

# Fairfield Public Schools Social Studies Curriculum

## Advanced Placement Comparative Government and Politics



## AP Comparative Government and Politics: Description

The AP Comparative Government and Politics course introduces students to the rich diversity of political life around the world and provides an exploration of the major concepts of political science. The course uses a comparative approach to examine the political structures and processes, governmental policies, and the political, economic, and social challenges that exist among six selected countries: Great Britain, Mexico, Russia, Iran, China, and Nigeria. Additionally, students examine how different governments approach similar problems by comparing the effectiveness of a diverse set of political structures and institutions. This course is designed to be equivalent to an introductory Comparative Government and Politics course at the college level.

Objectives and Standards:

**Civic Understandings:** Shown as content objectives, these goals define what students should know and be able to do upon completion of each unit. These understandings are drawn from the standards established by the College Board, as well as from the *Connecticut Social Studies Frameworks* (2015), the *C3 Social Studies for the Next Generation National Framework* (2013), and the *National Standards for Civics and Government* (2000) developed by the Center for Civic Education. They provide students with the knowledge and skills required to analyze key concepts surrounding the structures and powers of various political systems and make informed decisions about public policy and modern global issues.

**Critical Thinking / Inquiry Skills:** These standards center on four dimensions driven by the use of questions to spark curiosity, guide instruction, deepen investigation, acquire rigorous content, and enable students to apply knowledge and ideas in real world settings so they can become active and engaged citizens. Drawn from the *Connecticut Social Studies Frameworks* (2015) and the *C3 Social Studies for the Next Generation National Framework* (2013), these standards enable students to evaluate evidence, develop comparative and causal analyses, interpret the historical record, and construct sound historical arguments and perspectives.

# AP Comparative Government and Politics: Overview

## Central Understandings

- Compare and contrast political concepts, themes, and generalizations across the six case studies, as well as the United States.
- Describe and explain typical patterns of political processes and behaviors and their consequences.
- Compare, contrast, and evaluate political institutions and political processes across countries to derive generalizations and conclusions.
- Analyze and interpret basic data relevant to comparative government and politics.
- Analyze and interpret different types of primary and secondary sources of fundamental importance and relevance to topical inquiry.
- Analyze the importance of context and point of view in historical and political interpretation (e.g. interpret events and issues in context rather than in terms of national norms and values).
- Analyze and evaluate sources and interpretations (e.g. credibility, perspective, bias, and authenticity; verifiable or unverifiable; fact or interpretation).
- Utilize research strategies, methods, and sources to obtain, organize, and interpret historical and political data.
- Compose arguments / positions, and participate in debates on different interpretations of events, issues, and theories; synthesize primary and secondary sources to justify a claim.
- Identify, analyze, and understand elements of cause and effect; recognize and understand patterns of change and continuity.
- Develop open-ended questions that can be addressed through research, analysis, and interpretation.

## Course Compelling Questions

- What are the sources of sovereignty, authority and power in various political and governmental systems throughout the modern world?
- What are the various ways in which citizens participate in the political process throughout the world?
- How does a country's political culture and historical experience influence its modern political, governmental, and economic systems?
- How do various countries deal with issues of political and economic change?
- How can countries work together to solve global political, economic, and social issues?

## AP Comparative Government and Politics: Year-at-a Glance

Unit	Title	Unit Compelling Questions
1	Introduction to Comparative Politics and Political Culture	<ul style="list-style-type: none"> <li>• What is politics? What is comparative politics?</li> <li>• Why are governments necessary? When does government become the problem?</li> <li>• What common challenges of government, community, and conflict do all countries face?</li> <li>• How can political systems and ethnic, national, or religious groups build a sense of community and common identity?</li> <li>• In what ways can a political system foster economic development, democracy, and human and civil liberties?</li> <li>• How and why do political scientists compare political systems?</li> </ul>
2	Citizen Participation: Interest Groups, Political Parties, and Elections	<ul style="list-style-type: none"> <li>• What are the various ways in which citizens participate in the political process?</li> <li>• What is the effectiveness of citizen's participation in various political systems?</li> <li>• How can interest groups influence the political process?</li> <li>• What is the relationship between a country's electoral system and its political party system?</li> </ul>
3	Government and Policy Making	<ul style="list-style-type: none"> <li>• What structures lead to rule of law? What structures hinder rule of law?</li> <li>• What are the most effective ways to separate governmental powers (between branches and levels of government)?</li> <li>• What are the key characteristics of various regime systems (e.g. presidential, parliamentary, etc.)?</li> <li>• Can a government not popularly elected still have legitimacy with citizens?</li> <li>• What are the various ways in which governments organize institutions? What is the most effective method for addressing citizen needs?</li> </ul>
4	Politics in the United Kingdom and the European Union	<ul style="list-style-type: none"> <li>• What are the sources of sovereignty, authority, and power in the United Kingdom?</li> <li>• How have the historical experiences of the citizens of the UK influenced its modern political, economic, and social systems?</li> <li>• How is power exercised, shared, and distributed in the United Kingdom? In what ways do citizens participate in the political process?</li> <li>• Is the European Union an effective organization?</li> </ul>
5	Politics in the Russian Federation	<ul style="list-style-type: none"> <li>• What are the sources of sovereignty, authority, and power in the Russian Federation?</li> <li>• How have the historical experiences of the citizens of Russia influenced its modern political, economic, and social systems?</li> <li>• How has the tradition of statism and authoritarianism influenced the modern Russian state?</li> <li>• How is power exercised, shared, and distributed in Russia? In what ways do citizens participate in the political process?</li> <li>• Where does Russia rate in terms of democratization and human rights?</li> </ul>

6	Politics in the People's Republic of China	<ul style="list-style-type: none"> <li>• What are the sources of sovereignty, authority, and power in the People's Republic of China?</li> <li>• How have the historical experiences of the citizens of China influenced its modern political, economic, and social systems?</li> <li>• How have the traditions of authoritarianism, Confucianism, and communism influenced the modern Chinese state?</li> <li>• How is power exercised, shared, and distributed in China? In what ways do citizens participate in the political process?</li> <li>• Is China still a communist nation?</li> <li>• Where does China rate in terms of democratization and human rights?</li> </ul>
7	Politics in the United States of Mexico	<ul style="list-style-type: none"> <li>• What are the sources of sovereignty, authority, and power in Mexico?</li> <li>• How have the historical experiences of the citizens of Mexico influenced its modern political, economic, and social systems?</li> <li>• How have the traditions of authoritarianism, Catholicism, and political violence influenced the modern Mexican state?</li> <li>• How is power exercised, shared, and distributed in Mexico? In what ways do citizens participate in the political process?</li> <li>• Where does Mexico rate in terms of democratization, human rights, promoting economic growth and reducing poverty?</li> </ul>
8	Politics in the Islamic Republic of Iran	<ul style="list-style-type: none"> <li>• What are the sources of sovereignty, authority, and power in Iran?</li> <li>• How have the historical experiences of the citizens of Iran (particularly since the 1979 Revolution) influenced its modern political, economic, and social systems?</li> <li>• How have the traditions of authoritarianism and religious fundamentalism influenced the modern Iranian state?</li> <li>• How is power exercised, shared, and distributed in Iran? In what ways do citizens participate in the political process?</li> <li>• Where does Iran rate in terms of democratization, human rights, promoting economic growth and reducing poverty?</li> <li>• What current political, economic, and social issues are most significant in modern Iran?</li> </ul>
9	Politics in Nigeria	<ul style="list-style-type: none"> <li>• What are the sources of sovereignty, authority, and power in Nigeria?</li> <li>• How has the history of colonialism and its aftermath influenced the modern Nigerian state?</li> <li>• How have the issues of ethnic and religious divisions influenced the modern Iranian state?</li> <li>• How is power exercised, shared, and distributed in Nigeria? In what ways do citizens participate in the political process?</li> <li>• Where does Nigeria rate in terms of democratization, human rights, promoting economic growth and reducing poverty?</li> <li>• What current political, economic, and social issues are most significant in modern Nigeria?</li> </ul>

## Monitoring Student Progress

Students' progress in relation to the content and skill standards will be measured with teacher-generated, as well as district-wide, formative and summative assessments in the following areas:

1. Determine the central ideas or information of course content; provide an accurate summary that makes clear the relationships among the key details and ideas (CCSS.ELA-LITERACY.RH11-12.2).
2. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the content as a whole (CCSS.ELA-LITERACY.RH11-12.1).
3. Evaluate differing points of view on the same historical event or issue by assessing various claims, reasoning, and evidence (CCSS.ELA-LITERACY.RH11-12.6).
4. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. visually, quantitatively, as well as in words) in order to address a question or solve a problem (CCSS.ELA-LITERACY.RH11-12.7)
5. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources (CCSS.ELA-LITERACY.RH11-12.9).
6. Produce arguments (written or presented) focused on discipline-specific content (CCSS.ELA-LITERACY.WHST.11-12.1).
7. Produce informative / explanatory interpretations (written or presented) focused on discipline-specific content (CCSS.ELA-LITERACY.WHST.11-12.2).
8. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation (CCSS.ELA-LITERACY.WHST.11-12.7).
9. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source; integrate information into the text selectively; avoid plagiarism and overreliance on any one source and follow a standard format for citation (CSS.ELA-LITERACY.WHST.11-12.8).

# Introduction to Comparative Politics and Political Culture

## Overview

This unit will provide an introduction to the concepts and skills that will be covered throughout the course. Students will gain an understanding of the meaning and purpose of government and politics and an overview of various types of political, economic, and governmental systems throughout the world. Students will also be introduced to key concepts such as legitimacy, sovereignty, nationality and ethnicity, democracy and democratization, and authoritarianism. An important focus of this unit will be familiarizing students with the elements of political culture at various levels of society and the ways in which citizens learn their political behavior.

## Unit Content Objectives

At the conclusion of this unit, students will be able to:

- Explain, interpret, and apply the concepts of politics, comparative politics, government, and political culture.
- Examine society's need for governmental and political systems and analyze government's role in community building, security and order, protecting rights, promoting economic growth, and promoting social justice.
- Analyze the various ways in which political scientists classify political systems, states, nations, and ethnic and religious groups.
- Analyze the major forces of change that political systems face including economic development, democratization, and globalization.
- Analyze and interpret the various levels of political culture and assess its impact on the development of a political system.
- Demonstrate an understanding of the process of political socialization and assess its significance in building community.
- Analyze the various methods political scientists employ to compare political systems and make predictions about the political process.

## Unit Compelling Questions

Students will apply disciplinary concepts to investigate compelling questions such as:

- What is politics? What is comparative politics?
- Why are governments necessary? When does government become the problem?
- What common challenges of government, community, and conflict do all countries face?
- How can political systems and ethnic, national, or religious groups build a sense of community and common identity?
- In what ways can a political system foster economic development, democracy, and human and civil liberties?
- How and why do political scientists compare political systems?

## Standards Emphasized in the Unit: Inquiry in the Social Studies

### **DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY**

It is expected that students in AP Comparative Government and Politics will individually and with others:

**INQ 9–12.1** Explain how a question reflects an enduring issue in the field.

**INQ 9–12.2** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

**INQ 9–12.3** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

**INQ 9–12.4** Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

**INQ 9–12.5** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources

**Corresponding CT Core Standards: CCSS.ELA-Literacy, RH.11-12.1; CCSS.ELA-Literacy.WHST.11-12.7**

**Key academic vocabulary: *questioning, argument, explanation, point of view***

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## **DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS**

It is expected that students in AP Comparative Government and Politics will individually and with others:

### Change, Continuity and Context

**HIST 9–12.1** Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

**HIST 9–12.2** Analyze change and continuity in historical eras.

### Civic and Political Institutions

**CIV 9–12.1** Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.

**CIV 9–12.2** Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.

**CIV 9–12.3** Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.

**CIV 9–12.4** Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.

**CIV 9–12.5** Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.

**CIV 9–12.6** Critique relationships among governments, civil societies, and economic markets.

### Participation and Deliberation

**CIV 9–12.7** Apply civic virtues and democratic principles when working with others.

**CIV 9–12.8** Evaluate social and political systems in different contexts, times, and places that promote civic virtues and enact democratic principles.

**CIV 9–12.9** Use appropriate deliberative processes in multiple settings.

**CIV 9–12.10** Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic



principles, constitutional rights, and human rights.

#### Processes, Rules, and Laws

**CIV 9–12.11** Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.

**CIV 9–12.12** Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.

**CIV 9–12.13** Evaluate public policies in terms of intended and unintended outcomes, and related consequences.

**CIV 9–12.14** Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

#### Economic Decision-Making

**ECO 9–12.1** Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

#### Exchange and Markets

**ECO 9–12.2** Evaluate the extent to which competition among sellers and among buyers exists in specific markets.

**ECO 9–12.3** Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.

#### The National Economy

**ECO 9–12.4** Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.

**ECO 9–12.5** Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.

#### The Global Economy

**ECO 9–12.6** Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.

#### Geographic Representations: Spatial Views of the World

**GEO 9–12.1** Use maps and other geographic representations to analyze the relationships between the locations of places and their political, cultural, and economic history.

#### Human Population: Spatial Patterns and Movement

**GEO 9–12.3** Evaluate the impact of economic activities, political decisions, cultural practices, and climate variability on human migration, resource use, and settlement patterns.

#### Global Interconnections

**GEO 9-12.4** Evaluate how globalization, competition for scarce resources, and human migration contribute to conflict and cooperation within and among countries.

### **DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE**

It is expected that students in AP Comparative Government and Politics will individually and with others:

**INQ 9–12.6** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

**INQ 9–12.7** Evaluate the credibility of a source by examining how experts value the sources.

**INQ 9–12.8** Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

**INQ 9–12.9** Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

**Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.11-12.1-10; CCSS.ELA-WHST.11-12.1-2; CCSS.ELA-Literacy.WHST.11-12.7-10**

**Key academic vocabulary: *argument, sources, evidence, claims, counterclaims***

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### **DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION**

It is expected that students in AP Comparative Government and Politics will individually and with others:

**INQ 9–12.10** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

**INQ 9–12.11** Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)

**INQ 9–12.12** Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

**INQ 9–12.13** Critique the use of claims and evidence in arguments for credibility.

**INQ 9–12.14** Critique the use of the reasoning, sequencing, and supporting details of explanations.

**INQ 9–12.15** Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

**INQ 9–12.16** Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

**INQ 9–12.17** Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

**Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.11-12.1; CCSS.ELA-Literacy.WHST.11-12.1-8**

**Key academic vocabulary: *argument, explanation, sources, evidence, claims, counterclaims, visually / visualize, credibility***

# Citizen Participation: Interest Groups, Political Parties, and Elections

## Overview

This unit focuses on the many ways citizens articulate their needs and interests in a political system. Students will explore the different types of interest groups and interest group systems around the world and analyze the effectiveness of citizen action. This unit will also provide an introduction to the role mass media plays in the political process. From there, students will explore the ways in which the political demands of individuals and groups are combined into policy programs. The study of this process will focus primarily on elections and electoral systems, political parties, and party systems in states at various stages of democratization as well as in fully autocratic states.

## Unit Content Objectives

At the conclusion of this unit, students will be able to:

- Identify the ways in which citizens participate in the political process (e.g. voting, interest groups, political parties, citizen activism) and analyze the effectiveness of citizen participation in various political systems.
- Analyze the types of interest groups in various political systems and the methods they use to articulate their goals and influence public policy.
- Analyze the various types of electoral systems and political party systems throughout the world.
- Analyze the significance of interest articulation and interest aggregation in the political process.

## Unit Compelling Questions

Students will apply disciplinary concepts to investigate compelling questions such as:

- What are the various ways in which citizens participate in the political process?
- What is the effectiveness of citizen's participation in various political systems?
- How can interest groups influence the political process?
- What is the relationship between a country's electoral system and its political party system?

## Standards Emphasized in the Unit: Inquiry in the Social Studies

### **DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY**

It is expected that students in AP Comparative Government and Politics will individually and with others:

**INQ 9–12.1** Explain how a question reflects an enduring issue in the field.

**INQ 9–12.2** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

**INQ 9–12.3** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

**INQ 9–12.4** Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

**INQ 9–12.5** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources

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It is expected that students in AP Comparative Government and Politics will individually and with others:

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**HIST 9–12.1** Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

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#### Civic and Political Institutions

**CIV 9–12.1** Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.

**CIV 9–12.2** Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.

**CIV 9–12.3** Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.

**CIV 9–12.4** Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.

**CIV 9–12.5** Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.

**CIV 9–12.6** Critique relationships among governments, civil societies, and economic markets.

### Participation and Deliberation

**CIV 9–12.7** Apply civic virtues and democratic principles when working with others.

**CIV 9–12.8** Evaluate social and political systems in different contexts, times, and places that promote civic virtues and enact democratic principles.

**CIV 9–12.9** Use appropriate deliberative processes in multiple settings.

**CIV 9–12.10** Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

### Processes, Rules, and Laws

**CIV 9–12.11** Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.

**CIV 9–12.12** Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.

**CIV 9–12.13** Evaluate public policies in terms of intended and unintended outcomes, and related consequences.

**CIV 9–12.14** Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

### Economic Decision-Making

**ECO 9–12.1** Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

### Exchange and Markets

**ECO 9–12.2** Evaluate the extent to which competition among sellers and among buyers exists in specific markets.

**ECO 9–12.3** Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.

### Geographic Representations: Spatial Views of the World

**GEO 9–12.1** Use maps and other geographic representations to analyze the relationships between the locations of places and their political, cultural, and economic history.

### Human-Environmental Interaction: Places, Regions, and Culture

**GEO 9–12.2** Evaluate the impact of human activities on the environmental and cultural characteristics of the various places and regions in the United States.

### Human Population: Spatial Patterns and Movement

**GEO 9–12.3** Evaluate the impact of economic activities, political decisions, cultural practices, and climate variability on human migration, resource use, and settlement patterns.

### Global Interconnections

**GEO 9-12.4** Evaluate how globalization, competition for scarce resources, and human migration contribute to conflict and cooperation within and among countries.

### **DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE**

It is expected that students in AP Comparative Government and Politics will individually and with others:

**INQ 9–12.6** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

**INQ 9–12.7** Evaluate the credibility of a source by examining how experts value the sources.

**INQ 9–12.8** Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

**INQ 9–12.9** Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

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**Key academic vocabulary: *argument, sources, evidence, claims, counterclaims***

### **DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION**

It is expected that students in AP Comparative Government and Politics will individually and with others:

**INQ 9–12.10** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

**INQ 9–12.11** Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).

**INQ 9–12.12** Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

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**INQ 9–12.16** Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

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**Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.11-12.1; CCSS.ELA-Literacy.WHST.11-12.1-8**

**Key academic vocabulary: *argument, explanation, sources, evidence, claims, counterclaims, visually / visualize, credibility***

# Government and Policy Making

## Overview

This unit focuses on policymaking, the pivotal stage in the political process at which bills become laws or edicts are issued by rulers. To understand public policy, a key focus of this unit is to understand how decisions are made in various political systems. Students will explore the concepts of constitutions and decision rules, separation of powers, federal vs. unitary states, and other methods to limit and check the power of government. Students will also explore the various ways legislatures, executives, and judiciaries are structured and operate around the world. In this unit, students really begin to see the true diversity of global politics. This unit then will focus on the details of public policy as students investigate what government can do to address issues of security, economic growth, welfare, taxation, regulation, and individual rights.

## Unit Content Objectives

At the conclusion of this unit, students will be able to:

- Demonstrate an understanding of the various sources of power and authority in different types of political systems.
- Analyze the forms, purposes, and applications of constitutions and decision rules.
- Identify and evaluate various types of regime systems and economic systems.
- Identify and evaluate the various sources of government legitimacy and stability and analyze the role of belief systems and ideology on legitimacy.
- Identify and analyze the various levels of government (e.g. supranational / national / regional / local; unitary / federal; centralized / decentralized).
- Analyze and evaluate the various structures and functions of executives (e.g. head of state / head of government; cabinets; bureaucracy).
- Analyze and evaluate the various structures and functions of legislatures (e.g. unicameral / bicameral)
- Analyze and evaluate the various structures and functions of judiciaries (e.g. degree of autonomy; judicial review).

## Unit Compelling Questions

Students will apply disciplinary concepts to investigate compelling questions such as:

- What structures lead to rule of law? What structures hinder rule of law?
- What are the most effective ways to separate governmental powers (between branches and levels of government)?
- What are the key characteristics of various regime systems (e.g. presidential, parliamentary, etc.)?
- Can a government not popularly elected still have legitimacy with citizens?
- What are the various ways in which governments organize institutions? What is the most effective method for addressing citizen needs?

## Standards Emphasized in the Unit: Inquiry in the Social Studies

### **DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY**

It is expected that students in AP Comparative Government and Politics will individually and with others:

**INQ 9–12.1** Explain how a question reflects an enduring issue in the field.

**INQ 9–12.2** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

**INQ 9–12.3** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

**INQ 9–12.4** Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

**INQ 9–12.5** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources

**Corresponding CT Core Standards: CCSS.ELA-Literacy, RH.11-12.1; CCSS.ELA-Literacy.WHST.11-12.7**

**Key academic vocabulary: *questioning, argument, explanation, point of view***

### **DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS**

It is expected that students in AP Comparative Government and Politics will individually and with others:

#### Change, Continuity and Context

**HIST 9–12.1** Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

**HIST 9–12.2** Analyze change and continuity in historical eras.

#### Civic and Political Institutions

**CIV 9–12.1** Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.

**CIV 9–12.3** Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.

**CIV 9–12.4** Explain how the constitutions establish a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.

**CIV 9–12.5** Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.

**CIV 9–12.6** Critique relationships among governments, civil societies, and economic markets.

#### Participation and Deliberation

**CIV 9–12.7** Apply civic virtues and democratic principles when working with others.



**CIV 9–12.8** Evaluate social and political systems in different contexts, times, and places that promote civic virtues and enact democratic principles.

**CIV 9–12.9** Use appropriate deliberative processes in multiple settings.

**CIV 9–12.10** Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

#### Processes, Rules, and Laws

**CIV 9–12.11** Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.

**CIV 9–12.12** Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.

**CIV 9–12.13** Evaluate public policies in terms of intended and unintended outcomes, and related consequences.

**CIV 9–12.14** Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

#### Economic Decision-Making

**ECO 9–12.1** Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

#### The National Economy

**ECO 9–12.4** Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.

**ECO 9–12.5** Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.

#### The Global Economy

**ECO 9–12.6** Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.

#### Geographic Representations: Spatial Views of the World

**GEO 9–12.1** Use maps and other geographic representations to analyze the relationships between the locations of places and their political, cultural, and economic history.

#### Human Population: Spatial Patterns and Movement

**GEO 9–12.3** Evaluate the impact of economic activities, political decisions, cultural practices, and climate variability on human migration, resource use, and settlement patterns.

#### Global Interconnections

**GEO 9-12.4** Evaluate how globalization, competition for scarce resources, and human migration contribute to conflict and cooperation within and among countries.

### **DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE**

It is expected that students in AP Comparative Government and Politics will individually and with others:

**INQ 9–12.6** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

**INQ 9–12.7** Evaluate the credibility of a source by examining how experts value the sources.

**INQ 9–12.8** Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

**INQ 9–12.9** Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

**Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.11-12.1-10; CCSS.ELA-WHST.11-12.1-2; CCSS.ELA-Literacy.WHST.11-12.7-10**

**Key academic vocabulary: *argument, sources, evidence, claims, counterclaims***

### **DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION**

It is expected that students in AP Comparative Government and Politics will individually and with others:

**INQ 9–12.10** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

**INQ 9–12.11** Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)

**INQ 9–12.12** Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

**INQ 9–12.13** Critique the use of claims and evidence in arguments for credibility.

**INQ 9–12.14** Critique the use of the reasoning, sequencing, and supporting details of explanations.

**INQ 9–12.15** Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

**INQ 9–12.16** Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

**INQ 9–12.17** Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

**Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.11-12.1; CCSS.ELA-Literacy.WHST.11-12.1-8**

**Key academic vocabulary: *argument, explanation, sources, evidence, claims, counterclaims, visually / visualize, credibility***

# Politics in the United Kingdom and European Union

## Overview

The first country case study will be the United Kingdom, an example of an advanced democratic nation. Students will explore all aspects of government and politics in the United Kingdom. As a “nation of nations” (England, Scotland, Wales, and Northern Ireland), this case study exemplifies many of the concepts introduced in earlier units. Students will explore the ways in which the British Parliamentary process functions and differs from a presidential system such as the United States. A brief historical study will also provide students with an understanding of the experiences that have led to the modern political system in the UK and issues that the government currently faces.

## Unit Content Objectives

At the conclusion of this unit, students will be able to:

- Demonstrate an understanding of the sources of sovereignty, authority, and power in the United Kingdom of Great Britain and Northern Ireland.
- Analyze the historical evolution of national political traditions of the United Kingdom to evaluate the sources of the modern political system.
- Analyze the various national, ethnic, religious, and social identities of the United Kingdom (multi-national and multi-ethnic, social classes, religious groups).
- Demonstrate an understanding of the major trends of political beliefs and values in the United Kingdom.
- Analyze and evaluate the political institutions of the United Kingdom (Cabinet and Prime Minister, Parliament, Judiciary, bureaucracy, elections, political parties, media, and interest groups)
- Analyze and evaluate the social and economic institutions of the United Kingdom.
- Analyze current public policy and political issues in the politics of the United Kingdom.
- Demonstrate an understanding of the history, membership, structure, and powers of the European Union and analyze current issues involving the supranational organization.

## Unit Compelling Questions

Students will apply disciplinary concepts to investigate compelling questions such as:

- What are the sources of sovereignty, authority, and power in the United Kingdom?
- How have the historical experiences of the citizens of the UK influenced its modern political, economic, and social systems?
- How is power exercised, shared, and distributed in the United Kingdom? In what ways do citizens participate in the political process?
- Is the European Union an effective organization?

## Standards Emphasized in the Unit: Inquiry in the Social Studies

### **DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY**

It is expected that students in AP Comparative Government and Politics will individually and with others:

**INQ 9–12.1** Explain how a question reflects an enduring issue in the field.

**INQ 9–12.2** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

**INQ 9–12.3** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

**INQ 9–12.4** Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

**INQ 9–12.5** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources

**Corresponding CT Core Standards: CCSS.ELA-Literacy, RH.11-12.1; CCSS.ELA-Literacy.WHST.11-12.7**

**Key academic vocabulary: *questioning, argument, explanation, point of view***

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### **DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS**

It is expected that students in AP Comparative Government and Politics will individually and with others:

#### Change, Continuity and Context

**HIST 9–12.1** Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

**HIST 9–12.2** Analyze change and continuity in historical eras.

#### Civic and Political Institutions

**CIV 9–12.1** Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.

**CIV 9–12.2** Analyze the role of citizens in the political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.

**CIV 9–12.3** Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.

**CIV 9–12.4** Explain how the Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.

**CIV 9–12.5** Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.

**CIV 9–12.6** Critique relationships among governments, civil societies, and economic markets.

### Participation and Deliberation

**CIV 9–12.7** Apply civic virtues and democratic principles when working with others.

**CIV 9–12.8** Evaluate social and political systems in different contexts, times, and places that promote civic virtues and enact democratic principles.

**CIV 9–12.9** Use appropriate deliberative processes in multiple settings.

**CIV 9–12.10** Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

### Processes, Rules, and Laws

**CIV 9–12.11** Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.

**CIV 9–12.12** Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.

**CIV 9–12.13** Evaluate public policies in terms of intended and unintended outcomes, and related consequences.

**CIV 9–12.14** Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

### Economic Decision-Making

**ECO 9–12.1** Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

### Exchange and Markets

**ECO 9–12.2** Evaluate the extent to which competition among sellers and among buyers exists in specific markets.

**ECO 9–12.3** Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.

### The National Economy

**ECO 9–12.4** Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.

**ECO 9–12.5** Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.

### The Global Economy

**ECO 9–12.6** Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.

### Geographic Representations: Spatial Views of the World

**GEO 9–12.1** Use maps and other geographic representations to analyze the relationships between the locations of places and their political, cultural, and economic history.

### Human-Environmental Interaction: Places, Regions, and Culture

**GEO 9–12.2** Evaluate the impact of human activities on the environmental and cultural characteristics of the various places and regions in the United States.

Human Population: Spatial Patterns and Movement

**GEO 9–12.3** Evaluate the impact of economic activities, political decisions, cultural practices, and climate variability on human migration, resource use, and settlement patterns.

Global Interconnections

**GEO 9-12.4** Evaluate how globalization, competition for scarce resources, and human migration contribute to conflict and cooperation within and among countries.

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**DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE**

It is expected that students in high school U.S. History students will individually and with others:

**INQ 9–12.6** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

**INQ 9–12.7** Evaluate the credibility of a source by examining how experts value the sources.

**INQ 9–12.8** Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

**INQ 9–12.9** Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

**Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.11-12.1-10; CCSS.ELA-WHST.11-12.1-2; CCSS.ELA-Literacy.WHST.11-12.7-10**

**Key academic vocabulary: *argument, sources, evidence, claims, counterclaims***

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**DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION**

It is expected that students in high school U.S. History students will individually and with others:

**INQ 9–12.10** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

**INQ 9–12.11** Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)

**INQ 9–12.12** Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

**INQ 9–12.13** Critique the use of claims and evidence in arguments for credibility.

**INQ 9–12.14** Critique the use of the reasoning, sequencing, and supporting details of explanations.

**INQ 9–12.15** Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

**INQ 9–12.16** Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

**INQ 9–12.17** Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

**Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.11-12.1; CCSS.ELA-Literacy.WHST.11-12.1-8**

**Key academic vocabulary: *argument, explanation, sources, evidence, claims, counterclaims, visually / visualize, credibility***

# Politics in the Russian Federation

## Overview

The Russian Federation is an extremely high-interest and complex case study of a post-Communist nation dealing with issues of democratization, economic stability, and ethnic and religious divisions. The historical legacies portion of this unit will focus on the authoritarian tradition of the Tsarist regime and Soviet era, the moderate policies of Soviet leaders in the late 1980s, and the demise of the Soviet Union. Students will then analyze the transition period of 1990-1999 in which Russia experienced economic and political decline as the nation attempted to democratize. The contemporary constitutional order and the modern policies of the Russian government will be evaluated in the context of the concepts studied to this point in the year.

## Unit Content Objectives

At the conclusion of this unit, students will be able to:

- Demonstrate an understanding of the sources of sovereignty, authority, and power in the Russian Federation.
- Analyze the historical evolution of national political traditions in Russia to evaluate sources of the modern political system.
- Analyze the various national, ethnic, religious, and social identities of Russia (multi-national and multi-ethnic, social classes, rural/urban divisions, religious groups).
- Analyze the ways in which citizens participate in the political process in Russia, as well as the ways in which participation is impeded.
- Demonstrate an understanding of the major trends of political beliefs and values in Russia.
- Analyze and evaluate the political institutions of Russia (civil Society, political parties, elections, interest groups, oligarchy, president and prime minister, Duma, judiciary, military).
- Analyze and evaluate the social and economic institutions of Russia.
- Analyze current public policy and political issues in the politics of Russia and the nation's relationship with the world.

## Unit Compelling Questions

Students will apply disciplinary concepts to investigate compelling questions such as:

- What are the sources of sovereignty, authority, and power in the Russian Federation?
- How have the historical experiences of the citizens of Russia influenced its modern political, economic, and social systems?
- How has the tradition of statism and authoritarianism influenced the modern Russian state?
- How is power exercised, shared, and distributed in Russia? In what ways do citizens participate in the political process?
- Where does Russia rate in terms of democratization and human rights?



## Standards Emphasized in the Unit: Inquiry in the Social Studies

### **DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY**

It is expected that students in AP Comparative Government and Politics will individually and with others:

**INQ 9–12.1** Explain how a question reflects an enduring issue in the field.

**INQ 9–12.2** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

**INQ 9–12.3** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

**INQ 9–12.4** Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

**INQ 9–12.5** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources

**Corresponding CT Core Standards: CCSS.ELA-Literacy, RH.11-12.1; CCSS.ELA-Literacy.WHST.11-12.7**

**Key academic vocabulary: *questioning, argument, explanation, point of view***

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### **DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS**

It is expected that students in AP Comparative Government and Politics will individually and with others:

#### Change, Continuity and Context

**HIST 9–12.1** Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

**HIST 9–12.2** Analyze change and continuity in historical eras.

#### Civic and Political Institutions

**CIV 9–12.1** Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.

**CIV 9–12.2** Analyze the role of citizens in the political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.

**CIV 9–12.3** Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.

**CIV 9–12.4** Explain how the Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.

**CIV 9–12.5** Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.

**CIV 9–12.6** Critique relationships among governments, civil societies, and economic markets.

### Participation and Deliberation

**CIV 9–12.7** Apply civic virtues and democratic principles when working with others.

**CIV 9–12.8** Evaluate social and political systems in different contexts, times, and places that promote civic virtues and enact democratic principles.

**CIV 9–12.9** Use appropriate deliberative processes in multiple settings.

**CIV 9–12.10** Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

### Processes, Rules, and Laws

**CIV 9–12.11** Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.

**CIV 9–12.12** Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.

**CIV 9–12.13** Evaluate public policies in terms of intended and unintended outcomes, and related consequences.

**CIV 9–12.14** Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

### Economic Decision-Making

**ECO 9–12.1** Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

### Exchange and Markets

**ECO 9–12.2** Evaluate the extent to which competition among sellers and among buyers exists in specific markets.

**ECO 9–12.3** Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.

### The National Economy

**ECO 9–12.4** Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.

**ECO 9–12.5** Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.

### The Global Economy

**ECO 9–12.6** Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.

### Geographic Representations: Spatial Views of the World

**GEO 9–12.1** Use maps and other geographic representations to analyze the relationships between the locations of places and their political, cultural, and economic history.

### Human-Environmental Interaction: Places, Regions, and Culture

**GEO 9–12.2** Evaluate the impact of human activities on the environmental and cultural characteristics of the various places and regions in the United States.

Human Population: Spatial Patterns and Movement

**GEO 9–12.3** Evaluate the impact of economic activities, political decisions, cultural practices, and climate variability on human migration, resource use, and settlement patterns.

Global Interconnections

**GEO 9-12.4** Evaluate how globalization, competition for scarce resources, and human migration contribute to conflict and cooperation within and among countries.

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**DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE**

It is expected that students in AP Comparative Government and Politics will individually and with others:

**INQ 9–12.6** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

**INQ 9–12.7** Evaluate the credibility of a source by examining how experts value the sources.

**INQ 9–12.8** Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

**INQ 9–12.9** Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

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**Key academic vocabulary: *argument, sources, evidence, claims, counterclaims***

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**DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION**

It is expected that students in AP Comparative Government and Politics will individually and with others:

**INQ 9–12.10** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

**INQ 9–12.11** Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)

**INQ 9–12.12** Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

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**INQ 9–12.16** Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

**INQ 9–12.17** Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

**Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.11-12.1; CCSS.ELA-Literacy.WHST.11-12.1-8**

**Key academic vocabulary: *argument, explanation, sources, evidence, claims, counterclaims, visually / visualize, credibility***

# Politics in the People's Republic of China

## Overview

The People's Republic of China is another high-interest and engaging case study of a nation in transition from the purely Communist ideological revolution of 1949 to the socialist market economy of today. However, while embracing economic liberalization, Chinese leaders have repeatedly rejected political pluralism. The communist party-state remains in clear control of all aspects of politics in China. The brief historical portion of this unit will focus on the imperial order to the founding of the People's Republic of China, as well as the history of the PRC with particular focus on Mao Zedong and Deng Xiaoping. The structure and function of the party-state is intriguing as it governs a nation of over a billion citizens. Political participation, interest articulation, and aggregation, however, do exist and students will explore the various ways in which citizens can influence the government.

## Unit Content Objectives

At the conclusion of this unit, students will be able to:

- Demonstrate an understanding of the sources of sovereignty, authority, and power in the People's Republic of China.
- Analyze the historical evolution of national political traditions in China to evaluate sources of the modern political system.
- Analyze the various national, ethnic, religious, and social identities of China (multi-ethnic, social classes, rural/urban division, religious groups, pro-democracy demonstrations).
- Analyze the ways in which citizens participate in the political process in China, as well as the ways in which power is highly centralized and controlled.
- Demonstrate an understanding of the major trends of political beliefs and values in China.
- Analyze and evaluate the political institutions of China (civil society, the Communist Party, interest groups, media, People's Congress, executive / bureaucracy, judiciary, People's Liberation Army).
- Analyze and evaluate China's movement toward economic liberalism without political liberalism.
- Analyze current public policy and political issues in the politics of China and the nation's relationship with the world.

## Unit Compelling Questions

Students will apply disciplinary concepts to investigate compelling questions such as:

- What are the sources of sovereignty, authority, and power in the People's Republic of China?
- How have the historical experiences of the citizens of China influenced its modern political, economic, and social systems?
- How have the traditions of authoritarianism, Confucianism, and communism influenced the modern Chinese state?
- How is power exercised, shared, and distributed in China? In what ways do citizens participate in the political process?
- Is China still a communist nation?
- Where does China rate in terms of democratization and human rights?

## Standards Emphasized in the Unit: Inquiry in the Social Studies

### **DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY**

It is expected that students in AP Comparative Government and Politics will individually and with others:

**INQ 9–12.1** Explain how a question reflects an enduring issue in the field.

**INQ 9–12.2** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

**INQ 9–12.3** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

**INQ 9–12.4** Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

**INQ 9–12.5** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources

**Corresponding CT Core Standards: CCSS.ELA-Literacy, RH.11-12.1; CCSS.ELA-Literacy.WHST.11-12.7**

**Key academic vocabulary: *questioning, argument, explanation, point of view***

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### **DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS**

It is expected that students in AP Comparative Government and Politics will individually and with others:

#### Change, Continuity and Context

**HIST 9–12.1** Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

**HIST 9–12.2** Analyze change and continuity in historical eras.

#### Civic and Political Institutions

**CIV 9–12.1** Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.

**CIV 9–12.2** Analyze the role of citizens in the political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.

**CIV 9–12.3** Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.

**CIV 9–12.4** Explain how the Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.

**CIV 9–12.5** Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.

**CIV 9–12.6** Critique relationships among governments, civil societies, and economic markets.

### Participation and Deliberation

**CIV 9–12.7** Apply civic virtues and democratic principles when working with others.

**CIV 9–12.8** Evaluate social and political systems in different contexts, times, and places that promote civic virtues and enact democratic principles.

**CIV 9–12.9** Use appropriate deliberative processes in multiple settings.

**CIV 9–12.10** Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

### Processes, Rules, and Laws

**CIV 9–12.11** Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.

**CIV 9–12.12** Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.

**CIV 9–12.13** Evaluate public policies in terms of intended and unintended outcomes, and related consequences.

**CIV 9–12.14** Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

### Economic Decision-Making

**ECO 9–12.1** Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

### Exchange and Markets

**ECO 9–12.2** Evaluate the extent to which competition among sellers and among buyers exists in specific markets.

**ECO 9–12.3** Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.

### The National Economy

**ECO 9–12.4** Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.

**ECO 9–12.5** Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.

### The Global Economy

**ECO 9–12.6** Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.

### Geographic Representations: Spatial Views of the World

**GEO 9–12.1** Use maps and other geographic representations to analyze the relationships between the locations of places and their political, cultural, and economic history.

### Human-Environmental Interaction: Places, Regions, and Culture

**GEO 9–12.2** Evaluate the impact of human activities on the environmental and cultural characteristics of the various places and regions in the United States.

Human Population: Spatial Patterns and Movement

**GEO 9–12.3** Evaluate the impact of economic activities, political decisions, cultural practices, and climate variability on human migration, resource use, and settlement patterns.

Global Interconnections

**GEO 9-12.4** Evaluate how globalization, competition for scarce resources, and human migration contribute to conflict and cooperation within and among countries.

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**DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE**

It is expected that students in AP Comparative Government and Politics will individually and with others:

**INQ 9–12.6** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

**INQ 9–12.7** Evaluate the credibility of a source by examining how experts value the sources.

**INQ 9–12.8** Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

**INQ 9–12.9** Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

**Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.11-12.1-10; CCSS.ELA-WHST.11-12.1-2; CCSS.ELA-Literacy.WHST.11-12.7-10**

**Key academic vocabulary: *argument, sources, evidence, claims, counterclaims***

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**DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION**

It is expected that students in AP Comparative Government and Politics will individually and with others:

**INQ 9–12.10** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

**INQ 9–12.11** Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)

**INQ 9–12.12** Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

**INQ 9–12.13** Critique the use of claims and evidence in arguments for credibility.

**INQ 9–12.14** Critique the use of the reasoning, sequencing, and supporting details of explanations.



**INQ 9–12.15** Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

**INQ 9–12.16** Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

**INQ 9–12.17** Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

**Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.11-12.1; CCSS.ELA-Literacy.WHST.11-12.1-8**

**Key academic vocabulary: *argument, explanation, sources, evidence, claims, counterclaims, visually / visualize, credibility***

# Politics in the United States of Mexico

## Overview

The United States of Mexico is an example of a nation in economic and political transition. With a history of systematic corruption and authoritarianism, Mexico has recently begun to reconcile its politics with rule of law and tolerance. While the structure of institutions may seem familiar to students as they are similar to those of the United States, the political culture, traditions, and issues of the country lead to a political process which is very different than our own. With this case study, students deepen their knowledge to understand how poverty, international trade, and corruption impact politics and public policy.

## Unit Content Objectives

At the conclusion of this unit, students will be able to:

- Demonstrate an understanding of the sources of sovereignty, authority, and power in Mexico.
- Analyze the historical evolution of national political traditions in Mexico to evaluate sources of the modern political system.
- Analyze the various national, ethnic, religious, and social identities of Mexico (multi-ethnic, social classes, rural/urban divisions, religious groups).
- Analyze the ways in which citizens participate in the political process in Mexico, as well as the ways in which participation is impeded (e.g. corruption).
- Demonstrate an understanding of the major trends of political beliefs and values in Mexico.
- Analyze and evaluate the political institutions of Mexico (civil Society, political parties, elections, interest groups, president, Congress, judiciary, military).
- Analyze and evaluate the social and economic institutions of Mexico.
- Analyze current public policy and political issues in the politics of Mexico and the nation's relationship with the world.

## Unit Compelling Questions

Students will apply disciplinary concepts to investigate compelling questions such as:

- What are the sources of sovereignty, authority, and power in Mexico?
- How have the historical experiences of the citizens of Mexico influenced its modern political, economic, and social systems?
- How have the traditions of authoritarianism, Catholicism, and political violence influenced the modern Mexican state?
- How is power exercised, shared, and distributed in Mexico? In what ways do citizens participate in the political process?
- Where does Mexico rate in terms of democratization, human rights, promoting economic growth and reducing poverty?

## Standards Emphasized in the Unit: Inquiry in the Social Studies

### **DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY**

It is expected that students in AP Comparative Government and Politics will individually and with others:

**INQ 9–12.1** Explain how a question reflects an enduring issue in the field.

**INQ 9–12.2** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

**INQ 9–12.3** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

**INQ 9–12.4** Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

**INQ 9–12.5** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources

**Corresponding CT Core Standards: CCSS.ELA-Literacy, RH.11-12.1; CCSS.ELA-Literacy.WHST.11-12.7**

**Key academic vocabulary: *questioning, argument, explanation, point of view***

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### **DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS**

It is expected that students in AP Comparative Government and Politics will individually and with others:

#### Change, Continuity and Context

**HIST 9–12.1** Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

**HIST 9–12.2** Analyze change and continuity in historical eras.

#### Civic and Political Institutions

**CIV 9–12.1** Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.

**CIV 9–12.2** Analyze the role of citizens in the political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.

**CIV 9–12.3** Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.

**CIV 9–12.4** Explain how the Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.

**CIV 9–12.5** Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.

**CIV 9–12.6** Critique relationships among governments, civil societies, and economic markets.

### Participation and Deliberation

**CIV 9–12.7** Apply civic virtues and democratic principles when working with others.

**CIV 9–12.8** Evaluate social and political systems in different contexts, times, and places that promote civic virtues and enact democratic principles.

**CIV 9–12.9** Use appropriate deliberative processes in multiple settings.

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### Processes, Rules, and Laws

**CIV 9–12.11** Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.

**CIV 9–12.12** Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.

**CIV 9–12.13** Evaluate public policies in terms of intended and unintended outcomes, and related consequences.

**CIV 9–12.14** Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

### Economic Decision-Making

**ECO 9–12.1** Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

### Exchange and Markets

**ECO 9–12.2** Evaluate the extent to which competition among sellers and among buyers exists in specific markets.

**ECO 9–12.3** Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.

### The National Economy

**ECO 9–12.4** Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.

**ECO 9–12.5** Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.

### The Global Economy

**ECO 9–12.6** Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.

### Geographic Representations: Spatial Views of the World

**GEO 9–12.1** Use maps and other geographic representations to analyze the relationships between the locations of places and their political, cultural, and economic history.

### Human-Environmental Interaction: Places, Regions, and Culture

**GEO 9–12.2** Evaluate the impact of human activities on the environmental and cultural characteristics of the various places and regions in the United States.

Human Population: Spatial Patterns and Movement

**GEO 9–12.3** Evaluate the impact of economic activities, political decisions, cultural practices, and climate variability on human migration, resource use, and settlement patterns.

Global Interconnections

**GEO 9-12.4** Evaluate how globalization, competition for scarce resources, and human migration contribute to conflict and cooperation within and among countries.

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**DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE**

It is expected that students in AP Comparative Government and Politics will individually and with others:

**INQ 9–12.6** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

**INQ 9–12.7** Evaluate the credibility of a source by examining how experts value the sources.

**INQ 9–12.8** Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

**INQ 9–12.9** Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

**Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.11-12.1-10; CCSS.ELA-WHST.11-12.1-2; CCSS.ELA-Literacy.WHST.11-12.7-10**

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It is expected that students in AP Comparative Government and Politics will individually and with others:

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**INQ 9–12.12** Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

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**INQ 9–12.16** Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

**INQ 9–12.17** Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

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**Key academic vocabulary: *argument, explanation, sources, evidence, claims, counterclaims, visually / visualize, credibility***

# Politics in the Islamic Republic of Iran

## Overview

As one of the world's only theocracies, and a regional power in the Middle East, the Islamic Republic of Iran is an extremely relevant and engaging case study for students. As students explore the significant elements of Shiism, the Pahlavi Monarchy, and the Islamic Revolution of 1979, an extremely complex and proud nation emerges. Two types of institutions coexist in the political system of Iran: appointed and elected offices. This dualism reflects the attempted combination of religious and seemingly democratic sovereignty developed under the Revolution. These multiple power centers are captivating for students to explore and evaluate. The ways in which citizens participate in the process is both open and closely controlled, making the mix of electoral politics and authoritarian power all the more complex and engaging.

## Unit Content Objectives

At the conclusion of this unit, students will be able to:

- Demonstrate an understanding of the sources of sovereignty, authority, and power in Iran.
- Analyze the historical evolution of national political traditions in Iran to evaluate sources of the modern political system (with particular focus on the Iranian Revolution and the evolution of the nation since 1979).
- Analyze the various national, ethnic, religious, and social identities of Iran (multi-national and multi-ethnic, social classes, rural/urban divisions, religious groups).
- Analyze the ways in which citizens participate in the political process in Iran, as well as the ways in which participation is impeded.
- Demonstrate an understanding of the major trends of political beliefs and values in Iran.
- Analyze and evaluate the political institutions of Iran (civil Society, political parties, elections, interest groups, Supreme Leader, president, Assembly of Experts, Parliament, Council of Guardians, judiciary, military, Revolutionary Guard).
- Analyze and evaluate the social and economic institutions of Iran.
- Analyze current public policy and political issues in the politics of Iran and the nation's relationship with the world.

## Unit Compelling Questions

Students will apply disciplinary concepts to investigate compelling questions such as:

- What are the sources of sovereignty, authority, and power in Iran?
- How have the historical experiences of the citizens of Iran (particularly since the 1979 Revolution) influenced its modern political, economic, and social systems?
- How have the traditions of authoritarianism and religious fundamentalism influenced the modern Iranian state?
- How is power exercised, shared, and distributed in Iran? In what ways do citizens participate in the political process?
- Where does Iran rate in terms of democratization, human rights, promoting economic growth and reducing poverty?
- What current political, economic, and social issues are most significant in modern Iran?

## Standards Emphasized in the Unit: Inquiry in the Social Studies

### **DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY**

It is expected that students in AP Comparative Government and Politics will individually and with others:

**INQ 9–12.1** Explain how a question reflects an enduring issue in the field.

**INQ 9–12.2** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

**INQ 9–12.3** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

**INQ 9–12.4** Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

**INQ 9–12.5** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources

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**Key academic vocabulary: *questioning, argument, explanation, point of view***

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### **DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS**

It is expected that students in AP Comparative Government and Politics will individually and with others:

#### Change, Continuity and Context

**HIST 9–12.1** Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

**HIST 9–12.2** Analyze change and continuity in historical eras.

#### Civic and Political Institutions

**CIV 9–12.1** Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.

**CIV 9–12.2** Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.

**CIV 9–12.3** Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.

**CIV 9–12.4** Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.

**CIV 9–12.5** Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.

**CIV 9–12.6** Critique relationships among governments, civil societies, and economic markets.



### Participation and Deliberation

**CIV 9–12.7** Apply civic virtues and democratic principles when working with others.

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### Economic Decision-Making

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**ECO 9–12.2** Evaluate the extent to which competition among sellers and among buyers exists in specific markets.

**ECO 9–12.3** Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.

### The National Economy

**ECO 9–12.4** Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.

**ECO 9–12.5** Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.

### The Global Economy

**ECO 9–12.6** Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.

### Geographic Representations: Spatial Views of the World

**GEO 9–12.1** Use maps and other geographic representations to analyze the relationships between the locations of places and their political, cultural, and economic history.

### Human-Environmental Interaction: Places, Regions, and Culture

**GEO 9–12.2** Evaluate the impact of human activities on the environmental and cultural characteristics of the various places and regions in the United States.

Human Population: Spatial Patterns and Movement

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Global Interconnections

**GEO 9-12.4** Evaluate how globalization, competition for scarce resources, and human migration contribute to conflict and cooperation within and among countries.

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It is expected that students in AP Comparative Government and Politics will individually and with others:

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**Key academic vocabulary: *argument, sources, evidence, claims, counterclaims***

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**DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION**

It is expected that students in AP Comparative Government and Politics will individually and with others:

**INQ 9–12.10** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

**INQ 9–12.11** Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)

**INQ 9–12.12** Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

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**INQ 9–12.16** Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

**INQ 9–12.17** Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

**Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.11-12.1; CCSS.ELA-Literacy.WHST.11-12.1-8**

**Key academic vocabulary: *argument, explanation, sources, evidence, claims, counterclaims, visually / visualize, credibility***

# Politics in Nigeria

## Overview

Nigeria is an example of a developing nation struggling with the legacy of colonialism, ethnic and religious division, poverty, violence, and military rule. Although Nigeria has a significant amount of natural resources, including oil, many factors have led mainly to a failed state in which ethnic, regional, and religious divisions have intensified in recent years. This case study explores, in depth, the significance of political subcultures and ethnic identity and the complex process of forging nationalism for a country in which unity does not exist. Currently, Nigeria is an operational democracy with structures similar to those of the United States. However, the country is currently operating under the fourth constitution since independence in 1960 and the political process is still maturing and evolving.

## Unit Content Objectives

At the conclusion of this unit, students will be able to:

- Demonstrate an understanding of the sources of sovereignty, authority, and power in Nigeria.
- Analyze the historical evolution of national political traditions in Nigeria to evaluate sources of the modern political system (with particular focus on Nigeria post-independence).
- Analyze the various national, ethnic, religious, and social identities of Iran (multi-national and multi-ethnic, social classes, north/south division, religious groups, poverty, extremism).
- Analyze the ways in which citizens participate in the political process in Iran, as well as the ways in which participation is impeded.
- Demonstrate an understanding of the major trends of political beliefs and values in Iran.
- Analyze and evaluate the political institutions of Nigeria (civil Society, political parties, elections, interest groups, president, Legislature, judiciary, military).
- Analyze and evaluate the social and economic institutions of Nigeria.
- Analyze current public policy and political issues in the politics of Nigeria and the nation's relationship with the world.

## Unit Compelling Questions

Students will apply disciplinary concepts to investigate compelling questions such as:

- What are the sources of sovereignty, authority, and power in Nigeria?
- How has the history of colonialism and its aftermath influenced the modern Nigerian state?
- How have the issues of ethnic and religious divisions influenced the modern Iranian state?
- How is power exercised, shared, and distributed in Nigeria? In what ways do citizens participate in the political process?
- Where does Nigeria rate in terms of democratization, human rights, promoting economic growth and reducing poverty?
- What current political, economic, and social issues are most significant in modern Nigeria?

## Standards Emphasized in the Unit: Inquiry in the Social Studies

### **DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY**

It is expected that students in AP Comparative Government and Politics will individually and with others:

**INQ 9–12.1** Explain how a question reflects an enduring issue in the field.

**INQ 9–12.2** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

**INQ 9–12.3** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

**INQ 9–12.4** Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

**INQ 9–12.5** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources

**Corresponding CT Core Standards: CCSS.ELA-Literacy, RH.11-12.1; CCSS.ELA-Literacy.WHST.11-12.7**

**Key academic vocabulary: *questioning, argument, explanation, point of view***

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### **DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS**

It is expected that students in AP Comparative Government and Politics will individually and with others:

#### Change, Continuity and Context

**HIST 9–12.1** Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

**HIST 9–12.2** Analyze change and continuity in historical eras.

#### Civic and Political Institutions

**CIV 9–12.1** Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.

**CIV 9–12.2** Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.

**CIV 9–12.3** Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.

**CIV 9–12.4** Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.

**CIV 9–12.5** Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.

**CIV 9–12.6** Critique relationships among governments, civil societies, and economic markets.

### Participation and Deliberation

**CIV 9–12.7** Apply civic virtues and democratic principles when working with others.

**CIV 9–12.8** Evaluate social and political systems in different contexts, times, and places that promote civic virtues and enact democratic principles.

**CIV 9–12.9** Use appropriate deliberative processes in multiple settings.

**CIV 9–12.10** Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

### Processes, Rules, and Laws

**CIV 9–12.11** Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.

**CIV 9–12.12** Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.

**CIV 9–12.13** Evaluate public policies in terms of intended and unintended outcomes, and related consequences.

**CIV 9–12.14** Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

### Economic Decision-Making

**ECO 9–12.1** Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

### Exchange and Markets

**ECO 9–12.2** Evaluate the extent to which competition among sellers and among buyers exists in specific markets.

**ECO 9–12.3** Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.

### The National Economy

**ECO 9–12.4** Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.

**ECO 9–12.5** Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.

### The Global Economy

**ECO 9–12.6** Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.

### Geographic Representations: Spatial Views of the World

**GEO 9–12.1** Use maps and other geographic representations to analyze the relationships between the locations of places and their political, cultural, and economic history.

### Human-Environmental Interaction: Places, Regions, and Culture

**GEO 9–12.2** Evaluate the impact of human activities on the environmental and cultural characteristics of the various places and regions in the United States.

Human Population: Spatial Patterns and Movement

**GEO 9–12.3** Evaluate the impact of economic activities, political decisions, cultural practices, and climate variability on human migration, resource use, and settlement patterns.

Global Interconnections

**GEO 9-12.4** Evaluate how globalization, competition for scarce resources, and human migration contribute to conflict and cooperation within and among countries.

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**DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE**

It is expected that students in AP Comparative Government and Politics will individually and with others:

**INQ 9–12.6** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

**INQ 9–12.7** Evaluate the credibility of a source by examining how experts value the sources.

**INQ 9–12.8** Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

**INQ 9–12.9** Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

**Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.11-12.1-10; CCSS.ELA-WHST.11-12.1-2; CCSS.ELA-Literacy.WHST.11-12.7-10**

**Key academic vocabulary: *argument, sources, evidence, claims, counterclaims***

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**DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION**

It is expected that students in AP Comparative Government and Politics will individually and with others:

**INQ 9–12.10** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

**INQ 9–12.11** Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)

**INQ 9–12.12** Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

**INQ 9–12.13** Critique the use of claims and evidence in arguments for credibility.

**INQ 9–12.14** Critique the use of the reasoning, sequencing, and supporting details of explanations.

**INQ 9–12.15** Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

**INQ 9–12.16** Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

**INQ 9–12.17** Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

**Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.11-12.1; CCSS.ELA-Literacy.WHST.11-12.1-8**

**Key academic vocabulary: *argument, explanation, sources, evidence, claims, counterclaims, visually / visualize, credibility***