

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)

SSCLE: PPGS.2.B,C; ECP.4.A; TSSI.7.A

Knowledge: (SS) 7

CCSS: 11-12.SL.4; 11-12.RST.9; 11-12.WHST.4; 11-12.WHST.7

NETS: 1c; 4a; 5a; 6b

Performance: 1.6,1.8

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

<p>Assessments/Evaluations:</p> <ul style="list-style-type: none"> Formative: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> briefing papers comparison charts will be assessed using a teacher-created scoring guide Summative: Students will take an end-of-unit assessment with a: <ul style="list-style-type: none"> multiple choice test free-response question assessed using a teacher-created scoring guide
<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> 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.
<p>Instructional Resources/Tools:</p> <ul style="list-style-type: none"> 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
<p>Cross Curricular Connections:</p> <ul style="list-style-type: none"> ELA: <ul style="list-style-type: none"> 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

<p>Assessments/Evaluations:</p> <ul style="list-style-type: none"> Formative: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> briefing papers comparison charts will be assessed using a teacher-created scoring guide Summative: Students will take an end-of-unit assessment with a: <ul style="list-style-type: none"> multiple choice test free-response question assessed using a teacher-created scoring guide
<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> 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.
<p>Instructional Resources/Tools:</p> <ul style="list-style-type: none"> 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
<p>Cross Curricular Connections:</p> <ul style="list-style-type: none"> ELA: <ul style="list-style-type: none"> 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)

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 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

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

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:

- Examine 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
- 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

<p>Assessments/Evaluations:</p> <ul style="list-style-type: none"> Formative: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> briefing papers comparison charts will be assessed using a teacher-created scoring guide Summative: Students will take an end-of-unit assessment with a: <ul style="list-style-type: none"> multiple choice test free-response question assessed using a teacher-created scoring guide
<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> 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.
<p>Instructional Resources/Tools:</p> <ul style="list-style-type: none"> 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
<p>Cross Curricular Connections:</p> <ul style="list-style-type: none"> ELA: <ul style="list-style-type: none"> 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)

SSCLE: PPGS.2.B; ECP.4.A; TSSI.7.A

Knowledge: (SS) 7

CCSS: 11-12.SL.4; 11-12.RST.9; 11-12.WHST.4; 11-12.WHST.7

NETS: 1c,d; 4d

Performance: 1.8, 3.7, 3.8

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

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