

Advanced Placement Comparative Government

July 21, 2020

Mission Statement

excellence, integrity, strong family, and community partnerships. We promote a supportive citizens of our global community. students can achieve academically and socially, and contribute as responsible and productive diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our learning environment where every student is challenged, inspired, empowered, and respected as The mission of the Township of Union Public Schools is to build on the foundations of honesty,

Philosophy Statement

school operates as a partner with the home and community. conducive to the needs of all students in general, providing therein for individual differences. The concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate The Township of Union Public School District, as a societal agency, reflects democratic ideals and

Course Description

countries and their governments. Six countries form the core of the AP Comparative Government and Politics course: China, Great Britain, Iran, Mexico, Nigeria, and Russia. and interpret what we know about political phenomena and relationships, the course should cover specific have prime ministers instead of presidents? In addition to covering the major concepts that are used to organize assists explanation. Why are some countries stable democracies and not others? Why do many democracies countries, we can begin to understand the political consequences of economic well-being. Finally, comparison similar problems. Furthermore, by comparing the political institutions and practices of wealthy and poor the effectiveness of policy approaches to poverty or overpopulation by examining how different countries solve have employed to address problems, or, indeed, what they have done to make things worse. We can compare that a country has a high population growth rate or serious corruption when we compare it to other countries. policy outcomes, and to communicate to students the importance of global political and economic changes. rich diversity of political life, to show available institutional alternatives, to explain differences in processes and to study the processes and outcomes of politics in a variety of country settings. The course aims to illustrate the Comparative Government and Politics introduces students to fundamental concepts used by political scientists Careful comparison of political systems produces useful knowledge about the institutions and policies countries Comparison assists both in identifying problems and in analyzing policymaking. For example, we only know

Curriculum Units/Pacing Guide

Unit # / Title	Number of Days
Unit 1: Introduction	15
Unit 2: Industrialized Democracies	35
Unit 3: Crisis of Communism	30
Unit 4: The Global South	45
Unit 5: Conclusion	20

Unit Standards Overview

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	6.3.12.A.1-4	Examine how political scientists study politics.	 Annotations and
	6.3.12.B.1	Examine why it is important to be informed about politics	close reading activities
	ก มาง กา	abroad.	Discussions, Socratic
	i i	Understand how globalization and the general economic	seminars, and
1	6.3.12.D.1	perilicability affect flational bolicers:	• Applying of marking
Introduction	6.3.12.A.1-2		organizers and notes
) } } }	Contrast the concepts of state, nation, regime, and	 Annotated Timelines
	6.3.12.A.1-3	GOVO TITLOTIC.	 Teacher and student
		Understand the conceptual differences between and	led PowerPoint
		similarities among different types of political systems	Presentations
			Class Trips to
			appucable insioncal
	Textbook: Compa	Textbook: Comparative Politics: Domestic Responses to Global Challenges.	terms and concents
	https://apcentral	https://apcentral.collegeboard.org/courses/ap-comparative-government-	
	and-politics/classroom-resources	STOOM-resources	Presentations
	http://www.ni	http://www.njamistadcurriculum.net/history/units	Donnart Book
	that//teaching	/teachinghistomyour/	Question analysis and
	https://student	/studentsofhistory.org/google-classroom-history/	essays
Suggested Resources Provide links in charific	< ∵	<u>.com/cnn10</u>	 Written responses to
resources / activities	https://www.icivics.org/	<u>ivics.org/</u>	queries
	https://www.readworks.org	works org/	Summary and
	studies	studies	Videos/Documentari
	https://sheg.stanford.edu/	<u> Tord.edu/</u>	es/Films
	http://www.lgbtq	http://www.lgbtqhistory.org/course/high-school-lesson-plans-history- frameworks/	 Summary and analysis
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Unit 3 Crisis of Communism	Suggested Resources Provid lines to spaffa resources activities						Industrialized Democracies
6.3.12.A.1-4 6.3.12.B.1	https://www.cnn.com/cnn10 https://www.icivics.org/ https://www.readworks.org/ https://www.teachingchannel studies https://sheg.stanford.edu/	Textbook: Comp https://apcentra and-politics/cla http://www.r http://teachir				6.3.12.C.1 6.3.12.D.1	6.3.12.A.1.4 6.3.12.B.1
Analyze and evaluate a comparative model in Russia.	https://studentsofhistory.org/google-classroom-history/ https://www.cnn.com/cnn10 https://www.icivics.org/ https://www.readworks.org/ https://www.readworks.org/ https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social- studies https://sheg.stanford.edu/	Textbook: Comparative Politics: Domestic Responses to Global Challenges. https://apcentral.collegeboard.org/courses/ap-comparative-government- and-politics/classroom-resources http://www.njamistadcurriculum.net/history/units http://teachingamericanhistory.org/toolkits/	Examine the political system of the European Union: Historical foundations, political institutions, economy, and public policy.	Examine the political system of Germany: Historical foundations, political institutions, economy, and public policy.	Examine the political system of France: Historical foundations, political institutions, economy, and public policy.	Examine the political system of Great Britain, Historical foundations, political institutions, economy, and public policy.	Compare and contrast two opposing political systems, processes, and public policies in Great Britain, France, Germany, and the European Union.

6.3.12.D.1 6.2.12.A.4a-e 6.2.12.A.5a-e 6.2.12.A.6a-d 6.2.12.B.6 6.2.12.D.6a 6.2.12.D.6a 6.2.12.D.6a 6.2.12.D.6a C.2.12.D.6a 6.2.12.D.6a C.2.12.D.6a C.		Unit 4 The Global South	Suggested Resources Provide links to spasjic resources/activities	
Examine the elements of a communist structure Historical foundations, political institutions, econopolicy. Examine the elements of a communist structure Historical foundations, political institutions, econopolicy. Examine the elements of a communist structure Historical foundations, political institutions, econopolicy. Examine Politics: Domestic Responses to Global Challen.collegeboard.org/courses/ap-comparative-goversroom-resources amistadcurriculum.net/history/units/americanhistory.org/toolkits/ bistory.org/ confistory.org/google-classroom-history/ com/cmn10 civics.org/ dworks.org/ dworks.org/ dworks.org/ dhallen.com/cml10 chingchannel.org/blog/2014/08/07/fresh-ideas-ford-edu/ Analyze and evaluate a comparative model in Me Analyze and evaluate a comparative model in Nithallen. Examine the elements of the political system in Me Historical foundations, political institutions.	6.3.12.C.1 6.3.12.D.1	6.3.12.A.1.4 6.3.12.B.1	Textbook: Compa https://apcentral and-politics/clas http://www.nj http://teaching http://teaching https://studen https://www.cnr https://www.rea https://www.rea https://www.tea https://www.tea https://www.tea https://sheg.stan	6.3.12.C.1 6.3.12.D.1 6.2.12.A.4a-e 6.2.12.A.5a-e 6.2.12.A.6a-d 6.2.12.B.6 6.2.12.C.6a 6.2.12.D6a
m Russia: n China: my, public mony, public mrsocial: mrsocial	Analyze and evaluate a comparative model in Iran. Examine the elements of the political system in Mexico: Historical foundations, political institutions,	Analyze and evaluate a comparative model in Mexico. Analyze and evaluate a comparative model in Nigeria.	nestic Responses to Global Challenges. g/courses/ap-comparative-governmer um.net/history/units y.org/toolkits/ google-classroom-history/ google-classroom-history/	ze and evaluate a comparative model in China. ne the elements of a communist structure in Rucal foundations, political institutions, economy, ne the elements of a communist structure in Chical foundations, political institutions, economy, cal foundations, political institutions, economy,

Conclusion	Suggested Resources Provide Interno people resources Admitted	
6.3.12.A.1-4 Analyze and assess the "big" questions in comparative politics. 6.3.12.B.1 Examine new paradigms and systems theory. 6.3.12.C.1 Assess the impacts of globalization and reassess America's role	Textbook: Comparative Politics: Domestic Responses to Global Challenges. https://apcentral.collegeboard.org/courses/ap-comparative-government-and-politics/classroom-resources http://www.njamistadcurriculum.net/history/units http://teachingamericanhistory.org/toolkits/ http://teachinghistory.org/ https://studentsofhistory.org/google-classroom-history/ https://www.cnn.com/cnn10 https://www.readworks.org/ https://www.readworks.org/ https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies https://sheg.stanford.edu/	Examine the elements of the political system in Nigeria: Historical foundations, political institutions, economy, public policy. Examine the elements of the political system in Iran: Historical foundations, political institutions, economy, public policy.

https://sheg.stanford.edu/	<u>lgbtq-students/appendix-b-lgbtq-historical-figures</u>	<u>suidies</u> https://www.tolerance.org/magazine/publications/best-practices-for-serving-	https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-	https://www.readworks.org/	https://www.icivics.org/	https://www.cnn.com/cnn10	https://studentsofhistory.org/google-classroom-history/	http://teachinghistory.org/	http://teachingamericanhistory.org/toolkits/	http://www.njamistadcurriculum.net/history/units	and-politics/classroom-resources	https://apcentral.collegeboard.org/courses/ap-comparative-government-	Textbook: Comparative Politics: Domestic Responses to Global Challenges.
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Curricular Units

		Introduction	
Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices	Standard Mastery Examples [The Student will be able to]
6.3.12.A.1 Develop a plan for public	Examine how political scientists	Annotations and close reading activities	Define Key Terms
accountability and transparency in government	study politics.	Classroom Discussions, Socratic seminars, and	Analyze Primary Resources
related to a particular issue(s)		Debates	Discuss Differing
appropriate government		Analysis of graphic organizers and notes	Perspectives
CALACAMADA	Examine why it is important to be	Annotated Timelines	Answer DBQs
6.3.12.A 2	informed about politics abroad.	Teacher and student led	
Compare current case studies		PowerPoint Presentations	Create Presentations and
or other unfair labor practices		historical sites/monuments	
in the United States with those	Understand how globalization and	Definitions of key terms and	Class Debates
of other nations, and evaluate	the general economic permeability	concepts	
problems are universal.	affect national borders.	Individual/Group	Analyze Various Forms of
n '		Document Based Question	Media
Collaborate with students from	Why do rules, laws, and	analysis and essays	Develop "Your Own
other countries to develop possible solutions to an issue	governments not always provide	Written responses to queries Summary and Analysis of	Government" group
of environmental justice, and	יסי שיסי שיסיקט	Videos/Documentaries/Films	presentation and write-up
present those solutions to	COLLEGICAL	Summary and analysis of guest	
relevant national and international governmental		speakers	
and/or nongovernmental	•		
organizations.	What laws are necessary for		
	preservation of societies' securities		
b.3.12.U.1	and liberties?		1111

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**************************************	Written responses to queries		Collaborate with students from other countries to develop
Media	Document Based Question		6.3.12.B.1
Analyze Various Forms of	Individual/Group	and why?	the extent to which such problems are universal.
Class Debates	Definitions of key terms and	cultural, and political situations	in the United States with those of other nations, and evaluate
PowerPoints	Class Trips to applicable historical sites/monuments	What institutions seem	involving slavery, child labor, or other unfair labor practices
Create Presentations and	PowerPoint Presentations	types of political systems.	6.3.12.A 2 Compare current case studies
Answer DBQs	Annotated Timelines	similarities among different	OILICIAIS,
Perspectives	Analysis of graphic organizers and notes	Understand the conceptual differences between and	and share the plan with appropriate government
	Socratic seminars, and		related to a particular issue(s)
Analyze Primary Resources	Classroom Discussions,	nation, regime, and government.	accountability and
Define Key Terms	Annotations and close reading activities	Contract the concents of state	6.3.12.A.1 Develop a plan for public
			privacy.
			laws affecting national security and/or individual civil rights/
			governmental practices and
			Analyze the impact of current
			6.3.12.D.1
			action.
			deficit), and develop a plan of
			economic problem, (e.g.,
			multiple sources about an
			(IMF)), research evidence from
			Council, World Bank,
			meeting (e.g., President's

possible solutions to an issue	Summary and Analysis of
of environmental justice, and	Videos/Documentaries/Films
present those solutions to	Summary and analysis of guest
relevant national and	sheakers
international governmental	of contract
and/or nongovernmental	
organizations.	

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	Group Discussions, Graphic Organizers, Class Participation,	2	
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		when not on task.
	e. Establish a non-verbal cue to redirect student d. Provide modified assessments when necessary.	e. Establish a non-verbal cue to redirect student
	teacher.	d. Extended time on assessments when needed.
	 c. Preferred seating to be determined by student and 	c. Model and provide examples
c. Provide Assessments at a Higher Level of Thinking	b. Extended time on assessments when needed.	organizers/study guides to reinforce key topics.
b. Extension/Challenge Questions	study guides to reinforce key topics.	b. Students may be provided with note
a. Use of Higher Level Questioning Techniques	a. Students may be provided with note organizers /	a. Read written instructions/Google translate
Gifted and Talented When possible provide links to specific samples documents assignments etc.	Special Education / 504 When possible, provide limbs to specific samples/ documents/ assignments/etc.	English Language Learners (ELL) When possible provide links to specific samples / doormens/ assignmens/ets
ion Activities	Unit 1 Suggested Modifications/Accommodations/Extension Activities	Unit 1 Si

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Tainh	Unit I Connections
NJSLS - Technology When possible, provide links in specific samples / documents / assignments / etc. Refer to the M Technology Standards	Career Readiness Practices When postible provide links to specific samples! documents! assignments! etc. Refer to the NI Career Readiness Practices
ts	CRP1. Act as a responsible and contributing citizen and employee.
	CRP2. Apply appropriate academic and technical skills.
aspirations by using a variety of digital tools and resources.	CRP3. Attend to personal health and financial well-being.
	CRP4. Communicate clearly and effectively and with reason.
	CRP5. Consider the environmental, social and economic impacts of
esent it to peers and/or	decisions.
professionals in that related area for feview.	CRP6. Demonstrate creativity and innovation.
	CRP8. Utilize critical thinking to make sense of problems and persevere

8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.	in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity.
8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.	
21st Century Skills When possible, provide links to specific samples / documents / assignments / etc. Refer to the 21st Century Life and Skills	Interdisciplinary Connections When possible, provide links to spessic EL-4/Math/Sol/SS standards as well as samples (dosuments/ assignments etc. Refer to the NI Student Learning Standards
9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	English: Research and writing prompts on the different governments around the world.
9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.	Math: Statistical analysis of the different forms of government
9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.	
9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.	

Discuss Differing	ranalysis of grapme organizers	and the European Union.	with appropriate
	Socratic seminars, and Debates	opposing political systems, processes, and public policies in Great Britain, France, Germany,	related to a particular issue(s) and share the plan
Analyze Primary	activities Classroom Discussions,	Compare and contrast two	Develop a plan for public accountability and
Annotations and close reading Define Key Terms	Annotations and close rea		6.3.12.A.1
Standard Mastery Examples When passible, provide links to specific samples/ documents/ assignments/ etc.	Content-Specific Practices (when applicable)	Critical Knowledge & Skills ("Unpacked" Standards)	Content Standards

			Vol
government officials.		and notes	Perspectives
6.3.12.A 2		Teacher and student led	Answer DBOs
Compare current case		PowerPoint Presentations	
studies involving slavery,		Class Trips to applicable	Create Presentations and
labor practices in the United	Examine the political system of	historical sites/monuments Definitions of key terms and	PowerPoints
nations, and evaluate the extent to which such	foundations, political institutions, economy, and public policy	concepts Individual/Group	Class Debates
problems are universal.	-	Presentations Document Based Question	Analyze Various Forms of Media
6.3.12.B.1		analysis and essays	
Collaborate with students from other countries to	Examine the political system of	Written responses to queries	Persuasive speeches
develop possible solutions	political institutions, economy, and	Videos/Documentaries/Films	Student propted
justice, and present those	public policy.	Summary and analysis of guest	Infomercials or digital
solutions to relevant		speakers	collages
national and international			
nongovernmental			
organizations.	Examine the political system of Germany: Historical foundations,		
6.3.12.C.1	political institutions, economy, and		
Participate in a simulated	public policy.		
meeting (e.g., President's Council, World Bank,			
International Monetary	Examine the political system of the		
evidence from multiple	European Union: Historical		
sources about an economic	foundations, political institutions,		
problem, (e.g., inflation,	economy, and public policy.		
develop a plan of action.			
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Analyze the impact of			
annual and market of			

practices and laws affecting national security and/or individual civil rights/ privacy. 6.3.12.A.1 6.3.12.A.1 6.3.12.A.1 Comparency in government related to a particular statught and with appropriate government officials. 6.3.12.A.1 Compare current case studies involvement? Compare current case studies involving slavery, child labor, or other unfair labor problems are universal. States with those of other mations, and evaluate the problems are universal. 6.3.12.B.1 Collaborate with students to allowate those solutions to relevant universal solutions to relevant and toone search toose solutions and develop possible solutions to governmental and none problems are universal. Compare current case states with those of other mations, and evaluate the propriate extent to which such problems are universal. Collaborate with students to allowate and present those solutions are solutions to relevant and concepts from other countries to develop possible solutions to an issue of environmental and none problems. Concepts such problems are universal. Concepts Summary and analysis of graphic organizers and none prometed or Class Chips to applicable concepts and present those of other mations problems are universal. Concepts Summary and analysis of graphic organizers and none prometed Timelines and one countries to which such problems are universal. Concepts Summary and analysis of graphic organizers and none prometed Timelines and one countries to develop possible solutions of key terms and concepts and present those of the problems are universal. Concepts Summary and analysis of graphic organizers and none prometed Timelines and				organizations.
cetting for reacting for reading activities What political situations promote or hinder citizen involvement? Plan What historical examples exist, which demonstrate governments progression toward democracy over time? What historical examples exist, which demonstrate governments progression toward democracy over time? Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations al. What events and actions tend to spark government change? Written responses to queries Summary and Analysis of guest speakers Mannotations and close reading activities Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and student led PowerPoint Presentations Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of guest speakers				nongovernmental
Annotations and close reading activities What political situations promote or hinder citizen involvement? What historical examples exist, which demonstrate governments' progression toward democracy over time? What events and actions tend to spark government change? What events and actions tend to spark government change? Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of guest speakers				governmental and/or
Annotations and close reading activities What political situations promote or Classroom Discussions, Socratic seminars, and Debates Norated PowerPoint Presentations over time? Tred What events and actions tend to spark government change? What events and actions tend to spark government change? Socratic seminars, and Debates Annotated Timelines Annotated Timelines Treacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Guest speakers				national and international
Annotations and close reading activities What political situations promote or hinder citizen involvement? What historical examples exist, which demonstrate governments' progression toward democracy over time? What historical examples exist, which demonstrate governments' Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations What events and actions tend to spark government change? What events and actions tend to spark government change? Wideos/Documentaries/Films Summary and analysis of guest ttal				solutions to relevant
Annotations and close reading activities What political situations promote or hinder citizen involvement? Nocratic seminars, and Close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes What historical examples exist, which demonstrate governments' progression toward democracy Over time? What political situations promote or Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Written responses to queries Summary and Analysis of guest speakers Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Annotations and close reading activities Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Teacher and student led powerPoint Presentations Definitions of key terms and close reading activities Undividual/Group Written responses to queries Summary and Analysis of guest speakers		opcancio		justice, and present those
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Annotations and close reading activities What political situations promote or hinder citizen involvement? What historical examples exist, which demonstrate governments' progression toward democracy over time? Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Annotated Timelines and notes Annotated Timelines and notes Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films		Summary and analysis of guest		develop possible solutions
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fecting /or // /	Media	Document Based Question		problems are universal.
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fecting // or // Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes What historical examples exist, which demonstrate governments' progression toward democracy over time? Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable	Damar Dainta	historical sites/monuments		studies involving slavery,
fecting // or	Create Dresentations and	Class Trips to applicable	Over Illie:	Compare current case
idecting lyor I/Or I/O	1	PowerPoint Presentations	progression toward democracy	6.3.12.A 2
fecting // or // Annotations and close reading activities // Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines	Answer DBOs	Teacher and student led	which demonstrate governments'	O
ental s affecting and/or ghts/ r public d yovernment cular e the plan Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes	1	Annotated Timelines	What historical examples exist,	government officials.
Monotations and close reading activities What political situations promote or hinder citizen involvement? Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers	Perspectives	and notes		with appropriate
for or National Political situations promote or hinder citizen involvement? Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Debates	Discuss Differing	Analysis of graphic organizers		issue(s) and share the plan
or Jic What political situations promote or hinder citizen involvement? Annotations and close reading activities Classroom Discussions, Socratic seminars, and		Debates		related to a particular
or Note of this political situations promote or hinder citizen involvement? Output Annotations and close reading activities Classroom Discussions,	Resources	Socianc seminars, and		transparency in government
or Annotations and close reading activities Activities	Analyze Primary	Cassicom Discussions,	hinder citizen involvement?	accountability and
or Annotations and close reading		acuvines :	What political situations promote or	Develop a plan for public
or	Delille Ney Territs	Annotations and close reading		6.3.12.A.1
current governmental practices and laws affecting national security and/or individual civil rights/ privacy.	Define Kay Tarms	A tractations and along the disc		
current governmental practices and laws affecting national security and/or individual civil rights/				privacy.
current governmental practices and laws affecting				individual civil rights/
current governmental				practices and laws affecting
				current governmental

Tickets, Study guides,	Group Discussions, Graphic Organizers, Class Participation, Exit	Formative Assessment When possible, provide links to specific samples [documents] assignments dic.
	Tests, Quizzes, Projects	Summative Assessment When possible, provide links to specific samples/ documents/ assignments/etc.

c. Model and provide examples d. Extended time on assessments when neceded.	 b. Extended time on assessments when needed. c. Preferred seating to be determined by student and 	a. Read written instructions a. Students may be provided with note organizers / b. Students may be provided with note organizers / b. Extension/Challenge C	English Language Learners (EIL) When possible, provide links to specific samples When possible, provide links to specific samples When possible, provide links to specific samples documents When possible, provide links to specific samples documents When possible, provide links to specific samples documents when possible provide links to specific samples when	Unit 2 Suggested Modifications/Accommodations/Extension Activities
	c. Provide Assessments at a Higher Level of Thinking d. greatsocialstudies.com (Enrichment Activities)	a. Use of Higher Level Questioning Techniquesb. Extension/Challenge Questions	Giftied and Talented Then possible, provide links to speific samples / documents / assignments / etc.	IVALUES TO THE PROPERTY OF THE

Interdisciplinary Connections When possible provide links to specific ELA/Math/SafsS standards as well as samples/documents/ assignments/doc	21st Century Skills When possible, provide links in specific samples! documents! accomments! etc. Refer to the 21st Century Use and Skills
	8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity.	8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.
CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation.	8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being.	8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
Unit 2 Connections Career Readiness Practices When possible provide links to specific samplies documents assignments (etc.) Refer to the N1 Career Readiness Practices	Unit When possible provide links to specific ramples / documents / assignments / ste. Refer to the M Technology Standards

	Refer to the N Student Learning Standards
9.2.8.B.3 Evaluate communication, collaboration, and leadershin skills that can be developed through school	English. Descarch and writing prompts on the different governments
home, work, and extracurricular activities for use in a career.	around the world.
9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.	Math: Statistical analysis of the different forms of government
9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.	
9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.	

	Unit 3: Crisis o	Unit 3: Crisis of Communism	
Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples (The Student will be able to.)
6.3.12.A.1		Annotations and close reading	Define Key Terms
Develop a plan for public		activities	,
accountability and		Classroom Discussions,	Analyze Primary
ransparency in government		Socratic seminars, and	Resources
and chare the plan with	Analyze and evaluate a	Debates	
appropriate government	comparative model in Russia.	Analysis of graphic organizers	Discuss Differing
officials.		and notes	Perspectives
		Annotated Timelines	
6.3.12.A 2		Teacher and student led	Answer DBQs
Compare current case studies		PowerPoint Presentations	
involving slavery, child labor,	Apply and auditor	Class Trips to applicable	Create Presentations and
or other unfair labor practices	comparative model in China	historical sites/monuments	DowerDoints
in the United States with those	comparative model in Cilila.		- O WC - O - 18

Analyze Frimary	Classicom Discussions,	יייים ווייים ווייים און הייים און הי	регмеен эостанэш,
Define Key Terms	Annotations and close reading activities	Examine the elements of a	6.2.12.A.4a Explain the differences
			6.3.12.D.1 Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.
		What historical examples exist, which demonstrate governments' progression toward democracy over time?	Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.
Charts comparing interests and parties in China with those in previously studied nations	analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers	What political situations promote or hinder citizen involvement?	from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental or granizations.
Class Debates Analyze Various Forms of Media	Definitions of key terms and concepts Individual/Group Presentations Document Based Question		of other nations, and evaluate the extent to which such problems are universal. 6.3.12.B.1

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	6.2.12.D.6.a Assess the role of increased personal and business electronic communications in creating a "global" culture, and evaluate the impact on traditional cultures and	6.2.12.C.6.a Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.	Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.	SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, conflicts in the Middle East).	States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO,	Explain how and why differences in ideologies and nolicies between the United	6.2.12.A.5a	communism, and fascism and explain the reasons for their
			What events and actions tend to spark government change?	Historical foundations, political institutions, economy, public policy.	Examine the elements of a		policy.	Historical foundations, political institutions, economy, public
			Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers	concepts Individual/Group Presentations Document Based Question analysis and essays	Class Trips to applicable historical sites/monuments Definitions of key terms and	Teacher and student led PowerPoint Presentations	Analysis of graphic organizers and notes	Socratic seminars, and Debates
			Media analyses and historical accuracy of film reflection papers	Class Debates Analyze Various Forms of Media	Create Presentations and PowerPoints	Answer DBQs	Discuss Differing Perspectives	Resources

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	roup Discussions, Graphic Organizers, Class Participation, Exit		
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	, Quizzes,	tive Assessment perfit samples! documents) assignments/etc.	

Unit 3 Su	Unit 3 Suggested Modifications/Accommodations/Extension Activities	ion Activities
English Language Learners (EILL) When possible, provide links to spesific samples/ documents/ assignments/etc.	Special Education / 504 When possible, provide links to specific complet/ documents/ assignments/etc.	Gifted and Talented When possible, provide links to specific samples (decuments) assignments (etc.
 Read written instructions 	a. Students may be provided with note organizers /	a. Use of Higher Level Questioning Techniques
b. Students may be provided with note	study guides to reinforce key topics.	b. Extension/Challenge Questions
organizers/study guides to reinforce key topics.	 b. Extended time on assessments when needed. 	c. Provide Assessments at a Higher Level of Thinking
c. Model and provide examples	 Preferred seating to be determined by student and 	d. greatsocialstudies.com (Enrichment Activities)
d. Extended time on assessments when needed.	teacher.	
e. Establish a non-verbal cue to redirect student	d. Provide modified assessments when necessary.	
when not on task.	e. Student may complete assessments in alternate	
 Students may use a bilingual dictionary. 	setting when requested.	
g. Pair Visual Prompts with Verbal	f. Establish a non-verbal cue to redirect student	
Presentations	when not on task.	
h. Highlight Key Words & Phrases		

Unit 3 When possible, provide links to the Mi Technology Refer to the Mi Technology Standards	Unit 3 Connections Career Readiness Practices When possible, provide Rules to specific temples/ documents/ assignments/etc. Refer to the NI Career Readiness Practices
8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being.
8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.	CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation.
8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity.

8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.	
21st Century Skills When possible, provide links to specific samples/ documents/ assignments/esc. Refer to the 21st Century Life and Skills	Interdisciplinary Connections When possible, provide tinks to specific ELA/Math/Sa/SS standards as well as samples (documents/ assignments/etc. Refer to the NI Student Learning Standards
9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	
9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.	Math: Statistical analysis of the different forms of government
9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.	
9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.	

	Unit 4: 11	Unit 4: The Global South	
Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples When possible, provide links to specific samples/ documents/ assumments/ etc.
6.3.12.A.1 Ana Develop a plan for public com	Analyze and evaluate a comparative model in Mexico.	Annotations and close reading activities	Define Key Terms
accountability and transparency in		Classroom Discussions, Socratic seminars, and Debates	Analyze Primary Resources
government related to a Ana particular issue(s) and comshare the plan with	Analyze and evaluate a comparative model in Nigeria.	Analysis of graphic organizers and notes	Discuss Differing Perspectives
ment	Analyze and evaluate a	Annotated Timelines	-
	llyze and evaluate a		

	- Address and a second	Control Contro	National Property and the Control of
omciais.	comparative moder in itali.	PowerPoint Presentations	Allswer DBQs
6.3.12.A 2		Class Trips to applicable	Create Presentations and
Compare current case		historical sites/monuments	PowerPoints
studies involving slavery,	What political situations promote	Definitions of key terms and	
child labor, or other	or hinder citizen involvement?	concepts	Class Debates
unfair labor practices in		Individual/Group	
those of other nations.	What historical examples exist,	Presentations	Analyze Various Forms of
and evaluate the extent	which demonstrate governments'	Document Based Question	Media
to which such problems	progression toward democracy	analysis and essays	
are universal.	over time?	Written responses to queries	Advanced Placement style
3 1 2 D	Evamine the elements of the	Summary and Analysis of	essay comparing causes,
Collaborate with	political system in Mexico:	videos/200cmilentaries/1 miles	TOTHIS, allo impact of
students from other	Historical foundations, political	smallers and analysis of guest	Moving and Bushing to that of
countries to develop	institutions,	Conserve	Mexico alid ixussia
possible solutions to an	economy, public policy.		Charte comparing interests
issue of environmental			and parties in Nigeria with
Justice, and present those	Examine the elements of the		those in proviously studiod
solutions to relevant	political system in Nigeria:		nations
ARGENCIAL SALES	Historical foundations, political		
governmental and /or	nstitutions, economy, public		
nongovernmental	,		
organizations.	Examine the elements of the		
.6312C1	political system in Iran: Historical		
Participate in a simulated	economy, public policy.		
meeting (e.g., President's			
Council, World Bank,	What are and actions tond to		
International Monetary	spark government change?		
evidence from multiple			
sources about an			
economic problem, (e.g.,			
inflation, unemployment,			
deficit), and develop a			
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Unit 4 Su	Unit 4 Suggested Modifications/Accommodations/Extension Acti	ion Activities
English Language Learners (ELL)	Special Education / 504	Gifted and Talented
When possible, provide links to specific samples! documents!	When possible, provide links to perific samples/ documents/ assignments/etc.	When possible, provide tinks to speiffe samples/ documents/, assignments/, us.
a. Read written instructions	a. Students may be provided with note organizers /	a. Use of Higher Level Questioning Techniques
 Students may be provided with note 	study guides to reinforce key topics.	b. Extension/Challenge Questions
organizers/study guides to reinforce key topics.	 b. Extended time on assessments when needed. 	c. Provide Assessments at a Higher Level of Thinking
 c. Model and provide examples 	 Preferred seating to be determined by student and 	d. greatsocialstudies.com (Enrichment Activities)
d. Extended time on assessments when needed.	teacher.	
e. Establish a non-verbal cue to redirect student	 d. Provide modified assessments when necessary. 	
when not on task.	E. Student may complete assessments in alternate	
f. Students may use a bilingual dictionary.	setting when requested.	
g. Pair Visual Prompts with Verbal		
Presentations		

21st Century Skills When possible, provide links to specific samples/ documents/ assignments/etc.	8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.	8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.	8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.	8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.	Unit 4 When possible, provide links to specific tamples / documents / assignments / ass. Refer to the MI Technology Standards
Interdisciplinary Connections When possible, provide links to specific ELLA/Math/Sci/SS standards as well as samples/ documents/		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity.	CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation.	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being.	Unit 4 Connections Career Readiness Practices When possible, provide links to specific samples desiments assignments etc. Refer to the N Career Readiness Practices

Refer to the 21st Century Life and Skills	Refer to the NJ Student Learning Standards
9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a	English: Research and writing prompts on the different governments around the world.
career.	Math. Statistical analysis of the different forms of government
9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.	
9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.	
9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.	

		Unit 5: Conclusion	
Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples When possible, provide links to specific samples/ documents/ assignments/etc.
6.3.12.A.1 Develop a plan for public	Analyze and assess the "big"	Annotations and close reading activities	Define Key Terms
accountability and	questions in comparative politics.	Classroom Discussions,	Analyze Primary
government related to a		Socratic seminars, and Debates	Resources
particular issue(s) and share the plan with	Examine new paradigms and	Analysis of graphic organizers	Discuss Differing
appropriate government	מליטיות היסטולי	and notes	Perspectives
officials.		Annotated Timelines	
n 22 22 22 22 22 22 22 22 22 22 22 22 22	Assess the impacts of globalization	Teacher and student led PowerPoint Presentations	Answer DBQs
Compare current case		Class Trips to applicable	Create Presentations and
studies involving slavery,		historical sites/monuments	PowerPoints
child labor, or other unfair		Definitions of key terms and	
labor practices in the	How do we affirm individual and		

	The state of the s	
group identities, while at the same	concepts Individual / Crown	Class Debates
outside arouns?	Presentations	Analyze Various Forms of
	Document Based Question	Media
	analysis and essays	
	whiten responses to quenes	Historical accuracy
	Videos/Documentaries/Films	allalysis and reflection
What actions can individuals and	Summary and analysis of guest	papers of III class IIIII
groups take to impact their society	speakers	VieWings
and governing system?	*	Derropa
		rootion/rofloation posses
		reaction/reflection papers
		on in class film viewings.
What methods of participation are		
legitimate and what methods are		debates
illegitimate?		depates
		Confroversial issue
		Country and page
		speedies and papers
Why should citizens participate?		
	To character and the second se	and defeating in
		1
\.\.\.\.\.\.\.\.\.\.\.\.\.\.\.\.\.\.\.		
		ties, while at the same ting and appreciating ups? s can individuals and to impact their society ng system? ds of participation are dwhat methods are citizens participate?

Tickets, Study guides	Group Discussions, Graphic Organizers, Class Participation, Exit	Utili 5. Pomative Assessment	international in	rights/ privacy.
	Tests, Quizzes, Projects	Unit 5 Ausessment Man. Summative Assessment When possible, provide links to specific samples! documents! assignments! otc.	Additional and the second and the se	

Chit	Unit 5 Suggested Modifications/Accommodations/Extension Activities	
Buglish Language Learners (BIL) When possible provide links to specific samples! documents!	Special Education / 504 When possible provide links to specific samples / documents /	When possible, provide links to specific samples documents
a. Read written instructions	 a. Students may be provided with note organizers / 	a. Use of Higher Level Questioning Techniques
b. Students may be provided with note	study guides to reinforce key topics.	b. Extension/Challenge Questions
organizers/study guides to reinforce key topics.	b. Extended time on assessments when needed.	c. Provide Assessments at a Higher Level of Thinking
 c. Model and provide examples 	 c. Preferred seating to be determined by student and 	d. greatsocialstudies.com (Enrichment Activities)
d. Extended time on assessments when needed.	teacher.	
e. Establish a non-verbal cue to redirect student	 d. Provide modified assessments when necessary. 	
when not on task.	e. Student may complete assessments in alternate	
f. Students may use a bilingual dictionary.	setting when requested.	
g. Pair Visual Prompts with Verbal		
Presentations		
h. Highlight Key Words & Phrases		

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity.	8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.
CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation.	8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being.	8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
Onit 5 Connections Career Readiness Practices Phus possible, provide links in spelfit samples documents assignments etc. Refer to the NI Career Readiness Practices	Unit NJSLS - Technology NJSLS - Technology When possible, provide links to specific temples decuments assignments etc. Refer to the NJ Technology Standards

8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.	
21st Century Skills When possible, provide links to specific samples! documents! assignments! etc. Refer to the 21st Century Life and Skills	Interdisciplinary Connections When possible, provide links to specific ELA (Math / Sci / SS standards as well as samples / documents / assignments / etc. Refer to the NI Stadent Learning Standards
9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	English: Research and writing prompts on the different governments around the world.
9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.	Math: Statistical analysis of the different forms of government
9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.	
9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.	

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