Curriculum: AP Comparative Government and Politics

Curricular Unit: Introduction to Comparative Government & Politics

Instructional Unit: A. Explain ways in which governments, politics, and processes are compared

**Standard Alignments (Section 2)**

<table>
<thead>
<tr>
<th>SSCLE:</th>
<th>PPGS.2.B,C; ECP.4.A; TSSI.7.A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge:</td>
<td>(SS) 7</td>
</tr>
<tr>
<td>CCSS:</td>
<td>11-12.SL.4; 11-12.RST.9; 11-12.WHST.4; 11-12.WHST.7</td>
</tr>
<tr>
<td>NETS:</td>
<td>1c; 4a; 5a; 6b</td>
</tr>
<tr>
<td>Performance:</td>
<td>1.6,1.8</td>
</tr>
</tbody>
</table>

**Unit (Section 3)**

Learning Targets:

- Identify the reasoning behind using the comparative method
- Identify ways to compare countries and systems
- Identify issues to compare countries and systems
- Recognize surface level cause and effect relationships
- Demonstrate an understanding of basic government organizations
- Explain how political scientists study politics and why it’s important to be informed about politics in other countries as well as our own

Instructional Strategies:

- Students will:
  - read the assigned reading from the text and participate in a teacher-led discussion and PowerPoint presentation
  - complete a map activity designed to identify the areas that will be prioritized in the course
  - participate in activities designed to help them:
    - learn how to compare the institutions and politics of different countries
    - write briefing papers
    - compare economic indicators
    - lead discussions of current events modeled by the teacher
  - The teacher will assign vocabulary to study and the students will take a follow-up quiz

Board Approved 8-3-15
Assessments/Evaluations:

- Formative:
  - Vocabulary quiz
  - Daily formative quizzes to assess progress and understanding of the reading assignments and other activities
  - A quiz in which students must identify various places on a map of the world
  - Various assignments, such as:
    - briefing papers
    - comparison charts
    will be assessed using a teacher-created scoring guide
- Summative: Students will take an end-of-unit assessment with a:
  - multiple choice test
  - free-response question
  assessed using a teacher-created scoring guide

Sample Assessment Questions:

- What are the major reasons for a study of comparative politics?
- What is a political system and why should it be studied in part and in whole?
- What does American focus on the writings of de Tocqueville on democracy suggest about the study of comparative politics?
- Analyze the relationship between public mass media and interest groups. Predict the nature and direction of change in the future.

Instructional Resources/Tools:

- Course textbook and teacher-selected outside readings
- Access to selected magazines with coverage in foreign policy and economics
- Internet access to appropriate websites that include websites dealing with the countries identified in the course

Cross Curricular Connections:

- ELA:
  - Writing
  - Speaking

**Depth of Knowledge (Section 5)**

DOK: 4
Curriculum: AP Comparative Government and Politics

Curricular Unit: Democracies

Instructional Unit: B. Compare political and economic challenges, trends, and institutional characteristics of China, Great Britain, Iran, Mexico, Nigeria, and Russia

**Standard Alignments (Section 2)**

SSCLE: PPGS.2.B; ECP.4.A,G  
Knowledge: (SS) 3  
CCSS: 11-12.SL.4; 11-12.RST.9; 11-12.WHST.4; 11-12.WHST.7  
NETS: 1c; 2a; 3b; 4c  
Performance: 1.8, 3.1, 4.3

**Unit (Section 3)**

Learning Targets:

- Identify the different social, political, and economic systems/institutions that exist in Great Britain
- Understand the constitutional underpinnings of British Society and what the Westminster model is
- Identify and analyze current policy challenges that the British Government must address
- Identify the structures of the European Union and assess how Great Britain is impacted by the EU

Instructional Strategies:

- Students will:
  - read the assigned reading from the text and participate in a teacher-led discussion and PowerPoint presentation
  - read assignments from periodicals pertinent to Great Britain and the European Union
  - do brief research project presentations for Great Britain and the European Union
  - lead discussions of current events of Great Britain evaluated by teacher-created scoring guide
  - research and present a briefing paper on Great Britain
  - complete a chart comparing policy and economic indicators of Great Britain
- The teacher will assign vocabulary to study and the students will take a follow-up quiz

Board Approved 8-3-15
Assessments/Evaluations:

- **Formative:**
  - Vocabulary quiz
  - Daily formative quizzes to assess progress and understanding of the reading assignments and other activities
  - A quiz in which students must identify various places on a map of Great Britain and Western Europe
  - Various assignments, such as:
    - briefing papers
    - comparison charts
    - will be assessed using a teacher-created scoring guide

- **Summative:** Students will take an end-of-unit assessment with a:
  - multiple choice test
  - free-response question
  - assessed using a teacher-created scoring guide

Sample Assessment Questions:

- Compare and contrast the British Parliament and the United States Congress.
- Analyze the basic assumptions regarding the responsibilities of government held by the British and American publics and their effects on process and policy.
- Assess England’s attitudes regarding the European Union and if England’s policies are outdated.
- Analyze contemporary trends and predict future scenarios based on those trends.

Instructional Resources/Tools:

- Course textbook and teacher-selected outside readings
- Access to selected magazines with coverage in foreign policy and economics
- Internet access to appropriate websites that include websites dealing with the countries identified in the course

Cross Curricular Connections:

- **ELA:**
  - Writing
  - Speaking

**Depth of Knowledge (Section 5)**

**DOK: 4**
Curriculum: AP Comparative Government and Politics

Curricular Unit: Developing Democracies

Instructional Unit: C. Compare political and economic challenges, trends, and institutional characteristics of Mexico, Nigeria, and Russia

**Standard Alignments (Section 2)**

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**Unit (Section 3)**

**Learning Targets:**

- Identify the different social, political, and economic systems/institutions that exist in Mexico/Russia/Nigeria
- Identify the challenges faced by each country and what direction it is headed
- Identify sources of power and the levels of government that exist within the country
- Identify the various interest groups, media sources, political parties, and social structures that exist
- Analyze the challenges each country faces that keeps it from moving forward democratically
- Identify the economic structure of the country and examine its unique contribution to the world market

**Instructional Strategies:**

- Students will:
  - read the assigned reading from the text and participate in a teacher-led discussion and PowerPoint presentation
  - read assignments from periodicals pertinent to Mexico/Russia/Nigeria
  - do brief research project presentations for Mexico/Russia/Nigeria
  - lead discussions of current events of Mexico/Russia/Nigeria evaluated by teacher-created scoring guide
  - research and present a briefing paper on Mexico/Russia/Nigeria
  - complete a chart comparing policy and economic indicators of Mexico/Russia/Nigeria
  - The teacher will assign vocabulary to study and the students will take a follow-up quiz

Board Approved 8-3-15
### Assessments/Evaluations:

- **Formative:**
  - Vocabulary quiz
  - Daily formative quizzes to assess progress and understanding of the reading assignments and other activities
  - A quiz in which students must identify various places on a map of Mexico, Russia, and Nigeria
  - Various assignments, such as:
    - briefing papers
    - comparison charts
    will be assessed using a teacher-created scoring guide
- **Summative:** Students will take an end-of-unit assessment with a:
  - multiple choice test
  - free-response question
  assessed using a teacher-created scoring guide

### Sample Assessment Questions:

- Explain the lasting consequences of the Mexican Revolution on contemporary Mexican politics.
- Assess the control of the media and its relevance to the election process in Mexico.
- Assess the trade-offs between an export-led economy and a self-sustaining, subsistence-based agricultural economy.
- Assess the major challenges facing contemporary Russia with regard to a viable political system.
- Examine the relationship between the United States and the Russian Federation and create suggested U.S. foreign policy towards Russia.
- Assess the effects that Christian missions and Islamic missions have had on Nigeria.
- Analyze literature that pertains to military governments and the transfer to democracy.
- Compare the nationalization of Mexico’s petroleum and its domestic consequences with that of Nigeria.

### Instructional Resources/Tools:

- Course textbook and teacher-selected outside readings
- Access to selected magazines with coverage in foreign policy and economics
- Internet access to appropriate websites that include websites dealing with the countries identified in the course

### Cross Curricular Connections:

- **ELA:**
  - Writing
  - Speaking

### Depth of Knowledge (Section 5)

DOK: 4
Curriculum: AP Comparative Government and Politics

Curricular Unit: Autocratic States

Instructional Unit: D. Compare political and economic challenges, trends, and institutional characteristics of China and Iran

Standard Alignments (Section 2)

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Unit (Section 3)

Learning Targets:

- Examine the challenges faced by each county and what direction it is headed
- Identify sources of power and the levels of government that exist within the country
- Identify the various interest groups, media sources, political parties, and social structures that exist
- Assess the challenges each country faces that keeps it authoritarian in structure
- Analyze the economic structure of the country and its unique contribution to the world market

Instructional Strategies:

- Students will:
  - read the assigned reading from the text and participate in a teacher-led discussion and PowerPoint presentation
  - read assignments from periodicals pertinent to China and Iran
  - do brief research project presentations for China and Iran
  - lead discussions of current events of China and Iran evaluated by teacher-created scoring guide
  - research and present a briefing paper on China and Iran
  - complete a chart comparing policy and economic indicators of China and Iran
- The teacher will assign vocabulary to study and the students will take a follow-up quiz

Board Approved 8-3-15
Assessments/Evaluations:

- **Formative:**
  - Vocabulary quiz
  - Daily formative quizzes to assess progress and understanding of the reading assignments and other activities
  - A quiz in which students must identify various places on a map of China and Iran.
  - Various assignments, such as:
    - briefing papers
    - comparison charts
    will be assessed using a teacher-created scoring guide
- **Summative:** Students will take an end-of-unit assessment with a:
  - multiple choice test
  - free-response question
assessed using a teacher-created scoring guide

Sample Assessment Questions:

- Assess the importance of hierarchy in Chinese tradition and how it relates to current political arrangements and perceptions of legitimacy.
- Analyze the implications of fragmented authoritarianism in China on policy implementation.
- Analyze the emergence of aggressive religious fundamentalism in Iran in recent decades and assess the impact of Iranian society and politics.
- Compare the political socialization of students in the United States to that of students in Iran.

Instructional Resources/Tools:

- Course textbook and teacher-selected outside readings
- Access to selected magazines with coverage in foreign policy and economics
- Internet access to appropriate websites that include websites dealing with the countries identified in the course

Cross Curricular Connections:

- **ELA:**
  - Writing
  - Speaking

**Depth of Knowledge (Section 5)**

DOK: 4
Curriculum: AP Comparative Government and Politics

Curricular Unit: Policy Commonalities & Differences and AP Review

Instructional Unit: E. Examine how different countries solve similar problems by comparing the effectiveness of different approaches

**Standard Alignments (Section 2)**

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**Unit (Section 3)**

Learning Targets:

- Classify the social, political, and economic structures of the six core countries studied
- Identify additional political and economic indicators that will help improve understanding of other countries
- Compare and contrast similarities and differences among the six core countries
- Apply the concepts learned to more fully understand the economic and political system in the U.S.

Instructional Strategies:

- Students will:
  - participate in:
    - debates on predetermined topics of global interest
    - guided reviews for the AP exam
  - present a final:
    - presentation of briefing papers
    - current event assignment
    - research project presentation
    - take practice AP exams and evaluate results in order to make corrections

Assessments/Evaluations:

- Summative:
  - Presentations will be assessed by a teacher-created scoring guide
  - Comprehensive multiple choice test
  - Free response assignment will be assessed using a teacher-created scoring guide

Board Approved 8-3-15
Sample Assessment Questions:

- Identify a country where there have been several successful coups in the past 50 years and describe a political consequence of the events in that country.
- Describe one source of political legitimacy for the office of president in Russia and a different source of political legitimacy for the office of supreme leader in Iran.
- Identify economic liberalization and explain one reason for pursuing economic liberalization and one reason for resisting economic liberalization.

Instructional Resources/Tools:

- Course textbook and teacher-selected outside readings
- Access to selected magazines with coverage in foreign policy and economics
- Internet access to appropriate websites that include websites dealing with the countries identified in the course
- Access to released AP exam questions

Cross Curricular Connections:

- ELA:
  - Writing
  - Speaking

Depth of Knowledge (Section 5)

DOK: 4