/quora/2016/07/21/a-rigorous-scientific-look-into-the-fox-news-effect/#5b15867a6323](https://www.forbes.com/sites/quora/2016/07/21/a-rigorous-scientific-look-into-the-fox-news-effect/)  P1∞ Chuck Conconi, “Trump has helped make money for the ‘fake news media’ he so abhors” in The Hill (2017) <http://thehill.com/blogs/pundits-blog/media/348107-trump-has-helped-make-money-for-the-fake-news-media-he-so-abhors>  P2∞2018 Washington Post (Drezner) “The Fox News Effect” <https://www.washingtonpost.com/news/posteverything/wp/2018/01/17/the-fox-news-effect/?utm_term=.5a28f0501fbf> |
| 467.1  473.1 | 18 W | Looking for Bias  *(Be sure to understand who would favor and who would oppose the plastic bag ban.)*  **Film: Outfoxed (excerpts - 2):**  A Case Study – Jeremy Glick | ‡ SFGate (Susanne Rust): “Plastic Bag Lobbying Group Influences Curriculum” (2011)  <http://www.sfgate.com/green/article/Plastic-bag-lobbying-group-influences-curriculum-2334747.php>  ‡Mercury News (Jessica Calefati): California Bag Ban: Voters to weigh industry’s fate at the ballot box (2016)  <http://www.mercurynews.com/2016/09/16/california-bag-ban-voters-to-weigh-industrys-fate-at-the-ballot-box/> |
| 467.1  473.1  473.2 | 19 Th | The Echo Chamber  ‡Q: A Media Echo-Chamber (How it “Works”) i.e. Converting Opinion into News (*Open Document – all 5 articles: be attentive to the points of view of each author and the differences and similarities among these documents. Be sure to understand who would favor and who would oppose the plastic bag ban.*) | ‡ Bloomberg View (Ponnuru): “Disgusting Consequences” (2013) (*handout*) <http://www.bloombergview.com/articles/2013-02-04/the-disgusting-consequences-of-liberal-plastic-bag-bans>  ‡Fox News (Malor): “Bag Ban Kills” (2013) (*handout*) <http://nation.foxnews.com/plastic-bags-ban/2013/02/06/san-franciscos-plastic-bag-ban-kills-about-5-people-year>  ‡Times Editorial Board, “It’s been a year since California banned single-use plastic bags…” Los Angeles Times (2017) <https://www.latimes.com/opinion/editorials/la-ed-plastic-bag-ban-anniversary-20171118-story.html>  **Back to School Night** |
| 475.2  475.3 | 20 F  *Min.* | Greta Thunberg’s TEDx Talk: <https://www.ted.com/talks/greta_thunberg_the_disarming_case_to_act_right_now_on_climate?language=en>  View 2x – 1st time just watch  2nd time, take notes  Identify Legitimate Points and Potential Bias; Determine Whether or not it is Propaganda | Ryan Mizen, “I’m Standing by Greta Thunberg” in The Independent (2019)  <https://www.independent.co.uk/voices/climate-rally-20-september-greta-thunberg-greenland-ice-water-carbon-a9061921.html>  **After School Ex. Cr. Film: Before the Flood (2016)**  <http://watchdocumentaries.com/before-the-flood/> |
| 475.1  475.2  475.3 | 23 M | Discussion of Climate Strike Coverage  In –Class Video Analysis:  The Guardian.com “Plastic Pollution: ‘I’m giving up. You probably should too.’ (6:30) <https://www.theguardian.com/environment/video/2019/aug/29/plastic-pollution-im-giving-up-you-probably-should-too-video?CMP=share_btn_fb&fbclid=IwAR1BZly3-swT1OVna7Yo_fr3uwkvNyn4w7aftFIxMx0Rn899Qol4QVwiIKE> | (**Student Responsibility for Materials**)  Greg Rosalsky “Are Plastic Bag Bans Garbage?” Audio 9:53 on Planet Money from NPR (2019) <https://www.npr.org/sections/money/2019/04/09/711181385/are-plastic-bag-bans-garbage>  Diaa Hadid and Abdul Sattar, “How Bad is Pakistan’s Plastic Bag Problem? See For Yourself” on NPR Read Article and Listen to Audio 3:53 (2019) <https://www.npr.org/sections/goatsandsoda/2019/08/13/749362829/how-bad-is-pakistans-plastic-bag-problem-see-for-yourself> |
| 467.1  467.3  475.3 | 24 T  *Late* | Propaganda Analyses:  “Symbol of Strength” (3 minutes)  <https://www.youtube.com/watch?v=i5ufp07bmuw>  “Grig’s Quest” (5 minutes)  <https://www.youtube.com/watch?v=mjSlKEdRO74>  “America” (1 minutes)  <https://www.youtube.com/watch?v=RiMMpFcy-HU>  “Noah’s Ark” (2 minutes)  <https://www.youtube.com/watch?v=P0zcPsPrBMs>    “Animals are Innocent” - (3 minutes)  <https://www.youtube.com/watch?v=qACxfKB3iP4>  “Man” - (4 minutes)  <https://www.youtube.com/watch?v=WfGMYdalClU> | **-** |
|  | 25 W | **Unit 1 Review** | Extra Credit Media Analysis Due  **Good Night and Good Luck!** (2005) or **Buying the War** (2007 doc.) or  **Nightcrawler** (2014) |
|  | 26 Th | **Unit 1 Test** | **-** |

**Articles on Texas, Curriculum, and Textbooks:**

What person or organization produced and published each of these articles?

Who, in each article, are the “main players” that are influencing education?

In what way (how, or with what powers and techniques) are the “main players” trying to influence education? *Why* are they doing this?

What is the viewpoint of the author of each article on these influences/influencers?

What is the purpose of each article? (How do you know this, or what indicates this?)

**Articles on Fox News & Uninformed Viewers** What person or organization produced and published each of these articles?

Who, in each article, is portrayed as in favor of or against Fox News?

What is the viewpoint of the author of each article on Fox News or other news outlets?

What is the purpose of each article? (How do you know this, or what indicates this?)

**Articles on Plastic Bags:**

What person or organization produced and published each of these articles?

Who, in each article, is portrayed as in favor of or against the plastic bag bans?

What is the viewpoint of the author of each article on plastic bag bans?

What is the purpose of each article? (How do you know this, or what indicates this?)

**Extra Credit Movie Review Format (Fiction or Documenatry):**

**5 Paragraph, *Typed* Write-Up (10 pts. possible):**

¶1 A summary, explaining main characters, plot points, & themes

¶2 Strengths or Positives about the film

¶3 Weaknesses or Negatives about the film

¶4 What does this film have to do with *this class*? I am looking for at least two *specific quotes and references*, comparing the film to specific issues brought up in the class.

¶5 Your own personal take on the film

Unit 1 Vocabulary:

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| Civic  Affirmative Action  Punitive  Legislative Action  Executive Veto  Judicial Review  Override  Constituents/Representatives  **Parliamentary Procedure**  *General* Discussion  Motion  Seconding  Discussion of the Motion  Voice Vote  Hand Vote  Topical Focus vs. Point of View  **Signs of Bias** (from FAIR.org)  Unreliable or Biased Sources  Skewed Points of View  Double Standards  Lack of Diversity\*  Unchallenged Assumptions  Use of Stereotypes  Loaded Language  Lack of Context  Headlines vs. Stories  Placement of Issues  **Propaganda**  (1) intended to alter views or actions of a target audience  (2) can be identified with a particular ideology, product, or organization  (3) relies *primarily* on psychological or emotional manipulation of the target  Corporate vs. Non-Corporate Media  News vs. Opinion  Investigative Journalism vs. Reporting | **Economic Systems:**  *Laissez-Faire* (“Free” Market) Capitalism  Democratic Socialism  Communism (Command Economy)  From **“The Revisionaries”**  American Exceptionalism  Texas School Board  Darwinian Evolutionary Theory  separation of church and state  Propaganda Techniques **(“Outfoxed”):**  Guiding Memos  Silencing Dissent  Chirons  Moving Graphics  Patriotic Images  News Alerts  Patriotic Graphics  Unequally Matched Guests  Bullying  Distortion  **Global Climate Destabilization Terms**  Extreme Weather  Global Warming/Climate Change  Fossil Fuels  Fracking (Hydraulic Fracturing)  BP, Shell, Exxon  American Petroleum Institute (API)  Heartland Institute  skeptical language  denialism  causation (and correlation)  Greenhouse Gasses: CO2, methane, etc. |
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**2019 Fall CP Unit 2 – Communism vs. Capitalism**

“Capitalism is the Exploitation of Man by Man;

Under Communism it is the other way around.”

– Soviet Joke

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| **Sept.** | 27 F | Lecture: Capitalism, Communism, and Socialism | §Comparing Economic Systems:  <http://www.ushistory.org/gov/13b.asp> |
| 475.1  475.2  475.3 | 30 M | §Q: Which is it? Capitalism, Communism, or Socialism?  Fill In Information Cards: Full Name, Period, AP courses  Registered Health Issues  Last Event You Learned in US History | - |
| **Oct.**  475.1  475.2  475.3 | 1 T | Explaining the Communist Rules: “Each According to His Ability”  **Map of Communism**: China, Cuba, Laos, Viet Nam, and North Korea | Rules for Communism (handout) |
| 471.1  471.2  471.3  473.3  475.3 | 2 W | CQ: Principles of Communism – 1  History of The Proletariat ($5) | Frederick Engels: “Principles of Communism” (1847)  Sections 1 – 13 <http://www.marxists.org/archive/marx/works/1847/11/prin-com.htm> |
| 471.4  473.3 | 3 Th | CQ: Principles of Communism – 2  Revolution & The New Society ($5) | Frederick Engels: “Principles of Communism” (1847)  Sections 14 - 19 <http://www.marxists.org/archive/marx/works/1847/11/prin-com.htm> |
| 471.3 | 4 F  *Min.* | CQ: Principles of Communism – 3  Enemies of Communism ($5) | Frederick Engels: “Principles of Communism” (1847)  Sections 15 – 19  <http://www.marxists.org/archive/marx/works/1847/11/prin-com.htm> |
| 475.1  475.2  475.1  475.2  475.3 | 7 M | Q: The Geography of Communism: Current Countries & Their Capitals ($10)  **Film: Capitalism** (2014) - Ch. 4 “What if Marx Was Right?” | - |
| 475.2 | 8 T  *Late* | **Film: A State of Mind - 1** | \*Christopher Beam in Slate: “How Communist is China?” <http://www.slate.com/articles/news_and_politics/explainer/2010/07/how_communist_is_china.html> |
| 475.2 | 9 W | **Film: A State of Mind - 2** | \*The Vietnam War Team: “Is Vietnam still a Communist country?” <http://thevietnamwar.info/vietnam-still-communist-country/> |
| 475.2 | 10 Th | **Film: A State of Mind – 3**  CQ: State of Mind ($10) | \*Romina Ruiz-Goiriena in The Daily Beast: “Cuba is a Kleptocracy, not Communist” <http://www.thedailybeast.com/articles/2014/12/19/cuba-is-a-kleptocracy-not-communist.html> |
| 475.2  475.3 | 11 F  *Rally* | \*CQ: China, Viet Nam, & Cuba ($15)  **Review of Communisms** | Extra Credit Rally + After-School Film (10 student minimum): **Iphegenia** (1977) |
| 459.1 | 14 M | Explaining the Capitalist Rules  Name Verification  Distribute Inheritance | **-** |
| 459.1  471.1  475.1  475.2 | 15 T | *Buy your desk for the Day ($1+)*  *All desks available*  **Map of Capitalism**:  Viet Nam, Bangladesh, South Korea, China, and Ghana  OR  Hong Kong\*, Singapore, New Zealand, Switzerland, Australia, and Ireland  Capitalism Map Quiz ($12 – costs $1, $3, or $5) | Andrew Henderson: “The World’s Most Capitalist Countries” from Nomad Capitalist (2012-2019?) <https://nomadcapitalist.com/2015/01/07/worlds-most-capitalist-countries/>  Will Kenton “Index of Economic Freedom” in Investopedia (2019)  <https://www.investopedia.com/terms/i/index-of-economic-freedom.asp> |
| 464.1  467.1  467.2  467.4 | 16 W  *Min.* | *Poor People Get Desks Day!* **Film** (excerpt) **Capitalism, A Love Story** *(What is Moore’s Thesis?)* | - |
| 459.1  467.2  471.1  471.2  471.3  475.1  475.2 | 17 Th | *Buy your desk for the Day ($1+ auction)*  *All but 4 desks available*  **Film: Capitalism (2014) - Ch. 1 “Adam Smith: The Birth of the Free Market”**  (53 min.) | World Socialist Movement: “What is Capitalism?” (currently defunct)  <http://www.worldsocialism.org/english/what-capitalism> |
| 459.1  471.1  475.1  475.2 | 18 F | *Buy your desk for the Day ($1+)*  *-12 Desks*  CQ: Money and Currency ($12 – costs $1, $3, or $5) | Adam Smith’s Wealth of Nations - <http://www.econlib.org/library/Smith/smWN.html>  WoN Bk. 1, ch. 4 ¶ 1 - 7, 9 , 11 -13 (5) |
| 459.1  464.2  475.1  475.2 | 21 M | *Buy your desk for the Day ($1+)*  *All desks available*  **Film: Capitalism (2014) - Ch. 2 “The Wealth of Nations: A New Gospel?”**  (53 min) | WoN Bk. 1, ch. 5 ¶ 1 – 9, 11, 23, and 40 |
| 459.1  467.2  471.2  471.3  471.4  475.3 | 22 T  *Late* | *Buy your desk for the Day ($1+)*  *-16 Desks*  CQ: Labor and Slavery ($12 – costs $1, $3, or $5) | WoN Bk. I, ch. 8 ¶ 11 – 15, 26, 35, and 40 - 43 |
| 459.1  464.2  471.3  475.1  475.2 | 23 W | *Buy your desk for the Day ($1+)*  *-24 Desks*  CQ: The Profit Motive & the Invisible Hand ($12 – costs $1, $3, or $5) | WoN Bk. 4, ch. 2, ¶ 1 – 9 |
| 459.1  464.1  467.4  475.1  475.2 | 24 Th | *Buy your desk for the Day ($1+)*  *Die roll for desk availability*  **Film: Ayn Rand: What is Capitalism?** (47 min.)  <https://www.youtube.com/watch?v=EmcmauM78FE> | YouTube Viewing: Ayn Rand’s “In Defense of Capitalism”  <http://www.youtube.com/watch?v=e7CjdJ1QyxI> |
| 459.1  475.1  475.2 | 25 F | *Buy your desk for the Day ($1+)*  *Die roll for desk availability*  Q: Ayn Rand’s Philosophy ($20 – costs $1, $3, or $5) | Ayn Rand Q & A (handout) |
| 459.1  464.1  467.1  467.2  475.1  475.2  475.3 | 28 M | *Buy your desk for the Day ($1+)*  *Die roll for desk availability*  **Film: Years of Living Dangerously, Season 2, Episode 2** *(50 min.)*  <https://www.youtube.com/watch?v=rh_dFHLbY-A> | - |
| 459.1 | 29 T | *Buy your desk for the Day ($1+)*  *Die roll for desk availability*  **Review of Capitalisms**  Final Payout & Explanation of Unit Test | - |
| 459.1 | 30 W | *Poor People Get Desks Again Day!*  **Unit 2 Test: Capitalism or Communism**  **Negotiate!** | **-** |
| 459.1 | 31 Th | Debriefing – How Did It Feel? | - |

Number of Investors Grades Number of Investors Grades

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| --- | --- | --- | --- |
| +1 | 100 | +2 | 100, 50 |
| +3 | 100, 66, 33 | +4 | 100, 75, 50, 25 |
| +5 | 100, 80, 60, 40, 20 | +6 | 100, 84, 68, 52, 36, 20 |
| +7 | 100, 86, 72, 58, 44, 30,  16 | +8 | 100, 87.5, 75, 62.5, 50, 37.5, 25, 12.5 |
| +9 | 100, 88, 77, 66, 55, 44, 33, 22, 11 | +10 | 100, 90, 80, 70, 60, 50, 40, 30, 20, 10 |
| +11 | 100, 91, 82, 73, 64, 55, 46, 37, 28, 19, 10 | + 12 | 100, 92, 84, 76, 68, 60, 52, 44, 36, 28, 20, 12 |
| +13 | 100, 93, 86, 79, 72, 65, 58, 51, 44, 37, 30, 23, 16 | + 14 | 100, 93, 86, 79, 72, 65, 58, 51, 44, 37, 30, 23, 16, 9 |
| +15 | 100, 93, 86, 79, 72, 65, 58, 51, 44, 37, 30, 23, 16, 9, 2 | +16 | 100, 94, 88, 82, 76, 70, 64, 58, 52, 46, 40, 34, 28, 22, 16, 10 |
| +17 | 100, 94, 88, 82, 76, 70, 64, 58, 52, 46, 40, 34, 28, 22, 16, 10, 4 | +18 | 100, 95, 90, 85, 80, 75, 70, 65, 60, 55, 50, 45, 40, 35, 30, 25, 20, 15 |
| +19 | 100, 95, 90, 85, 80, 75, 70, 65, 60, 55, 50, 45, 40, 35, 30, 25, 20, 15, 10 | +20 | 100, 95, 90, 85, 80, 75, 70, 65, 60, 55, 50, 45, 40, 35, 30, 25, 20, 15, 10, 5 |
| +21 | 100, 95, 90, 85, 80, 75, 70, 65, 60, 55, 50, 45, 40, 35, 30, 25, 20, 15, 10, 5, 0 | +22 | 100, 96, 92, 88, 84, 80, 76, 72, 68, 64, 60, 56, 52, 48, 44, 40, 36, 32, 28, 24, 20, 16 |
| +23 | 100, 96, 92, 88, 84, 80, 76, 72, 68, 64, 60, 56, 52, 48, 44, 40, 36, 32, 28, 24, 20, 16, 12 | +24 | 100, 96, 92, 88, 84, 80, 76, 72, 68, 64, 60, 56, 52, 48, 44, 40, 36, 32, 28, 24, 20, 16, 12, 8 |
| +25 | 100, 96, 92, 88, 84, 80, 76, 72, 68, 64, 60, 56, 52, 48, 44, 40, 36, 32, 28, 24, 20, 16, 12, 8, 4 | +26 | 100, 96, 92, 88, 84, 80, 76, 72, 68, 64, 60, 56, 52, 48, 44, 40, 36, 32, 28, 24, 20, 16, 12, 8, 4, 0 |
| +27 | 100, 97, 94, 91, 88, 85, 82, 79, 76, 73, 70, 67, 64, 61, 58, 55, 52, 49, 46, 43, 40, 37, 34, 31, 28, 25, 22 | +28 | 100, 97, 94, 91, 88, 85, 82, 79, 76, 73, 70, 67, 64, 61, 58, 55, 52, 49, 46, 43, 40, 37, 34, 31, 28, 25, 22, 19 |
| +29 | 100, 97, 94, 91, 88, 85, 82, 79, 76, 73, 70, 67, 64, 61, 58, 55, 52, 49, 46, 43, 40, 37, 34, 31, 28, 25, 22, 19, 16 | +30 | 100, 97, 94, 91, 88, 85, 82, 79, 76, 73, 70, 67, 64, 61, 58, 55, 52, 49, 46, 43, 40, 37, 34, 31, 28, 25, 22, 19, 16, 13 |
| +31 | 100, 97, 94, 91, 88, 85, 82, 79, 76, 73, 70, 67, 64, 61, 58, 55, 52, 49, 46, 43, 40, 37, 34, 31, 28, 25, 22, 19, 16, 13, 10 | +32 | 100, 97, 94, 91, 88, 85, 82, 79, 76, 73, 70, 67, 64, 61, 58, 55, 52, 49, 46, 43, 40, 37, 34, 31, 28, 25, 22, 19, 16, 13, 10, 7 |
| +33 | 100, 97, 94, 91, 88, 85, 82, 79, 76, 73, 70, 67, 64, 61, 58, 55, 52, 49, 46, 43, 40, 37, 34, 31, 28, 25, 22, 19, 16, 13, 10, 7, 4 | +34 | 100, 97, 94, 91, 88, 85, 82, 79, 76, 73, 70, 67, 64, 61, 58, 55, 52, 49, 46, 43, 40, 37, 34, 31, 28, 25, 22, 19, 16, 13, 10, 7, 4, 1 |
| +35 | 100, 95, 90, 85, 80, 75, 70, 68, 66, 64, 62, 60, 55, 52, 50, 48, 46, 44, 42, 40, 38, 36, 34, 32, 30, 28, 26, 24, 22, 20, 18, 16, 14, 12, 10 | +36 | 100, 95, 90, 85, 80, 75, 70, 68, 66, 64, 62, 60, 56, 54, 52, 50, 48, 46, 44, 42, 40, 38, 36, 34, 32, 30, 28, 26, 24, 22, 20, 18, 16, 14, 12, 10 |
| +37 | 100, 95, 90, 85, 80, 75, 70, 68, 66, 64, 62, 60, 56, 54, 52, 50, 48, 46, 44, 42, 40, 38, 36, 34, 32, 30, 28, 26, 24, 22, 20, 18, 16, 14, 12, 10, 8 | +38 | 100, 98, 95, 90, 85, 80, 75, 70, 68, 66, 64, 62, 60, 56, 54, 52, 50, 48, 46, 44, 42, 40, 38, 36, 34, 32, 30, 28, 26, 24, 22, 20, 18, 16, 14, 12, 10, 8 |

The Value of Your Name! (Your Inheritance!)

|  |  |
| --- | --- |
| A = 1 | N = 14 |
| B = 2 | O = 15 |
| C = 3 | P = 16 |
| D = 4 | Q = 17 |
| E = 5 | R = 18 |
| F = 6 | S = 19 |
| G = 7 | T = 20 |
| H = 8 | U = 21 |
| I = 9 | V = 22 |
| J = 10 | W = 23 |
| K = 11 | X = 24 |
| L = 12 | Y = 25 |
| M = 13 | Z = 26 |

Examples:

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| R | O | B | E | R | T |  | B | O | R | N | E | M | A | N |
| 18 | 15 | 2 | 5 | 18 | 20 |  | 2 | 15 | 18 | 14 | 5 | 13 | 1 | 14 |

= 160

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| A | B | R | A | H | A | M |  | L | I | N | C | O | L | N |
| 1 | 2 | 18 | 1 | 8 | 1 | 13 |  | 12 | 9 | 14 | 3 | 15 | 12 | 14 |

= 123

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| J | O | S | E |  | G | A | R | C | I | A |
| 10 | 15 | 19 | 5 |  | 7 | 1 | 18 | 3 | 9 | 1 |

= 88

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Z | E | N | A | D | I | A |  | V | A | L | E | N | Z | U | E | L | A |
| 26 | 5 | 14 | 1 | 4 | 9 | 1 |  | 22 | 1 | 12 | 5 | 14 | 26 | 21 | 5 | 12 | 1 |

= 179

Based on the Gematria Calculator:  
<http://www.gematrix.org/>

Note: Names will be verified by the official OHS Registrar’s Rosters. False Name reportage will result in an inheritance of $0 (zero) points/bornebucks.

An Explanation of the Grading System for Unit 2: Communism vs. Capitalism

**Communism Quizzes:**

Each Quiz will be worth 5 – 6 points; no bornebucks will be rewarded.

AP Students will receive a different test than Non-AP Students

All quizzes will be averaged, including those who are absent (who get a 0, unless they do the make-up work).

**Capitalism Quizzes:**

Each Quiz will be worth 10 – 12 points and rewarded with bornebucks.

Students can pay $5 bornebucks to get a T/F Quiz

Students can pay $3 bornebucks to get a “Matching” Quiz

Students can pay $1 bornebucks to get a Short-Answer/Fill-In Quiz

For the Unit Test students can opt to (1) take the Short-Answer, No-Notes **Communist Test** (which will average the scores – NOT counting absent students) OR (2) bid for the **Capitalist Score** (and take no test). Students will each be given an envelope with their Identification Card and on the Back of it they will write Communist or Capitalist. They may also include bornebucks in the envelope.

Students who take the **Communist Option** will all take the same no-notes test. Scores will be averaged and everyone who took the Communist option will receive the average score. Students who are absent on the test date can take a make-up test the next day. Students can include bornebucks to increase their own personal score (or others’ scores – they need to indicate this in their envelopes) at the rate of $50 (bornebucks) per point.

Students who take the **Capitalist Option** do not need to actually take a test. The scores of their “test” will be awarded based on the amount of bornebucks they contribute in their envelope. (Those who contribute the most get the highest scores. Ties are averaged.) The scores are determined by the number of students taking the test (see the Investors chart). Students who are absent and do NOT submit their envelope on the collection day will be considered to have chosen the Capitalist option with $0 contributed.

**2019 Fall AP Unit 3 – Mixed Economies: How Capitalism Works – and How It Doesn’t**

*“[The] more scientific our models of the economy become, the less relation they bear to the real, existing economy out there. This is precisely the opposite of what obtains in physics, engineering and the rest of the real sciences, where increasing scientific sophistication throws more and more light on how nature actually works.”*

– Yanis Varoufakis in Talking to My Daughter (Prologue)

|  |  |  |  |
| --- | --- | --- | --- |
| **Nov.**  459.2  464.1  467.3  467.4  473.1 | 1 F  *Rally* | Introduction to Mixed Economies: Assessing the U.S. | - |
| 475.1  475.2  475.3 | 4 M | Are You a (19th c.) Socialist?  **Forced-Choice Activity** | Read and think out your positions on the topics. |
| 459.2 | 5 T  *Late* | In-Class Reading: pp. 7-19  The Neolithic Revolution and the Origins of Inequality | - |
| 459.2  471.1 | 6 W | Q: Varoufakis pp. 7-19  **Lecture: The Neolithic Revolution** | Genographic Project, “The Development of Agriculture” in National Geographic (2019) <https://genographic.nationalgeographic.com/development-of-agriculture/> |
| 471.4 | 7 Th | In-Class Reading: pp. 19-25  Just World Theory  and same day Quiz!  Q: Just World Theory + Varoufakis pp. 19-25 | Chris Hedges, “Suffering? You Deserve It!” (feat. Avner Offer) in TruthDig (2014)  <http://www.truthdig.com/report/item/suffering_well_you_deserve_it_20140302> |
| 471.4 | 8 F | **Film: Watch Years of Living Dangerously, Season 1, Episode 3**  *(in-class viewing)* | - |
|  | 11 M | \*\*\* Veterans’ Day \*\*\* | **Watch Years of Living Dangerously, Season 1, Episode 1:** <https://www.youtube.com/watch?v=brvhCnYvxQQ>  Varoufakis: pp. 27-38  Markets & Commodification  (*handout*) |
| 459.2  464.2  464.3  471.2  473.1  475.1  475.2  475.3 | 12 T | **Film: Watch Years of Living Dangerously, Season 1, Episode 2**  *(in-class viewing)* | Alyssa Rohricht, “Commodification of Nature” in Counterpunch (2014)  <https://www.counterpunch.org/2014/06/17/commodification-of-nature/> |
| 459.2  464.2  473.1  475.1  475.2  475.3 | 13 W | Q: Varoufakis pp. 27-38 + YoLD  Commodification and Externalities | - |
| 459.2  471.1  471.2  471.3 | 14 Th | In-Class Reading: pp. 38-49  The Proletariat | - |
| 459.2  471.2  471.3  471.4  475.1  475.2  475.3 | 15 F | Q: Varoufakis pp. 38-49  Exploiting the (Trans-national) Proletariat  **Film: Casino Jack – Treasure Isle** | Monterroso’s “Mr. Taylor” *in English*: <http://www.scribd.com/doc/98293444/Mr-Taylor-by-Augusto-Monterroso>  …or in the Spanish Original: <https://ciudadseva.com/texto/mister-taylor/> |
| 464.1  467.1  467.2  467.3  473.1  473.3 | 18 M | In-Class Reading: pp. 65-74  Supply and Demand, CDOs & The Great Recession | - |
| 467.3  467.4  475.2  475.3 | 19 T  *Late* | Q: Varoufakis pp. 65-74  **Film: Inside Job – Intro: Iceland** | Jim Chappelow, “The Great Recession” in Investopedia (2019):  <https://www.investopedia.com/terms/g/great-recession.asp> |
| 464.3  467.1  467.2  467.3  467.5  467.6 | 20 W | In-Class Reading: pp. 74-89  Bank & State | - |
| 464.3  467.1  467.2  467.5  467.6 | 21 Th | Q: Varoufakis pp. 74-89  Banks  **The Stag-Hunt Game** | Adam Barone, “Bank” in Investopedia (2019) <https://www.investopedia.com/terms/b/bank.asp> |
| 471.1 | 22 F | In-Class Reading: pp. 91-99  Rousseau | - |
|  | 25-29 | \*\*\* Thanksgiving Break \*\*\* | Film: The Queen of Versailles (2012) - PG  Film: Inside Job (2010) – PG-13  Film: The Big Short (2015) – R  Film: 99 Homes (2015) – R  Film: Margin Call (2011) – R  **Required: 1 Film Review (20 pts.) + 1 other accepted for Extra Credit (10 pts.)** |
| **Dec.**  464.1  467.1  467.2  467.3  467.4 | 2 M | Q: Varoufakis pp. 91-99  American Aristocracy – Deep Dive | **Turn in Required Film Review**  (see above) |
| 464.1 | 3 T  *Late* | In-Class Reading: pp. 100-107  Self-Fulfilling Prophecy | - |
| 473.3 | 4 W | Q: Varoufakis pp. 100-107  Ideology and Boosterism  **Textbook Analysis #2** | John Benjamin: “Business Class” in The New Republic (2018)  <https://newrepublic.com/article/148368/ideology-business-school> |
| 464.2  467.5  467.6  471.2  471.3471.4  473.1 | 5 Th | In-Class Reading: pp. 135-148  Currency, Scarcity, Inflation, and Deflation | - |
| 464.2  467.1  467.2  467.3  467.5  467.6  471.4  473.3  475.1  475.2  475.3 | 6 F | PQ: Varoufakis pp. 135-148  Who Benefits? Who Tells the Story?  **Debate: $15 - Minimum Wage: Good or Bad for Society?** | P1: John Phelan, “5 Reasons Raising the Minimum Wage is Bad Public Policy” in the Foundation for Economic Freedom (2019) <https://fee.org/articles/5-reasons-raising-the-minimum-wage-is-bad-public-policy/>  P2: Ben Zipperer, “Gradually raising the minimum wage to $15 would be good…” in the Economic Policy Institute (2019)  <https://www.epi.org/publication/minimum-wage-testimony-feb-2019/> |
| 464.3  467.1  467.2  467.5  467.6 | 9 M | In-Class Reading: pp. 148-163  Political Money | - |
| 464.3  467.1  467.2  467.5  467.6 | 10 T  *Late* | Q: Varoufakis pp. 148-163  Impact of the Kochs and Why the Rich want to “Depoliticize” Economics  **Film: Years of Living Dangerously, Season 1, Episode 6** | Jane Mayer, “’Kochland’ Examines the Koch Brothers…” in The New Yorker (2019) <https://www.newyorker.com/news/daily-comment/kochland-examines-how-the-koch-brothers-made-their-fortune-and-the-influence-it-bought> |
| 473.1473.3 | 11 W | In-Class Reading: pp. 165-175  Socialism & the Tragedy of the Commons | - |
| 473.1473.3  475.1  475.2  475.3 | 12 Th | Q: Varoufakis pp. 165-175  Rational Self-Interest  **Lecture: Tragedy of the Commons** | Garrett Hardin, “Tragedy of the Commons” in The Library of Economics and Liberty (1990) <http://www.econlib.org/library/Enc/TragedyoftheCommons.html> |
| 467.1  467.2 | 13 F  *Rally* | In-Class Reading: pp. 175-183  Libertarianism | - |
| 467.1 | 16 M | PQ: Varoufakis pp. 175-183  Altruism and Objectivism  **Ayn Rand Video: “The Ethics of Altruism”** <http://www.youtube.com/watch?v=51pMod2Aaso> | P1: Andrew Van Dam, “It’s not just paychecks: The surprising society-wide benefits of raising the minimum wage” in the Washington Post (2019)  <https://www.washingtonpost.com/business/2019/07/08/its-not-just-paychecks-surprising-society-wide-benefits-raising-minimum-wage/>  P2: Sheldon Richman, “The Minimum Wage: Bad for Low-Skilled Workers” in the American Institute for Economic Research (2017) <https://www.aier.org/minimum-wage-bad-for-low-skilled-workers?gclid=EAIaIQobChMIqpu1mPme5AIVUR6tBh3jbABZEAAYAiAAEgLN6PD_BwE> |
| 471.4  475.3 | 17 T  *Late* | In-Class Reading: pp. 185-199  Action? | - |
| 473.3  475.3 | 18 W | Q: Varoufakis pp. 185-199  Bulldoze the Business School  **Activity: Business School Article Comparison** | P1: Martin Parker: “Why we should bulldoze the business school” by in The Guardian (April 27, 2018)  <https://www.theguardian.com/news/2018/apr/27/bulldoze-the-business-school>  P1: John Benjamin: “Business Class” in The New Republic (2018)  <https://newrepublic.com/article/148368/ideology-business-school> |
|  | 19 Th | **Unit 3 Review** | - |
|  | 20 F | **Unit 3 Test** | - |
|  | 12/23 – 1/3 |  |  |

**The Stag-Hunt Game**

Set-Up: Form groups of 3 based on alpha order of last names, students will be labeled A, B, and C (chosen at random, based on who has the highest added card value – 10, J, Q, and K = 10; A = 11; Joker = 0), ties broken with Rock, Paper, Scissors.) There is a slight advantage to going first (being Player “A”).

Each player is dealt two cards by the teacher (one black, one red), and the team has 3 flippable coins. Each student will also be given 5 bornebucks at the beginning of the game (they may be traded, stealing is not allowed). After the third hunt (and any subsequent ones), the teacher will flip a coin to determine if there will be another hunt. Hunts will continue until the teacher flips a tails.

The top three individual winners in the class will get 5 pts. of extra credit, ties will be included.

The top two collectively scoring groups will each get 3 points for each person in the group.

The top individual in each group will get 1 points of extra credit.

For each hunt, players will individually decide if they will hunt the rabbit or the stag. If they hunt the rabbit, they put the black card face down in front of them. If they hunt the deer, they put the red card face down in front of them.

The teachers will move around the class, group by group to oversee the hunting. Any group that is not ready to flip their cards when the teacher comes by will receive a 0 (failed hunt) and each student will surrended one bornebuck to the teacher.

On a count of three, players reveal their cards. If Player “A” chose to hunt the rabbit (a black card), the hunt turns first to player “A”. Player “A’s” partners each flip a coin. If either coin turns up “heads”, player “A” gets the rabbit and scores 3 points. If neither coin is heads, the rabbit hunt potentially moves to player “B” \*if\* player “B” chose to hunt the rabbit (by playing a black card). If it is player “B’s” rabbit hunt, their partners each flip a coin (and heads on either or both scores 3 points). If player “B” did not choose to hunt the rabbit, the potential hunt moves to Player C. If players A and B either did not choose to hunt the rabbit or lost their hunts, Player C’s partners then each flip a coin and if either one is heads, player C gets the rabbit. There is only one possible rabbit scored each hunt.

IF, on the other hand, no players played a rabbit card, and all three played red (stag) cards, then all three flip their coins. If any two coins (or all three coins) come up heads, the stag is successfully hunted and each player receives 5 points.

Each player who ends a round with 0 points gained surrenders a bornebuck back to the teacher.

The next hunt will have Player “B” be the first to flip for the rabbit, if they choose the black card, followed by “C” then “A”.

The third hunt will have Player “C” have the first option to hunt for the rabbit if they so choose.

At the end of all the hunts, students will receive points equivalent to the money they have gotten by hunting, out of a 10 point assignment. (Max = 20; min = 0)

\* \* \* \* \*  
  
Bornebucks x 120 students

1s x 15 = 1,800

5s x 5 = 600

10s x 15 = 1,800

20s x 10 = 1,200

100s x 2 = 240

**2019 - 2020 Fall CP Unit 4 – Review**

|  |  |  |  |
| --- | --- | --- | --- |
| Jan. | 6 M | Media Review 1 | - |
|  | 7 T  *Late* | Media Review 2 | - |
|  | 8 W | Communisms Review | **-** |
|  | 9 Th | Capitalisms Review | - |
|  | 10 F | Economics Review 1 | - |
|  | 13 M | Economics Review 2 | - |
|  | 14 T  *Late* | Overall Semester 1 Review | - |
|  | 15 W  *Min.* | Final Exams Per. 1 & 2 | - |
|  | 16 Th  *Min.* | Final Exams Per. 3 & 4 | - |
|  | 17 F  *Min.* | Final Exams Per. 5 & 6 | - |

**2019 Spring AP Unit 5 – A Kind of Revolution:**

The American Constitutional Revolution (1789)[[1]](#footnote-1)

|  |  |  |  |
| --- | --- | --- | --- |
| Jan. | 22 W | **The Critical Period**:  Lecture: From the Revolution to the Articles of Confederation, Shay’s Rebellion, and the Constitutional Convention + Hamilton’s Complaint  **Film: The Preamble**  Basic Structure of the Constitution  **Bring FULL Constitution! (From Here on Out!)** | Recommended Versions of the Constitution AND the Amendments (you will need BOTH - **print only, you do not need to read** anything but the Preamble): <https://www.printableconstitution.com/> |
|  | 23 Th | House and Senate – Qualifications; Census and Race (Are You a Mexican?); Apportionment and Gerrymandering; Dick Cheney’s Tie-Breaking; Jim Jeffords’ Defection; Anthrax Attempts; Bill Clinton’s Cigar; Income Tax & Senatorial Elections  Do the “**Gerrymander THIS!”** Activity  (**BRING CONSTITUTIONS**!) | §Article I, sec. 1 – 4 +  §Amendments 16 and 17 |
|  | 24 F | Q: Article I, sec 1 – 4 + Am. 16 & 17 | **-** |
|  | 27 M | §Q: How a Bill Goes to Committee to Die, or Pass & Plague the Populace; The Tragic Tale of Tom Watson; The Sumner-Brooks Caning; ALEC; Budgets, Rules, and Confirmations | §Article I, sec. 5 – 7 +  §YouTube: Schoolhouse Rock: “I’m Just a Bill”: <https://www.youtube.com/watch?v=tyeJ55o3El0>  §You Tube: “ALEC Rock”: <https://www.youtube.com/watch?v=NXUPDAMc_6o>  **Ex. Cr. After School Film! 3:30 – 6:30**  **“A Perfect Candidate” (1996)** |
|  | 28 T | ‡Powers of Congress (or not)  California’s Rolling Blackouts of 1999 and FERC; Oversight, Confirmation, Impeachment, & Budgets | ‡Article I, sec. 8 |
|  | 29 W | Elections – from Local to National  “**Who Governs You?”** Competition  (Bring Your Devices!) | - |
|  | 30 Th | ›Q: The Presidency: Campaigns, Qualifications, and Powers  **Film: Fahrenheit 11/9 (excerpts) – Opening sequence, The Real America, Sanders, Tillemann, (WV Teacher Strike for Union Power),** | ›Article II + Amendments 12, 20, 22, & 25  National Popular Vote “Two-Thirds of Presidential Campaign is in Just 6 States” (2016) <https://www.nationalpopularvote.com/campaign-events-2016> |
|  | 31 F | Party Affiliation  **Library Trip: We Take the Quiz!** <https://www.politicalcompass.org/>  Then read the “US Election 2016”Article  <https://www.politicalcompass.org/counterpoint-20161110>  Create Class “Map” on Posterboard | - |
| Feb. | 3 M | The Federal Judiciary +  The Principle of Judicial Review  In-Class Supreme Court Update Activity | Article III + Amendment 11 +  **Ex. Cr. After School Film! 3:30 – 6:30**  **“Unprecedented” (2002)**  Required Reading: US Commission on Civil Rights Executive Summary Report on the Florida 2000 Election <https://www.usccr.gov/pubs/vote2000/report/exesum.htm> |
|  | 4 T  *Late* | Inferior Courts & Civil Cases  **Film: Hot Coffee**  **For those who miss the film in class:**  Bonnie Bertram, “Storm Still Brews Over Scalding Coffee” New York Times (2013) <http://www.nytimes.com/2013/10/28/booming/storm-still-brews-over-scalding-coffee.html?_r=0> | **Ask your Parents:** *What do they know (if anything) about the McDonald’s Hot Coffee Case? (Do NOT research it before you ask)*  ◊Amendment 1, 6, 7, & 8: Right to Petition, Civil Courts and Tort “Deform” |
|  | 5 W | **“A Civil Action” (PG-13, 1998) – 1** | - |
|  | 6 Th | **“A Civil Action” (PG-13, 1998) – 2** | - |
|  | 7 F | **“A Civil Action” (PG-13, 1998) – 3** | - |
|  | 10 M | ◊Q: Federalism (& State Law vs. Federal Law; Supremacy Clause, States’ Rights & Religious Tests) | ◊Article I, sec. 9 – 10 + Article IV & VI  ◊Amendments 9 – 10  ◊Becky Streipe, “What Happens When a State Law Contradicts a Federal Law?” in How Stuff Works (2012) <http://people.howstuffworks.com/state-law-contradicts-federal-law.htm/printable> |
|  | 11 T | Constitutional Amendments, Prohibition, Repeal, the E.R.A., Wedge Issues, and an Inspirational Tale | •Article V + Amendments 18, 21, 27  •You Tube: The Simpsons “I’m an Amendment to Be” <https://www.youtube.com/watch?v=pSANTRnEBgg> |
|  | 12 W | •Q: Amendment 1 – Religion: Establishment vs. Free Exercise; Flag Salutes in Public Schools, God, Prayer, Bible Study, Bible Recitation, Atheists and the Amish, Evolution, and the Pledge of Allegiance | •Amendment 1 – Religion  The Pledge: <http://www.ushistory.org/documents/pledge.htm> |
|  | 13 Th | °Q: Amendment 1 – Speech & Press: Slander, Libel, Hate Speech, Fighting Words, “Clear & Present Danger”, Symbolic Speech, Peaceable Assembly, Trigger Warnings, and Safe Spaces | °Amendment 1 – Speech, Press, Assembly, & Petition  °Van Jones at the University of Chicago (2017): *5 minutes*  <http://politics.uchicago.edu/news/entry/clip-van-jones-on-safe-spaces-on-college-campuses> |
|  | 14 F | ›Q: Amendments 1, 4, 5, and 14  Search & Seizure, Warrants, Privacy, Abortion, Grand Jury, Double Jeopardy, Self-Incrimination, Due Process, Eminent Domain, Citizenship (*Jus Soli*), Due Process, Equal Protection, [Homo]sexual Rights, and the Nationalization of the Bill of Rights | Amendments 4, 5 and 14 +  ›ACLU:“Limon vs. Kansas – Case Summary” (2005)  <http://www.aclu.org/lgbt-rights_hiv-aids/limon-v-kansas-case-background&>  ›“Gay Rights in the US, State by State” in The Guardian (2015)  <https://www.theguardian.com/world/interactive/2012/may/08/gay-rights-united-states>  Focus on the following seven states and three regions: CA, TX, MI, MN, NY, UT, and MS; the Southwest, the Northeast, and the Southeast. |
|  | 17-21 | **Presidents’ Recess** | - |
| SUB | 24 M | The Constitution is Dead, Dead, Dead.  Rights of the Accused/Guantanamo  Bail, Fines, and Cruel and Unusual Punishment  **(Possible Guest Speaker)** | \*Jacob Hornberger, “Guantanamo and the Bill of Rights” in the Future of Freedom Foundation (2013)  <https://www.fff.org/2013/05/09/guantanamo-and-the-bill-of-rights/>  \*Andrew Cohen, “Some Constitutional Amendments are More Equal Than Others” in The Atlantic (2012)  <https://www.theatlantic.com/national/archive/2012/07/some-constitutional-amendments-are-more-equal-than-others/260322/> |
| Feb.  SUB | 25 T  *Late* | **Film: Requiem for the American Dream – Intro and Principles 1 - 5**  *1. Reduce Democracy*  *2. Shape Ideology*  *3. Redesign the Economy*  *4. Shift the Burden*  *5. Attack Solidarity* | - |
| SUB | 26 W | **Film: Requiem for the American Dream –Principles 6 - 10**  *6. Run the Regulators*  *7. Engineer Elections*  *8. Keep the Rabble in Line*  *9. Manufacture Consent*  *10. Marginalize the Population* | - |
|  | 27 Th | **Review Chomsky & The Death of the Constitution** | - |
|  | 28 F  *Min.* | ¶Q: “Minority” Rights, Suffrage, Civil Rights | ¶Amendments 13, 15, 19, 23, 24, & 2 |
| Mar. | 2 M | §Q: Corporate Personhood | §Fresh Air “How American Corporations Had a ‘Hidden’ Civil Rights Movement” (30 minutes)  <https://www.npr.org/books/titles/596991780/we-the-corporations-how-american-businesses-won-their-civil-rights>  §Gabrielle Levy, “How *Citizens United* Has Changed Politics in 5 Years” in US News & World Report (2015) <https://www.usnews.com/news/articles/2015/01/21/5-years-later-citizens-united-has-remade-us-politics> |
|  | 3 T  *Late* | **“Gasland – Part II” (NR, 2014) - 1** | - |
|  | 4 W | **“Gasland – Part II” (NR, 2014) - 2** | - |
|  | 5 Th | **“Gasland – Part II” (NR, 2014) - 3** | - |
|  | 6 F | **Unit 5 Review** | - |
|  | 9 M | **Unit 5 Test** | - |

Unit 5 Vocabulary (The Constitution):

|  |  |
| --- | --- |
| **Constitutional Convention**  Virginia Plan  New Jersey Plan  Connecticut Compromise  3/5 Compromise  Federalist  Anti-Federalist | **Recent Events:**  9/11  Anthrax attacks  USA PATRIOT Act  Invasion of Afghanistan  Guantanamo  Invasion of Iraq (AUMF)  Abu Ghraib |
| **Preamble**  **Article I:**  House of Representatives  Senate  term of office  qualifications  census (“enumeration”)  gerrymander  vacancies  impeachment  concurrence  indictment  quorum  filibuster  How a Bill Becomes a Law  ALEC  veto & pocket veto  veto override  naturalization  ENRON  copyright  appropriations  Writ of Habeas Corpus  Bill of Attainder  drone strikes  ex post facto law  direct tax  indirect tax  political will  **Article II:** electoral college  Florida 2000  Democratic Primaries 2016  compensation  Senate confirmation  State of the Union Address  **Article III:**  Supreme Court (SCotUS)  original jurisdiction  appellate jurisdiction  trial by jury  corruption of blood  **Articles IV – VIII:**  extradition  republican government  ERA (Equal Rights Amendment)  constitutional amendments  proposing amendments  ratifying amendments  supremacy clause  “no religious test”  “oath or affirmation” | **The Amendments:**  **First Amendment:** Establishment clause  Free Exercise clause  Protected Speech  Symbolic Speech  flag & bra burning  “bad” words & pornography  campaign contributions  Not-Protected Speech:  slander & libel  hate speech & fighting words child pornography incitement to violence “clear and Present danger”  “right to petition government”  **Amendment 2:** militias vs. bearing arms  regulation vs. bans  NRA  **Amendment 3:** Quartering  **Amendment 4:**  search and seizure  warrants  probable cause  exclusionary rule  privacy  Wikileaks  Edward Snowden  **Amendment 5:**  Grand Jury  Double Jeopardy  self-incrimination (“plead the 5th”)  Due Process  Eminent Domain  **Amendments 6 – 8:**  subpoena  contempt of court  civil vs. criminal trials  bail  “cruel & unusual punishment”  **14th Amendment:** *jus solis*  nationalization of the Bill of Rights  Equal Protection Clause  **Other Amendments:**  Prohibition  suffrage  income tax |
| **Important Court Cases**  *Gobitis* & *Barnette* (Salute cases)  *Newdow* (Pledge cases)  *Limon vs. Kansas*  *Liebeck vs. McDonald’s*  *Dred Scott*  *Plessey vs. Ferguson*  *Brown vs. Board of Education*  *Citizens United*  **Historical Figures:**  Jim Jeffords  Tom Watson  Charles Sumner (MA) & Preston Brooks (SC)  **Hot Coffee**  tort (deform)  frivolous lawsuits  confidentiality agreement  plaintiff  settlement  [punitive] damages  caps on damages  **Years of Living Dangerously 6:** renewable energy  ALEC  Heartland Institute  methane  Koch brothers  lobbyists | **Gasland II Key People, Places, Terms:**  Josh Fox  Victoria Switzer  Gov. Ed Rendell (D)  Lisa Jackson  Tom Ridge (R)  The Gulf of Mexico  Dimock, PA  Pavillion, WY  Dish, TX  Delaware Watershed  Marcellus Shale  Barnett Shale  FAA  hydraulic fracturing = fracking  fracking fluid  wastewater  BP (Deepwater Horizon)  Safe Drinking Water Act exemption  Halliburton Loophole  EPA  moratorium  aquifer  PSYOPS  Counterinsurgency  horizontal drilling  Regulatory Capture  Revolving Door  cement casings (fail)  state vs. federal regulation  fracking bans |

**2017 AP Unit 6: The American Ideal vs.**

**American Economic Realities**

|  |  |  |  |
| --- | --- | --- | --- |
| Mar. | 10 T  *Late* | Declaration of Independence:  The [First Sentence](http://www.bornemania.com/gov/declaration/opening.shtml) | **Bring Declaration** (Final Version)  <https://memory.loc.gov/cgi-bin/query/r?ammem/bdsdcc:@field(DOCID+@lit(bdsdcc02101>) |
|  | 11 W | Declaration of Independence: Complete the 1st Sentence +  Language of the [Justification](http://www.bornemania.com/gov/declaration/justification.shtml) | **Bring Declaration**  Bring Dictionaries (on line ok)!!! |
|  | 12 Th | Declaration of Independence: Meaning of the Justification, Part I: Equality, Gender, & Race | **Bring Declaration +**  **Bring Rough Draft** of the Declaration of Independence <http://www.loc.gov/exhibits/declara/ruffdrft.html> |
|  | 13 F  *Rally* | Declaration of Independence – The Justification, Part II: Religion and Revolution | **Bring Declaration** |
|  | 16 M | Teacher Hell Day  \*\*\*NO SCHOOL\*\*\* | - |
|  | 17 T | Declaration of Independence: [The Gripes](http://www.bornemania.com/gov/declaration/gripes.shtml) **and** [Complaint](http://www.bornemania.com/gov/declaration/complaint.shtml) Against Parliament | **Bring Declaration**  **H: Turn in Selected Gripes**  Study [Questions](http://www.bornemania.com/gov/declaration/justification.shtml) Due Mentally  (Have them Thought Out) |
|  | 18 W | Domhof: Who Rules America?  *Income, Wealth, Financial Wealth, Assets, Wealth Distribution, Net Worth, Taxes (Inheritance and Estate), & Home Ownership*  Discuss: Wealth Distribution  **Chart & Graph Analysis Activity** | **Turn in “Wealth Distribution” Homework (you & an adult – see below; do it BEFORE you read)**  ‡Domhof: Who Rules America? “Wealth, Income, & Power” (read through “Home Ownership”) (2013)  **STOP after “Home Ownership”**  <http://www2.ucsc.edu/whorulesamerica/power/wealth.html> |
|  | 19 Th | ‡Q: Domhof: Who Rules America?  *The 1%* | ‡Domhof: Who Rules America?  (from “Wealth Distribution through “Income & Power”) |
|  | 20 F  *Rally* | ∞Q: Domhof: Who Rules America?  *Progressive Taxes, Transfer Payments, Income Ratios, & CEO’s* | ∞Domhof: Who Rules America?  (“Do Taxes Redistribute Income?” to the end) |
|  | 23 M | •Q: American Oligarchy  **Explain: Wealth Distribution Activity** | •Matthew Stewart: The 9.9% is the New American Aristocracy in The Atlantic (June, 2018): <https://www.theatlantic.com/magazine/archive/2018/06/the-birth-of-a-new-american-aristocracy/559130/> |
|  | 24 T  *Late*  *SUB?* | The Influence of Money on the Entire Political System: We are No Longer a Functional Democracy  PQ: ™ Q: Economic Elite Domination | P1 ™ Kapur: “Economic Elite Domination” (2014): <http://talkingpointsmemo.com/dc/princeton-scholar-demise-of-democracy-america-tpm-interview>  P2 ™ John Cassidy: “Is America an Oligarchy?”(2014):  <http://www.newyorker.com/news/john-cassidy/is-america-an-oligarchy> |
|  | 25 W  *SUB* | **“Inequality for All” (2016) - 1** | - |
|  | 26 Th  SUB | **“Inequality for All” (2016) - 2** | - |
|  | 27 F  *SUB* | **“Inequality for All” (2016) - 3** | - |
|  | 30 M  *SUB* | *Group Review Activity* | - |
|  | 31 T | **Unit 6 Review** | - |
| April | 1 W | **Unit 6 Test** | - |

***“Wealth Distribution” Homework –***  
**Part 1 of 4:**

Imagine all the wealth there is in the US. Draw it as a 5 inch-long box (graph paper makes it easier). This box represents 100% of the US wealth. Each inch represents 20% of the wealth in the US.

Now think about **the poorest 20%** of the US population. How much of that box do you THINK they own? 2%? 5%? 10%? (Obviously they can't own more than 20%, since then they wouldn't be the poorest 20% of the population!) So based on your estimate of how much they own, fill in that % of the box on the **left hand side** of the box, and label it "*First Quintile – Lowest 20%*". (So, if you think the lowest 20% have 5% of the wealth, mark off 5% of the box you have created.)

Now think about the next poorest 20% of the US population. Obviously, they have more wealth than the poorest 20%. Based on your estimate of how much they have, mark off that portion of your box. (For example, maybe if you think they have 10% of the US wealth, mark off 10% of the total of the 5-inch US wealth box, which would be about a half an inch.) Label it "*Second Quintile*".

Now think about the middle 20% and how much of the total wealth they have. Mark off their portion of the box, and label it ("*Middle Quintile, Middle 20%*"). Now do the same for the next highest 20% and then, finally, for the top 20% - mark off how much of the total wealth you think they have (this will be all the way on the right hand side of the box). Whatever numbers you come up with, it will add up to an even 100%. (For example - maybe you think America actually has 5% for the poorest, 10% for the next poorest, 15% for the middle, 20% for the upper-middle quintile, and, to make it all add up to 100%... 50% of the wealth for the top 20% of the population.) Important Note: DO NOT RESEARCH THIS DATA - just give your own estimate.

**Part 2 of 4:**

Do the same thing, but do it for how you think it \*should\* be. If you think the wealth distribution you estimated is exactly the way wealth distribution should be, then recreate the same identical box that you have for Part 1. If, however, you think like a Communist and believe that everyone should have exactly the same amount of wealth, make each of the 5 quintiles equal to 20%. If you think there should be some other ideal distribution of wealth, then adjust your boxes accordingly. It should all add up to 100% again, of course.

**Part 3 of 4:**

Have a parent or guardian do the same thing you did in Part 1 - have them estimate the way in which the wealth in the US is ACTUALLY divided. Again do NOT have them research. Just have them make their estimates.

**Part 4 of 4:**

Have them draw what they personally think is the ideal wealth distribution. Similar to Part 2 - if they think everything is fine, as is, their box in Part 3 will be identical to their box in Part 4. If they are Communists, then each 20% of the population will get an equal 20% of the wealth. If they think the poor actually have too MUCH wealth in the US, have them shrink the amount they designate to the lower 20% and adjust accordingly.

THEN read the Domhof. Be prepared to turn in your graphs in class tomorrow.

**2020 AP Unit 7 – Protest in the American Revolution**

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| --- | --- | --- | --- |
| April | 2 Th | **Lecture: The American Revolution**  1. Compliance & Petition (1st C.C.)  2. Socio-Economic Pressure (Boycotts)  3. Sabotage (Boston Tea Party)  4. Violence & War (Declaration) | MAG: pp. 28 – 39 |
|  | 3 F | Socio-*Economic* Pressure - 1  Chavez, Boycotts and Strikes | \*“Boycotts in History” PBS (2005) <http://www.pbs.org/now/society/boycott.html>  \*Inga Kim for the UFW: “The Delano Grape Strike and Boycott” (2017) <http://ufw.org/1965-1970-delano-grape-strike-boycott/>  \*Miriam Pawel, “50 Years Ago, Cesar Chavez Led a Crusade to Unite and Empower Farmworkers” in the Los Angeles Times (2015) <https://www.latimes.com/opinion/op-ed/la-oe-pawel-chavez-delano-grape-strike-20150916-story.html> |
|  | 6 M | ∞Q: *Socio*-Economic Pressure - 2  Student Environmental Strikes | ∞Jonathan Watts in The Guardian “Greta Thunberg, schoolgirl climate change warrior: ‘Some people can let things go. I can’t’” (2019)  <https://www.theguardian.com/world/2019/mar/11/greta-thunberg-schoolgirl-climate-change-warrior-some-people-can-let-things-go-i-cant>  ∞Greta Thunberg, Address to the EU “We Just Want Politicians to Listen to the Scientists” (2019) - video <https://www.eesc.europa.eu/en/news-media/videos/speech-greta-thunberg-climate-activist> |
|  | 7 T  *Late* | ¶Q: *Socio*-Economic Pressure - 3  Doxxing and Harassing + Victimhood Hoaxing | *Look into each of these 8 alleged hate crime hoaxes and decide if you feel Fox News has fairly reported on the crime or not. You should also consider whether or not the alleged hoax has received too much, too little, or just the right amount of coverage.*  ¶ Lucia I. Suarez for Fox News “Jussie Smollett’s alleged hate crime hoax sheds light on similar phony accusations” <https://www.foxnews.com/us/jussie-smolletts-alleged-hate-crime-hoax-sheds-light-on-similar-phony-accusations>  ¶ Mark Emem for CNN on Yahoo! Finance “Teenage Bomb Hoaxer Jailed after Banking $800,000 in Bitcoin” <https://finance.yahoo.com/news/teenage-bomb-hoaxer-jailed-banking-025118117.html> |
|  | 8 W | §Q: *Socio*-Economic Pressure – 4  Property Destruction from the Boston Tea Party to ALF & ELF | §Alleen Brown in The Intercept\_ “The Green Scare: How a Movement That Never Killed Anyone Became the FBI’s No. 1 Domestic Terrorism Threat”  <https://theintercept.com/2019/03/23/ecoterrorism-fbi-animal-rights/>  §“Are There Instances of Raids Similar to the Boston Tea Party?” from Teaching History.org  <https://teachinghistory.org/history-content/ask-a-historian/20657> |
|  | 9 Th | •Q: Shaming and Outing | •Fox News: “Protestors Stage Cough-In” (2017) *read and watch cough-in* ***video***  <http://www.foxnews.com/food-drink/2017/01/18/protesters-stage-cough-in-at-trump-hotel-restaurant.html>  •Helen Rosner, “The Absurdity of Trump Officials…” The New Yorker (2018) *read and watch video* <https://www.newyorker.com/culture/annals-of-gastronomy/the-unsurprising-absurdity-of-kirstjen-nielsen-and-stephen-miller-eating-mexican-food-during-a-border-crisis>  •Audrey Carlsen et al. “#MeToo Brought Down 201 Powerful Men” New York Times (2018)  <https://www.nytimes.com/interactive/2018/10/23/us/metoo-replacements.html> |
|  | 10 F | °Q: Disruption and Doxxing | °Masha Gessen, “World Cup 2018: The Moral Clarity of Pussy Riot’s Protest” in The New Yorker (2018)  <https://www.newyorker.com/sporting-scene/replay/world-cup-2018-the-moral-clarity-of-pussy-riots-protest>  °Rob Price, “A Brief History of Anonymous Doxing the Wrong Person” in The Daily Dot (2014/2015)  <https://www.dailydot.com/layer8/anonymous-dox-wrong-history/>°Laura Sydell, “Kyle Quinn Hid at a Friend’s House…” on NPR (2017)  <http://www.npr.org/sections/alltechconsidered/2017/08/17/543980653/kyle-quinn-hid-at-a-friend-s-house-after-being-misidentified-on-twitter-as-a-rac> |
|  | 13-14 | Conspiracy Theories and Harassment | ◊ This American Life: Beware the Jabberwock (Prologue & Act One: Down the Rabbit Hole) (2019) - *30 min. audio* <https://www.thisamericanlife.org/670/beware-the-jabberwock>  ◊ Jack Holmes, “Alex Jones Will Have to Face the Sandy Hook Parents…” in Esquire (2019) [Note: 4 mass shootings are mentioned in this article. Research when, where, and how many were killed in each.] <https://www.esquire.com/news-politics/a26339067/sandy-hook-parents-depose-alex-jones-parkland-anniversary/> |
|  | 20 M | In Class Listening: “Street Fight”  ◊ Al Letson on Reveal, “Street Fight: A new wave of political violence” (2017 – audio with transcript, 53 min.) <https://www.revealnews.org/episodes/street-fight-a-new-wave-of-political-violence/> | - |
|  | 21 T  *Late* | Taking Hostages  ◊ **Film: A Fierce, Green Fire – Ch. 2: Pollution (Love Canal)** | ◊ Kimberly Hutcherson, “A brief history of anti-abortion violence” in CNN (2015)  <https://www.cnn.com/2015/11/30/us/anti-abortion-violence/index.html> |
|  | 22 W | ◊ Q: From Harassment to Fighting to Hostage-Taking to Murder (*audio + article + video*) | - |
|  | 23 Th | Q: Quotes and References  Rev. Martin Luther King Jr.: “Letter from a Birmingham Jail" | Rev. M. L. King Jr.: “Letter from a Birmingham Jail” (1963) <http://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html>  + Vocabulary & Quotes Lists (*handout*) |
|  | 24 F | Q: Letter from a Birmingham Jail – Bring in Questions on the 1st Half + Quiz on Quotes in the first half | ∞David Krieger in Counterpunch “Martin Luther King Jr., and the Bomb” (2017): <https://www.counterpunch.org/2017/01/11/martin-luther-king-jr-and-the-bomb/> |
|  | 27 M | Q: Letter from a Birmingham Jail – Bring in Questions on the 2nd Half + Quiz on Quotes in the second half | ∞Martin Luther King Jr.’s  Nobel Prize Acceptance Speech (1964)  <https://www.nobelprize.org/prizes/peace/1964/king/acceptance-speech/> |
|  | 28 T  *Late* | •Q: David Buckel’s Sacrifice  **Film: How to Let Go of the World…** Part 1 – The Problem | •Edward Helmore “David Buckel: friends mourn LGBT lawyer who self-immolated” on The Guardian (2018):  <https://www.theguardian.com/us-news/2018/apr/20/david-buckel-lgbt-lawyer-self-immolation-new-york> |
|  | 29 W | **Film: How to Let Go of the World…** Part 2 – Lessons from The Forest | §Rebecca Solnit “Standing Rock inspired Ocasio-Cortez” in The Guardian (2019) <https://www.theguardian.com/commentisfree/2019/jan/14/standing-rock-ocasio-cortez-protest-climate-activism> |
|  | 30 Th | **Film: How to Let Go of the World…** Part 3 – Students, Seas, and Cities | § Naomi Klein, “How Science is Telling Us All to Revolt” in the New Statesman (2013)  <https://www.newstatesman.com/2013/10/science-says-revolt> |
| May | 1 F | **Film: How to Let Go of the World…** Part 4 –Technology and Alternatives | § Trevor Timm “Snowden’s leaks forced NSA reform on Congress” in The Guardian (2015) <https://www.theguardian.com/commentisfree/2015/jun/03/snowden-leaks-nsa-reform-congress-still-facing-jail>  § Deb Reichmann “Costs of Snowden leak still mounting 5 years later” from AP News (2018) <https://www.apnews.com/797f390ee28b4bfbb0e1b13cfedf0593> |
|  | 4 M | §Q: WWMLKJr. Do? (*All four articles: Ocasio-Cortez, Klein and Snowden [2] + “How to Let Go…”*)  Unit 7 Review: The 4 Approaches:  **Traditional-Constitutional**  **Socio-Economic Destruction**  **Violence (War or Terrorism)**  **Active Non-Violence** | - |
|  | 5 T  *Late* | **Unit 7 Test** – Evaluating Extra-Constitutional Ways of Making Change | **US Government AP Exam 8:00 a.m.** |

**2019 AP/CP Spring Final Unit – 1984**

“War is Peace” – Big Brother; “Freedom Isn’t Free” – US Military Slogan

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| May | 6 W | Introduction to 1984: How to Read & What to Study  **Bring your copies of 1984!** | **English Lit. & Comp. AP Exam 8:00 a.m.** |
|  | 7 Th | Q: Euphemism and Entertainment | One: I - II |
|  | 8 F | What is Justice? **Film: White Bear (42 min.)** | **US History AP Exam 8:00 a.m.** |
|  | 11 M | Q: The Value of History | One: III - IV  **Enviro. Science AP Exam 12 p.m.** |
|  | 12 T | Q: Political Uses of Language | One: V + Appendix  **AP Seminar Exam 8:00 a.m.**  **Spanish Language & Culture 8:00 a.m.**  **Psychology AP Exam 12 p.m.** |
|  | 13 W | Privacy and Paranoia  **Book 1 Jeopardy** | One: VI – VIII |
|  | 14 Th | Q: Sex and Control | Two: I – IV  **AP Macroeconomics Exam 12 p.m.** |
|  | 15 F | Q: Terrorism | Two: V – VIII  **Statistics AP Exam 12 p.m.** |
|  | 18 M | **Film: If A Tree Falls – 1**  From Awareness to Radicalization | - |
|  | 19 T  *Late* | **Film: If A Tree Falls – 2**  Sabotage and Doublethink | *Skim*: Two: IX - Chapter 3: "War is Peace" |
|  | 20 W | **Film: If A Tree Falls – 3**  Persecution/Prosecution | *Prep. Vocabulary*: Two: IX - Chapter 3: "War is Peace" |
|  | 21 Th | Q: War is Peace – **Big Quiz** | *Read & Review*: Two: IX - Chapter 3: "War is Peace" |
|  | 22 F  *Rally* | War Is Peace Today (Discuss) | - |
|  | 25 M | Memorial Day – NO SCHOOL |  |
|  | 26 T | **Film: Why We Fight – 1**  American History | *Skim*: Two: IX - Chapter 1: "Ignorance is Strength" |
|  | 27 W | **Film: Why We Fight – 2**  Military Contractors  4th Period Lunch to complete film | *Prep. Vocabulary*: Two: IX - Chapter 1: "Ignorance is Strength" |
|  | 28 Th  *A/B* | **Film: Why We Fight – 3**  One Price of War  **4th Period: Poetry Slam** | *Read & Review*: Two: IX - Chapter 1: "Ignorance is Strength" |
|  | 29 F | How Powers Fall (Hope in 1984) | Two: IX - Chapter 1: "Ignorance is Strength" |
| June | 1 M | Surveillance and Incarceration  **Book 2 Jeopardy** | Two: X - Three: I |
|  | 2 T  *Late* | Q: Imprisonment without Rights  **Film: Ghosts of Abu Ghraib – 1** *(1st 15)* | Three: II (Track torture techniques) |
|  | 3 W  *Lunch* | **Film: Ghosts of Abu Ghraib – 2** *(45 min.) – AP 4th Period Lunch* |  |
|  | 4 Th | **Film: Ghosts of Abu Ghraib – 3** *(last 15)*  Q: The End  2 + 2 = ? | Three: III – VI |
|  | 5 F | **Debate: Absolutism vs. Relativism** | Ex. Cr. MOVIE 3:30 – 7:00  “Brazil” (R, 1985) |
|  | 8 M | Final Exam Review (*bring questions*)  *AP 4th Period Bracket Preparation* | **Evaluations Due** |
|  | 9 T | Senior Finals 5 & 6 |  |
|  | 10 W | Senior Finals 3 & 4  *AP 4th Period Philosopher Smackdown* |  |
|  | 11 Th | Senior Finals 1 & 2 | Senior Check-Out 12:30 p.m. |
|  | 12 F  *Min.* | Finals 1 & 2 | Graduation Practice 8 a.m. - noon |
|  | 15 M *Min.* | Finals 3 & 4 | Graduation Practice 8 a.m. - noon |
|  | 16 T *Min.* | Finals 5 & 6  GRADUATION! | - |
|  | 17+ | Summer Vacation! – NO SCHOOL | - |

1. Revised Jan. 27th, 2019 [↑](#footnote-ref-1)