

Window Rock Unified School District #8
Curriculum Guide
2020-2021

SUBJECT: AP United States Government and Politics

GRADE: 11-12

TIMELINE: Week 1 - August 9-13

Unit 1: Foundations of American Democracy (15-22% of the AP Exam Weighting)

Essential Questions for this Unit

1. Describe political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context.
2. Describe the author's claim(s), perspective, evidence, and reasoning.
3. Describe political principles, institutions, processes, policies, and behaviors.
4. Explain how the author's argument or perspective relates to political principles, institutions, processes, policies and behaviors.
5. Explain how political principles, institutions, processes, policies, and behaviors apply to different scenarios in context.

Topic	Content	Objectives (skill)	Assessment	Resources	Vocabulary
<p>1.1 Ideals of Democracy</p> <p>1.2 Types of Democracy</p> <p>1.3 Government Power and Individual Rights</p> <p>1.4 Challenges of the Articles of Confederation</p> <p>1.5 Ratification of the United States Constitution</p>	<p>LOR-1: A balance between governmental Power and individual rights has been a hallmark of American political development</p> <p>LOR-1: A balance between governmental power and individual rights has been a hallmark of American political development.</p> <p>CON-1: The</p>	<p>LOR-1.A: <i>Explain</i> how democratic ideals are reflected in the Declaration of Independence and the U.S. Constitution.</p> <p>LOR-1.B: Explain how models of representative democracy are visible in major institutions, policies, events, or debates in the U.S.</p> <p>CON-1.A: Explain</p>	<p>Assign Personal Progress Checks- either as homework or in class- for each unit. Each Personal Progress Check contains formative multiple choice and free-response questions. The feedback from Personal Progress Checks shows students the areas where they need to focus.</p> <p>Topic Questions</p>	<ul style="list-style-type: none"> • Thomas Hobbes's definition of an anarchic "state of nature" in the absence of government, as in the failed state of Somalia; • The Mayflower Compact (1620); • John 	<p>Chapter 2</p> <p>Chapter 3</p> <p>Chapter 4</p> <p>Chapter 5</p> <p>Chapter 11</p> <p>Chapter 12</p> <p>Chapter 14</p> <p>Chapter 15</p> <p>Chapter 16</p> <p>Chapter 17</p> <p>Chapter 18</p>

1 (LOR-Liberty and Order) (1-Concept application) (CON-Constitution) (PMI-Competing Policy-Making Interests) (2-SCOTUS application) (PMI-Competing Policy-Making Interests) (PRD-Civic Participation in a Representative Democracy) (MPA-Methods of Political Analysis) (3-Data Analysis) (4- Source Analysis) (5-Argumentation)

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Topic	Content	Objectives (skill)	Assessment	Resources	Vocabulary
	<p>Constitution emerged from the debate about the weaknesses in the Articles of Confederation as a blueprint for limited government.</p> <p>CON-1: The Constitution emerged from the debate about the weaknesses in the Articles of Confederation as a blueprint for a limited government.</p> <p>CON-1: The Constitution emerged from the debate about the weaknesses in the Articles of Confederation as a blueprint for a limited government.</p>	<p>how Federalist and Anti-Federalist views on central government and democracy are reflected in U.S. foundational documents.</p> <p>CON-1.B: Explain the relationship between key provisions of the Articles of Confederation and the debate over granting the federal government greater power formerly reserved to the states.</p> <p>CON-1.C: Explain the ongoing impact of political negotiation and compromise at the Constitutional Convention on the development of the constitutional</p>		<p>Locke’s Second Treaties of Civil Government (1690)</p> <ul style="list-style-type: none"> • Baron de Montesquieu’s ideas about separating powers in government found in The Spirit of the Laws (1748) • Analytical Reading Declaration of Independence • Federalist No. 10 • Brutus No. 1 • Letters from the Farmers #1 • Analytical Reading: Articles of Confederation 	

2 (LOR-Liberty and Order) (1-Concept application) (CON-Constitution) (PMI-Competing Policy-Making Interests) (2-SCOTUS application) (PMI-Competing Policy-Making Interests) (PRD-Civic Participation in a Representative Democracy) (MPA-Methods of Political Analysis) (3-Data Analysis) (4- Source Analysis) (5-Argumentation)

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Topic	Content	Objectives (skill)	Assessment	Resources	Vocabulary
		system.			

SUBJECT: AP United States Government and Politics

GRADE: 11-12

TIMELINE: Week 2 - August 16-20

Unit 1: Foundation of American Democracy (15-22% of the AP Exam Weighting)

Essential Questions for this Unit

1. Explain how the author’s argument or perspective relates to political principals, institutions, processes, policies, and behaviors.
2. Articulate a defensible claim/thesis.
3. Describe the facts, reasoning, decision, and majority opinion of required Supreme Court cases.
4. Support the argument using reviewed evidence.

Topic	Content	Objectives (skill)	Assessment	Resources	Vocabulary
<p>1.6 Principles of American Government</p> <p>1.7 Relationship Between the States and Federal Government</p>	<p>PMI-1: The Constitution created a competitive policy-making process to ensure the people’s will is represented and that</p>	<p>PMI-1.A: <i>Explain</i> the constitutional principles of separation of powers and “checks and balances.”</p>	<p>Assign Personal Progress Checks- either as homework or in class- for each unit. Each Personal Progress Check contains formative</p>	<ul style="list-style-type: none"> • Federalist No. 51 • The Constitution of the United States • Argumentati 	<p>Chapter 2 Chapter 4 Chapter 5 Chapter 11 Chapter 12 Chapter 14 Chapter 15</p>

3 (LOR-Liberty and Order) (1-Concept application) (CON-Constitution) (PMI-Competing Policy-Making Interests) (2-SCOTUS application) (PMI-Competing Policy-Making Interests) (PRD-Civic Participation in a Representative Democracy) (MPA-Methods of Political Analysis) (3-Data Analysis) (4- Source Analysis) (5-Argumentation)

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Topic	Content	Objectives (skill)	Assessment	Resources	Vocabulary
<p>1.8 Constitutional Interpretations of Federalism</p> <p>1.9 Federalism in Action</p>	<p>freedom is preserved.</p> <p>CON-2: Federalism reflects the dynamic distribution of power between national and state governments.</p> <p>CON-2: Federalism reflects the dynamic distribution of power between national and state governments.</p> <p>CON-2: Federalism the dynamic distribution of power between national and state governments.</p>	<p>PMI-1 B: Explain the implications of separation of powers and “checks and balances” for the U.S. political system.</p> <p>CON-2 A: Explain how societal needs affect the constitutional allocation of power between the national and state governments.</p> <p>CON-2 B: Explain how the appropriate balance of power between national and state governments has been interpreted differently over time.</p> <p>CON-2.C: Explain how the distribution of powers among three federal branches and between</p>	<p>multiple choice and free-response questions. The feedback from Personal Progress Checks shows students the areas where they need to focus.</p> <p>Topic Questions</p>	<p>on (Introduction of Federalism)</p> <ul style="list-style-type: none"> • Federalism, the commerce Clause, and the Tenth Amendment • McCulloch v. Maryland (1819) • United States v. Lopez (1995) • 	<p>Chapter 16 Chapter 17 Chapter 18</p>

4 (LOR-Liberty and Order) (1-Concept application) (CON-Constitution) (PMI-Competing Policy-Making Interests) (2-SCOTUS application) (PMI-Competing Policy-Making Interests) (PRD-Civic Participation in a Representative Democracy) (MPA-Methods of Political Analysis) (3-Data Analysis) (4- Source Analysis) (5-Argumentation)

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Topic	Content	Objectives (skill)	Assessment	Resources	Vocabulary
		national and state governments impacts policy making.			

5 (LOR-Liberty and Order) (1-Concept application) (CON-Constitution) (PMI-Competing Policy-Making Interests) (2-SCOTUS application) (PMI-Competing Policy-Making Interests) (PRD-Civic Participation in a Representative Democracy) (MPA-Methods of Political Analysis) (3-Data Analysis) (4- Source Analysis) (5-Argumentation)

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SUBJECT: AP United States Government and Politics

GRADE: 11-12

TIMELINE: Week 3 - August 23-27

Unit 2: Interactions Among Branches of Government (25-36% of the AP Exam Weighting)

Essential Questions for this Unit

1. Compare political principles, institutions, processes, policies, and behaviors.
2. Describe the data presented.
3. Describe the facts, reasoning, decisions, and majority opinion of required Supreme Court cases.
4. Describe patterns and trends in data.
5. Explain how political principles, institutions, processes, policies, and behaviors apply to different scenarios in context.

Topic	Content	Objectives (skill)	Assessment	Resources	Vocabulary
<p>2.1 Congress: The Senate and the House of Representatives</p> <p>2.2 Structures, Powers, and Functions of Congress</p> <p>2.3 Congressional Behavior</p> <p>2.4 Roles and Powers of the President</p> <p>2.5 Checks on the Presidency</p>	<p>CON-3: The republican ideal in the U.S. is manifested in the structure and operation of the legislative branch.</p> <p>CON-3: The republican ideal in the U.S. is manifested in the structure and operation of the legislative branch.</p> <p>CON-3: The republican ideal in the U.S. is</p>	<p>CON-3.A: Describe the difference structures, powers, and functions of each house of Congress.</p> <p>CON-3.B: Explain how structures of both houses of Congress affect the policy-making process.</p> <p>CON-3.C: Explain how congressional behavior is influenced by election processes,</p>	<p>Assign Personal Progress Checks- either as homework or in class- for each unit. Each Personal Progress Check contains formative multiple choice and free-response questions. The feedback from Personal Progress Checks shows students the areas where they need to focus.</p> <p>Topic Questions</p>	<ul style="list-style-type: none"> • The Constitution of the United States. • Data Analysis (Mandatory v. Discretionary Spending). • SCOTUS Case Analysis (Baker v. Carr {1982}) • SCOTUS case 	<p>Chapter 2</p> <p>Chapter 3</p> <p>Chapter 4</p> <p>Chapter 5</p> <p>Chapter 11</p> <p>Chapter 12</p> <p>Chapter 14</p> <p>Chapter 15</p> <p>Chapter 16</p> <p>Chapter 17</p> <p>Chapter 18</p>

6 (LOR-Liberty and Order) (1-Concept application) (CON-Constitution) (PMI-Competing Policy-Making Interests) (2-SCOTUS application) (PMI-Competing Policy-Making Interests) (PRD-Civic Participation in a Representative Democracy) (MPA-Methods of Political Analysis) (3-Data Analysis) (4- Source Analysis) (5-Argumentation)

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Topic	Content	Objectives (skill)	Assessment	Resources	Vocabulary
	<p>manifested in the structure and operation of the legislative branch.</p> <p>CON-4: The presidency has been enhanced beyond its expressed constitutional powers.</p> <p>CON-4: The presidency has been enhanced beyond its expressed constitutional powers</p>	<p>partisanship, and divided government.</p> <p>CON-4.A: Explain how the president can implement a policy agenda.</p> <p>CON-4.B: Explain how the president’s agenda can create tension and frequent confrontations with Congress.</p>		<p>Analysis (Shaw v. Reno {1993})</p> <ul style="list-style-type: none"> • Analytical Reading (Visual-Map) • Data Analysis (Vetoes v. Overrides) • Teaching and Assessing Module-Unit 2: Concept Application and Data Analysis 	

7 (LOR-Liberty and Order) (1-Concept application) (CON-Constitution) (PMI-Competing Policy-Making Interests) (2-SCOTUS application) (PMI-Competing Policy-Making Interests) (PRD-Civic Participation in a Representative Democracy) (MPA-Methods of Political Analysis) (3-Data Analysis) (4- Source Analysis) (5-Argumentation)

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SUBJECT: AP United States Government and Politics

GRADE: 11-12

TIMELINE: Week 4 - August 30-September 3

Unit 2: Interactions Among Branches of Government (25-36% of the AP Exam Weighting)

Essential Questions for this Unit

1. Describe the author’s claim(s), perspective, evidence, and reasoning.
2. Explain how political principles, institutions, processes, policies, and behaviors apply to different scenarios in context.
3. Explain how a required Supreme Court case relates to a foundational document or to other primary or secondary sources.
4. Describe the principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context.
5. Compare the reasoning, decision, and majority opinion of a required Supreme Court case to a non-required Supreme Court case.

Topic	Content	Objectives (skill)	Assessment	Resources	Vocabulary
<p>2.6 Expansion of Presidential Power of Representatives</p> <p>2.7 Presidential Communication</p> <p>2.8 The Judicial Branch</p> <p>2.9 Legitimacy of the Judicial Branch</p> <p>2.10 The Court in Action</p>	<p>CON-4: The presidency has been enhanced beyond its expressed constitutional power.</p> <p>CON-4: The presidency has been enhanced beyond its constitutional power.</p> <p>CON-5: The design of the judicial branch protects the Supreme Court’s independence as a branch of</p>	<p>LOR-1.A: <i>Explain</i> how presidents have interpreted and justified their use of formal and informal powers.</p> <p>CON-4.D: <i>Explain</i> how communication technology has changed the president’s relationship with the national constituency and the other branches.</p> <p>CON-5.A: <i>Explain</i></p>	<p>Assign Personal Progress Checks- either as homework or in class- for each unit. Each Personal Progress Check contains formative multiple choice and free-response questions. The feedback from Personal Progress Checks shows students the areas where they need to focus.</p> <p>Topic Questions</p>	<ul style="list-style-type: none"> • Analytical Reading (Federalist No. 70) • President Reagan’s televised “Address to the Nation of Federal Tax Reduction” (1981) • SCOTUS Case Analysis (Marbury v. Madison) 	<p>Chapter 2</p> <p>Chapter 3</p> <p>Chapter 4</p> <p>Chapter 5</p> <p>Chapter 11</p> <p>Chapter 12</p> <p>Chapter 14</p> <p>Chapter 15</p> <p>Chapter 16</p> <p>Chapter 17</p> <p>Chapter 18</p>

8 (LOR-Liberty and Order) (1-Concept application) (CON-Constitution) (PMI-Competing Policy-Making Interests) (2-SCOTUS application) (PMI-Competing Policy-Making Interests) (PRD-Civic Participation in a Representative Democracy) (MPA-Methods of Political Analysis) (3-Data Analysis) (4- Source Analysis) (5-Argumentation)

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Topic	Content	Objectives (skill)	Assessment	Resources	Vocabulary
	<p>government, and the emergence of and use of judicial review remains a powerful judicial practice.</p> <p>CON-5: The design of the judicial branch protects the Supreme Court’s independence as a branch of government, and the emergence of and use of judicial review remains a powerful judicial practice.</p> <p>CON-5: The design of the judicial branch protects the Supreme Court’s independence as a branch of government, and the emergence of and use of judicial review remains a powerful judicial</p>	<p>the principle of judicial review and how it checks the power of other institutions and state governments.</p> <p>CON-5.B: Explain how the exercise of judicial review in conjunction with life tenure can lead to debate about the legitimacy of the Supreme Court’s power.</p> <p>CON-5.B: Explain how the exercise of judicial review in conjunction with life tenure can lead to debate about the legitimacy of the Supreme Court’s power.</p>		<p>{1803})</p> <ul style="list-style-type: none"> • Analytical Reading (Federalist No. 78) • Martin v. Hunter’s Lessess (1816) • New Deal conflict (Congress) • Unites States v. Nixon (1974) 	

9 (LOR-Liberty and Order) (1-Concept application) (CON-Constitution) (PMI-Competing Policy-Making Interests) (2-SCOTUS application) (PMI-Competing Policy-Making Interests) (PRD-Civic Participation in a Representative Democracy) (MPA-Methods of Political Analysis) (3-Data Analysis) (4- Source Analysis) (5-Argumentation)

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Topic	Content	Objectives (skill)	Assessment	Resources	Vocabulary
	practice.				

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SUBJECT: AP United States Government and Politics

GRADE: 11-12

TIMELINE: Week 5 - September 7-10

Unit 2: Interactions Among Branches of Government (25-36% of the AP Exam Weighting)

Essential Questions for this Unit

1. Describe political principles, institutions, and processes, policies, and behaviors illustrated in different scenarios in context.
2. Explain how the author's argument or perspective relates to political principles, institutions, processes, policies, and behaviors.
3. Describe political principles, institutions, and processes, policies, and behaviors illustrated in different scenarios in context.
4. Explain patterns and trends in data to draw conclusions.
5. Explain what the data implies or illustrates about political principles, institutions, processes, policies, and behaviors.

Topic	Content	Objectives (skill)	Assessment	Resources	Vocabulary
<p>2.11 Checks on the Judicial Branch</p> <p>2.12 The Bureaucracy</p> <p>2.13 Discretionary and Rule-Making Authority</p> <p>2.14 Holding the Bureaucracy Accountable</p> <p>2.15 Policy and the Branches of Government</p>	<p>CON-5: The design of the judicial branch protects the Supreme Court's independence as a branch of government, and the emergence of and use of judicial review remains a powerful judicial practice.</p> <p>PMI-2: The federal bureaucracy implements federal policies.</p> <p>PMI-2: The federal</p>	<p>CON-5.B: <i>Explain</i> how the exercise of judicial review in conjunction with life tenure can lead to debate about the legitimacy of the Supreme Court's power.</p> <p>CON-5.C: <i>Explain</i> how other branches in the government can limit the Supreme Court's power.</p> <p>PMI-2.A: <i>Explain</i> how the bureaucracy</p>	<p>Assign Personal Progress Checks- either as homework or in class- for each unit. Each Personal Progress Check contains formative multiple choice and free-response questions. The feedback from Personal Progress Checks shows students the areas where they need to focus.</p> <p>Topic Questions</p>	<ul style="list-style-type: none"> • Swann v. Charlotte-Mecklenburg Board of Education (1970) • Milliken v. Bradley (1974) • Franklin Roosevelt's court-packing plan • Sixteenth Amendment and federal income tax 	<p>Chapter 2</p> <p>Chapter 3</p> <p>Chapter 4</p> <p>Chapter 5</p> <p>Chapter 11</p> <p>Chapter 12</p> <p>Chapter 14</p> <p>Chapter 15</p> <p>Chapter 16</p> <p>Chapter 17</p> <p>Chapter 18</p>

11 (LOR-Liberty and Order) (1-Concept application) (CON-Constitution) (PMI-Competing Policy-Making Interests) (2-SCOTUS application) (PMI-Competing Policy-Making Interests) (PRD-Civic Participation in a Representative Democracy) (MPA-Methods of Political Analysis) (3-Data Analysis) (4- Source Analysis) (5-Argumentation)

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Topic	Content	Objectives (skill)	Assessment	Resources	Vocabulary
	bureaucracy implements federal policies. PMI-2: The federal bureaucracy implements federal policies. PMI-2: The federal bureaucracy implements federal policies.	carries out the responsibilities of the federal government. PMI-2.B: <i>Explain</i> how the federal bureaucracy uses delegated discretionary authority for rule making and implementation. PMI-2.C: <i>Explain</i> how Congress uses its oversight power in its relationship with the executive branch. PMI-2.D: <i>Explain</i> how the president ensures that executive branch agencies and departments carry out their responsibilities in concert with goals of the administration.		<ul style="list-style-type: none"> Data Analysis (Budget of Bureaucratic Agency) 	

12 (LOR-Liberty and Order) (1-Concept application) (CON-Constitution) (PMI-Competing Policy-Making Interests) (2-SCOTUS application) (PMI-Competing Policy-Making Interests) (PRD-Civic Participation in a Representative Democracy) (MPA-Methods of Political Analysis) (3-Data Analysis) (4- Source Analysis) (5-Argumentation)

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Topic	Content	Objectives (skill)	Assessment	Resources	Vocabulary
		PMI-2.E: <i>Explain</i> the extent to which governmental branches can hold the bureaucracy accountable given the competing interests of Congress, the president, and the federal courts.			

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SUBJECT: AP United States Government and Politics

GRADE: 11-12

TIMELINE: Week 6 - September 13-17

Unit 3: Civil Liberties and Civil Rights (13-18% of the AP Exam Weighting)

Essential Questions for this Unit

1. Describe political principle, institutions, processes, policies, and behaviors illustrated in different scenarios in context.
2. Describe the facts, reasoning, decision, and majority opinion of required Supreme Court cases.
3. Articulate a defensible claim/thesis.
4. Explain how the visual elements of a cartoon, map, or info graphic illustrate or relate to political principles, institutions, processes, policies, and behaviors.

Topic	Content	Objectives (skill)	Assessment	Resources	Vocabulary
<p>3.1 The Bill of Rights</p> <p>3.2 First Amendment: Freedom of Religion</p> <p>3.3 First Amendment: Freedom of Speech</p> <p>3.4 First Amendment: Freedom of Press</p>	<p>LOR-2: Provisions of the U.S. Constitution’s Bill of Rights are continually being interpreted to balance the power of government and the civil liberties of individuals.</p> <p>LOR-2: Provisions of the U.S. Constitution’s Bill of Rights are continually being interpreted to balance the power</p>	<p>LOR-2.A: <i>Explain</i> how the U.S. Constitution protects individual liberties and rights.</p> <p>LOR-2.B: <i>Describe</i> the rights protected in the Bill of Rights.</p> <p>LOR-2.C: <i>Explain</i> the extent to which the Supreme Court’s interpretation of the First and Second Amendments reflects a commitment to individual liberty.</p>	<p>Assign Personal Progress Checks- either as homework or in class- for each unit. Each Personal Progress Check contains formative multiple choice and free-response questions. The feedback from Personal Progress Checks shows students the areas where they need to focus.</p> <p>Multiple Choice~30</p>	<ul style="list-style-type: none"> • The Constitution of the United States • Engel v. Vitale (1962) • Wisconsin v. Yoder (1972) • SCOTUS Case Analysis (Tinker v. Des Moines Independent Community 	<p>Chapter 4</p> <p>Chapter 5</p> <p>Chapter 15</p>

14 (LOR-Liberty and Order) (1-Concept application) (CON-Constitution) (PMI-Competing Policy-Making Interests) (2-SCOTUS application) (PMI-Competing Policy-Making Interests) (PRD-Civic Participation in a Representative Democracy) (MPA-Methods of Political Analysis) (3-Data Analysis) (4- Source Analysis) (5-Argumentation)

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Topic	Content	Objectives (skill)	Assessment	Resources	Vocabulary
	<p>of government and the civil liberties of individuals.</p> <p>LOR-2: Provisions of the U.S. Constitution’s Bill of Rights are continually being interpreted to balance the power of government and the civil liberties of individuals</p> <p>LOR-2: Provisions of the U.S. Constitution’s Bill of Rights are continually being interpreted to balance the power of government and the civil liberties of individuals</p>	<p>LOR-2.C: Explain the extent to which the Supreme Court’s interpretation of the First and Second Amendments reflects a commitment to individual liberty.</p> <p>LOR-2.C: Explain the extent to which the Supreme Court’s interpretation of the First and Second Amendments reflects a commitment to individual liberty.</p>	<p>questions</p> <p>Free-response: 3 questions,</p> <p>*SCOTUS comparison, *</p> <p>Argument Essay</p> <p>Topic Questions</p>	<p>School District {1969})</p> <ul style="list-style-type: none"> • SCOTUS Case Analysis (Schenck v. United States {1919}) • Argumentation (Have SCOTUS Ruling Expanded Rights, Part 1) • The Development and Application of the First Amendment 	

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SUBJECT: AP United States Government and Politics

GRADE: 11-12

TIMELINE: Week 7 - September 20-24

Unit 3: Civil Liberties and Civil Rights (13-18% of the AP Exam Weighting)

Essential Questions for this Unit

1. Describe political principle, institutions, processes, policies, and behaviors illustrated in different scenarios in context.
2. Describe the facts, reasoning, decision, and majority opinion of required Supreme Court cases.
3. Articulate a defensible claim/thesis.
4. Explain how the visual elements of a cartoon, map, or info graphic illustrate or relate to political principles, institutions, processes, policies, and behaviors.

Topic	Content	Objectives (skill)	Assessment	Resources	Vocabulary
<p>3.5 Second Amendment: Right to Bear Arms</p> <p>3.6 Amendments: Balancing Individual Freedom with Public Order and Safety</p> <p>3.7 Selective Incorporation</p> <p>3.8 Amendments: Due Process and the Rights of the Accused</p> <p>3.9 Amendments: Due Process and Right to Privacy</p>	<p>LOR-2: Provisions of the U.S. Constitution’s Bill of Rights are continually being interpreted to balance the power of government and the civil liberties of individuals.</p> <p>LOR-2: Provisions of the U.S. Constitution’s Bill of Rights are continually being interpreted to balance the power</p>	<p>LOR-2.C: <i>Explain</i> the extent to which the Supreme Court’s interpretation of the First and Second Amendments reflects a commitment to individual liberty.</p> <p>LOR-2.D: <i>Explain</i> how the Supreme Court has attempted to balance claims of individual freedom with laws and enforcement procedures that</p>	<p>Assign Personal Progress Checks- either as homework or in class- for each unit. Each Personal Progress Check contains formative multiple choice and free-response questions. The feedback from Personal Progress Checks shows students the areas where they need to focus.</p> <p>Multiple Choice~30</p>	<ul style="list-style-type: none"> • Social Order and Civil Liberties: Examining the Second and Fourth Amendments • Argumentation (Have SCOTUS Ruling Expanded Rights, Part 2) • Social Order and Civil 	<p>Chapter 4</p> <p>Chapter 5</p> <p>Chapter 15</p>

16 (LOR-Liberty and Order) (1-Concept application) (CON-Constitution) (PMI-Competing Policy-Making Interests) (2-SCOTUS application) (PMI-Competing Policy-Making Interests) (PRD-Civic Participation in a Representative Democracy) (MPA-Methods of Political Analysis) (3-Data Analysis) (4- Source Analysis) (5-Argumentation)

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Topic	Content	Objectives (skill)	Assessment	Resources	Vocabulary
	<p>of government and the civil liberties of individuals.</p> <p>LOR-3: Protections of the Bill of Rights have been selectively incorporated by way of the Fourteenth Amendment’s due process clause to prevent state infringement of basic liberties.</p> <p>LOR-3: Protections of the Bill of Rights have been selectively incorporated by way of the Fourteenth Amendment’s due process clause to prevent state infringement of basic liberties</p> <p>LOR-3: Protections of the Bill of Rights have been selectively</p>	<p>promote public order and safety.</p> <p>LOR-3.A: <i>Explain</i> the implications of the doctrine of selective incorporation.</p> <p>LOR-3.B: <i>Explain</i> to extent to which states are limited by the due process clause from infringing upon individual rights.</p> <p>LOR-3.B: <i>Explain</i> to extent to which states are limited by the due process clause from infringing upon individual rights.</p>	<p>questions</p> <p>Free-response: 3 questions, *SCOTUS comparison, * Argument Essay</p> <p>Topic Questions</p>	<p>Liberties</p> <p>Examining the Second and Fourth Amendments</p> <ul style="list-style-type: none"> • SCOTUS Case Analysis (McDonald v. Chicago {2010}) • SCOTUS Case Analysis (Gideon v. Wainwright {1963}) • Argumentation (Have SCOTUS Ruling Expanded, Part 3) • SCOTUS Case Analysis (Roe v. 	

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Topic	Content	Objectives (skill)	Assessment	Resources	Vocabulary
	incorporated by way of the Fourteenth Amendment's due process clause to prevent state infringement of basic liberties.			Wade{ 1973 })	

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SUBJECT: AP United States Government and Politics

GRADE: 11-12

TIMELINE: Week 8 - September 27-October 1

Unit 3: Civil Liberties and Civil Rights (13-18% of the AP Exam Weighting)

Essential Questions for this Unit

1. Explain how the implications of the author's argument or perspective may affect political principles, institutions, processes, policies, and behaviors.
2. Explain how a required Supreme Court case relates to a foundational document or to other primary or secondary sources.
3. Compare the reasoning, decision, and majority opinion of a required Supreme Court case to a non-required Supreme Court case.
4. Explain how political principles, institutions, processes, policies, and behaviors apply to different scenarios in context.

Topic	Content	Objectives (skill)	Assessment	Resources	Vocabulary
<p>3.10 Social Movements and Equal Protection</p> <p>3.11 Government Responses to Social Movements</p> <p>3.12 Balancing Minority and Majority Rights</p> <p>3.13 Affirmative Action</p>	<p>PRD-1: The Fourteenth Amendment's equal protection clauses as well as other constitutional provisions have often been used to support the advancement of equality.</p> <p>PMI-3: Public policy promoting civil right is influenced by citizen-state interactions and</p>	<p>PRD-1.A: <i>Explain</i> how constitutional provisions have supported and motivated social movements.</p> <p>PMI-3.A: <i>Explain</i> how the government has responded to social movements.</p> <p>CON-6.A: <i>Explain</i> how the Court has at times allowed the restriction of the civil rights of minority groups and at other times has</p>	<p>Assign Personal Progress Checks- either as homework or in class- for each unit. Each Personal Progress Check contains formative multiple choice and free-response questions. The feedback from Personal Progress Checks shows students the areas where they need to focus.</p> <p>Multiple Choice~30</p>	<ul style="list-style-type: none"> • Analytical Reading (“Letter from a Birmingham Jail”) • SCOTUS Case Analysis (Brown v. Board of Education {1954}) • Parents involved in Community schools v. 	<p>Chapter 4 Chapter 5 Chapter 15</p>

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Topic	Content	Objectives (skill)	Assessment	Resources	Vocabulary
	<p>constitutional interpretation over time.</p> <p>CON-6: The Court’s interpretation of the U.S. Constitution is influenced by the composition of the Court and citizen-state interactions. At times, it has restricted minority rights and, at others, protected them.</p> <p>CON-6: The Court’s interpretation of the U.S. Constitution is influenced by the composition of the Court and citizen-state interactions. At times, it has restricted minority rights and, at others, protected them.</p>	<p>protected those rights.</p> <p>CON-6.A: Explain how the Court has at times allowed the restriction of the civil rights of minority groups and at other times has protected those rights.</p>	<p>questions</p> <p>Free-response: 3 questions, *SCOTUS comparison, *Argument Essay</p> <p>Topic Questions</p>	<p>Seattle School District No. 1 (2007)</p> <ul style="list-style-type: none"> • Regents of the University of California v. Bakke (1978) • Gratz v. Bollinger (2002) 	

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SUBJECT: AP United States Government and Politics

GRADE: 11-12

TIMELINE: Week 9 - October 4-8

Unit 4: Civil Liberties and Civil Rights (10-15% of the AP Exam Weighting)

Essential Questions for this Unit

1. Describe political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context.
2. Describe data presented.
3. Describe patterns and trends in data.
4. Explain how the author's argument or perspective relates to political principles, institutions, processes, policies, and behaviors.
5. Explain patterns and trends in data to draw conclusions.

Topic	Content	Objectives (skill)	Assessment	Resources	Vocabulary
<p>4.1 American Attitudes About Government and Politics</p> <p>4.2 Political Socialization</p> <p>4.3 Changes in Ideology</p> <p>4.4 Influence of Political Events on Ideology</p> <p>4.5 Measuring Public Opinion</p>	<p>MPA-1: Citizen beliefs about government are shaped by the intersection of demographics political culture, and dynamic social change.</p> <p>MPA-1.: Citizen beliefs about government are shaped by the intersection of demographics political culture, and dynamic social</p>	<p>MPA-1.A: <i>Explain</i> the relationship between core beliefs of U.S. citizens and attitudes about the role of government.</p> <p>MPA-1.B: <i>Explain</i> how cultural factors influence political attitudes and socialization.</p> <p>MPA-1.B: <i>Explain</i> how cultural factors influence political attitudes and socialization</p> <p>MPA-1.B: <i>Explain</i></p>	<p>Assign Personal Progress Checks- either as homework or in class- for each unit. Each Personal Progress Check contains formative multiple choice and free-response questions. The feedback from Personal Progress Checks shows students the areas where they need to focus.</p> <p>Multiple Choice~30</p>	<ul style="list-style-type: none"> • Data Analysis (Political Socialization) • Data Analysis (Ideology by Generations) • Data Analysis (Measuring Public Opinion poll) 	<p>Chapter 4</p> <p>Chapter 5</p> <p>Chapter 6</p> <p>Chapter 10</p> <p>Chapter 15</p>

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Topic	Content	Objectives (skill)	Assessment	Resources	Vocabulary
	<p>change. MPA-1: Citizen beliefs about government are shaped by the intersection of demographics political culture, and dynamic social change. MPA-1: Citizen beliefs about government are shaped by the intersection of demographics political culture, and dynamic social change. MPA-2.A: Public opinion is measured through scientific polling, and the results of public opinion polls influence public policies and institutions.</p>	<p>how cultural factors influence political attitudes and socialization. MPA-2.A: <i>Describe</i> the elements of scientific polls.</p>	<p>questions Free-response: 3 questions, *Concept Application, *Quantitative Analysis.</p>		

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23 (LOR-Liberty and Order) (1-Concept application) (CON-Constitution) (PMI-Competing Policy-Making Interests) (2-SCOTUS application) (PMI-Competing Policy-Making Interests) (PRD-Civic Participation in a Representative Democracy) (MPA-Methods of Political Analysis) (3-Data Analysis) (4- Source Analysis) (5-Argumentation)

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SUBJECT: AP United States Government and Politics

GRADE: 11-12

TIMELINE: Week 10 - October 11-15

Unit 4: Civil Liberties and Civil Rights (10-15% of the AP Exam Weighting)

Essential Questions for this Unit

1. Explain what the data implies or illustrates about political principles, institutions, processes, policies, and behaviors.
2. Explain how political principles, institutions, processes, policies, and behaviors apply to different scenarios in context.
3. Explain how the visual elements of a cartoon, map, or info graphic illustrate or relate to political principles, institutions, processes, policies, and behaviors.
4. Explain possible limitations of the data provided.
5. Explain how the implications of the author’s argument or perspective may affect political principles, institutions, processes, policies, and behaviors.

Topic	Content	Objectives (skill)	Assessment	Resources	Vocabulary
<p>4.6 Evaluating Public Opinion Data</p> <p>4.7 Ideologies of Political Parties</p> <p>4.8 Ideology and Policy Making</p> <p>4.9 Ideology and Economic Policy</p> <p>4.10 Ideology and Social Policy</p>	<p>MPA-2: Public opinion is measured through scientific polling, and the results of public opinion polls influence public policies and institutions.</p> <p>PMI-4.: Widely held political ideologies shape policy debates and choices in American policies.</p> <p>PMI-4: Widely held political ideologies</p>	<p>MPA-2.B: <i>Explain</i> the quality and credibility of claims based on public opinion data.</p> <p>PMI-4.A: <i>Explain</i> how ideologies of the two major parties shape policy debates.</p> <p>PMI-4.B: <i>Explain</i> how U.S. political culture (e.g., values, attitudes, and beliefs) influences the formation, goals,</p>	<p>Assign Personal Progress Checks- either as homework or in class- for each unit. Each Personal Progress Check contains formative multiple choice and free-response questions. The feedback from Personal Progress Checks shows students the areas where they need to focus.</p>	<ul style="list-style-type: none"> • Data Analysis (Evaluating Public Opinion Data) • Analytical Reading (Visual – Voting Patterns and Ideology) • Data Analysis (Ideology 	<p>Chapter 4</p> <p>Chapter 5</p> <p>Chapter 6</p> <p>Chapter 10</p> <p>Chapter 15</p>

24 (LOR-Liberty and Order) (1-Concept application) (CON-Constitution) (PMI-Competing Policy-Making Interests) (2-SCOTUS application) (PMI-Competing Policy-Making Interests) (PRD-Civic Participation in a Representative Democracy) (MPA-Methods of Political Analysis) (3-Data Analysis) (4- Source Analysis) (5-Argumentation)

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Topic	Content	Objectives (skill)	Assessment	Resources	Vocabulary
	shape policy debates and choices in American policies PMI-4: Widely held political ideologies shape policy debates and choices in American policies PMI-4: Widely held political ideologies shape policy debates and choices in American policies	and implementation of public policy over time. PMI-4.C: Describe different political ideologies on the role of government in regulating the marketplace. PMI-4.D: Explain how political ideologies vary on the government’s role in regulating the marketplace. PMI-4.E: Explain how political ideologies vary on the role of the government in addressing social issues. PMI-4.F: Explain how different ideologies impact policy on social issues.	Multiple Choice~30 questions Free-response: 3 questions, *Concept Application, *Quantitative Analysis.	and Economic Policy) <ul style="list-style-type: none"> • Teaching and Assessing Module – Unite 4: Data Analysis • Analytical Reading (Ideology and Social Policy) 	

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SUBJECT: AP United States Government and Politics

GRADE: 11-12

TIMELINE: Week 11 - October 18-22

Unit 5: Political Participation (20-27% of the AP Exam Weighting)

Essential Questions for this Unit

1. Describe political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context.
2. Explain patterns and trends in data to draw conclusions.
3. Explain political principles, institutions, processes, policies, and behaviors.
4. Explain how the author's argument or perspective relates to political principles, institutions, processes, policies, and behaviors.
5. Explain what the data implies or illustrates about political principles, institutions, processes, policies, and behaviors.

Topic	Content	Objectives (skill)	Assessment	Resources	Vocabulary
<p>5.1 Voting Rights and Models of Voting Behavior</p> <p>5.2 Voter Turnout</p> <p>5.3 Political Parties</p> <p>5.4 How and Why Political Parties Change and Adapt</p> <p>5.5 Third-Party Politics</p>	<p>MPA-3: Factors associated with political ideology, efficacy, structural barriers, and demographics influence the nature and degree of political participation.</p> <p>MPA-3: Factors associated with political ideology, efficacy, structural barriers, and demographics influence the nature</p>	<p>MPA-3.A: <i>Describe</i> the voting rights protections in the Constitution and in legislation.</p> <p>MPA-3.B: <i>Describe</i> different models of voting behavior.</p> <p>MPA-3.C: <i>Explain</i> the roles that individual choice and state laws play in voter turnout in elections.</p> <p>PMI-5.A: <i>Describe</i> linkage institutions.</p> <p>PMI-5.B: <i>Explain</i></p>	<p>Assign Personal Progress Checks- either as homework or in class- for each unit. Each Personal Progress Check contains formative multiple choice and free-response questions. The feedback from Personal Progress Checks shows students the areas where they need to focus.</p> <p>Multiple Choice~30</p>	<ul style="list-style-type: none"> • Analytical Reading (Fifteenth, Nineteenth, and Twenty-Sixth Amendments. • Data Analysis (Voter Turnout) • Data Analysis (Third-Party Voting National 	<p>Chapter 6 Chapter 7 Chapter 9 Chapter 10</p>

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Topic	Content	Objectives (skill)	Assessment	Resources	Vocabulary
	<p>and degree of political participation.</p> <p>PMI-5: Political parties, interest groups, and social movements provide opportunities for participation and influence how people relate to government and policy-makers.</p> <p>PMI-5: Political parties, interest groups, and social movements provide opportunities for participation and influence how people relate to government and policy-makers.</p> <p>PMI-5: Political parties, interest groups, and social movements provide opportunities for participation and</p>	<p>the function and impact of political parties on the electorate and government.</p> <p>PMI-5.C: Explain why and how political parties change and adapt.</p> <p>PMI-5.D: Explain how structural barriers impact third-party and independent candidate success.</p>	<p>questions</p> <p>Free-response: 3 questions,</p> <p>*Quantitative Analysis,</p> <p>*Argument Essay</p>	<p>Elections)</p>	

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Topic	Content	Objectives (skill)	Assessment	Resources	Vocabulary
	influence how people relate to government and policy-makers.				

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SUBJECT: AP United States Government and Politics

GRADE: 11-12

TIMELINE: Week 12 - October 25-29

Unit 5: Political Participation (20-27% of the AP Exam Weighting)

Essential Questions for this Unit

1. Explain possible limitations of the visual representation of the data provided.
2. Explain how political principles, institutions, processes, policies, and behaviors apply to different scenarios in context.
3. Articulate a defensible claim/thesis.
4. Support the argument using relevant evidence.

Topic	Content	Objectives (skill)	Assessment	Resources	Vocabulary
<p>5.6 Interest Groups Influencing Policy Making</p> <p>5.7 Groups Influencing Policy Outcomes</p> <p>5.8 Electing a President</p> <p>5.9 Congressional Elections</p>	<p>PMI-5: Political parties, interest groups, and social movements provide opportunities for participation and influence how people relate to government and policy-makers.</p> <p>PMI-5: Political parties, interest groups, and social movements provide opportunities for participation and influence how</p>	<p>PMI-5.E: <i>Describe</i> the voting rights protections in the Constitution and in legislation.</p> <p>PMI-5.F: <i>Explain</i> how variation in types and resources of interest groups affect their ability to influence elections and policy making.</p> <p>PMI-5.G: <i>Explain</i> how various political actors influence public policy outcomes.</p> <p>PRD-2.A: <i>Explain</i></p>	<p>Assign Personal Progress Checks- either as homework or in class- for each unit. Each Personal Progress Check contains formative multiple choice and free-response questions. The feedback from Personal Progress Checks shows students the areas where they need to focus. Multiple Choice~30 questions</p>	<ul style="list-style-type: none"> • Data Analysis (Data from Interest Groups) • Analytical Reading (Visual-Info graphics) • Argumentation (How Founders Viewed Role of President, Part 1) • Teaching and Assessing 	<p>Chapter 6 Chapter 7 Chapter 9 Chapter 10</p>

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Topic	Content	Objectives (skill)	Assessment	Resources	Vocabulary
	<p>people relate to government and policy-makers.</p> <p>PRD-2: The impact of federal policies on campaigning and electoral rules continues to be contested by both sides of the political spectrum.</p> <p>PRD-2: The impact of federal policies on campaigning and electoral rules continues to be contested by both sides of the political spectrum.</p>	<p>how the different processes work in a U.S. presidential election.</p> <p>PRD-2.B: <i>Explain</i> how the Electoral College facilitates and/or impedes democracy.</p> <p>PRD-2.C: <i>Explain</i> how the different processes work in U.S. congressional elections.</p>	<p>Free-response: 3 questions, *Quantitative Analysis, *Argument Essay</p>	<p>Module-Unit 5: Argumentation</p> <ul style="list-style-type: none"> Argumentation (How Founders Viewed Role of President, Part 2) 	

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SUBJECT: AP United States Government and Politics

GRADE: 11-12

TIMELINE: Week 13 – November 1-5

Unit 5: Political Participation (20-27% of the AP Exam Weighting)

Essential Questions for this Unit

1. Use reasoning to organize and analyze evidence explaining its significance to justify and claim of thesis.
2. Explain how a required Supreme Court case relates to a foundational document or to other primary or secondary sources.
3. Use refutation, concession, or rebuttal in responding to opposing or alternate perspectives.
4. Explain how required Supreme Court cases apply to scenarios in context.

Topic	Content	Objectives (skill)	Assessment	Resources	Vocabulary
<p>5.10 Modern Campaign</p> <p>5.11 Campaign Finance</p> <p>5.12 The Media</p> <p>5.13 Changing Media</p>	<p>PRD-2: The impact of federal policies on campaigning and electoral rules continues to be contested by both sides of the political spectrum.</p> <p>PRD-2: The impact of federal policies on campaigning and electoral rules continues to be contested by both sides of the political spectrum.</p> <p>PRD-3: The various forms of media</p>	<p>PRD-2.D: <i>Explain</i> how campaign organizations and strategies affect the election process.</p> <p>PRD-2.E: <i>Explain</i> how the organization, finance, and strategies of national political campaigns affect the election process.</p> <p>PRD-3.A: <i>Explain</i> the media's role as a linkage institution.</p> <p>PRD-3.B: <i>Explain</i> how increasingly</p>	<p>Assign Personal Progress Checks- either as homework or in class- for each unit. Each Personal Progress Check contains formative multiple choice and free-response questions. The feedback from Personal Progress Checks shows students the areas where they need to focus.</p> <p>Multiple Choice~30 questions</p>	<ul style="list-style-type: none"> • Argumentation (How Founders Viewed Role of President, Part 3) • Analytical reading (Visual-Political Cartoon) • SCOTUS Case Analysis (Citizens United v. Federal Election 	<p>Chapter 6</p> <p>Chapter 7</p> <p>Chapter 9</p> <p>Chapter 10</p>

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Topic	Content	Objectives (skill)	Assessment	Resources	Vocabulary
	<p>provide citizens with political information and influence the ways in which they participate politically.</p> <p>PRD-3: The various forms of media provide citizens with political information and influence the ways in which they participate politically.</p>	<p>diverse choices of media and communication outlets influence political institutions and behaviors.</p>	<p>Free-response: 3 questions,</p> <p>*Quantitative Analysis,</p> <p>*Argument Essay</p>	<p>Commission {2010})</p> <ul style="list-style-type: none"> • Argumentation (How Founders Viewed Role of President, Part 4) 	

*Allow 14, 15, 16, 17, 18 as makeup days for holidays, no school days, sport days, extended lesson times, testing windows, etc.