

NEWPORT-MESA UNIFIED SCHOOL DISTRICT
Course Description
(Elective Course)

Content covered in this course is described in the Course of Study. Based upon student needs, teachers select appropriate materials from the Instructional Materials List Classroom presentations of course content are determined by the instructor and described under Teacher Activities. A more detailed outline of this course can be obtained from the instructor.

Overview:

The one-semester Advanced Placement Program in Comparative Government and Politics is designed to complement the one-semester course in American Government and Politics. Either program will qualify students for an equivalent one-semester college introductory course. This course is designed to help students gain knowledge of the world's diverse political structures and practices. The course encompasses the study of both specific countries and of general concepts used to interpret the key political relationships found in virtually all national polities. Five countries form the core of the examination: Great Britain, France, Russia, China and a choice among India, Mexico and Nigeria.

Comparative political inquiry requires an understanding of the different constitutional, ideological, and social bases of political legitimacy, the sources of public authority and political power, the relationship between state and society, the relationship between citizens and their states, political and institutional frameworks, and political change. This course requires that students understand basic methodology in which they look beyond similarities and differences to see the reasons for them and their political consequences in the different countries.

Course of Study Objectives:

1. The student will demonstrate understanding of the demands of the Advanced Placement Examination in Comparative Government and Politics.

1.1 SUGGESTED STUDENT ACTIVITIES:

The student will read, listen, take notes, discuss, requirements of the Advanced Placement Examination, and take sample tests that have free response essay questions and multiple choice questions that cover the sources of public authority in the given countries, the bases of social cleavages, the beliefs that citizens hold about their state and its leaders, the type of regime in power, the internal and external sources of political change, and the purposes and methods of comparative politics

1.2 INSTRUCTIONAL MATERIALS USED:

Approved textbook or representative collections of textbooks, monographs,

bibliographies, and scholarly journals Related
documents Sample test Supplementary
material 1.3 TEACHER ACTIVITIES:

- Conduct lectures/discussions to connect with past learning; facilitate collaborative learning situations
- Model effective reading and note taking habits
- Assign reading
- Inspire spirit of inquiry; elicit and assist discovery of abstract connections and links of past and present
- Explain requirements of evaluative essays Model thinking required of free response essays

2. The student will connect with past learning to build a strong knowledge base about the nature and sources of governments' legitimacy, the historical evolution of national political traditions, and the transmission of political values in each of the five countries.

2.1 SUGGESTED STUDENT ACTIVITIES:

Strands emphasized: Historical, ethical, economic, and sociopolitical literacy; constitutional heritage, civic values, rights and responsibilities; study, critical thinking/writing, and participation skills.

The student will read, take notes, listen, memorize key events, and discover the sources of public authority and political power in each country. In collaborative groups students will use an extensive knowledge-base to create Advancement Placement type multiple choice questions for the class as a whole to take.

2.2 INSTRUCTIONAL MATERIALS USED:

Approved textbook
Original documents
Supplemental materials

2.3 TEACHER ACTIVITIES:

Conduct lectures/discussions, facilitate collaborative learning situations
Model construction of test items
Monitor and inspire collaborative test productions

3. The student will write free-response essay questions that call for analysis of each of the following across the five countries, and choose one to answer:(1) Bases of social cleavages, (2) the permeability of social boundaries, (3) the political consequences of social cleavages, (4) the translation of social cleavages into political conflict, and (5) the Institutional expression of social cleavages through party systems and political elites.

3.1 SUGGESTED STUDENT ACTIVITIES:

Strands emphasized: Study and critical thinking/writing skills; historical, cultural, ethical, economic, and sociopolitical literacy; civic values, rights and responsibilities. The student will read, listen, take notes, and discuss these topics for analysis as well as the process for writing free response essay questions and essays. In collaborative groups, students will construct essay questions to be presented to the class as a whole, then choose one to respond to individually.

3.2 INSTRUCTIONAL MATERIALS USED:

Approved textbook
Newspaper and magazine articles
Videotaped documentaries
Supplementary materials
Sample essay questions

3.3 TEACHER ACTIVITIES:

Conduct lectures/discussions/facilitate collaborative learning
 Model questions and essay writing Lead students through all stages of the writing process Assess student papers according to scoring guide

In a student-devised quiz show, the student will demonstrate understanding of the beliefs that citizens hold about their government in each of the five countries, the processes by which citizens learn about their country's politics, the way in which they participate in political life, and the variety of factors that influence citizens to differ politically from one another within a given country.

4.1 SUGGESTED STUDENT ACTIVITIES:

Strands emphasized: study, critical thinking, /writing, and participation skills; historical, cultural, geographic, economic, and sociopolitical literacy.

The student will read, listen, view, discuss, and in collaborative groups, produce questions for the quiz show, then participate in it.

4.2 INSTRUCTIONAL MATERIALS USED:

- Approved textbook
- Original documents
- Supplemental material

4.3 TEACHER ACTIVITIES:

Conduct lectures/discussions, facilitate collaborative learning situations
 Demonstrate procedures for creating quiz show Provide scoring guide

In group discussion and an essay response or a research paper, the student will demonstrate knowledge of two given political regimes, the scope of government activity of each, the institutions of national government, political parties and interest groups, and the process of political succession of leaders. The student will organize this knowledge in their notes and essays which the other students and teacher will read and evaluate.

5.1 SUGGESTED STUDENT ACTIVITIES:

Strands emphasized: Study and critical thinking /writing skills; historical, geographic, sociopolitical and economic literacy; national identity

The student will choose two specific countries to research those countries' political frameworks, conduct the research, write both papers, and follow all stages of the writing process.

5.2 INSTRUCTIONAL MATERIALS USED:

- Approved textbook
- Libraries
- Supplementary materials

5.3 TEACHER ACTIVITIES:

Conduct lectures/discussions, present information in variety of ways, facilitate collaborative learning situations
 Demonstrate procedures for completing research assignment.
 Lead stages of the writing process
 Provide scoring guide

The student will create multiple choice questions on or identify concepts related to the internal and external sources of political change, the nature of political change, and its consequences in each of the five countries.

6.1 SUGGESTED STUDENT ACTIVITIES:

Strands emphasized: historical, economic, sociopolitical, ethical and geographic literacy; study, thinking/writing, and participation skills

The student will read, listen, view, take notes, discuss, and then, in collaborative groups, create the multiple choice questions for the class to take or identify relevant concepts.

6.2 INSTRUCTIONAL MATERIALS USED:

Approved textbook

- Original documents and sample multiple choice questions
- Supplementary materials

6.3 TEACHER ACTIVITIES:

- Conduct lectures/facilitate collaborative productions
- Model test creation
- Publish assessment technique

7. The student will write a free response essay on the purpose and methods of comparison, the process of classifying governments and politics, and the problems in cross-cultural analysis, citing examples from each of the five countries studied.

7.1 SUGGESTED STUDENT ACTIVITIES:

Strands emphasized: Study, critical thinking/writing skills; historical, cultural, geographic, ethical, economic, and sociopolitical literacy

The student will read textbook and related original documents, listen to lectures, view documentaries, and in collaborative groups, discuss the methods of studying comparative politics and then create possible thesis statements for individual task of writing essay.

7.2 INSTRUCTIONAL MATERIALS USED:

- Original documents
- Approved textbook
- Supplementary materials

7.3 TEACHER ACTIVITIES:

- Conduct lectures/discussions, facilitate collaborative learning
- Provide writing prompt and scoring guide

8. The student will demonstrate continuing development of the basic social studies study skills: obtaining information and judging its value, reaching reasoned conclusions based on evidence, and developing sound judgment.

8.1 SUGGESTED STUDENT ACTIVITIES:

Strands emphasized: study, critical thinking/writing, participation skills The student will (1) acquire information by listening, observing, using community resources, and reading various forms of literature and primary and secondary source materials, (2) locate, select, and organize information from written sources, (3) retrieve and analyze information by using computers, microfilm, and other electronic media, (4) read and interpret maps, globes, models, diagrams, graphs, charts, tables, pictures, and political cartoons, (5) understand the specialized language used in historical research and social science disciplines, and (6) work collaboratively on tasks and organize and express ideas clearly in speaking and writing.

8.2 INSTRUCTIONAL MATERIALS USED:

- All available materials appropriate to grade level tasks

8.3 TEACHER ACTIVITIES:

Assess current skill level of each student in obtaining information and judging its value, reaching reasoned conclusions based on evidence, and developing sound judgment. Encourage growth of skills through a variety of assignments Keep record of growing skills in each area

INSTRUCTIONAL MATERIALS:

TEXTBOOK

Approved textbook

AUDIO-VISUAL MATERIALS

Films, filmstrips, and videocassettes from the District library

School-based materials that have been approved as outlined by the District's evaluation process