



Worthington Kilbourne High School Course Advisory Sheet

American Government/AP U. S. Government

History/
Social
Studies

Scope and sequence of the standard-level and advanced course:

American Government addresses the following topics: Civic Participation and Skills, Basic Principles of the Constitution, Structure and Functions of the Federal Government, Role of the People, Civic Involvement, Public Policy, Government and the Economy, Ohio Constitution and Local Government. In the AP U. S. Government course, all of these topics are addressed in greater depth, with additional attention to the role and function of interest groups, political parties, the media, campaigns and elections, and public opinion.

In a standard-level course (American Government), students who typically perform well...

- Attend class every day with all necessary materials
- Actively participate in classroom activities, including taking notes daily
- Seek out other students' assistance when an absence is unavoidable
- Commit 20-30 minutes per day to completing homework assignments and reviewing material in preparation for unit tests (which may require additional time according to student need)
- Consult with the teacher outside of class to eliminate misconceptions and/or gaps in knowledge, and work on skills needed to perform well on all of the components of unit tests, including essays
- Complete all components of the political advocacy project

Advanced course (AP U. S. Government) students accept additional responsibilities for:

- Completing the summer assignments
- Committing an additional 15-30 minutes per day to completing homework assignments, outlining/drafting essays, and reviewing material in preparation for unit tests (which may require additional time according to student need)
- Reading a textbook that is written using a more elevated vocabulary, more complex sentence structure, longer paragraphs/sections/chapters, and with more density (words per page) and fewer visuals than a standard course textbook; reading primary sources and Supreme Court opinions
- Taking an intrinsic interest in topics of government, politics, and public policy, especially as they relate to current events, and contributing to class discussions on a daily basis, including leading the class in discussing readings
- Writing essays that meet higher expectations for research, argument, and quality of writing
- Preparing to take the AP U. S. Government Exam by attending after school review sessions, completing practice multiple-choice tests, and perfecting writing skills

From a student's perspective:

"xx."

Example of text from a standard-level course textbook

Example of text from an advanced course textbook

□ The Power to Make Treaties

The president's power to make treaties with foreign nations is checked by the Constitution's stipulation that at least two-thirds of the members of the Senate must approve all treaties. The chief executive can also "receive ambassadors," wording that has been interpreted to allow the president to recognize the existence of other nations.

Historically, the Senate ratifies about 90 percent of the treaties submitted by the president.¹⁰ Through 2012, the Senate has rejected only twenty-one treaties put to a vote, often under highly partisan circumstances. Perhaps the most notable example of such a refusal was the Senate's defeat of the Treaty of Versailles submitted by President Woodrow Wilson in 1919. The treaty was an agreement among the major nations to end World War I. At Wilson's insistence, it also called for the creation of the League of Nations—a precursor of the United Nations—to foster continued peace and international disarmament. In struggling to gain international acceptance for the League, Wilson had taken American support for granted. This was a dramatic miscalculation. Isolationists, led by Senator Henry Cabot Lodge (R-MA), opposed U.S. participation in the League on the grounds that the League would place the United States in the center of every major international conflict. Proponents countered that, League or no League, the United States had emerged from World War I as a world power and that membership in the League of Nations would enhance its new role. The vote in the Senate for ratification was very close, but the isolationists prevailed—the United States stayed out of the League, and Wilson was devastated.

The Senate also may require substantial amendment of a treaty prior to its approval. When President Jimmy Carter proposed the controversial Panama Canal Treaty in 1977 to turn the canal over to Panama, for example, the Senate demanded settlement of several conditions before approving the canal's return.

...By Congress can pass laws that alter or override parts of it.

...as a world power, new great influence over other nations in the region. If the United States recognized Israel, other nations would, and did, follow.

From: *American Government: Roots and Reform*, Pearson Publishing, 2014.

Presidents may also "unsign" treaties, a practice often met with dismay from other signatories. For example, the George W. Bush administration formally withdrew its support for the International Criminal Court (ICC), the first permanent court to prosecute war crimes, genocide, and other crimes against humanity. Critics of this action now charge that President Bush and Vice President Dick Cheney should face prosecution for the treatment of detainees held by the United States.¹¹

When trade agreements are at issue, presidents often must consider the wishes of both houses of Congress. Congressional "fast track" authority protects a president's ability to negotiate trade agreements with confidence that Congress will not alter the accords. Trade agreements submitted to Congress under fast track procedures bar amendments and require an up or down vote in Congress within ninety days of introduction.

Presidents also often use **executive agreements** to try sidestepping the constitutional "advice and consent" of the Senate requirement for ratification of treaties and the congressional approval requirement for trade agreements. Executive agreements allow the president to form secret and highly sensitive arrangements with foreign nations, without Senate approval. Presidents have used these agreements since the days of George Washington, and the courts have upheld their use. Although executive agreements are not binding on subsequent administrations, since 1900, many presidents have favored them over treaties. President George Bush, for example, concluded forty-four such agreements. More recent presidents have used only a fraction of this number.

Example of a task from a standard-level course	Example of a task from an advanced course
<p>Identify and explain one power held by the President for each of the President's formal roles in the Executive Branch: executive powers, diplomatic powers, judicial powers.</p>	<ul style="list-style-type: none"> (a) Identify two <u>formal constitutional</u> powers of the President in making foreign policy. (b) Identify two <u>formal constitutional</u> powers of Congress in making foreign policy. (c) Describe one provision of the 1973 War Powers Resolution that was designed to preserve the President's role in foreign policy. (d) Describe one provision of the 1973 War Powers Resolution that was designed to limit the President's power over war-making (e) Identify and explain one informal power of the President that contributes to the President's advantage over Congress in conducting foreign policy.