The Course: U.S. Government is a semester-length course that is required for graduation from ACHS (or any other high school in Iowa). Please pass it!

Textbooks: Please check one out from the Media Center and bring it to class each day.

Food/Drink: Gum and water are OK. Please keep food out and our classroom clean.

Cell Phones/Chromebooks: Please shut off & put away any phones or electronics when class begins. Concentration is a skill that can be developed & improved - let’s work on this.

Chromebooks should be used when asked for and for the purposes of our class activities.

Facilities: Please take care of our room and our school.

Dress Code: Please, cover yourselves, wear your shoes, and pull your pants up. Just remember that this is a school, and be appropriate.

Late Work: All assignments are due at the beginning of the period when I collect them. Online assignments should be posted or emailed by the beginning of class as well. Any assignments turned in after that will be considered late. Late work will become a lower grading priority for me than work that is on time, and must be accompanied by a blue sheet for credit. Turning work in on time is respectful of your teacher and of yourself, so do it!

Late work is my absolute last priority. I will grade all on-time work for all of my classes before I get to late work. On-time work is graded quickly, so there’s your solution.

*There is a 3 week hard deadline for turning in work.*

*Due to the nature of our current events discussions, current events posts MUST be done on time. See handout (included) for details.*

Retakes/Extra Credit: Retakes are available as needed. I will use my judgment on whether or not you have earned the right for retakes, based on participation, preparedness, and respect for our class. Retakes must be done before our next unit test, and all work must be completed in order for the retake to be given. Behavioral modifications might also be necessary for retakes. See included retake sheet for details.

Plagiarism/Academic Dishonesty: Any work that is copied (either from another student or from a professional source, such as the internet or a book) will not receive credit, and you
will be turned in to the office. Cheating of any kind will result in the same action. The following are plagiarism:

- Failing to cite sources on papers, projects, speeches, or other work
- “Cutting & pasting” from internet sites
- Changing minor words
- Informing other students about test topics
- Using electronic devices during testing

**Working together vs. Plagiarism:** Collective work that is taken for individual grades should be yours—your classmates are there for help, clarification & discussion if we are grading you individually. Sharing a document or splitting up work and passing it off as your own when you are being graded as an individual isn’t acceptable. There will be times when collective efforts are encouraged. I will be clear on what is acceptable and when.

**Grading:** An academic grade is an instructor’s professional evaluation of a student’s content knowledge and level skill. It is not a reward, and it is only a punishment if it is not accurate. If a student does a good job, it is the teacher’s responsibility to say so. If a student does not, then it is also the teacher’s responsibility to say so. That being said, if you work hard in this class, you will not fail.

<table>
<thead>
<tr>
<th>Minimum Percent</th>
<th>92.5</th>
<th>89.5</th>
<th>86.5</th>
<th>82.5</th>
<th>79.5</th>
<th>76.5</th>
<th>72.5</th>
<th>69.5</th>
<th>66.5</th>
<th>62.5</th>
<th>59.5</th>
<th>59 and below</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grade</td>
<td>A</td>
<td>A-</td>
<td>B+</td>
<td>B</td>
<td>B-</td>
<td>C+</td>
<td>C</td>
<td>C-</td>
<td>D+</td>
<td>D</td>
<td>D-</td>
<td>🤡</td>
</tr>
</tbody>
</table>

*Grades will be up-to-date on Infinite Campus.

*Semester: 18 weeks grade (90%) + Final Exam (10%)

**Behavioral Expectations:** To be marked as “Meets Standard” for each of the following, please...

* Organization & Readiness: bring textbooks, charged chrome books, and be on time to class.

* Productivity & Accountability: use electronics appropriately, participate in discussions/notetaking/work time appropriately, and turn work in on time.

* Collaboration: work/discussions are on topic, respectful, and inclusive.
Absences: Nothing will hurt your ability to understand the material more than excessive absences. Please make every effort to be here regularly. Make-up tests should be scheduled immediately upon return. Extended absences may happen. Just make sure to communicate.

Availability: I am always more than happy to help, and I have a background in teaching study strategies. Mornings are best for me, due to coaching and our contract day ending at 3:50. My free periods are 4th and 8th. I have PLC meetings during some 4th hours, so always check with me for availability during my open periods.

Always, always feel free to come in during the morning, my free periods, or during seminar for help. If you do the work and give good effort during this class, you should not have a problem graduating. If you miss school but can come in for a different period during the day, that’s great. Door’s open. I teach Gov 2nd, 3rd, and 6th.

Email: andrew.kruzich@ankenyschools.org. Please note that this is our regular teacher account, not a google account. I do not use that “staff” email for anything, and do not check it.

Website: Our class website is found at govkruz.ning.com. You must request permission to join, and I will approve you. I do not have access to your password, so write it down or put it in your phone.

Online Text: An electronic version of the textbook is available. Follow these instructions for access or check out the how-to on Google slides here:
1. go to www.successnetplus.com
2. on the right side of the screen under returning user CLICK log in
3. username: achsgovernment
4. password: government2014

Open the etext:
1. near the top right hand corner CLICK the arrow by eText and select the first choice
2. navigate using menu on left side
Standard 1: Students will understand principles & foundations of U.S. government (15%)
- What is government?
- Types of governments
- Historical principles of government
- Declaration of Independence, U.S. Constitution
- Federalism

*Chapters 1 & 2 Test
*Chapters 3 & 4 Test
*Declaration of Independence analysis
*Constitution analysis

Standard 2: Students will understand & analyze civil rights & civil liberties (25%)
- Bill of Rights
- Supreme Court case analysis

*First Amendment Test
*Tinker v. Des Moines analysis
*Bill of Rights Test
*Court Case Presentation

Standard 3: Examine & understand the linkage between citizens and their government. (25%)
- Interest groups
- Political parties
- Mass media
- Campaigns & elections

*Ideologies & Parties Test
*Political Socialization Paper
*Campaign Ad analysis
*Campaigns & Elections Test
*Electoral Map analysis

Standard 4: Examine & understand branches of government and relationships between them (15%)
- Executive branch
- Legislative branch
- Judicial branch

*Vocab quiz
*Branches of government

Standard 5: Demonstrate active citizenship (20%)
- Engages consistently in political topics, issues, and/or discussion

*Current events discussions
*Other activities TBD

Standard 6: Sources of Information (formative/embedded)
- Primary & secondary sources
- Bias & credibility analysis
- Political cartoons
- Charts, graphs, & maps

*Formative assessments throughout
*Document-based questions on unit exams
MEET YOUR INSTRUCTOR: Mr. Kruzich

Graduated Ankeny High School, 1991
- Participated in cross country, basketball, track, journalism, and NHS

University of Iowa, 1991-1995
- Bachelor’s Degree, History
- Practicum: 7th grade global studies, Southeast JH, Iowa City

Jefferson High School, Cedar Rapids, IA 1995
- Student taught Intro to Social Studies, U.S. History, and Psychology
- Student coached boys cross country

Louisa-Muscatine Junior/Senior High School, Letts, IA 1996-1999
- Taught U.S. History, World History, Modern U.S. History, Geography, & Sociology
- Head girls basketball coach
- Assistant girls & boys track coach

Drake University, 1998-2000
- Masters of Science in Education, 2000

Saint Albert Junior/Senior High School, Council Bluffs, IA 1999-2005
- Taught U.S. History, Government, Modern U.S. History, Current Events, 8th Grade Social Studies, and Junior High PE
- Head boys track coach
- 8th/9th/JV/Varsity assistant boys basketball coach

Ankeny High School, 2005-2013
- Taught U.S. History, Government, Western Civ, Study Strategies, American Culture & AP U.S. History
- Assistant boys cross country coach 2005-2010
- Varsity girls track assistant: 400’s, high jump, 2005-2013

Iowa State University, 2007-2009
- Licensure, Educational Administration (2009)

Ankeny Centennial High School, 2013-Present
- Teaching Government, Sociology, & Sociology II
- Head girls track coach
- Volunteer assistant girls cross country coach
Good Students...

1. Read their texts & assignments when they’re assigned
2. Take notes in class, actively participate, discuss topics and ask questions
3. Keep track of due dates and plan ahead
4. Double check instructions & are thorough
5. Keep a positive attitude

HOW TO STUDY FOR SOCIAL STUDIES TESTS

1. Understand that reading is not studying. You need to read the text & materials as you go through the chapter(s). Studying involves going back over materials and re-viewing.

2. When you read, be an active reader. Take notes, annotate, recite, quiz yourself when you get done. Do something.

3. Use spaced practice. Many touches with material over time beats massed practice (cramming), and it’s not even close. Study for 30-45 minutes and take a 10-15 minute break. Learn information in small chunks. Warm up your brain for new reading/studying by reviewing old material.

4. Start early so that you have time to visit with your teacher if you don’t understand something. You should always walk into a test “knowing what you don’t know.” Quiz yourself so that you have feedback in your learning.

5. Activate your auditory channel by reciting. Reciting is re-stating a reading out loud and in your own words. Summarizing anything is very effective.

6. Use elaborative rehearsal. Go beyond rote memorization. Ask yourself questions about terms: why is this important? How does it relate to the major themes of the chapter? What are its major characteristics? Yes, you need to know the definition and a term’s characteristics. But you also need to ask the most important question: so what?

7. Be an active studier. Take notes, summarize, quiz yourself. Take your original notes and re-format them... any time you change formats or reorganize your notes it is considered elaborative, and therefore good.

8. Find a quiet place to study without distractions. The research is clear: multi-tasking results in doing many things poorly. Turn off the TV. Don’t listen to music with lyrics. Turn off your phone. Get away from the computer. Focus, man. Focus.
<table>
<thead>
<tr>
<th>COOL</th>
<th>NOT COOL</th>
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</thead>
<tbody>
<tr>
<td>*Water or other beverage in a sealed container that cannot spill</td>
<td>*Food, or drinks that can spill &amp; stain</td>
</tr>
<tr>
<td>*Ear buds/headphones during individual work or after tests</td>
<td>*Ear buds/headphones during discussion, group work, or tests</td>
</tr>
<tr>
<td>*Chromebooks for note taking or completing assignments</td>
<td>*Chromebooks for games, videos, or unrelated materials</td>
</tr>
<tr>
<td>*<a href="mailto:andrew.kruzich@ankenyschools.org">andrew.kruzich@ankenyschools.org</a></td>
<td>*Any other email</td>
</tr>
<tr>
<td>*Phones after tests are done or before/after class activities</td>
<td>*Phones during discussion, group work, or tests</td>
</tr>
<tr>
<td>*Track &amp; Field</td>
<td>*Rhythmic gymnastics</td>
</tr>
<tr>
<td>*Bringing your book to class, &amp; reading it outside of class</td>
<td>*Not bringing your book or reading it</td>
</tr>
<tr>
<td>*Using a planner or calendar (paper, app or online) to track assignments</td>
<td>*Staring blankly when we announce due dates</td>
</tr>
<tr>
<td>*Being positive &amp; respectful in our class</td>
<td>*Whining or acting like a jerk</td>
</tr>
<tr>
<td>*Turning work in on time after double checking instructions &amp; proofing</td>
<td>*Turning work in late, then asking to redo because you didn’t try</td>
</tr>
<tr>
<td>*Telling great jokes</td>
<td>*Telling bad jokes (this happens a lot)</td>
</tr>
<tr>
<td>*Using your review sheets to study</td>
<td>*Ignoring review sheets</td>
</tr>
<tr>
<td>*Asking questions &amp; seeking help</td>
<td>*Not asking questions or seeking help</td>
</tr>
<tr>
<td>*Eye contact</td>
<td>*Staring at a screen</td>
</tr>
<tr>
<td>*High fives</td>
<td>*Low fives</td>
</tr>
<tr>
<td>*Keeping track of your grades on Infinite Campus</td>
<td>*Never checking Infinite Campus</td>
</tr>
<tr>
<td>*Making fun of Mr. Kruzich</td>
<td>*Making fun of anybody else</td>
</tr>
<tr>
<td>*Social Studies</td>
<td>*Math</td>
</tr>
<tr>
<td>*Making fun of Social Studies</td>
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</table>
Retake Sheet: Mr. Kruzich

*This checklist must be completed before retakes can occur. Mr. Kruzich will initial these as they occur.

______ All homework for unit completed

______ All notes for unit completed

______ Test corrections submitted for each wrong answer on test:
   1. Correct answer for test question
   2. Page number in text
   3. Key learning (what you need to remember for next time)

   Ex: Max Weber is the founder of the interactionist perspective
   Pg. 26
   Since Weber focused on individual interactions and the symbols that people use, he is a micro-sociologist.

______ Behavioral issues addressed with intervention:

Date for retake: _______________
CURRENT EVENTS!

All of you have signed up to post & present a Monday current event. Current events should be online sources, legitimate articles from reputable sources, of a "decent length," and related to government or politics (local, state, national, or international). When you post, you should do the following:

1. Post in the section called “Forum” under the appropriate class discussion.
2. Write the title of your article, and hyperlink the online source
3. In 1-2 paragraphs, summarize your article. Answer the 5 "W's" and provide any necessary details & explanations. Somebody reading your summary should not be left with questions about what happened.
4. In 1 paragraph, discuss one aspect of the article that relates to something we've covered in class.
5. In 1 additional paragraph, write a reflection. This could be sharing an opinion, predicting what the event will mean to the future, or asking additional questions that you'd like to see answered. Basically, do some processing of your topic.

*Current event posts will be worth 20 points. I will not only expect your topic to be covered completely and accurately, but I will expect your responses to be academic and professional. Use well-developed paragraphs with proper spelling and grammar. Your posts are due at the beginning of the class period for presentation points (5 of the 20). Posts that are late cannot have the presentation points made up. Posts after your posting week will not be accepted. These are hard deadlines.

*Each student is responsible for 4 responses to articles throughout the semester. These must be done throughout the semester...one by the end of September/February, one by the end of October/March, one by the end of November/April, and one before our final exam begins. These are hard deadlines. You may work ahead and get them done. These responses should...

1. Be 1-2 well-developed paragraphs.
2. Add something additional to the article that isn't in the summary or previous responses
3. Demonstrate clearly that you read the actual article, and not just the summary
4. Be timely- within one week of the actual posting of the article.

*Responses are 10 points each.

*Responses that are done while we are doing other class activities will not be accepted. If you’re supposed to be discussing something in groups, taking notes, or otherwise participating in class, don’t be posting responses. However, if we have down time (after you finish a test, for instance), then that is OK.

Why are we doing this? Because our standards say we must, and because you’re AN AMERICAN

*Put reminders in your phone or planners for your posting date and for response deadlines. Be responsible!

Happy reading, happy writing!

The following info is required material that must be included in our syllabi. Enjoy…?
Multiple and Varied Assessment Opportunities
All students should have multiple and varied assessment opportunities to demonstrate higher levels of achievement. Additional opportunities may include being reassessed on only the content/skills not mastered, spiraling assessment of content/skill on subsequent assessments, reassessment of an alternate form of an assessment (e.g., Form B instead of Form A), student revisions of work products based on descriptive feedback, or alternative methods of assessments (e.g., an oral response rather than a written test).

Guidelines for reassessment opportunities include the following:
- Students will be provided the opportunity to be reassessed - best practice is to provide additional opportunities for students to demonstrate learning during future assessments.
- Teachers determine appropriateness and authentic need for reassessments.
- Reassessment method will be provided at the discretion of the teacher.
- Reassessments will be given within a reasonable time frame that the teacher determines and students will be communicated with in advance.

Homework / Independent Practice
Homework is an opportunity for students to practice skills, apply knowledge, review and build on past learning, and extend learning. Homework is individualized and based on each student’s progress towards established standards. The purpose of the assignment will determine whether or not a grade is given and will be clearly articulated to students. Through independent learning tasks (homework), students assume more responsibility for their learning and are given opportunities to apply what they have learned to new situations or experiences.

Extra Credit and Bonus Points
To ensure that grades reflect progress toward and achievement of the standards, giving extra credit points or bonus points will not occur in this class.

Behavioral Expectations
The work habits/behavior standards are for grades 6-12 courses in our district. These work habits/behavior standards will be reported throughout the semester and are as follows:
- Organization and Readiness
- Productivity and Accountability
- Collaboration Skills
For those of you accessing this document electronically, the work habits tool can be accessed here. We will be using the following performance levels:

Performance Levels for Work Habits/Behavior Standards:
MS = Meets Standard
PM = Partially Meets Standard
DM = Doesn’t Meet Standard
NE = No Evidence
These descriptors are intended for feedback and communication and do not impact a student’s GPA.

Formative and Summative Assessment:
Definitions
- Formative Assessment: Formal and informal processes teachers and students use to gather evidence for the purpose of improving learning.

Summative Assessment: Assessments that provide evidence of student achievement for the purpose of making a judgment about student competence or program effectiveness.

© GOVERNMENT UNIT 1: PRINCIPLES & FOUNDATIONS OF GOVERNMENT ©
Chapter Sections 1.1-1.2, 2.1-2.4

KEY TERMS: Be able to identify or explain definitions of each of these, and major characteristics:

- government
- politics
- legislative, executive, & judicial powers
- constitution
- dictatorship
- power, authority, & legitimacy
- sovereignty
- Social Contract
- Limited & representative government
- Declaration of Independence
- Virginia Plan, New Jersey Plan & Great (Connecticut) Compromise
- Three-Fifths Compromise
- Federalists & Anti-Federalists
- autocracies and democracies
- unitary, confederate, and federal governments

KEY CONCEPTS: Good students can...

- Identify or describe how many and which people participate in different classifications of government (Who rules?) Explain types of autocracies, explain differences between autocracies/oligarchies/theocracies/democracies, and provide examples of each.

- Identify or describe how governments may be classified geographically (How is power divided between levels of government?). Explain unitary, confederate, & federal governments and be able to critique each one (what are the strengths? What are the weaknesses? Which type of countries are best suited to each type?)

- Describe the philosophies of the two major contractualists, Thomas Hobbes and John Locke. Understand the arguments both made, what the terms of the “contract” are for both, and how the ideas of John Locke influenced our founding fathers.

- Discuss how the principles of limited & representative government were present in England before the founding of America (with examples), and how they influenced our political development & Revolution.

- Explain the major reasons why the United States declared independence, with examples.

- Explain the structure & major concepts in the Declaration of Independence. What is in the Declaration? What is NOT in the Declaration? What are its key philosophies, and how do those reflect John Locke?

- Describe the basic structure of the Articles of Confederation, and explain why it failed as a system of government, with examples.

- Describe the two major issues in writing the Constitution, explain their compromises, and explain why we added a Bill of Rights immediately.

Government: Chapters 3 & 4 Review Sheet
The Constitution and Federalism
3.1, 3.2, 4.1

TERMS: Be able to identify or explain definitions of each of these, and major characteristics:

- Constitution
- Popular Sovereignty
- Rule of Law
- Separation of Powers
- Checks & Balances
- Judicial Review
- Federalism
- Amendment
- Powers: expressed, implied, concurrent, reserved, and prohibited
- Necessary & Proper (Elastic) Clause
- grants-in-aid: categorical & block

KEY CONCEPTS: Good students can...

- Explain what a constitution is, and the reasons the United States has one (what is in the Preamble?)
- Explain the 6 principles of the Constitution, with examples
- Describe each of the three branches of government: who/what heads each branch, who appoints/elects them, length of terms, function of each, & examples of checks & balances each branch has on the other
- Describe the processes for amending the Constitution, and explain how that process is an example of federalism
- Describe how the Constitution works through its types of powers (expressed, implied, concurrent, reserved, and prohibited), identify sources of each, and provide examples of each type of power
Chapter 19: THE FIRST AMENDMENT

KEY TERMS: Be able to identify or explain definitions of each of these, and major characteristics:

-“Wall of Separation”
-Establishment Clause
-Free Exercise Clause
-Equal Access Act
-“Marketplace of ideas”
-Pure Speech
-Speech Plus (Symbolic Speech)
-“Compelling government interest”
-“Balance test”
-Obscenity
-Defamation: libel & slander
-“Time, place, and manner”
-Tinker v. Des Moines & the “Tinker Standard”
-Engle v. Vitale
-Texas v. Johnson

KEY CONCEPTS: Good students can...

-Describe what constitutes the “establishment” and “free exercise” of religion: what is our government prohibited from doing? What does this look like in society, and in our schools?

-List the 5 freedoms of the 1st Amendment

-Describe types of speech and legal limits on speech (unprotected content- 3 types, and “time, place, & manner” restrictions), with examples

-Describe the Tinker v. Des Moines case (background, decision, impact on student expression), the “Tinker Standard”, and legal limits on student speech

-Apply knowledge of the 1st Amendment to real or made-up scenarios. When presented with a scenario, be able to identify if an action is constitutionally allowed or not, and explain why

REVIEW SHEET: THE “OTHER” AMENDMENTS
TERMS: Be able to identify or explain definitions of each of these, and major characteristics:

- Individual vs. Collective right (2nd Amendment)
- *D.C. v. Heller*
- Due process
- Search warrant
- Probable cause
- Exclusionary rule
- “plain view”
- Grand jury
- Double jeopardy
- Self-incrimination
- Eminent domain
- Miranda Rule/Miranda Rights
- Bail
- Capital punishment
- “cruel and unusual”
- *Roe v. Wade*

CONCEPTS: Good students can...

- Describe the differences between interpretations of the 2nd Amendment (individual vs. collective right), and explain the impact of the *D.C. v. Heller* decision

- Describe what the 4th Amendment protects, when police do/do not need warrants for searches, and how the 4th Amendment is applied to schools

- Describe the protections of the 5th Amendment

- Describe the protections of the 6th Amendment

- Explain arguments for and against the death penalty

- Apply knowledge of the 4th-5th-6th Amendments to real or made-up scenarios. When presented with a scenario, be able to identify if an action is constitutionally allowed or not, and explain why
CHAPTERS 5 & 6
IDEOLOGIES, PARTIES, AND VOTER BEHAVIOR

Ideologies
- Political spectrum
- Conservative/right
- Libertarian
- Political ideology

*Describe the two major questions we ask to determine an ideology, provide examples of freedom/order/equality, sketch our freedom/order/equality graph, and plot an ideology based on scenarios provided.

Parties: Chapter 5, Sections 1 & 3
- Political party
- One, Two, & Multi-party systems
- Republican
- Ideological party
- Splinter party

*Describe what the functions of political parties are
*Third/minor parties: function(s), challenges, and types
*Identify platform differences between Dems & Reps. Which party believes in _____?

Voting: Chapter 6, Sections 2 & 4
- Registration
- Off-year/midterm election
- Political socialization
- Voting bloc

*Poll Tax
*Political Efficacy
*Party Identification
*Straight/Split ticket voting

*Explain factors that determine voter turnout & preferences
*There are many steps to winning a presidential election (7.1, 13.4, 13.5)
- Nomination
- Caucus
- Primary (open, closed, blanket)
- General election
- Winner-take-all
- National convention
- Platform
- Keynote address
- Electoral college
- Electorate

*Be able to discuss the pros & cons of the Iowa Caucus & our “first in the nation” status, & describe the process (for both Republicans & Democrats)

*Be able to discuss pros, cons & alternative ideas for our Electoral College. Why do we have it? Why will we likely always have it?

*Many types of interest groups spend money and lobby government to influence its outcomes (7.3, 9.3)
  - Interest group
  - Lobbying
  - *Citizens United
  - PAC
  - Soft, hard, & “dark” money
  - FEC

*Be able to explain the problems that may arise with unlimited &/or anonymous campaign donations

*Explain the mass media’s role & influence in politics, and analyze campaign techniques that they use

*Describe what an interest group is, what they do, and compare/contrast interest groups with political parties
U.S. GOVERNMENT: SEMESTER REVIEW

Foundation of Government: Chapters 1-2
-government politics
-legislative, executive, & judicial powers democracy
-constitution
-power, authority, & legitimacy
-John Locke/social contract
-autocracies and democracies
-unitary, confederate, and federal governments
-Limited & representative government -Declaration of Independence
-Articles of Confederation -Virginia Plan, New Jersey Plan
-Connecticut (“Great”) Compromise
-Federalists/Anti-Federalists -Limited & representative gov’t

The Constitution & Federalism: Chapters 3 & 4
-Popular Sovereignty -Rule of Law
-Separation of Powers -Checks & Balances
-Judicial Review -Federalism
-Amendment -Necessary & Proper (Elastic) Clause
-Powers: expressed, implied, concurrent, reserved, and prohibited

1st Amendment: Chapter 19
-“Wall of Separation” Establishment Clause
-Free Exercise Clause Speech Plus/Symbolic Speech
-Pure Speech “Compelling gov’t interest”
-“Balance Test” Defamation: libel & slander
-“Time, place, and manner” Tinker v. DM/Tinker standard
-Engel v. Vitale Texas v. Johnson

The Other Amendments: Chapter 20, Sections 2, 3, & 4
-D.C. v. Heller -Probable cause
-Acceptable searches: warrants, “plain view,” etc.
-Grand jury -Double jeopardy
-Self-incrimination -Miranda Rule
-Bail -Capital punishment
-“Cruel and unusual” -2nd, 4th, 5th, 6th, 8th Amendments
Parties, Ideologies, & Voting: Chapters 5 & 6
- Political spectrum
- Liberal/left/democrat
- Conservative/right/republican
- Moderate
- Libertarian
- Communitarian
- Ideology
- Party
- Watchdog
- Minor/Third Party
- One, Two, & Multi-party systems
- Single-issue party
- Splinter party
- Split-ticket voting
- Registration
- Political socialization

Campaigns & Elections: Chapters 7, 8, 9, 13
- Nomination
- Caucus
- Primary (open, closed, blanket)
- Mass media
- General election
- Winner-take-all
- National convention
- Platform
- Keynote address
- Electoral College
- Interest group
- Lobbying
- PAC
- Soft/hard money
- FEC
- Citizens United v. FEC
- role of the Iowa Caucus

Congress & the Presidency: Chapters 10, 12, 13, 14, & 15
- Congress/differences b/n House & Senate
- Basic powers of Congress
- Reapportionment/redistricting/gerrymandering
- Committees
- Basic steps for a bill to become a law
- Filibuster
- Speaker of the House/Senate Majority Leader
- Basic powers/roles of the President
- Executive order/Executive privilege
- Cabinet
- Executive Agency
- Executive Office of the President
- Regulatory Commissions