

Advanced Placement Comparative Government and Politics

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Lesson 1 – Pretest for Comparative Government and Politics

National Council for Social Studies

- 9-12.II.e Investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment.
- 9-12.V.b Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.
- 9-12.VI.c Analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.
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Lesson 2 – Classifying Countries

National Council for Social Studies

- 9-12.I.a Analyze and explain the ways groups, societies, and cultures address human needs and concerns.
- 9-12.I.b Predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.
- 9-12.IX.e Analyze the relationships and tensions between national sovereignty and global interests, in matters such as territory, economic development, nuclear and other weapons, use of natural resources, and human rights concerns.
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Lesson 3 – Introduction to Systems Theory

National Council for Social Studies

- 9-12.II.c Identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions.
- 9-12.II.d Systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their

credibility, validating and weighing evidence for claims, and searching for causality.

- 9-12.VII.g Compare basic economic systems according to how rules and procedures deal with demand, supply, prices, the role of government, banks, labor and labor unions, savings and investments, and capital.

Lesson 4 – Concepts and Terminology

National Council for Social Studies

- 9-12.II.b Apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.
- 9-12.V.c Describe the various forms institutions take, and explain how they develop and change over time.

Lesson 5 – John Locke on Government

National Council for Social Studies

- 9-12.II.c Identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions.
- 9-12.X.b Identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities.

Lesson 6 – Applying Comparative Concepts

National Council for Social Studies

- 9-12.V.a Apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society.
- 9-12.V.f Evaluate the role of institutions in furthering both continuity and change.

Lesson 7 – Introduction to Comparative Case Study Methodology

National Council for Social Studies

- 9-12.VI.e Compare different political systems (their ideologies, structure, institutions, processes, and political cultures) with that of the United States, and identify representative political leaders from selected historical and contemporary settings.
- 9-12.VI.h Explain and apply ideas, theories, and modes of inquiry drawn from political science to the examination of persistent issues and social problems.

- 9-12.X.b Identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities.
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Lesson 8 – Precedents of the Treaty of Westphalia

National Council for Social Studies

- 9-12.II.c Identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions.
- 9-12.III.i Describe and assess ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings.
- 9-12.IV.b Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life.
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Lesson 9 – The United States as a Frame of Reference

National Council for Social Studies

- 9-12.I.b Predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.
- 9-12.V.a Apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society.
- 9-12.VI.e Compare different political systems (their ideologies, structure, institutions, processes, and political cultures) with that of the United States, and identify representative political leaders from selected historical and contemporary settings.
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Lesson 10 – Cross-Cultural Perspectives

National Council for Social Studies

- 9-12.III.h Examine, interpret, and analyze physical and cultural patterns and their interactions, such as land use, settlement patterns, cultural transmission of customs and ideas, and ecosystem changes.
- 9-12.V.a Apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society.
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Lesson 11 – Limits on Government

National Council for Social Studies

- 9-12.VI.e Compare different political systems (their ideologies, structure, institutions, processes, and political cultures) with that of the United States, and identify representative political leaders from selected historical and contemporary settings.

- 9-12.X.a Explain the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law.
- 9-12.X.f Analyze a variety of public policies and issues from the perspective of formal and informal political actors.
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Lesson 12 – Comparing Legislatures

National Council for Social Studies

- 9-12.II.c Identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions.
- 9-12.VI.e Compare different political systems (their ideologies, structure, institutions, processes, and political cultures) with that of the United States, and identify representative political leaders from selected historical and contemporary settings.
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- 9-12.X.f Analyze a variety of public policies and issues from the perspective of formal and informal political actors.
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Lesson 13 – Comparing Party and Legislative Models

National Council for Social Studies

- 9-12.III.i Describe and assess ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings.
- 9-12.V.b Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.
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Lesson 14 – Comparing Party and Legislative Models

National Council for Social Studies

- 9-12.VI.e Compare different political systems (their ideologies, structure, institutions, processes, and political cultures) with that of the United States, and identify representative political leaders from selected historical and contemporary settings.
- 9-12.X.a Explain the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law.

- 9-12.X.f Analyze a variety of public policies and issues from the perspective of formal and informal political actors.
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Lesson 15 – Recent British Political History

National Council for Social Studies

- 9-12.II.b Apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.
- 9-12.II.c Identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions.
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Lesson 16 – British Political Parties and Their Policy Positions

National Council for Social Studies

- 9-12.VI.e Compare different political systems (their ideologies, structure, institutions, processes, and political cultures) with that of the United States, and identify representative political leaders from selected historical and contemporary settings.
- 9-12.X.e Analyze and evaluate the influence of various forms of citizen action on public policy.
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Lesson 17 – British Constitutionalism

National Council for Social Studies

- 9-12.II.a Demonstrate that historical knowledge and the concept of time are socially influenced constructions that lead historians to be selective in the questions they seek to answer and the evidence they use.
- 9-12.II.b Apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.
- 9-12.II.c Identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions.
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Lesson 18 – The European Union: Democratic or International or Both?

National Council for Social Studies

- 9-12.X.a Explain the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law.

- 9-12.X.f Analyze a variety of public policies and issues from the perspective of formal and informal political actors.
- 9-12.X.h Evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government.
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Lesson 19 – European Parties

National Council for Social Studies

- 9-12.X.a Explain the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law.
- 9-12.X.f Analyze a variety of public policies and issues from the perspective of formal and informal political actors.
- 9-12.X.h Evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government.
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Lesson 20 – Marxism Pretest

National Council for Social Studies

- 9-12.V.h Explain and apply ideas and modes of inquiry drawn from behavioral science and social theory in the examination of persistent issues and social problems.
- 9-12.VII.h Apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues.
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Lesson 21 – Russian Political Culture

National Council for Social Studies

- 9-12.II.c Identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions.
- 9-12.VII.h Apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues.
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Lesson 22 – Russian Political Leadership

National Council for Social Studies

- 9-12.II.c Identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions.
- 9-12.VII.h Apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues.

Lesson 23 – Russian Political Elite

National Council for Social Studies

- 9-12.II.c Identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions.
- 9-12.X.f Analyze a variety of public policies and issues from the perspective of formal and informal political actors.

Lesson 24 – Recent Revolutions in Russia

National Council for Social Studies

- 9-12.II.c Identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions.

Lesson 25 – Vocabulary of Chinese Politics

National Council for Social Studies

- 9-12.4 Adjust use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- 9-12.9 Develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

Lesson 26 – Chinese Political Leadership

National Council for Social Studies

- 9-12.II.f Apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues.
- 9-12.X.e Analyze and evaluate the influence of various forms of citizen action on public policy.
- 9-12.X.f Analyze a variety of public policies and issues from the perspective of formal and informal political actors.

Lesson 27 – Mass Line and Ideology

National Council for Social Studies

- 9-12.II.f Apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues.
- 9-12.X.e Analyze and evaluate the influence of various forms of citizen action on public policy.
- 9-12.X.f Analyze a variety of public policies and issues from the perspective of formal and informal political actors.

Lesson 28 – Democratic Centralism

National Council for Social Studies

- 9-12.V.b Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.
- 9-12.VI.e Compare different political systems (their ideologies, structure, institutions, processes, and political cultures) with that of the United States, and identify representative political leaders from selected historical and contemporary settings.

Lesson 29 – Lessons of the Mexican Colonial Experiences

National Council for Social Studies

- 9-12.II.a Demonstrate that historical knowledge and the concept of time are socially influenced constructions that lead historians to be selective in the questions they seek to answer and the evidence they use.
- 9-12.III.i Describe and assess ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings.
- 9-12.IV.b Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life.

Lesson 30 – Party Politics in Mexico

National Council for Social Studies

- 9-12.X.a Explain the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law.
- 9-12.X.f Analyze a variety of public policies and issues from the perspective of formal and informal political actors.
- 9-12.X.h Evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government.

Lesson 31 – Economics and Politics

National Council for Social Studies

- 9-12.VII.a Explain how the scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed.
- 9-12.IX.d Analyze the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as health, security, resource allocation, economic development, and environmental quality.
- 9-12.IX.e Analyze the relationships and tensions between national sovereignty and global interests, in matters such as territory, economic development, nuclear and other weapons, use of natural resources, and human rights concerns.

Lesson 32 – Political Cleavages in Nigeria

National Council for Social Studies

- 9-12.IV.c Describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self.
- 9-12.VI.h Explain and apply ideas, theories, and modes of inquiry drawn from political science to the examination of persistent issues and social problems.

Lesson 33 – Lessons from the Iranian Experience

National Council for Social Studies

- 9-12.II.c Identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions.
- 9-12.VII.h Apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues.

Lesson 34 – Revolutionary Ideas

National Council for Social Studies

- 9-12.I.c Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.
- 9-12.II.c Identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions.

Lesson 35 – Transparency, Corruption, and Politics

National Council for Social Studies

- 9-12.II.d Systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality.
- 9-12.VII.a Explain how the scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed.
- 9-12.IX.d Analyze the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as health, security, resource allocation, economic development, and environmental quality.
- 9-12.IX.e Analyze the relationships and tensions between national sovereignty and global interests, in matters such as territory, economic development, nuclear and other weapons, use of natural resources, and human rights concerns.

Lesson 36 – Identity Politics in Nigeria

National Council for Social Studies

- 9-12.II.b Apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.
- 9-12.V.a Apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society.
- 9-12.V.d Identify and analyze examples of tensions between expressions of individuality and efforts used to promote conformity by groups and institutions.

Lesson 37 – Nigeria’s Political Party System

National Council for Social Studies

- 9-12.X.a Explain the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law.
- 9-12.X.f Analyze a variety of public policies and issues from the perspective of formal and informal political actors.
- 9-12.X.h Evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government.

Lesson 38 – Competing Political Legacies in Iran

National Council for Social Studies

- 9-12.VI.c Analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.
- 9-12.VI.e Compare different political systems (their ideologies, structure, institutions, processes, and political cultures) with that of the United States, and identify representative political leaders from selected historical and contemporary settings.

Lesson 39 – Policy Making in the Islamic Republic of Iran

National Council for Social Studies

- 9-12.II.f Apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues.
- 9-12.X.e Analyze and evaluate the influence of various forms of citizen action on public policy.

Lesson 40 –Comparative Government and Politics: Extending the Curriculum

National Council for Social Studies

- 9-12.II.f Apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues.
- 9-12.X.e Analyze and evaluate the influence of various forms of citizen action on public policy.

Source

National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment (Silver Spring, Md.: National Council for Social Studies, 2011)