

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



AP Government

January 2024

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## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

## AP Government

11-12

This course is an elective for juniors and seniors and may be used to fulfill the graduation requirement for Civics and/or Humanities. It is intended to prepare students to succeed on two (2) AP Exams: United States Government and Politics and Comparative Government and Politics.

AP U.S. Government and Politics provides a nonpartisan college-level introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. We will also engage in disciplinary practices that require reading and interpreting data, making comparisons and applications, and developing evidence-based arguments. In addition, a political science research or applied civics project is required.

AP Comparative Government and Politics introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures, policies, and political, economic, and social challenges of six selected countries: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. Students compare the effectiveness of approaches to many global issues by examining how different governments solve similar problems. We will also engage in disciplinary practices that require reading and interpreting data, making comparisons and applications, and developing evidence-based arguments.

### Course Skills as required by College Board's Course and Exam Description

1. Concept Application: Describe, explain, and compare political concepts and processes to authentic scenarios and contexts. &
2. Country Comparison: Compare political concepts and processes among the six course countries. +
3. Supreme Court Application: Describe and explain the facts, issue, holding, reasoning, decision, and majority opinion of required Supreme Court cases with others and explain how the cases relate to a relevant political concept or process. #
4. Data Analysis: Analyze and interpret quantitative data represented in tables, charts, graphs, maps, and infographics. &
5. Source Analysis: Read, analyze, and interpret foundational documents and other text-based and visual sources. &
6. Argumentation: Develop an argument in essay format. &

# US Government and Politics only

+ Comparative Government and Politics only

& Both US and Comparative Government and Politics

### Big Ideas as required by College Board's Course and Exam Descriptions

The *US Government and Politics* course focuses on five big ideas which allow students to create meaningful connections among concepts across the units. Connecting these big ideas across the different course units will help students develop a deeper conceptual understanding of the course content. Big ideas are spiraled throughout the curriculum through the topics. Below are the big ideas of the course and a brief description of each.

- 1: Constitutionalism - The U.S. Constitution establishes a system of checks and balances among branches of government and allocates power between federal and state governments. This system is based on the rule of law and the balance between majority rule and minority rights.
- 2: Liberty and Order - Governmental laws and policies balancing order and liberty are based on the U.S. Constitution and have been interpreted differently over time.
- 3: Civic Participation in a Representative Democracy - Popular sovereignty, individualism, and republicanism are important considerations of U.S. laws and policymaking and assume citizens will engage and participate in the democratic process.
- 4: Competing Policymaking Interests - Multiple actors and institutions interact to produce and implement possible policies.
- 5: Methods of Political Analysis - Using various types of analyses, political scientists measure how U.S. political behavior, attitudes, ideologies, and institutions are shaped by a number of factors over time.

The big ideas serve as the foundation of the *AP Comparative Government and Politics* course and enable students to create meaningful connections among concepts. They are themes that become threads that run throughout the course. Revisiting the big ideas and applying them in a variety of contexts allows students to develop a deeper conceptual understanding. Below are the big ideas of the course and a brief description of each.

- 1: Power and Authority - Political systems and regimes govern societies and determine who has power and authority. They shape the level of legitimacy and produce different policy outcomes.
- 2: Legitimacy and Stability - Political legitimacy is the degree to which a government's right to rule is accepted by the citizenry. Governments that maintain high levels of legitimacy tend to be more stable and have an easier time enacting, implementing, and enforcing their policies.
- 3: Democratization - Democratization is a process that involves the adoption of free and fair elections, the extension of civil liberties, and the establishment of the rule of law. Democratization is a long-term and often uneven process that typically results in increased governmental transparency and greater citizen access and influence over policy making.
- 4: Internal and External Forces - Internal forces, such as political culture, citizen participation, civil society, interest groups, environmental pressures, and internal divisions based on class, religion, ethnicity, and/or territory, can both challenge and reinforce regimes. External forces, especially globalization, include the increasing worldwide flow of goods, investments, ideas, and people in a manner that is largely unconstrained by national borders.
- 5: Methods of Political Analysis - Political scientists collect data and make observations in order to describe patterns and trends and explain the political behavior of individuals, groups, organizations, and governments. They use data and ideas from other disciplines such as economics, sociology, history, and geography when drawing conclusions.

## Connection to the Vision of a Graduate

(critical thinking, communication, creativity, problem solving, positive relationships, self-knowledge and management, growth mindset, social awareness)

AP Government contributes to the vision of a graduate of New Milford High School in the following ways:

- Students become informed American citizens who are willing to preserve, protect, and defend the rights and liberties of the Constitution. They also become citizens of the world who explore central questions of liberty, justice, legitimacy, and political and economic development separately and combined with international organizations such as NATO, the World Bank, and the United Nations.
- Students communicate with principled attention to the best arguments animating civic discourse. They build positive relationships and develop social awareness when working in informal small groups during in class discussions and analytical and writing activities. We build a strong classroom community in this AP class to provide students with collaborators with whom they may turn to for out-of-class support. Students also create content and skill specific study guides for each other so they can see the immediate impact their contributions have on an authentic audience. They communicate more deeply with partners to complete performance-based assessments which in turn are formally presented to the class as a whole.
- Students engage in critical thinking when evaluating the argument, perspective, evidence, and reasoning in foundational documents such as the Federalist Papers, Dr. King's Letter from a Birmingham Jail, and Supreme Court cases. Students frequently practice free-response questions which prompt students to consider the possible consequences of many different political situations.
- Students develop self-knowledge, self-management, and a growth mindset with a rigorous independent work schedule. Students are responsible for meeting due dates and for peer assessing their classmates' presentations. Students are asked to present independent research topics centered around contemporary public policies or multinational current events. In this way they learn from each other that mistakes are an opportunity to learn from multiple sources. Students are given frequent quizzes to track progress and are also encouraged to redo assignments and make corrections to quizzes and tests to show that their learning is an on-going process.

## Pacing Guide

Include a list of the units and the approximate number of days/weeks it will take to teach the unit.

United States Government and Politics is taught in the first semester

- |  |                            |
|--|----------------------------|
| 1. Foundations of American Democracy                         | 8-79 minute block periods  |
| a. Colonies to Articles of Confederation to the Constitution |                            |
| b. Federalism  |                            |
| 2. American Political Ideologies and Beliefs                 | 5-79 minute block periods  |
| a. American Political Culture                                |                            |
| b. Public Opinion  |                            |
| c. Ideologies  |                            |
| d. Media   |                            |
| 3. Political Participation                                   | 9-79 minute block periods  |
| a. Voting/Elections and Campaigns                            |                            |
| b. Political Parties   |                            |
| c. Interest Groups   |                            |
| 4. Interactions among Branches of Government                 | 13-79 minute block periods |
| a. Congress  |                            |
| b. President and Executive Branch                            |                            |
| c. Judiciary   |                            |
| 5. Civil Liberties and Civil Rights                          | 10-79 minute block periods |
| a. Supreme Court Cases                                       |                            |
| b. Bill of Rights  |                            |

Midterm Exam

Comparative Government and Politics is taught in the second semester

- |   |                           |
|---|---------------------------|
| 6. Political Systems, Regimes, and Governments with UK case study | 5-79 minute block periods |
| a. Democracy and Authoritarianism                                 |                           |
| b. Power and Authority  |                           |
| c. Legitimacy and Stability                                       |                           |
| 7. Political Institutions with Russia case study                  | 7-79 minute block periods |
| a. Parliamentary, Presidential, and Semi-Presidential Systems     |                           |
| b. Executives   |                           |



- c. Legislatures
  - d. Judiciaries
- 8. Political Culture and Participation with Mexico and Nigeria case studies 5-79 minute block periods
  - a. Civil Society
  - b. Ideologies
  - c. Civil Liberties and Civil Rights
  - d. Cleavages
- 9. Party and Electoral Systems and Citizen Organizations with Iran case study 5-79 minute block periods
  - a. Electoral Rules
  - b. Party Organization
  - c. Social Movements and Interest Groups
- 10. Political and Economic Changes and Development with China case study 6-79 minute block periods
  - a. Globalization
  - b. International and Supranational Organizations
  - c. Industrialization, Technological Forces, and Economic Development
  - d. Demographic Change and Social Policies

In class Review 5-79 minute block periods

<p><b>ESTABLISHED GOALS</b> From CT Social Studies Standards:</p> <p>CG.Inq.1.a. Explain how a question reflects an enduring issue in the United States Government.</p> <p>CG.Inq.3.a. Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.</p> <p>CG.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p>CG.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).</p> <p>CG.Inq.4.c. Critique political arguments and explanations while acknowledging the strengths and weaknesses given the purpose and audience (credibility, bias, reasoning, sequencing, details).</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ol style="list-style-type: none"> <li>1. Think analytically about the balance between liberty and security and majority rule and minority rights when facing public policy choices.</li> <li>2. Advocate for a constitutionally appropriate public policy.</li> </ol>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p>The Framers of the Constitution set up a structure of government intended to stand the test of time. To do so, compromises were made during the Constitutional Convention and ratification debates which focused upon the proper balance between individual freedom, social order, and equality of opportunity. Additionally, federalism established a workable relationship between federal, state, and local governments to serve the needs of the people.</p>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>□ How significant were the Declaration of Independence, the American Revolution, and the Constitution to the development of the principle of a democratic republic?</li> <li>□ Which, if any, ideological and philosophical origins of the Constitution was most influential in shaping the American governmental system?</li> <li>□ How flexible is the Constitution? To what extent was it a series of compromises?</li> <li>□ How does federalism allow for legislative experimentation?</li> <li>□ What governs the relationships between the federal and state and local governments and among different state governments?</li> </ul>
	<b>Acquisition</b>	
	<i>Students will know...</i>	<i>Students will be skilled at...</i>

	<ul style="list-style-type: none"> <li>● natural rights</li> <li>● Declaration of Independence and its authors</li> <li>● popular sovereignty</li> <li>● majority rule, minority rights</li> <li>● Articles of Confederation</li> <li>● constitutional democracy</li> <li>● examples of political events before 1787 that shaped the Constitution</li> <li>● compromises at the Constitutional Convention</li> <li>● federalists, anti-federalists</li> <li>● Federalist Papers</li> <li>● ratification process</li> <li>● the basic structure of the Constitution and its Bill of Rights</li> <li>● separation of powers, checks and balances</li> <li>● delegated, implied, reserved powers</li> <li>● constitutional evolution through changes in the informal, unwritten Constitution</li> <li>● amendment processes by which formal changes to the Constitution can be made</li> <li>● federalism</li> <li>● positions of decentralists and centralists</li> <li>● states' rights</li> <li>● grants and mandates</li> </ul>	<ul style="list-style-type: none"> <li>● Differentiating democracy from other forms of government.</li> <li>● Identifying conditions conducive to a successful democracy.</li> <li>● Assessing the important compromises reached by the delegates at the 1787 Constitutional Convention.</li> <li>● Evaluating the arguments for and against the ratification of the Constitution.</li> <li>● Analyzing how the Constitution grants, limits, separates, and balances governmental power.</li> <li>● Explaining how the use of judicial review strengthens the courts in a separation of powers system.</li> <li>● Analyzing the advantages and disadvantages of the American style of federalism.</li> <li>● Differentiating the powers the Constitution provides to national and state governments.</li> <li>● Assessing the role of the national courts in defining the relationship between the national and state governments.</li> <li>● Evaluating the budget as a tool of federalism, and its impact on state and local governments.</li> </ul>
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Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>Teacher created debate rubric with 5 criteria for success as follows:</p> <p>Purpose/Focus: <i>Task achieves stated purpose with consistent and strong focus.</i></p> <p>Organization and Coherence: <i>Ideas have a clear and effective structure creating unity. All required elements are complete.</i></p> <p>Development: <i>Ideas are relevant, accurate and supported with evidence from rich, varied, and balanced sources. Student thinking demonstrates analysis and synthesis for a compelling point of view.</i></p> <p>Language: <i>Language used is effective, purposeful and fluid with varied vocabulary and persuasive word choices and phrases which enhance and/or deepen understanding of the subject.</i></p> <p>Conventions: <i>Follows debate and proper MLA Works Cited Page format.</i></p> <p>Levels of Performance:</p> <p>4 = Exemplary</p> <p>3 = Competent</p> <p>2 = Developing</p> <p>1 = Beginning</p>	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand evidence of...</i></p> <p><i>The arguments between Federalists and Anti-Federalists by participating in a debate using Federalist #10 and Brutus #1 as anchor sources. The two key arguments will center around the proper role of government and the size and power of the central government.</i></p> <p>A. Debate</p> <p>Goal: Successfully argue for a new stronger centralized national government or a strong state centered government.</p> <p>Role: Students will represent citizens favoring the ideas of Federalists and Anti-Federalists.</p> <p>Audience: Classmates</p> <p>Situation: Students find themselves in the period after the adoption of the Articles of Confederation and before the ratification of the Constitution.</p> <p>Performance and Purpose: Students use evidence and analytical arguments to debate the consequences of a strong national government.</p> <p>Standards/Criteria for Success: Students clearly establish claims and lines of reasoning, using evidence from foundational documents and real world examples.</p> <p><i>The American government is organized to respond to national security issues while also preserving checks and balances in a federal system.</i></p>
M, A	College Board FRQ Rubric	<p>B. AP Free-Response Style Question #1 Scenario Concept Application</p> <p>On October 26, 2001, the 342-page USA PATRIOT ACT quickly passed through</p>

		<p>Congress and was signed into law just 45 days after 9/11. It expanded the federal government’s ability to access phone and e-mail communications to an unprecedented level. It gave the FBI the authority to obtain personal information on people suspected of terror-related activities without the approval of judges.</p> <p>Broad support for these additional security measures led to this quick response by Congress and the president, but it also ignited a long-standing debate in American government regarding the balance between civil liberties and social order. Groups such as the American Civil Liberties Union launched campaigns opposing the measures and cautioning against the erosion of civil liberties in the wake of the 9/11 attack.</p> <p>Respond to all parts of the question. In your response, use substantive examples where appropriate.</p> <p>A. Describe a section of the Constitution that a group such as the American Civil Liberties Union would likely say is most affected by the USA PATRIOT ACT.</p> <p>B. Explain how checks and balances could work to ensure that the section of the Constitution identified in Part A would be protected.</p> <p>C. Over time, some of the measures of the USA PATRIOT ACT have been challenged by state governments who do not wish to cooperate with the federal government. Explain a concept of American government and politics that this action illustrates.</p>
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A	Evaluation of student notebooks with these criteria for success: accuracy in content of vocabulary; precision in constructing graphic organizers; comprehensive responses to objective questions.	OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i>
M, A	Evaluation of student interpretation and analysis process and/or presentation of written responses to whole class with these criteria for success: cooperative and collaborative approach; accuracy and comprehensive responses to practice questions; focused and articulate presentation of responses.	Guided reading and note-taking from US government and politics textbook chapters about colonial and early American government and federalism; and guided reading and note-taking from foundational documents: Declaration of Independence, Articles of Confederation, Federalist Papers #10 and #51, Brutus #1, Constitution, including all amendments.
M, A	AP rubrics for multiple choice and free response questions.	Small group analytic and writing practice for describing and explaining political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context; and describing patterns and trends in data and explaining what the data implies or illustrates about political principles, institutions, processes, policies, and behaviors.
		AP style multiple choice, stimulus-based, and written responses on quizzes and unit test.

Code	<b>Pre-Assessment</b>	
	1. Summer Work <ol style="list-style-type: none"> <li>Memorize, recite, and analyze the parts to the Preamble of the US Constitution</li> <li>Graphic organizer of Madisonian model of checks and balances among the three branches of the federal government</li> </ol> 2. Opening day discussion: What does it mean to be a citizen?	
T, M, A	<p>Summary of Key Learning Events and Instruction  <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher sets the purpose for learning by posting the objective(s), rationale, and learning activities on a whiteboard or the day's slideshow for all students to see and review.  <i>For example, What: Students will be able to explain the impact of political negotiation and compromise at the Constitutional Convention. Why: Appreciate the evolutionary and revolutionary processes in making the US a constitutional democracy. How: Review Fed 10 and Brutus 1, Review and practice a sample FRQ #1: Concept Application, Use the Constitution to create a graphic organizer of final outcomes to 10 constitutional debates, and introduce a sample FRQ #4: Argumentative Writing requirements and practice: Claim, Line of reasoning, Evidence and explanations, Counter arguments and rebuttal/refutation</i></p> <p>Teacher hooks and holds students' attention with daily prompts that ask provocative, open-ended questions using unit vocabulary, concepts, and skills often connected to current political events.</p>	<p>Progress Monitoring</p>
T, M, A	<p>Students answer these questions in verbal or written form or by completing a poll/survey. Students may also consider their responses individually, or part of a Think-Pair-Share exercise.  <i>For example, "To what extent was the writing of a new constitution an act of treason?"</i></p>	<p>Teacher looks for engaged and varied responses from multiple students.</p>
M, A	<p>Teacher places students into small groups to review HW.</p> <p>Students have completed reading and taking notes from textbook chapters according to Unit Responsibility sheet focusing on acquiring</p>	<p>Teacher review of notes as students review difficult questions. May result in whole class review and discussion if</p>

	<p>domain specific vocabulary, guided practice of making connections between government documents and public policy, constructing written responses, and interpreting political data (graphs and tables). HW may also be reading and annotating required foundational documents, interpreting and making conclusions about quantitative data sets, and/or analysis of required Supreme Court cases.</p>	<p>the majority of students are struggling with a vocabulary term, concept, and/or skill.</p>
A	<p>Teacher initiates direct instruction with slideshows of key unit vocabulary, concepts, skills, and data during which students may rethink and revise their HW responses. <i>For example, congressional representation, ratification, federalism.</i></p> <p>Teacher initiates guided practice with cooperative small group activities that break down steps for acquiring each concept and/or skill with scaffolded questions.</p>	<p>Teacher looks for engaged and varied responses from multiple students to scaffolded questions embedded in the slideshows.</p>
M, A	<p>Student groups create any one or more of the following: a communal slide, graphic organizer, Jamboard posts, or short presentation to share responses while classmates peer assess and offer additional evidence to support conclusions. <i>For example, shared slides of constitutional debates with descriptions of controversial issues and constitutional resolutions.</i></p>	<p>Teacher circulates to ensure that students are completing and understanding steps and working cooperatively. Periodic pauses for students to explain steps in their own words.</p>
T, M, A	<p>Students practice test-taking strategies with practice quizzes (in textbook or teacher created) to explain why the right answer is correct and how the other choices serve as distractors. Students are purposely assigned to practice with multiple choice or free response questions, whichever is more needed based on past assessments.</p> <p><u>Resources (* required by AP):</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <p>Abernathy, Scott F. and Karen Waples. <u>American Government: Stories of a Nation. For the AP Course</u>. Boston: Bedford, Freeman and Worth, 2021. Chapters 1-3</p>	<p>Teacher looks for engaged and evidence-based responses from multiple students.</p>



	<p>AP Classroom: Unit 1 videos, quizzes and progress checks</p> <p>*Articles of Confederation.</p> <p>The Bill of Rights Institute. <a href="http://billofrightsinstitute.org">billofrightsinstitute.org</a></p> <p>*Constitution of the United States.</p> <p>*Declaration of Independence.</p> <p>*Federalist Papers. #10, #51 and Brutus #1 as provided on AP Classroom</p> <p>*<i>McCulloch v Maryland</i> 1819</p> <p>National Constitution Center. <a href="http://constitutioncenter.org">constitutioncenter.org</a></p> <p>*<i>United States v Lopez</i> 1995</p>	
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<p><b>ESTABLISHED GOALS</b> From CT Social Studies Standards:</p> <p>CG.Inq.1.a. Explain how a question reflects an enduring issue in the United States Government.</p> <p>CG.Inq.3.a. Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.</p> <p>CG.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p>CG.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).</p> <p>CG.Inq.4.c. Critique political arguments and explanations while acknowledging the strengths and weaknesses given the purpose and audience (credibility, bias, reasoning, sequencing, details).</p> <p>CG.His.5.b. Analyze how historical</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ol style="list-style-type: none"> <li>1. Identify an ideological perspective in various forms of print, digital, and social media.</li> <li>2. Predict political behavior when given data from public opinion polls.</li> <li>3. Assess a media outlet for bias.</li> </ol>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p>American political beliefs and attitudes about government and politics can be measured in how they are acquired, develop and change over time, and expressed through ideologies.</p> <p>The media play an important role in informing the public about their government.</p>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do our core beliefs about the role of government affect our behavior?</li> <li><input type="checkbox"/> How does our view of what freedom is shape our opinions?</li> <li><input type="checkbox"/> Why are some opinion polls better than others?</li> <li><input type="checkbox"/> How can policy-makers use information from political science to make decisions?</li> <li><input type="checkbox"/> How do Americans learn about politics?</li> <li><input type="checkbox"/> How is political information collected, used, and transmitted?</li> <li><input type="checkbox"/> How would a citizen's political ideology affect their political participation?</li> <li><input type="checkbox"/> How trustworthy are various forms of media in informing us about our government?</li> </ul>
	<b>Acquisition</b>	
	<i>Students will know...</i>	<i>Students will be skilled at...</i>

<p>contexts have shaped and continue to shape the ideologies and platforms of political parties in the United States (e.g., factions, partisanship).</p> <p>CG.His.5.c. Analyze how social contexts shape personal political beliefs and voting behavior.</p>	<ul style="list-style-type: none"> <li>● political culture</li> <li>● individualism</li> <li>● equality of opportunity</li> <li>● free enterprise</li> <li>● rule of law</li> <li>● limited government</li> <li>● political socialization</li> <li>● globalization</li> <li>● public opinion</li> <li>● various types of political polls</li> <li>● sampling error</li> <li>● political ideology</li> <li>● conservative</li> <li>● liberal</li> <li>● libertarian</li> <li>● progressive</li> <li>● news media</li> <li>● social media</li> <li>● agenda setting</li> <li>● mass media</li> <li>● investigative reporting</li> <li>● partisan bias</li> </ul>	<ol style="list-style-type: none"> <li>1. Understanding the origins and impacts of American exceptionalism.</li> <li>2. Assessing the role of geography in building a national identity.</li> <li>3. Evaluating the importance of where we live on American politics.</li> <li>4. Analyzing how social and demographic factors such as race and ethnicity, gender, religion, family structures, education, and age affect American politics.</li> <li>5. Describing the importance of income, wealth, occupation, and social class in American politics.</li> <li>6. Evaluating the degree to which America has achieved a measure of unity in a land of diversity.</li> <li>7. Identifying the forces that create and shape individuals' political attitudes.</li> <li>8. Describing the key dimensions of public opinion, how public opinion is measured, and the relationship between public opinion and public policy.</li> <li>9. Comparing and contrasting political ideologies and evaluating the critiques of each ideology.</li> <li>10. Identifying forms of political participation, and assessing the effect on voter turnout of demographic, legal, and electioneering factors.</li> <li>11. Describing changes in the nature and the extent of the political influence of the various news media.</li> <li>12. Tracing the evolution of the news media over the course of US history.</li> <li>13. Evaluating the media's influence on public opinion and attention.</li> <li>14. Describing the media's role in elections and the associated problems and benefits.</li> <li>15. Assessing the media's relationship to governance in the US.</li> <li>16. Describing the relationships between the President and the bureaucracy, Congress, the press, and the public.</li> </ol>
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Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>School-wide Communication Rubric: with 5 criteria for success as follows:</p> <p>Purpose/Focus: <i>Task achieves stated purpose with consistent and strong focus.</i></p> <p>Organization and Coherence: <i>Ideas have a clear and effective structure creating unity. All required elements are complete.</i></p> <p>Development: <i>Ideas are relevant, accurate and supported with evidence from rich, varied, and balanced sources. Student thinking demonstrates analysis and synthesis for a compelling point of view.</i></p> <p>Language: <i>Language used is effective, purposeful and fluid with varied vocabulary and persuasive word choices and phrases which enhance and/or deepen understanding of the subject.</i></p> <p>Conventions: <i>Follows debate and proper MLA Works Cited Page format.</i></p> <p>Levels of Performance:  4 = Exemplary  3 = Competent  2 = Developing  1 = Beginning</p>	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <p><i>Government officials use public opinion polls in their decision-making process. The media play a role in informing citizens about the actions of government officials and the ideas that drive public policy-making. Both polls and media reports influence public opinion.</i></p> <p>A. Poll &amp; Media Tracking</p> <p>Goal: Successfully collect representative samples of media reports and polls connected to a public policy and assess their influence on the policymaking process.</p> <p>Role: Students will act as political scientists analyzing the relationship among polls, media coverage, government officials, and the public.</p> <p>Audience: Classmates</p> <p>Situation: Students are investigating public opinion surrounding a current public policy in the news.</p> <p>Performance and Purpose: Students use authentic research skills to collect and interpret public opinion polls and their subsequent coverage in various forms of media.</p> <p>Standards/Criteria for Success: Students successfully find and evaluate two public opinion polls for legitimacy and two examples each of traditional and social media and write an assessment of their efficacy.</p> <p><i>One of the most important ways the news media influence politics is through agenda setting.</i></p>
M, A	College Board FRQ Rubric	B. AP Free-Response Style Question #2 Quantitative Analysis

- (a) Define policy agenda.
- (b) Explain how the national news media engage in agenda setting.
- (c) Explain the primary reason the president tends to have an advantage over Congress in gaining media attention.
- (d) Consider the given table.

<b>Viewers' Ages and Frequency of Viewing of Network Nightly News: 1974 and 2002 Combined</b>		
1974	Frequently (%)	Rarely (%)
18–29	45	13
30–44	50	12
45–64	68	8
65 and older	71	5
2002	Frequently (%)	Rarely (%)
18–29	19	22
30–44	22	17
45–64	40	11
65 and older	53	8

Source: Martin Wattenberg, 2004. "The Changing Presidential Media Environment." *Presidential Studies Quarterly* 34(3):557–572. Originally taken from the 1974 National Election Study and the 2002 Pew Center Media Study.

- Describe the difference in the viewing patterns of older and younger age-groups.
- Describe the change from 1974 to 2002 in viewing habits that exists for all age categories.

- (e) Given the information in the table, describe one implication for presidents in their use of the media to promote their political and policy objectives to the American public.

A	Evaluation of student notebooks with these criteria for success: accuracy in content of vocabulary; precision in constructing graphic organizers; comprehensive responses to objective questions.	OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i>
M, A	Evaluation of student interpretation and analysis process and/or presentation of written responses to whole class with these criteria for success: cooperative and collaborative approach; accuracy and comprehensive responses to practice questions; focused and articulate presentation of responses.	Guided reading and note-taking from US government and politics textbook chapters about political socialization, public opinion polls, ideologies, and media.
M, A	AP rubrics for multiple choice and free response questions.	Small group analytic and writing practice for describing and explaining political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context; and describing patterns and trends in data and explaining what the data implies or illustrates about political principles, institutions, processes, policies, and behaviors.
		AP style multiple choice, stimulus-based, and written responses on quizzes and unit test.

STAGE 3

Code	<i>Pre-Assessment</i>	
	Demographic and Political Socialization survey to be answered by student, family members, and friends Ideology “quizzes” so student can identify political, economic, and social ideologies	
T, M, A	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher sets the purpose for learning by posting the objective(s), rationale, and learning activities on a whiteboard or the day’s slideshow for all students to see and review. <i>For example, What: Explain how US political culture influences the formation, goals, and implementation of public policy over time, specifically how different ideologies impact economic and social policies. Why: Widely held political ideologies shape policy debates and choices in American politics. How: Explore <u>websites</u> to help guide your understanding of the policy positions for major American ideologies; Identify liberal and conservative ideology and describe the space in between - What does it mean to be a centrist/moderate? Give examples of policy positions held by a few representative interest groups, and the Democratic &amp; Republican parties; Compare and contrast how conservatives and liberals view the role of the government in regulating the marketplace and in addressing social issues.</i></p> <p>Teacher hooks and holds students’ attention with daily prompts that ask provocative, open-ended questions using unit vocabulary, concepts, and skills often connected to current political events.</p>	Progress Monitoring
T, M, A	<p>Students answer these questions in verbal or written form or by completing a poll/survey. Students may also consider their responses individually, or part of a Think-Pair-Share exercise.  <i>For example, “From which sources did you learn your political values?”</i></p> <p>Teacher places students into small groups to review HW.</p>	Teacher looks for engaged and varied responses from multiple students.

M, A	Students have completed reading and taking notes from textbook chapters according to Unit Responsibility sheet focusing on acquiring domain specific vocabulary, guided practice of making connections between government documents and public policy, constructing written responses, and interpreting political data (graphs and tables). HW may also be reading and annotating required foundational documents, interpreting and making conclusions about quantitative data sets, and/or analysis of required Supreme Court cases.	Teacher review of notes as students review difficult questions. May result in whole class review and discussion if the majority of students are struggling with a vocabulary term, concept, and/or skill.
A	<p>Teacher initiates direct instruction with slideshows of key unit vocabulary, concepts, skills, and data during which students may rethink and revise their HW responses. <i>For example, political socialization, ideology, social media.</i></p> <p>Teacher initiates guided practice with cooperative small group activities that break down steps for acquiring each concept and/or skill with scaffolded questions.</p>	Teacher looks for engaged and varied responses from multiple students to scaffolded questions embedded in the slideshows.
M, A	<p>Student groups create any one or more of the following: a communal slide, graphic organizer, Jamboard posts, or short presentation to share responses while classmates peer assess and offer additional evidence to support conclusions. <i>For example, Jamboard comparing and contrasting sources of political socialization.</i></p>	Teacher circulates to ensure that students are completing and understanding steps and working cooperatively. Periodic pauses for students to explain steps in their own words.
T, M, A	<p>Students practice test-taking strategies with practice quizzes (in textbook or teacher created) to explain why the right answer is correct and how the other choices serve as distractors. Students are purposely assigned to practice with multiple choice or free response questions, whichever is more needed based on past assessments.</p> <p><u>Resources (* required by AP):</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <p>Abernathy, Scott F. and Karen Waples. <u>American Government: Stories of a</u></p>	Teacher looks for engaged and evidence-based responses from multiple students.



	<p>Nation. For the AP Course. Boston: Bedford, Freeman and Worth, 2021. Chapters 10-12, 16</p> <p>AP Classroom: Unit 4 and Unit 5 (Media) videos, quizzes and progress checks</p> <p>The Bill of Rights Institute. <a href="http://billofrightsinstitute.org">billofrightsinstitute.org</a></p> <p>*Constitution of the United States</p> <p>*Declaration of Independence</p> <p>Ideology Quizzes: Political Typology Quiz. <a href="https://www.pewresearch.org/politics/quiz/political-typology/">https://www.pewresearch.org/politics/quiz/political-typology/</a>; I Side With Political Quiz. <a href="https://www.isidewith.com/political-quiz">https://www.isidewith.com/political-quiz</a>; Political Compass Test. <a href="https://www.politicalcompass.org/test">https://www.politicalcompass.org/test</a></p> <p>The National Constitution Center. <a href="http://constitutioncenter.org">constitutioncenter.org</a></p> <p>Various media outlets spanning the traditional, print, radio, TV, digital platforms of news media and social media. New York Times, Washington Post, USA Today, NPR, PBS NewsHour, FoxNews, CNN, NBC, CBS, ABC, Twitter (X), Facebook, Reddit</p> <p>Various polls from Pew Research Center or Gallup (current) or Princeton University Library (historical 1935-present)</p>	
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<p><b>ESTABLISHED GOALS</b> From CT Social Studies Standards:</p> <p>CG.Inq.1.a. Explain how a question reflects an enduring issue in the United States Government.</p> <p>CG.Inq.3.a. Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.</p> <p>CG.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p>CG.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).</p> <p>CG.Inq.4.c. Critique political arguments and explanations while acknowledging the strengths and weaknesses given the purpose and audience (credibility, bias, reasoning, sequencing, details).</p>	<p><b>Transfer</b></p> <p><i>Students will be able to independently use their learning to...</i></p> <ol style="list-style-type: none"> <li>1. Encourage and facilitate political participation of their family, friends, and members of the community through working at the polls or volunteering at registration drives</li> <li>2. Effectively match political parties and interest groups to policy positions and make informed voting choices.</li> <li>3. Evaluate the qualifications of a candidate for elected office.</li> </ol>	
	<p><b>Meaning</b></p>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p>Americans participate in government and politics through voting, campaigns, elections, and by joining political parties and interest groups.</p>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Who votes and what influences their decisions?</li> <li><input type="checkbox"/> How are campaigns organized and financed?</li> <li><input type="checkbox"/> How are nominations secured?</li> <li><input type="checkbox"/> How can the nomination and campaign process be reformed to make it more fair, more efficient, more representative of all Americans?</li> <li><input type="checkbox"/> How do American elections work?</li> <li><input type="checkbox"/> Why might you join a political party or interest group? Why might you choose not to?</li> <li><input type="checkbox"/> What is a political party and how are they organized?</li> <li><input type="checkbox"/> How have political parties evolved over the course of American history?</li> <li><input type="checkbox"/> What impact do third parties have on politics?</li> <li><input type="checkbox"/> What are the key factors that influence congressional elections?</li> <li><input type="checkbox"/> How do interest groups attempt to shape policy?</li> </ul>

		<input type="checkbox"/> What makes interest groups successful? <input type="checkbox"/> How is an interest group similar to and different from political parties?
	<b>Acquisition</b>	
	<i>Students will know...</i> <ul style="list-style-type: none"> <li>● PAC - political action committee</li> <li>● linkage institutions</li> <li>● social movement</li> <li>● franchise/suffrage</li> <li>● amendments connected to voting: 15th, 24th, 26th</li> <li>● voter turnout</li> <li>● political efficacy</li> <li>● mobilization</li> <li>● types of voting: rational choice, retrospective, prospective, party-line/straight ticket, split ticket</li> <li>● nomination process</li> <li>● campaign strategy</li> <li>● Electoral College</li> <li>● winner take all system</li> <li>● battleground and swing states</li> <li>● campaign finance</li> <li>● microtargeting</li> <li>● party platform</li> <li>● party coalition</li> <li>● realignment</li> <li>● critical election</li> <li>● divided government</li> <li>● delegate - superdelegate</li> <li>● caucus and primaries</li> <li>● national conventions</li> <li>● two-party system</li> <li>● proportional representation</li> <li>● single member plurality system</li> <li>● third party</li> <li>● types of interest groups: economic, public</li> </ul>	<i>Students will be skilled at...</i> <ol style="list-style-type: none"> <li>1. Identifying forms of political participation, and assessing the effect on voter turnout of demographic, legal, and electioneering factors.</li> <li>2. Analyzing why people vote the way they do in elections.</li> <li>3. Assessing the implications of election rules in the US.</li> <li>4. Identifying problems associated with administering elections and evaluating proposed solutions to those problems.</li> <li>5. Explaining how congressional elections work and why they are generally not competitive.</li> <li>6. Describing the stages in U.S. presidential elections and the differences in campaigning at each stage.</li> <li>7. Evaluating the influence of money in American elections and the main approaches to campaign finance reform.</li> <li>8. Assessing concerns regarding presidential elections and reforms that have been proposed.</li> <li>9. Identifying the primary functions of political parties in democracies and distinguishing the US party system from those in European democracies.</li> <li>10. Describing changes in American political parties and identifying four realigning elections.</li> <li>11. Evaluating the functions of parties as institutions, parties in government, and parties in the electorate.</li> <li>12. Explaining party fundraising and expenditures, and assessing their regulation.</li> <li>13. Assessing the effects of recent party reforms and the long term prospects for the current party system.</li> <li>14. Explaining the role of interest groups and social movements in American politics.</li> <li>15. Categorizing American interest groups into types.</li> </ol>

	<p>interest, single-issue, government interest</p> <ul style="list-style-type: none"> <li>• civil society</li> <li>• pluralist v elitist v corporatist theories</li> <li>• free riders</li> <li>• lobbying</li> <li>• amicus curiae brief</li> <li>• iron triangle</li> <li>• issue network</li> <li>• civil disobedience</li> </ul>	<p>16. Analyzing sources of interest group power.</p> <p>17. Describing lobbyists and the activities through which they seek to influence policy.</p> <p>18. Identifying ways interest groups use money in elections and assess efforts to regulate this spending.</p> <p>19. Evaluating the effectiveness of interest groups in influencing elections and legislation.</p>
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Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>School-wide Communication Rubric: with 5 criteria for success as follows:</p> <p>Purpose/Focus: <i>Task achieves stated purpose with consistent and strong focus.</i></p> <p>Organization and Coherence: <i>Ideas have a clear and effective structure creating unity. All required elements are complete.</i></p> <p>Development: <i>Ideas are relevant, accurate and supported with evidence from rich, varied, and balanced sources. Student thinking demonstrates analysis and synthesis for a compelling point of view.</i></p> <p>Language/Media: <i>Language used and slide layout is effective, purposeful and fluid with varied vocabulary and persuasive word choices and phrases which enhance and/or deepen understanding of the subject.</i></p> <p>Conventions: <i>Follows debate and proper MLA Works Cited Page format.</i></p> <p>Levels of Performance:</p> <p>4 = Exemplary</p> <p>3 = Competent</p> <p>2 = Developing</p> <p>1 = Beginning</p>	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand evidence of...</i></p> <p><i>Political parties and interest groups work together to inform government officials and elevate preferred public policy positions.</i></p> <p>A. Party Platforms and Iron Triangles/Issue Networks</p> <p>Goal: Successfully research the interaction between political parties, interest groups, members of Congress and the bureaucracy connected to a public policy.</p> <p>Role: Students will act as experts analyzing the relationship among political parties, interest groups, and government officials in the legislative and executive branches.</p> <p>Audience: Classmates</p> <p>Situation: Students are investigating government and nongovernmental actors surrounding a public policy.</p> <p>Performance and Purpose: Students use authentic research skills to collect and illustrate the various players in the policymaking process.</p> <p>Standards/Criteria for Success: Students successfully create a short slide presentation showing the relationships in an iron triangle or an issue network.</p> <p><i>Voting rights have not always been universally accessible which has opened up other avenues for political participation.</i></p>
M, A	College Board FRQ Rubric	B. AP Free-Response Style Question #1 Concept Analysis

		<p>"The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude." Fifteenth Amendment to the United States Constitution, 1870</p> <p>Despite the ratification of the Fifteenth Amendment, voter turnout among African American citizens was very low throughout the first half of the twentieth century. Over the past 50 years, civil rights policies have changed substantially, along with a significant increase in African American voter turnout.</p> <p>(a) Explain how two measures taken by some states prior to the 1960s affected voter turnout among African American citizens.</p> <p>(b) Facing discrimination at the voting booth, many African American citizens turned to alternative forms of political participation. Describe two alternative forms of participation that helped bring about changes in civil rights policies.</p> <p>(c) Choose one of the forms of participation you described in (b) and explain why it was effective in changing civil rights policies.</p>
A	Evaluation of student notebooks with these criteria for success: accuracy in content of vocabulary; precision in constructing graphic organizers; comprehensive responses to objective questions.	<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Guided reading and note-taking from US government and politics textbook chapters about voting, campaigns and elections, political parties, interest groups, and social movements.</p>
M, A	Evaluation of student interpretation and analysis process and/or presentation of written responses to whole class with these criteria for success: cooperative and collaborative approach; accuracy and comprehensive responses to practice questions; focused and articulate presentation of responses.	<p>Small group analytic and writing practice for describing and explaining political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context; and describing patterns and trends in data and explaining what the data implies or illustrates about political principles, institutions, processes, policies, and behaviors.</p>
M, A	AP rubrics for multiple choice and free response questions.	<p>AP style multiple choice, stimulus-based, and written responses on quizzes and unit test.</p>

STAGE 3

Code	Pre-Assessment	
	<p>Create a journal of observations when following a week's worth of campaign news in a presidential or mid-year election</p> <p>Interview parents and other eligible voters about their political participation above and beyond voting.</p>	
T, M, A	<p>Summary of Key Learning Events and Instruction</p> <p><i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher sets the purpose for learning by posting the objective(s), rationale, and learning activities on a whiteboard or the day's slideshow for all students to see and review.</p> <p><i>For example, What: Describe voting right protections, compare different models of voting behavior, and explain the roles that individual choice and state laws play in voter turnout. Why: Political ideology, efficacy, structural barriers, and demographics have an influence on the nature and degree of political participation. How: Analyze an oral history source to refine one's thinking about the history of voting; analyze historical profiles and data on voter turnout to draw conclusions about the roles of structural barriers, efficacy, engagement, and demographics on voting; create a 3D timeline that lists and describes the legal protections found in federal legislation (Civil Rights Acts, Voting Rights Act, Motor Voter Act, HAVA) and Amendments (15th, 17th, 19th, 24th, 26th) and opportunities for expanded political participation (absentee ballots/early voting, same day registration/voting, drop boxes); compare and contrast political models of voting behavior.</i></p> <p>Teacher hooks and holds students' attention with daily prompts that ask provocative, open-ended questions using unit vocabulary, concepts, and skills often connected to current political events.</p>	Progress Monitoring
T, M, A	<p>Students answer these questions in verbal or written form or by completing a poll/survey. Students may also consider their responses individually, or part of a Think-Pair-Share exercise.</p> <p><i>For example, "Who is an ideal voter?"</i></p>	Teacher looks for engaged and varied responses from multiple students.

<p>M, A</p> <p>A</p> <p>M, A</p> <p>T, M, A</p>	<p>Teacher places students into small groups to review HW.</p> <p>Students have completed reading and taking notes from textbook chapters according to Unit Responsibility sheet focusing on acquiring domain specific vocabulary, guided practice of making connections between government documents and public policy, constructing written responses, and interpreting political data (graphs and tables). HW may also be reading and annotating required foundational documents, interpreting and making conclusions about quantitative data sets, and/or analysis of required Supreme Court cases.</p> <p>Teacher initiates direct instruction with slideshows of key unit vocabulary, concepts, skills, and data during which students may rethink and revise their HW responses. <i>For example, 4 types of voting behavior, efficacy, federal voting data.</i></p> <p>Teacher initiates guided practice with cooperative small group activities that break down steps for acquiring each concept and/or skill with scaffolded questions.</p> <p>Student groups create any one or more of the following: a communal slide, graphic organizer, Jamboard posts, or short presentation to share responses while classmates peer assess and offer additional evidence to support conclusions. <i>For example, a public service campaign to increase voter turnout targeting a specific type of unengaged voter.</i></p> <p>Students practice test-taking strategies with practice quizzes (in textbook or teacher created) to explain why the right answer is correct and how the other choices serve as distractors. Students are purposely assigned to practice with multiple choice or free response questions, whichever is more needed based on past assessments.</p> <p><u>Resources (required by AP):</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for</p>	<p>Teacher review of notes as students review difficult questions. May result in whole class review and discussion if the majority of students are struggling with a vocabulary term, concept, and/or skill.</p> <p>Teacher looks for engaged and varied responses from multiple students to scaffolded questions embedded in the slideshows.</p> <p>Teacher circulates to ensure that students are completing and understanding steps and working cooperatively. Periodic pauses for students to explain steps in their own words.</p> <p>Teacher looks for engaged and evidence-based responses from multiple students.</p>
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	<p>approval.</p> <p>Abernathy, Scott F. and Karen Waples. <u>American Government: Stories of a Nation. For the AP Course</u>. Boston: Bedford, Freeman and Worth, 2021. Chapters 13-15</p> <p>*Amendments 15th, 17th, 19th, 24th, &amp; 26th</p> <p>AP Classroom: Unit 5 videos, quizzes and progress checks</p> <p>The Bill of Rights Institute. <a href="http://billofrightsinstitute.org">billofrightsinstitute.org</a></p> <p>*<i>Citizens United v Federal Elections Commission</i> (2010)</p> <p>*Constitution of the United States</p> <p>The Democratic Party. <a href="https://democrats.org/">https://democrats.org/</a></p> <p>Federal Election Commission (FEC). <a href="https://www.fec.gov">https://www.fec.gov</a></p> <p>Justice Department. <a href="https://www.justice.gov/">https://www.justice.gov/</a></p> <p>The National Constitution Center. <a href="http://constitutioncenter.org">constitutioncenter.org</a></p> <p>Open Secrets. <a href="https://www.opensecrets.org/">https://www.opensecrets.org/</a></p> <p>The Republican National Committee. <a href="https://gop.com/about-our-party/">https://gop.com/about-our-party/</a></p> <p>Various interest groups and political action committees: AARP, ACLU, AIPAC, AFL-CIO, National Assoc. of Realtors, NRA, Sierra Club</p>	
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<p><b>ESTABLISHED GOALS</b> From CT Social Studies Standards:</p> <p>CG.Inq.1.a. Explain how a question reflects an enduring issue in the United States Government.</p> <p>CG.Inq.3.a. Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.</p> <p>CG.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p>CG.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).</p> <p>CG.Inq.4.c. Critique political arguments and explanations while acknowledging the strengths and weaknesses given the purpose and audience (credibility, bias, reasoning, sequencing, details).</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ol style="list-style-type: none"> <li>1. Assess when power and authority are balanced among several stakeholders.</li> <li>2. Judge the job performance of an elected official.</li> </ol>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p>Policy-making is a complex process among multiple governmental institutions and actors: two houses of Congress, the President, the bureaucracy, and the federal judiciary.</p>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>□ How is Congress organized to make policy?</li> <li>□ What formal and informal powers does the President exercise to make policy?</li> <li>□ How is the federal judicial system structured?</li> <li>□ What role does the judiciary play as a policymaker?</li> <li>□ What is a bureaucracy and how is it organized?</li> <li>□ How does the bureaucracy implement and regulate policy?</li> <li>□ What are the checks and balances among Congress, the President, the bureaucracy, and the courts?</li> <li>□ How effective is the federal government in setting foreign, social, and economic policy?</li> <li>□ How have economic, foreign, and social policies evolved over time?</li> </ul>
<b>Acquisition</b>		

	<p><i>Students will know...</i></p> <p>constituents  reapportionment, redistricting, gerrymandering  incumbent and incumbent advantage  bicameralism  Congressional leadership  Congressional rules; i.e. filibuster or amendments  Congressional committees  delegate or trustee  polarization  veto, pocket veto  Presidential roles and responsibilities; i.e. Commander in chief, pardons, take care clause  executive orders, signing statements  impeachment  Executive Office of the President, including Chief of Staff  cabinet  Vice President  bureaucracy, i.e departments, agencies  civil servants  regulations  federal budgets  iron triangles and issue networks  judicial review  Supreme Court  precedent  judicial philosophies; i.e. activism, restraint  amicus curiae brief  majority, dissenting, concurring opinions</p>	<p><i>Students will be skilled at...</i></p> <ol style="list-style-type: none"> <li>1. Describing the congressional election process and the advantages it gives to incumbents.</li> <li>2. Differentiating the powers of Congress, and comparing and contrasting the structure and powers of the House and the Senate.</li> <li>3. Comparing and contrasting the leadership systems used in the House and Senate, and explaining how work is done through congressional committees.</li> <li>4. Identifying the steps by which a bill becomes a law and the ways a bill can be stopped at each step.</li> <li>5. Characterizing the two ways legislators represent their constituents, and identify the various influences on their votes.</li> <li>6. Evaluating the influence of citizens on the legislative process.</li> <li>7. Describing the constitutional foundations and primary roles of the presidency.</li> <li>8. Evaluating the controversies surrounding presidents' assertion of additional executive powers.</li> <li>9. Outlining the functions of the White House staff, Executive Office of the President, cabinet, and vice president.</li> <li>10. Characterizing the various roles that presidents play.</li> <li>11. Identifying the sources of presidential –congressional conflict and the tools presidents use to influence Congress.</li> <li>12. Identifying factors that influence judgments about presidents.</li> <li>13. Outlining the constitutional roots of the federal bureaucracy, its organizations, and its employees.</li> <li>14. Analyzing the bureaucracy's implementation options and its effectiveness.</li> <li>15. Assessing presidential and congressional tools for controlling the federal bureaucracy.</li> <li>16. Relating politics and public policy, and differentiate the three types of public policy.</li> </ol>
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STAGE 2

Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>School-wide Communication Rubric contextualized for slideshow presentation: : with 5 criteria for success as follows:</p> <p>Purpose/Focus: <i>Task achieves stated purpose with consistent and strong focus.</i></p> <p>Organization and Coherence: <i>Ideas have a clear and effective structure creating unity. All required elements are complete.</i></p> <p>Development: <i>Ideas are relevant, accurate and supported with evidence from rich, varied, and balanced sources. Student thinking demonstrates analysis and synthesis for a compelling point of view.</i></p> <p>Language/Media: <i>Language used and slide layout is effective, purposeful and fluid with varied vocabulary and persuasive word choices and phrases which enhance and/or deepen understanding of the subject.</i></p> <p>Conventions: <i>Follows debate and proper MLA Works Cited Page format.</i></p> <p>Levels of Performance:  4 = Exemplary  3 = Competent  2 = Developing  1 = Beginning</p>	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <p><i>The formal and informal interactions between Congress, the Office of the President, the bureaucracy, and the federal courts when proposing, enacting, executing, and judging a public policy issue.</i></p> <p>B. Public Policy Project</p> <p>Goal: Successfully define, describe, and explain the actions of each branch of the federal government and assess their interaction in relation to a public policy.</p> <p>Role: Students will act as researchers and presenters of real world American public policies.</p> <p>Audience: Classmates</p> <p>Situation: Students choose a recent public policy that deeply interests them.</p> <p>Performance and Purpose: Students use evidence from US government and related websites to create an informative slideshow..</p> <p>Standards/Criteria for Success: Students clearly demonstrate mastery of the role played by each branch of the federal government in making public policy.</p>
M, A	College Board FRQ Rubric	<i>Congress and the President represent the American people.</i>

		<p><b>C. AP Free-Response Style Question #4 Argumentative Essay</b></p> <p>Respond to all parts of the question. In your response, use substantive examples where appropriate.</p> <p>The power of the executive branch in relation to the legislative branch has varied over time. Develop an argument that takes a position on the appropriate balance of power between the president and Congress.</p> <p>Use at least one piece of evidence from one of the following foundational documents:</p> <ul style="list-style-type: none"> <li>● <i>Declaration of Independence</i></li> <li>● <i>The Federalist 51</i></li> <li>● <i>The Federalist 70</i></li> </ul> <p>In your response you should do the following:</p> <ul style="list-style-type: none"> <li>● Respond to the prompt with a defensible claim or thesis that establishes a line of reasoning.</li> <li>● Support your claim with at least TWO pieces of specific and relevant evidence. <ul style="list-style-type: none"> <li>○ One piece of evidence must come from one of the foundational documents listed above.</li> <li>○ A second piece of evidence can come from any other foundational document not used as your first piece of evidence or it may be from your knowledge of course concepts.</li> </ul> </li> <li>● Use reasoning to explain why your evidence supports your claim or thesis.</li> <li>● Respond to an opposing or alternate perspective using refutation, concession, or rebuttal.</li> </ul>
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A	Evaluation of student notebooks with these criteria for success: accuracy in content of vocabulary; precision in constructing graphic organizers; comprehensive responses to objective questions.	OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i>
M, A	Evaluation of student interpretation and analysis process and/or presentation of written responses to whole class with these criteria for success: cooperative and collaborative approach; accuracy and comprehensive responses to practice questions; focused and articulate presentation of responses.	Guided reading and note-taking from US government and politics textbook chapters about Congress, The Executive Branch, the bureaucracy, and the Supreme Court; and guided reading and note-taking from foundational documents: Declaration of Independence, Articles of Confederation, Federalist Papers #10 and #51, Brutus #1, Constitution, including all amendments.
M, A	AP rubrics for multiple choice and free response questions.	Small group analytic and writing practice for describing and explaining political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context; and describing patterns and trends in data and explaining what the data implies or illustrates about political principles, institutions, processes, policies, and behaviors.
		AP style multiple choice, stimulus-based, and written responses on quizzes and unit test.

### STAGE 3

Code	<i>Pre-Assessment</i>	
	1. Summer Work <ul style="list-style-type: none"> <li>a. Graphic organizer of Madisonian model of roles and responsibilities among the three branches of the federal government</li> </ul> 2. Naming current occupants of CT's congressional delegation, President and Vice President, and 9 justices of the Supreme Court	
T, M, A	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>  Teacher sets the purpose for learning by posting the objective(s), rationale, and learning activities on a whiteboard or the day's slideshow for all students to see and review. <i>For example, What: Describe the different structures, powers, and functions of each house of Congress and explain how these elements affect the policy-making process. Why: Assess how well the Congress fulfills the democratic ideal of republicanism. How: Give real-world</i>	Progress Monitoring

	<p><i>examples of Congress' enumerated and implied powers; Compare and contrast the House and Senate; Using real-world examples, explain how Representatives and Senators fulfill their constitutional responsibilities when on Committees -- during Floor Debate -- when Voting; Differentiate among trustee, delegate, politico</i></p> <p>Teacher hooks and holds students' attention with daily prompts that ask provocative, open-ended questions using unit vocabulary, concepts, and skills often connected to current political events.</p>	
T, M, A	<p>Students answer these questions in verbal or written form or by completing a poll/survey. Students may also consider their responses individually, or part of a Think-Pair-Share exercise. <i>For example, "When does Congress work effectively?"</i></p> <p>Teacher places students into small groups to review HW.</p>	Teacher looks for engaged and varied responses from multiple students.
M, A	<p>Students have completed reading and taking notes from textbook chapters according to Unit Responsibility sheet focusing on acquiring domain specific vocabulary, guided practice of making connections between government documents and public policy, constructing written responses, and interpreting political data (graphs and tables). HW may also be reading and annotating required foundational documents, interpreting and making conclusions about quantitative data sets, and/or analysis of required Supreme Court cases.</p>	Teacher review of notes as students review difficult questions. May result in whole class review and discussion if the majority of students are struggling with a vocabulary term, concept, and/or skill.
A	<p>Teacher initiates direct instruction with slideshows of key unit vocabulary, concepts, skills, and data during which students may rethink and revise their HW responses. <i>For example, divided government, executive orders, judicial review</i></p> <p>Teacher initiates guided practice with cooperative small group activities that break down steps for acquiring each concept and/or skill with scaffolded questions.</p>	Teacher looks for engaged and varied responses from multiple students to scaffolded questions embedded in the slideshows.
M, A	<p>Student groups create any one or more of the following: a communal slide, graphic organizer, Jamboard posts, or short presentation to share responses while classmates peer assess and offer additional evidence to support conclusions.</p>	Teacher circulates to ensure that students are completing and understanding steps and working cooperatively. Periodic pauses for students to explain steps in their own words.



<p>T, M, A</p>	<p><i>For example, shared slides of historical examples of congressional oversight.</i></p> <p>Students practice test-taking strategies with practice quizzes (in textbook or teacher created) to explain why the right answer is correct and how the other choices serve as distractors. Students are purposely assigned to practice with multiple choice or free response questions, whichever is more needed based on past assessments.</p> <p><u>Resources (*required by AP):</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <p>Abernathy, Scott F. and Karen Waples. <u>American Government: Stories of a Nation. For the AP Course</u>. Boston: Bedford, Freeman and Worth, 2021. Chapters 4-7</p> <p>AP Classroom: Unit 2 videos, quizzes and progress checks</p> <p><i>*Baker v Carr</i> 1962</p> <p>The Bill of Rights Institute. <a href="http://billofrightsinstitute.org">billofrightsinstitute.org</a></p> <p><i>*Constitution of the United States</i></p> <p>The Democratic Party. <a href="https://democrats.org/">https://democrats.org/</a></p> <p><i>*Federalist Papers</i>. #70 &amp; #78 as provided on AP Classroom</p> <p>Justice Department. <a href="https://www.justice.gov/">https://www.justice.gov/</a></p> <p><i>*Marbury v Madison</i> 1803</p> <p>The National Constitution Center. <a href="http://constitutioncenter.org">constitutioncenter.org</a></p>	<p>Teacher looks for engaged and evidence-based responses from multiple students.</p>
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	<p><i>*Shaw v Reno 1993</i></p> <p>Various Cabinet level departments and agencies: State, Defense, Homeland Security, Justice, Treasury, Council of Economic Advisors, National Security Agency, OMB</p>	
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<p><b>ESTABLISHED GOALS</b> From CT Social Studies Standards:</p> <p>CG.Inq.1.a. Explain how a question reflects an enduring issue in the United States Government.</p> <p>CG.Inq.3.a. Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.</p> <p>CG.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p>CG.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).</p> <p>CG.Inq.4.c. Critique political arguments and explanations while acknowledging the strengths and weaknesses given the purpose and audience (credibility, bias, reasoning, sequencing, details).</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ol style="list-style-type: none"> <li>1. Recognize when a situation may involve the infringement on a civil liberty or civil right.</li> <li>2. Assess the role of Supreme Court justices in regards to controversial public policies.</li> </ol>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p>Policy-making involves complexities among the Supreme Court, the federal courts, and citizens in pursuing solutions to protect the civil liberties and civil rights of all Americans.</p>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> In what ways does the Constitution attempt to limit abuse of government powers?</li> <li><input type="checkbox"/> What is the difference between a civil liberty and a civil right?</li> <li><input type="checkbox"/> What rights are guaranteed in the Bill of Rights and what rights can be inferred in the Constitution?</li> <li><input type="checkbox"/> How have rights been extended to more Americans?</li> <li><input type="checkbox"/> How can individuals and groups help protect civil liberties and civil rights?</li> <li><input type="checkbox"/> Why have Supreme Court decisions about civil liberties and civil rights changed over time?</li> </ul>
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <p>habeas corpus civil liberty civil right</p>	<p><i>Students will be skilled at...</i></p> <ol style="list-style-type: none"> <li>1. Tracing the roots of civil liberties in the original Constitution and their subsequent development in the Bill of Rights.</li> </ol>

	<p>Bill of Rights  14th Amendment, equal protection clause  due process; procedural and substantive  selective incorporation  civil disobedience  jury, grand jury  segregation  affirmative action  universal suffrage  Dr. Martin Luther King Jr.  Required SCOTUS cases:</p> <ul style="list-style-type: none"> <li>● SCHENCK V. UNITED STATES (1919)</li> <li>● BROWN V. BOARD OF EDUCATION (1954)</li> <li>● ENGEL V. VITALE (1962)</li> <li>● GIDEON V. WAINWRIGHT</li> <li>● TINKER V. DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT (1969)</li> <li>● NEW YORK TIMES CO. V. UNITED STATES (1971)</li> <li>● WISCONSIN V. YODER (1972)</li> <li>● MCDONALD V. CHICAGO (2010)</li> </ul>	<ol style="list-style-type: none"> <li>2. Describing the First Amendment freedoms and the limitations on them.</li> <li>3. Explaining how the Constitution protects property rights.</li> <li>4. Distinguishing between procedural and substantive due process.</li> <li>5. Assessing the kinds of behavior that may be covered by a constitutional right to privacy.</li> <li>6. Analyzing the constitutional rights of criminal suspects.</li> <li>7. Evaluating the roles of institutions and the people in protecting civil liberties.</li> <li>8. Explaining the concept of equality and assessing the rights of citizens.</li> <li>9. Comparing and contrasting the efforts of various groups to obtain equal protection of the law.</li> <li>10. Analyzing the Supreme Court's three-tiered approach used to evaluate discriminatory laws.</li> <li>11. Describing congressional legislation against discrimination in housing, employment, and accommodations.</li> <li>12. Evaluating the historical process of school integration and the current state of affirmative action.</li> <li>13. Assessing the status of civil rights in the US today.</li> </ol>
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STAGE 2

Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>School-wide Communication Rubric contextualized for docu-drama or newscast: with 5 criteria for success as follows:</p> <p>Purpose/Focus: <i>Task achieves stated purpose with consistent and strong focus.</i></p> <p>Organization and Coherence: <i>Ideas have a clear and effective structure creating unity. All required elements are complete.</i></p> <p>Development: <i>Ideas are relevant, accurate and supported with evidence from rich, varied, and balanced sources. Student thinking demonstrates analysis and synthesis for a compelling point of view.</i></p> <p>Language: <i>Language used is effective, purposeful and fluid with varied vocabulary and persuasive word choices and phrases which enhance and/or deepen understanding of the subject.</i></p> <p>Conventions: <i>Follows debate and proper MLA Works Cited Page format.</i></p> <p>Levels of Performance:  4 = Exemplary  3 = Competent  2 = Developing  1 = Beginning</p>	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <p><i>The American judiciary is an adversarial system in which one must prove personal harm of having their rights and/or liberties violated. Decisions made by federal courts and the Supreme Court have real world implications for real people.</i></p> <p>D. Live from SCOTUS</p> <p>Goal: Successfully recreate the high stakes drama of a required SCOTUS case by representing key participants, such as the plaintiff and defendant, SCOTUS justices who write majority and other opinions, and others affected by the final decision.</p> <p>Role: Students will act as participants of SCOTUS cases.</p> <p>Audience: Classmates</p> <p>Situation: Students play one or more roles in reenacting a SCOTUS case.</p> <p>Performance and Purpose: Students research the parties, justices, and other participants to act out the outcome of a case that includes a discussion of the facts, issue, holding, and reasoning.</p> <p>Standards/Criteria for Success: Students clearly demonstrate mastery of a required SCOTUS case by portraying key participants.</p> <p><i>The Supreme Court uses judicial review to act as the final arbiter of federal law using precedent as a guide.</i></p>
M, A	College Board FRQ Rubric	E. AP Free-Response Style Question #3 SCOTUS Case Analysis

		<p>The Seattle School District operated a school choice program that allowed parents to choose the high school they wanted their children to attend. Because some schools were much more popular than others were and the school system wanted to make sure that their schools had diverse student bodies, it used race as one of the tiebreakers when deciding who would get to attend the schools most in demand. In <i>Parents Involved in Community Schools v. Seattle</i> (2007), the United States Supreme Court found that the school district was using race in an unconstitutional manner in its assignment plan. The decision was a 5–4 split on the Court, with both sides claiming that their position was truest to the precedent set in <i>Brown v. Board of Education</i> (1954). After reading the scenario, respond to A, B, and C below.</p> <ul style="list-style-type: none"><li>A. Identify the clause of the Fourteenth Amendment that is most relevant to <i>Brown v. Board of Education</i> (1954) and <i>Parents Involved in Community Schools v. Seattle</i> (2007).</li><li>B. Explain the similarity in the facts between <i>Brown v. Board of Education</i> and <i>Parents Involved in Community Schools v. Seattle</i> that led to similar holdings in both cases.</li><li>C. Justices on the Supreme Court take seriously their duty to interpret laws and the Constitution as fairly and accurately as possible. Despite this, explain how sharp disagreements can occur on the Supreme Court about how race can be used in school assignment plans.</li></ul>
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A	Evaluation of student notebooks with these criteria for success: accuracy in content of vocabulary; precision in constructing graphic organizers; comprehensive responses to objective questions.	OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i>
M, A	Evaluation of student interpretation and analysis process and/or presentation of written responses to whole class with these criteria for success: cooperative and collaborative approach; accuracy and comprehensive responses to practice questions; focused and articulate presentation of responses.	Guided reading and note-taking from US government and politics textbook chapters about civil liberties and civil rights, along with required SCOTUS cases.
M, A	AP rubrics for multiple choice and free response questions.	Small group analytic and writing practice for describing and explaining political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context; and describing patterns and trends in data and explaining what the data implies or illustrates about political principles, institutions, processes, policies, and behaviors.
		AP style multiple choice, stimulus-based, and written responses on quizzes and unit test.

### STAGE 3

Code	<b>Pre-Assessment</b>	
	<ol style="list-style-type: none"> <li>1. Ask students the origins and meanings of the following phrases: Miranda rights, public defender, plead the 5th, wall of separation, probable cause.</li> <li>2. As this unit usually falls near Martin Luther King Jr Day, have students discuss why it is a federal holiday.</li> </ol>	
T, M, A	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher sets the purpose for learning by posting the objective(s), rationale, and learning activities on a whiteboard or the day's slideshow for all students to see and review.</p> <p><i>For example, What: Explain how constitutional provisions have supported and motivated social movements and how the government has responded to social movements. Why: Consider how the 14th Amendment's equal protection clause as well as other constitutional provisions and citizen-state interactions have often been used to support the</i></p>	Progress Monitoring

	<p><i>advancement of equality through public policies promoting civil rights. How: Define in your own words and give real world examples of civil rights; Consider King's 6 Principles of Nonviolence and watch a video about the Birmingham campaign; Explain how Dr. King's argument and perspective in <u>Letter from a Birmingham Jail</u> may affect political principles, institutions, processes, policies, and behaviors; List and explain the implications of civil rights legislation.</i></p> <p>Teacher hooks and holds students' attention with daily prompts that ask provocative, open-ended questions using unit vocabulary, concepts, and skills often connected to current political events.</p>	
T, M, A	<p>Students answer these questions in verbal or written form or by completing a poll/survey. Students may also consider their responses individually, or part of a Think-Pair-Share exercise. <i>For example, "Is the Supreme Court undemocratic?"</i></p> <p>Teacher places students into small groups to review HW.</p>	Teacher looks for engaged and varied responses from multiple students.
M, A	<p>Students have completed reading and taking notes from textbook chapters according to Unit Responsibility sheet focusing on acquiring domain specific vocabulary, guided practice of making connections between government documents and public policy, constructing written responses, and interpreting political data (graphs and tables). HW may also be reading and annotating required foundational documents, interpreting and making conclusions about quantitative data sets, and/or analysis of required Supreme Court cases.</p>	Teacher review of notes as students review difficult questions. May result in whole class review and discussion if the majority of students are struggling with a vocabulary term, concept, and/or skill.
A	<p>Teacher initiates direct instruction with slideshows of key unit vocabulary, concepts, skills, and data during which students may rethink and revise their HW responses. <i>For example, majority and dissenting opinions, judicial activism and judicial restraint</i></p> <p>Teacher initiates guided practice with cooperative small group activities that break down steps for acquiring each concept and/or skill with scaffolded questions.</p>	Teacher looks for engaged and varied responses from multiple students to scaffolded questions embedded in the slideshows.
M, A	<p>Student groups create any one or more of the following: a communal</p>	Teacher circulates to ensure that students are completing and



<p>T, M, A</p>	<p>slide, graphic organizer, Jamboard posts, or short presentation to share responses while classmates peer assess and offer additional evidence to support conclusions.  <i>For example, one slide for each required SCOTUS case: Describe the facts, reasoning, decision, and majority opinion.</i></p> <p>Students practice test-taking strategies with practice quizzes (in textbook or teacher created) to explain why the right answer is correct and how the other choices serve as distractors. Students are purposely assigned to practice with multiple choice or free response questions, whichever is more needed based on past assessments.</p> <p><u>Resources (* required by AP):</u>  All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <p>Abernathy, Scott F. and Karen Waples. <u>American Government: Stories of a Nation. For the AP Course</u>. Boston: Bedford, Freeman and Worth, 2021. Chapters 8-9</p> <p>*Amendments 1-10, 13-15</p> <p>AP Classroom: Unit 3 videos, quizzes and progress checks</p> <p>The Bill of Rights Institute. <a href="http://billofrightsinstitute.org">billofrightsinstitute.org</a></p> <p>*Constitution of the United States</p> <p>*Letter from a Birmingham Jail as provided on AP Classroom.</p> <p>The National Constitution Center. <a href="http://constitutioncenter.org">constitutioncenter.org</a></p> <p>*Supreme Court Cases found on Oyez. <a href="http://oyez.org">oyez.org</a></p>	<p>understanding steps and working cooperatively. Periodic pauses for students to explain steps in their own words.</p> <p>Teacher looks for engaged and evidence-based responses from multiple students.</p>
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<p><b>ESTABLISHED GOALS</b> From CT Social Studies Standards:</p> <p>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.</p> <p>CG.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p>CG.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).</p> <p>CIV 9–12.1 Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.</p> <p>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.</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ol style="list-style-type: none"> <li>1. Recognize signs that a regime is becoming more or less democratic or authoritarian.</li> <li>2. Weigh the advantages of a unitary or federal system in responding to citizens’ demands for national security, economic development, and social equity.</li> </ol>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p>Comparative political scientists are constantly comparing nation-states using qualitative and quantitative data and sources to categorize political systems, regimes, and governments.</p> <p>The United Kingdom is a stable, sovereign democratic nation-state with a unitary, parliamentary government and an advanced economy. It possesses a strong civil society, well-established political parties and long-standing electoral rules which give its government legitimacy and its officials authority.</p>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do comparative political scientists generate meaningful conclusions that can be applied to other countries?</li> <li><input type="checkbox"/> How does a political system affect the daily life of citizens?</li> <li><input type="checkbox"/> How do people both inside and outside the government impact the relationship between the government and its citizens?</li> <li><input type="checkbox"/> How does the perceived legitimacy of a government by its citizenry impact how other countries see it?</li> </ul>
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <p>qualitative and quantitative data</p>	<p><i>Students will be skilled at...</i></p> <ol style="list-style-type: none"> <li>1. Explaining how political scientists construct</li> </ol>

<p>CIV 9–12.6 Critique relationships among governments, civil societies, and economic markets.</p>	<p>correlation and causation empirical (factual/objective) and normative (value) statements states regimes governments nations democracy authoritarianism, i.e. illiberal democracies or hybrid regimes, one-party states, theocracies, totalitarian governments, and military regimes. rule of law democratization transparency power authority sovereignty regime change unitary federal legitimacy devolution delegation of powers civil society stability</p> <p>Specifics of UK’s government and politics as reflected in objectives.</p>	<p>knowledge and communicate inferences and explanations about political systems, institutional interactions, and behavior.</p> <ol style="list-style-type: none"> <li>2. Describing differences between regimes, states, nations, and governments.</li> <li>3. Describing democracy and authoritarianism.</li> <li>4. Explaining the process and goals of democratization.</li> <li>5. Explaining sources of power and authority in political systems.</li> <li>6. Describing and differentiating between federal and unitary systems.</li> <li>7. Describing the sources of political legitimacy for different types of regimes among course countries.</li> <li>8. Explaining how governments maintain legitimacy.</li> <li>9. Explaining how internal actors influence and interact with state authority and either enhance or threaten stability.</li> <li>10. Describing the qualities of an “advanced democracy” including its economic dimensions.</li> <li>11. Explaining how power and authority, legitimacy and stability are maintained in Britain.</li> <li>12. Listing the key features in the development of constitutionalism in Britain and explaining how they reflected rational-legal authority.</li> <li>13. Describing both political and economic changes in Britain and considering the implications of these changes for the British people and other countries.</li> <li>14. Describing British political culture, especially multi-national identities, social classes, and ethnic minorities.</li> <li>15. Describing Britain’s political beliefs and values and how they have changed over time.</li> <li>16. Briefly differentiating Britain’s political parties.</li> <li>17. Explaining how Britain’s elections work.</li> <li>18. Describing how interest groups and the media act as linkage institutions.</li> <li>19. Describing the UK’s unitary state and parliamentary system of government.</li> <li>20. Creating a graphic organizer to illustrate Britain’s</li> </ol>
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		<p>institutions of national government, including the Prime Minister, Cabinet, Parliament (with 2 Houses), the bureaucracy, and the judiciary.</p> <p>21. Creating a chart to organize Britain's current issues.</p>
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Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>School-wide Communication Rubric contextualized for slideshow: with 5 criteria for success as follows:</p> <p>Purpose/Focus: <i>Task achieves stated purpose with consistent and strong focus.</i></p> <p>Organization and Coherence: <i>Ideas have a clear and effective structure creating unity. All required elements are complete.</i></p> <p>Development: <i>Ideas are relevant, accurate and supported with evidence from rich, varied, and balanced sources. Student thinking demonstrates analysis and synthesis for a compelling point of view.</i></p> <p>Language/Media: <i>Language and visuals used are effective, purposeful and fluid with varied vocabulary, persuasive word choices and phrases, and images which enhance and/or deepen understanding of the subject.</i></p> <p>Conventions: <i>Follows proper MLA Works Cited Page format.</i></p> <p>Levels of Performance:</p> <p>4 = Exemplary</p> <p>3 = Competent</p> <p>2 = Developing</p> <p>1 = Beginning</p>	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand evidence of...</i></p> <p><i>Comparative political scientists use a variety of quantitative and qualitative data to classify a country as democratic or authoritarian.</i></p> <p>A. Grand Comparative Chart *This is an on-going quarter-long project which progressively builds a multi-dimensional visual resource for review in preparation for the AP Exam.</p> <p>Goal: Successfully create a whole class slideshow that incorporates data from all six required course countries.</p> <p>Role: Students will be comparative political scientists</p> <p>Audience: Classmates</p> <p>Situation: Students become experts in one required course country and 1-2 (depending on overall class size) sources of data.</p> <p>Performance and Purpose: Students work cooperatively to create a comparative slideshow to be used as a class resource for acquiring and reviewing information about the 6 required course countries.</p> <p>Standards/Criteria for Success: Students clearly demonstrate mastery of how to interpret quantitative data (GDP; PPP; HDI) and qualitative data (Freedom House, text documents from government sources [speeches] and news media [op-eds]. Students weigh the authenticity and credibility of the data to make rational comparative statements about course countries.</p> <p><i>Differences in quantitative data between countries leads to differences in policy making .</i></p>
M, A	College Board FRQ Rubric	

B. AP Free-Response Style Question #2 Data Analysis

Country	GDP per Capita, PPP (2014)	Environmental Performance Index* Score, 2014	10-Year Improvement in Environmental Performance Index
China	\$7,593	43	2.6%
Great Britain	\$45,603	77	3.4%
Mexico	\$10,362	55	7.94%
Nigeria	\$3,185	39	3.73%

Source: World Bank (GDP per capita at purchasing power parity PPP)

\*Environmental Performance Index is an aggregation of 20 indicators reflecting national level environmental data for 166 countries.

Higher EPI scores indicate better environmental performance.

Using the table and your knowledge of comparative politics, complete the tasks below.

- Identify the country from the table with the poorest environmental performance in 2014.
- Write a statement that describes the relationship between environmental performance in 2014 and the level of economic development.
- Describe one cause of the relationship between environmental performance and the level of economic development.
- Explain why Great Britain had the highest Environmental Performance Index score in 2014 but one of the lower rates of improvement in environmental performance over time.
- Describe one political response by Chinese citizens to their country's environmental problems.
- Describe one policy response by the Chinese government to the country's environmental problems.

A	Evaluation of student notebooks with these criteria for success: accuracy in content of vocabulary; precision in constructing graphic organizers; comprehensive responses to objective questions.	OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i>
M, A	Evaluation of student interpretation and analysis process and/or presentation of written responses to whole class with these criteria for success: cooperative and collaborative approach; accuracy and comprehensive responses to practice questions; focused and articulate presentation of responses.	Guided reading and note-taking from comparative government and politics textbook chapters about the comparative process of political scientists, political regimes and systems, and the UK.  Small group analytic and writing practice for describing and explaining political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context; and describing patterns and trends in data and explaining what the data implies or illustrates about political principles, institutions, processes, policies, and behaviors.
M, A	AP rubrics for multiple choice and free response questions.	AP style multiple choice, stimulus-based, and written responses on quizzes and unit test.

Unit 1: Introduction to the Course		
Code	Pre-Assessment	
	<ol style="list-style-type: none"> <li>1. Summer work: Find a representative news article about each of the 6 required course countries that clearly show whether it is a democratic regime or an authoritarian regime.</li> <li>2. Have students correctly sort definitions of quantitative and qualitative data with the sources of that data.</li> </ol>	
T, M, A	<p>Summary of Key Learning Events and Instruction</p> <p><i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher sets the purpose for learning by posting the objective(s), rationale, and learning activities on a whiteboard or the day's slideshow for all students to see and review.</p> <p><i>For example, What: Describe democracy and authoritarianism. Explain the process and goals of democratization. Why: Political systems and regimes reflect the dynamic balance of power between the government and its citizens. How: Describe how national governments are structured in democracies. Create a spectrum of factors that indicate the degree of democracy or authoritarianism of states, focusing on the extent of state adherence to rule of law. Describe examples of authoritarian regimes. Give examples for each part of the process of democratization. Explain how democratization can be supported and impeded.</i></p> <p>Teacher hooks and holds students' attention with daily prompts that ask provocative, open-ended questions using unit vocabulary, concepts, and skills often connected to current political events.</p>	Progress Monitoring
T, M, A	<p>Students answer these questions in verbal or written form or by completing a poll/survey. Students may also consider their responses individually, or part of a Think-Pair-Share exercise.</p> <p><i>For example, "Why would authoritarian regimes hold elections?"</i></p> <p>Teacher places students into small groups to review HW.</p>	Teacher looks for engaged and varied responses from multiple students.
M, A	Students have completed reading and taking notes from textbook chapters according to Unit Responsibility sheet focusing on acquiring domain specific vocabulary, guided practice of making connections	Teacher review of notes as students review difficult questions. May result in whole class review and discussion if the majority of students are struggling with a vocabulary



	<p>between government documents and public policy, constructing written responses, and interpreting political data (graphs and tables).</p>	<p>term, concept, and/or skill.</p>
A	<p>Teacher initiates direct instruction with slideshows of key unit vocabulary, concepts, skills, and data during which students may rethink and revise their HW responses.</p> <p><i>For example, illiberal democracies or hybrid regimes, one-party states, theocracies, totalitarian governments, and military regimes</i></p>	<p>Teacher looks for engaged and varied responses from multiple students to scaffolded questions embedded in the slideshows.</p>
M, A	<p>Teacher initiates guided practice with cooperative small group activities that break down steps for acquiring each concept and/or skill with scaffolded questions.</p> <p>Student groups create any one or more of the following: a communal slide, graphic organizer, Jamboard posts, or short presentation to share responses while classmates peer assess and offer additional evidence to support conclusions.</p> <p><i>For example, a spectrum graphic organizer of democratic and authoritarian characteristics.</i></p>	<p>Teacher circulates to ensure that students are completing and understanding steps and working cooperatively. Periodic pauses for students to explain steps in their own words.</p>
T, M, A	<p>Students practice test-taking strategies with practice quizzes (in textbook or teacher created) to explain why the right answer is correct and how the other choices serve as distractors. Students are purposely assigned to practice with multiple choice or free response questions, whichever is more needed based on past assessments.</p> <p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <p>Waples, Karen. <u>Comparative Government: Stories of the World. For the AP Course</u>. Boston: Bedford, Freeman and Worth, 2023. Chapters 1-2,5</p> <p>AP Classroom: Unit 1 videos, quizzes and progress checks</p>	<p>Teacher looks for engaged and evidence-based responses from multiple students.</p>

	<p>Various quantitative databases such as Population, Ethnic Groups, Religions, Government Type <a href="https://www.cia.gov/the-world-factbook/">https://www.cia.gov/the-world-factbook/</a> The Human Development Index (HDI) <a href="http://hdr.undp.org/en/countries">http://hdr.undp.org/en/countries</a> Gross Domestic Product (GDP) and GDP per capita <a href="https://data.worldbank.org/indicator/NY.GDP.MKTP.CD?end=2018&amp;most_recent_value_desc=false&amp;start=1960&amp;view=chart">https://data.worldbank.org/indicator/NY.GDP.MKTP.CD?end=2018&amp;most_recent_value_desc=false&amp;start=1960&amp;view=chart</a> and <a href="http://hdr.undp.org/en/countries">http://hdr.undp.org/en/countries</a> GDP growth rate <a href="https://data.worldbank.org/indicator/NY.GDP.MKTP.KD.ZG?end=2018&amp;name_desc=false&amp;start=1960&amp;view=chart">https://data.worldbank.org/indicator/NY.GDP.MKTP.KD.ZG?end=2018&amp;name_desc=false&amp;start=1960&amp;view=chart</a> Gini index (coefficient) <a href="http://worldpopulationreview.com/countries/gini-coefficient-by-country/">http://worldpopulationreview.com/countries/gini-coefficient-by-country/</a> or <a href="https://data.worldbank.org/indicator/SI.POV.GINI?view=map">https://data.worldbank.org/indicator/SI.POV.GINI?view=map</a> Global Freedom Score (include Internet Freedom and Democracy scores if listed) from Freedom House <a href="https://freedomhouse.org/countries/freedom-world/scores">https://freedomhouse.org/countries/freedom-world/scores</a> Corruption Perceptions Index from Transparency International <a href="https://www.transparency.org/en/cpi/2021">https://www.transparency.org/en/cpi/2021</a></p>	
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<p><b>ESTABLISHED GOALS</b> From CT Social Studies Standards:</p> <p>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.</p> <p>CG.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p>CG.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).</p> <p>CIV 9–12.1 Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.</p> <p>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.</p> <p>CIV 9–12.6 Critique relationships</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ol style="list-style-type: none"> <li>1. Describe and evaluate how executives, legislatures, and judiciaries work together to provide a legitimate and stable government for citizens.</li> <li>2. Recognize that differences in countries reflect their history, geography, and current political and economic status.</li> </ol>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p>The political structure in each course country varies as does its executive, legislative, and judicial systems. Each country uses its structure to wield and maintain power. Furthermore, there are advantages and disadvantages of different institutional arrangements and comparative scientists must weigh the implications of having one system over another in regard to stability, legitimacy, and policy making.</p> <p>Russia is a stable, sovereign illiberal democratic nation-state with a federal, semi-presidential government and a partially advanced economy still dependent on fossil fuel reserves. It possesses a weak civil society, fluctuating political parties, and recently changed electoral rules which allow its president to rule with some legitimacy in a more authoritarian manner.</p>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What are the implications of cooperation and conflict within a country’s political system?</li> <li><input type="checkbox"/> How does a political system affect the daily life of citizens?</li> <li><input type="checkbox"/> How do people both inside and outside the government impact the relationship between the government and its citizens?</li> </ul>

	<b>Acquisition</b>	
<p>among governments, civil societies, and economic markets.</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>executive</li> <li>bureaucracy</li> <li>legislature</li> <li>judiciary</li> <li>parliamentary system</li> <li>Prime Minister</li> <li>coalition government</li> <li>vote of no confidence</li> <li>presidential system</li> <li>semi-presidential system</li> <li>term limit</li> <li>impeachment</li> <li>Cabinet</li> <li>legislative oversight</li> <li>unicameral legislature</li> <li>bicameral legislature</li> <li>judicial independence</li> </ul> <p>Specifics of Russia's government and politics as reflected in objectives.</p>	<p><i>Students will be skilled at...</i></p> <ol style="list-style-type: none"> <li>1. Describing parliamentary, presidential, and semi-presidential systems.</li> <li>2. Comparing institutional relations among parliamentary, presidential, and semi-presidential systems.</li> <li>3. Explaining the structure, function, and change of executive leadership in course countries.</li> <li>4. Describing procedures for the removal of executive leadership by other institutions.</li> <li>5. Describing legislative structures and functions in course countries.</li> <li>6. Explaining how legislative powers are constrained by other institutions and/or processes, which can affect legislative independence.</li> <li>7. Describing the structure and functions of judiciaries.</li> <li>8. Explaining the importance of independent judiciaries relative to other political institutions.</li> <li>9. Defining communism, its roots in Marxism, and its successors in Leninism and Maoism.</li> <li>10. Listing advantages and disadvantages of communism.</li> <li>11. Tracing Russia's recent history in the age of democratization.</li> <li>12. Explaining how power, authority, and legitimacy are maintained in Russia.</li> <li>13. Describing Russian political culture, especially its geography, Eastern orthodoxy, equality of result, skepticism about power, and nationality.</li> <li>14. Describing both political and economic changes in Russia and considering the implications of these changes for the Russian people and other countries.</li> <li>15. Categorizing Russia's cleavages, especially ethnic nationalities, religion, social class, rural/urban divide.</li> <li>16. Describing Russia's political beliefs and values and how they have changed over time.</li> <li>17. Giving examples of Russian political participation.</li> <li>18. Describing Russia's federal government structure.</li> </ol>

		<ul style="list-style-type: none"><li>19. Briefly describing Russia's political parties.</li><li>20. Explaining how Russia's elections work.</li><li>21. Describing how interest groups, the oligarchy, state corporatism, the Russian mafia, and the media act as linkage institutions.</li><li>22. Describing Russia's semi-presidential government.</li><li>23. Creating a graphic organizer to illustrate Russia's institutions of national government, including the President, the Prime Minister, Cabinet, legislature (with 2 Houses), the judiciary, and the military.</li><li>24. Creating a chart to organize Russia's current issues.</li></ul>
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Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>School-wide Communication Rubric contextualized for slideshow: with 5 criteria for success as follows:</p> <p>Purpose/Focus: <i>Task achieves stated purpose with consistent and strong focus.</i></p> <p>Organization and Coherence: <i>Ideas have a clear and effective structure creating unity. All required elements are complete.</i></p> <p>Development: <i>Ideas are relevant, accurate and supported with evidence from rich, varied, and balanced sources. Student thinking demonstrates analysis and synthesis for a compelling point of view.</i></p> <p>Language/Media: <i>Language and visuals used are effective, purposeful and fluid with varied vocabulary, persuasive word choices and phrases, and images which enhance and/or deepen understanding of the subject.</i></p> <p>Conventions: <i>Follows proper MLA Works Cited Page format.</i></p> <p>Levels of Performance:  4 = Exemplary  3 = Competent  2 = Developing  1 = Beginning</p>	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <p><i>Comparative political scientists use a variety of quantitative and qualitative data to rank the legitimacy and authority of the political institutions for each of the 6 required course countries.</i></p> <p>A. Grand Comparative Chart: *This is an on-going quarter-long project which progressively builds a multi-dimensional visual resource for review in preparation for the AP Exam.</p> <p>Goal: Successfully create a whole class slideshow that incorporates data from all six required course countries.</p> <p>Role: Students will be comparative political scientists</p> <p>Audience: Classmates</p> <p>Situation: Students become experts in one required course country and 1-2 (depending on overall class size) sources of data.</p> <p>Performance and Purpose: Students work cooperatively to create a comparative slideshow to be used as a class resource for acquiring and reviewing information about the 6 required course countries.</p> <p>Standards/Criteria for Success: Students clearly demonstrate mastery of how to interpret quantitative data (term limits, seats in legislature) and qualitative data (text documents from government sources [speeches] and news media [op-eds]. Students weigh the authenticity and credibility of the data to make rational comparative statements about course countries.</p> <p><i>There are a variety of arrangements of power in executive-legislative relationships.</i></p>
M, A	College Board FRQ Rubric	B. AP Free-Response Style Question #1 Conceptual Analysis

		<p>Using your knowledge of the countries included in the AP Comparative Government and Politics course, complete the following tasks.</p> <p>(a) Describe the process used in a parliamentary system for the selection of the chief executive.</p> <p>(b) Contrast the process you described in part (a) with the process used in a presidential system for the selection of the chief executive.</p> <p>(c) Describe the process used in a parliamentary system for removing the chief executive.</p> <p>(d) Contrast the removal process you described in part (c) with the process used in a presidential system for removing the chief executive.</p> <p>(e) Other than the removal process, describe a check on executive power within a parliamentary system.</p>
A	Evaluation of student notebooks with these criteria for success: accuracy in content of vocabulary; precision in constructing graphic organizers; comprehensive responses to objective questions.	<p><b>OTHER EVIDENCE:</b>  <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Guided reading and note-taking from comparative government and politics textbook chapters about political institutions and Russia.</p>
M, A	Evaluation of student interpretation and analysis process and/or presentation of written responses to whole class with these criteria for success: cooperative and collaborative approach; accuracy and comprehensive responses to practice questions; focused and articulate presentation of responses.	<p>Small group analytic and writing practice for describing and explaining political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context; and describing patterns and trends in data and explaining what the data implies or illustrates about political principles, institutions, processes, policies, and behaviors.</p>
M, A	AP rubrics for multiple choice and free response questions.	<p>AP style multiple choice, stimulus-based, and written responses on quizzes and unit test.</p>

STAGE 3

Code	<b>Pre-Assessment</b>	
	<ol style="list-style-type: none"> <li>Students compare and contrast the political institutions of the UK and the US to see differences of parliamentary vs. presidential system, unitary vs. federal system, and the independence of the judiciary.</li> <li>Students review summer work articles about Russia to describe the policy making process in Russia.</li> </ol>	
T, M, A	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher sets the purpose for learning by posting the objective(s), rationale, and learning activities on a whiteboard or the day's slideshow for all students to see and review. <i>For example, What: Explain the structure, function, and change of executive leadership in course countries. Why: The structure and function of political institutions reflect the allocation of power within a political system. How: Detail term limits in the 6 course countries. Discuss advantages and disadvantages of executive term limits with regard to promoting stability and implementing effective policies in a country. List the procedures used for removal of executive officials. Describe the obstacles in removing executives. Practice writing a claim and line of reasoning.</i></p> <p>Teacher hooks and holds students' attention with daily prompts that ask provocative, open-ended questions using unit vocabulary, concepts, and skills often connected to current political events.</p>	Progress Monitoring
T, M, A	<p>Students answer these questions in verbal or written form or by completing a poll/survey. Students may also consider their responses individually, or part of a Think-Pair-Share exercise. <i>For example, "Which type of executive is stronger: a Prime Minister or a President?"</i></p> <p>Teacher places students into small groups to review HW.</p>	Teacher looks for engaged and varied responses from multiple students.
M, A	Students have completed reading and taking notes from textbook chapters according to Unit Responsibility sheet focusing on acquiring domain specific vocabulary, guided practice of making connections between government documents and public policy, constructing written	Teacher review of notes as students review difficult questions. May result in whole class review and discussion if the majority of students are struggling with a vocabulary term, concept, and/or skill.



<p>A</p> <p>M, A</p> <p>T, M, A</p>	<p>responses, and interpreting political data (graphs and tables).</p> <p>Teacher initiates direct instruction with slideshows of key unit vocabulary, concepts, skills, and data during which students may rethink and revise their HW responses. <i>For example, term limits, bicameral legislature, rule of law vs. rule by law</i></p> <p>Teacher initiates guided practice with cooperative small group activities that break down steps for acquiring each concept and/or skill with scaffolded questions.</p> <p>Student groups create any one or more of the following: a communal slide, graphic organizer, Jamboard posts, or short presentation to share responses while classmates peer assess and offer additional evidence to support conclusions. <i>For example, a slide of student generated claims with lines of reasoning</i></p> <p>Students practice test-taking strategies with practice quizzes (in textbook or teacher created) to explain why the right answer is correct and how the other choices serve as distractors. Students are purposely assigned to practice with multiple choice or free response questions, whichever is more needed based on past assessments.</p> <p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <p>Waples, Karen. <u>Comparative Government: Stories of the World. For the AP Course</u>. Boston: Bedford, Freeman and Worth, 2023. Chapters 4,7</p> <p>AP Classroom: Unit 2 videos, quizzes and progress checks</p>	<p>Teacher looks for engaged and varied responses from multiple students to scaffolded questions embedded in the slideshows.</p> <p>Teacher circulates to ensure that students are completing and understanding steps and working cooperatively. Periodic pauses for students to explain steps in their own words.</p> <p>Teacher looks for engaged and evidence-based responses from multiple students.</p>
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<p><b>ESTABLISHED GOALS</b> From CT Social Studies Standards:</p> <p>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.</p> <p>CG.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p>CG.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).</p> <p>CIV 9–12.1 Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.</p> <p>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.</p> <p>CIV 9–12.6 Critique relationships</p>	<p><b>Transfer</b></p> <p><i>Students will be able to independently use their learning to...</i></p> <ol style="list-style-type: none"> <li>1. Track the actions of everyday citizens to determine the legitimacy and stability of a country.</li> <li>2. Recognize that there are political, economic, and social forces that pull citizens together and apart.</li> </ol>	
	<p><b>Meaning</b></p>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p>Politics reflects the interactions between the state and society wherein a country’s political patterns are influenced by the type of regime and the characteristics and demands of its population. In addition, civil society, a range of voluntary associations that are autonomous from the state, can help mediate state power and enhance the power of citizens while recognizing the political relevance of cleavages within the population, such as ethnicity, religion, or class.</p> <p>Mexico is a stable, sovereign mostly democratic nation-state with a federal presidential government and a developing economy still dependent on its natural resources. It has a strong civil society, well-established political parties, and clear electoral rules which give its government legitimacy and its officials authority in a written constitution.</p>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What changes might a government face in response to a controversial cleavage?</li> <li><input type="checkbox"/> Why might a country discourage participation? Encourage participation?</li> <li><input type="checkbox"/> How does regime type impact the function of civil society in a country?</li> </ul>

among governments, civil societies, and economic markets.	Nigeria is an unstable, sovereign mostly democratic multinational state with a federal presidential government and an underdeveloped economy dependent on its natural resources. It has an emerging civil society, fleeting political parties, and changing electoral rules which give its government limited legitimacy and its officials limited to authority to rule parts of the country divided by religious and ethnic cleavages.	
<b>Acquisition</b>		
	<p><i>Students will know...</i></p> <p>civil society  political culture  political socialization  political ideology  individualism  neoliberalism  communism  socialism  fascism  totalitarianism  populism  coercion  formal vs. informal political participation  protest  political violence  terrorism  civil liberties  civil rights  social movements  social cleavage  political cleavage  ethnic group  cross-cutting cleavages</p> <p>Specifics of Mexico's government and politics as reflected in objectives.</p>	<p><i>Students will be skilled at...</i></p> <ol style="list-style-type: none"> <li>1. Describing civil society.</li> <li>2. Explaining the role of civil society among 6 course countries.</li> <li>3. Explaining how political culture relates to citizen behavior and the role of the state.</li> <li>4. Explaining how political values and beliefs frame policy choices to address particular political problems.</li> <li>5. Explaining the nature and role of political participation as related to a regime's use of authority and power.</li> <li>6. Explaining how political participation affects and is affected by democratic or authoritarian regime types.</li> <li>7. Explaining the extent to which civil rights and civil liberties are protected or restricted in different regimes.</li> <li>8. Describing politically relevant social cleavages.</li> <li>9. Explaining how political and social cleavages in 6 course countries affect citizen relationships and political stability.</li> <li>10. Describing the diversity across "newly industrializing" and "less-developed" countries.</li> <li>11. Explaining how economic development factors into political development.</li> <li>12. Contrasting theories of economic development.</li> <li>13. Contrasting economic policies in less-developed countries.</li> </ol>

	<p>Specifics of Nigeria's government and politics as reflected in objectives.</p>	<ol style="list-style-type: none"> <li>14. Tracing Mexico's recent history showing how it is both a transitional democracy and an economically developing country.</li> <li>15. Explaining how power, authority, and legitimacy are maintained in Mexico.</li> <li>16. Describing Mexican political culture, especially religion, patron-clientelism, economic dependency, and geography. Thinking about how Mexico's history helped form its political culture.</li> <li>17. Describing both political and economic changes in Mexico and considering the implications of these changes for the Mexican people and other countries.</li> <li>18. Describing Mexico's cleavages, especially rural/urban divide, social class, ethnicities, and north/south divide.</li> <li>19. Giving examples of Mexican political participation.</li> <li>20. Describing Mexico's authoritarian state corporatist structure and explaining why it can be described as a transitional democracy only.</li> <li>21. Briefly describing Mexico's political parties.</li> <li>22. Briefly reviewing recent elections in Mexico and explaining how Mexico's elections work.</li> <li>23. Describing how interest groups, popular movements, and the media act as linkage institutions.</li> <li>24. Noting that Mexico is a federal republic and a presidential system.</li> <li>25. Creating a graphic organizer to illustrate Mexico's institutions of national government, including the President, the bureaucracy, the legislature (with 2 Houses), the judiciary, and the military.</li> <li>26. Creating a chart to organize Mexico's current issues.</li> <li>27. Tracing Nigeria's recent history showing how its political and economic variables make it a vulnerable country.</li> <li>28. Explaining how power, authority, and legitimacy are maintained in Nigeria.</li> <li>29. Describing Nigerian political culture, especially patron-clientelism, state control v strong civil society, modernity/tradition, religion, and geography. Thinking</li> </ol>
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		<p>about how Nigeria's history helped form its political culture.</p> <p>30. Describing both political and economic changes in Nigeria and considering the implications of these changes for the Nigerian people and other countries.</p> <p>31. Describing 3 societal characteristics of Nigeria that make democratization challenging.</p> <p>32. Describing Nigeria's cleavages, especially ethnicities, religion, region/north v south, rural/urban divide, and social class.</p> <p>33. Giving examples of Nigerian political participation and explaining why Nigerians have a low level of trust in their government.</p> <p>34. Noting that Nigeria is a federal democracy. Explaining why it does not live up to this description.</p> <p>35. Briefly describing Nigeria's political parties.</p> <p>36. Explaining how Nigeria's elections work and briefly reviewing recent elections in Nigeria.</p> <p>37. Describing how interest groups, labor unions, business interests, human rights groups, and the media act as linkage institutions.</p> <p>38. Describing Nigeria's transition to its present federal presidential government.</p> <p>39. Creating a graphic organizer to illustrate Nigeria's institutions of national government, including the President, the bureaucracy, legislature (with 2 Houses), the judiciary, and the military.</p> <p>40. Creating a chart to organize Nigeria's current issues.</p>
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Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>School-wide Communication Rubric contextualized for slideshow: with 5 criteria for success as follows:</p> <p>Purpose/Focus: <i>Task achieves stated purpose with consistent and strong focus.</i></p> <p>Organization and Coherence: <i>Ideas have a clear and effective structure creating unity. All required elements are complete.</i></p> <p>Development: <i>Ideas are relevant, accurate and supported with evidence from rich, varied, and balanced sources. Student thinking demonstrates analysis and synthesis for a compelling point of view.</i></p> <p>Language/Media: <i>Language and visuals used are effective, purposeful and fluid with varied vocabulary, persuasive word choices and phrases, and images which enhance and/or deepen understanding of the subject.</i></p> <p>Conventions: <i>Follows proper MLA Works Cited Page format.</i></p> <p>Levels of Performance:</p> <p>4 = Exemplary</p> <p>3 = Competent</p> <p>2 = Developing</p> <p>1 = Beginning</p>	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand evidence of...</i></p> <p><i>Comparative political scientists use a variety of quantitative and qualitative data to assess political participation by citizens for each of the 6 required course countries.</i></p> <p>A. Grand Comparative Chart: *This is an on-going quarter-long project which progressively builds a multi-dimensional visual resource for review in preparation for the AP Exam.</p> <p>Goal: Successfully create a whole class slideshow that incorporates data from all six required course countries.</p> <p>Role: Students will be comparative political scientists</p> <p>Audience: Classmates</p> <p>Situation: Students become experts in one required course country and 1-2 (depending on overall class size) sources of data.</p> <p>Performance and Purpose: Students work cooperatively to create a comparative slideshow to be used as a class resource for acquiring and reviewing information about the 6 required course countries.</p> <p>Standards/Criteria for Success: Students clearly demonstrate mastery of how to interpret quantitative data (protests/crackdowns, civil society groups, Freedom House score, voter turnout) and qualitative data (text documents from government sources [speeches] and news media [op-eds]. Students weigh the authenticity and credibility of the data to make rational comparative statements about course countries.</p> <p><i>Ethnicity plays a role in politics in Mexico and Nigeria.</i></p>
M, A	College Board FRQ Rubric	



Pre-Assessment		
Code	<p>1. Students review ethnographic, geographic, and political maps of all 6 course countries to highlight how landforms, geographic distances, historical settlement, and intrastate borders all play a role in how connected citizens feel to their governments.</p> <p>2. Recall social, economic, and ethnic cleavages in the US and predict how many will be similar to the 6 course countries.</p>	
T, M, A	<p>Summary of Key Learning Events and Instruction</p> <p><i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher sets the purpose for learning by posting the objective(s), rationale, and learning activities on a whiteboard or the day's slideshow for all students to see and review.</p> <p><i>For example, What: Explain the nature and role of political participation as related to a regime's use of authority and power. Explain how political participation affects and is affected by democratic or authoritarian regime types. Why: The way a regime uses power and authority to support or suppress its citizens establishes a balance between order and individual liberty. How: Define referendum. Give examples. Explain why govts choose to use referenda. Compare and contrast how authoritarian and democratic regimes support similar forms of participation to influence policymaking through elections, voting rights, and protests/political criticism. Create a graphic organizer to map out the choices of political participation. Evaluate roles of murals in Mexico in sustaining political culture.</i></p> <p>Teacher hooks and holds students' attention with daily prompts that ask provocative, open-ended questions using unit vocabulary, concepts, and skills often connected to current political events.</p>	Progress Monitoring
T, M, A	<p>Students answer these questions in verbal or written form or by completing a poll/survey. Students may also consider their responses individually, or part of a Think-Pair-Share exercise.</p> <p><i>For example, "To what extent should people assimilate or be assimilated into their country and give up their ethnic identity?"</i></p> <p>Teacher places students into small groups to review HW.</p>	Teacher looks for engaged and varied responses from multiple students.



M, A	Students have completed reading and taking notes from textbook chapters according to Unit Responsibility sheet focusing on acquiring domain specific vocabulary, guided practice of making connections between government documents and public policy, constructing written responses, and interpreting political data (graphs and tables).	Teacher review of notes as students review difficult questions. May result in whole class review and discussion if the majority of students are struggling with a vocabulary term, concept, and/or skill.
A	Teacher initiates direct instruction with slideshows of key unit vocabulary, concepts, skills, and data during which students may rethink and revise their HW responses. <i>For example, ethno-federalism, cultural autonomy, cleavages</i>	Teacher looks for engaged and varied responses from multiple students to scaffolded questions embedded in the slideshows.
	Teacher initiates guided practice with cooperative small group activities that break down steps for acquiring each concept and/or skill with scaffolded questions.	
M, A	Student groups create any one or more of the following: a communal slide, graphic organizer, Jamboard posts, or short presentation to share responses while classmates peer assess and offer additional evidence to support conclusions. <i>For example, a Jamboard using specific adjectives to describe political participation in all 6 course countries.</i>	Teacher circulates to ensure that students are completing and understanding steps and working cooperatively. Periodic pauses for students to explain steps in their own words.
T, M, A	Students practice test-taking strategies with practice quizzes (in textbook or teacher created) to explain why the right answer is correct and how the other choices serve as distractors. Students are purposely assigned to practice with multiple choice or free response questions, whichever is more needed based on past assessments.  <u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.  Waples, Karen. <u>Comparative Government: Stories of the World. For the AP Course</u> . Boston: Bedford, Freeman and Worth, 2023. Chapters 3,6,9	Teacher looks for engaged and evidence-based responses from multiple students.

	<p>AP Classroom: Unit 3 videos, quizzes and progress checks</p> <p>Various websites connected to civil society groups and media outlets for all 6 course countries</p>	
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<div> <div>ESTABLISHED GOALS</div> <div>From CT Social Studies Standards:</div> <div> <p>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.</p> <p>CG.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p>CG.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).</p> <p>CIV 9–12.1 Distinguish the powers and responsibilities of local, state, tribal,</p> </div> </div>	<div>Transfer</div> <div> <p><i>Students will be able to independently use their learning to...</i></p> <ol style="list-style-type: none"> <li>Evaluate the role of an official religion and religious hierarchy in governing.</li> <li>Assess how well political parties and interest groups link citizens to their government.</li> </ol> </div>	
	<div>Meaning</div>	
	<div>UNDERSTANDINGS</div> <div> <p><i>Students will understand that...</i></p> <p>Individuals, parties, and citizen organizations influence power. Moreover, a regime grants or limits access to sources of power and which ultimately impacts policy making in a global context.</p> <p>Iran is a semi-stable, sovereign, authoritarian nation-state with a theocratic, semi-presidential government and an underdeveloped economy</p> </div>	<div>ESSENTIAL QUESTIONS</div> <div> <p><i>Students will keep considering...</i></p> <div> <input type="checkbox"/> How do different electoral systems encourage or discourage citizen influence?                     <input type="checkbox"/> Why are election rules different for different regimes?                     <input type="checkbox"/> Why would an authoritarian regime open up political access to interest groups and citizen organizations?                     <input type="checkbox"/> Why would a democratic regime restrict political access to interest groups and citizen organizations?                 </div> </div>

<p>national, and international civic and political institutions.</p> <p>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.</p> <p>CIV 9–12.6 Critique relationships among governments, civil societies, and economic markets.</p>	<p>dependent on its fossil fuels. It has a constrained civil society, weak political parties, and highly prescribed electoral rules which challenge its government to prove its legitimacy and set up competition among its many government officials for authority.</p>	
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <p>electoral system runoff election multi-member district system single member district plurality first-past-the-post proportional representation party system one-party state dominant party system two-party system multiparty system catch-all party interest group pluralism corporatism single-peak association social movement</p> <p>Specifics of Iran’s government and politics as reflected in objectives.</p>	<p><i>Students will be skilled at...</i></p> <ol style="list-style-type: none"> <li>1. Describing electoral systems and election rules among course countries.</li> <li>2. Explaining how election rules serve different regime objectives regarding ballot access, election wins, and constituency accountability.</li> <li>3. Describing characteristics of political party systems and party membership.</li> <li>4. Explaining how political party systems and memberships link citizen participation to policy making.</li> <li>5. Explaining how social movements and interest groups affect social and political change.</li> <li>6. Describing pluralist and corporatist interest group systems.</li> <li>7. Tracing Iran’s long history showing how it is both a theocracy and a secular country.</li> <li>8. Explaining how sovereignty, power, authority, and legitimacy are maintained in Iran.</li> <li>9. Describing Iranian political culture, especially authoritarianism, union of politics and religion, Shi’ism and sharia law, escape from European colonialism, geography, ancient Persian influences, and Iranian nationalism. Thinking about how Iran’s history helped form its political culture.</li> <li>10. Describing both political and economic changes in Iran and considering the implications of these changes for the Iranian people and other countries.</li> <li>11. Describing Iran’s cleavages, especially religion,</li> </ol>

		<p>ethnicities, social class, reformers/conservatives, and pragmatism v radicalism.</p> <ol style="list-style-type: none"> <li>12. Giving examples of Iranian civil society and political participation.</li> <li>13. Briefly describing Iran's political parties.</li> <li>14. Briefly reviewing recent elections in Iran and explaining how elections work.</li> <li>15. Describing how interest groups and the media act as linkage institutions.</li> <li>16. Noting that Iran is a unitary, semi-presidential system, but its organization is unique to Iran.</li> <li>17. Creating a graphic organizer to illustrate Iran's government institutions, including the overarching Jurist's Guardianship, the Supreme Leader, Guardian Council, Assembly of Religious Experts, Expediency Council, President, Cabinet, the bureaucracy, semi-public institutions, the legislature, the judiciary (with 2 types of law), and the military.</li> <li>18. Creating a chart to organize Iran's current issues.</li> </ol>
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Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>School-wide Communication Rubric contextualized for slideshow: with 5 criteria for success as follows:</p> <p>Purpose/Focus: <i>Task achieves stated purpose with consistent and strong focus.</i></p> <p>Organization and Coherence: <i>Ideas have a clear and effective structure creating unity. All required elements are complete.</i></p> <p>Development: <i>Ideas are relevant, accurate and supported with evidence from rich, varied, and balanced sources. Student thinking demonstrates analysis and synthesis for a compelling point of view.</i></p> <p>Language/Media: <i>Language and visuals used are effective, purposeful and fluid with varied vocabulary, persuasive word choices and phrases, and images which enhance and/or deepen understanding of the subject.</i></p> <p>Conventions: <i>Follows proper MLA Works Cited Page format.</i></p> <p>Levels of Performance:</p> <p>4 = Exemplary</p> <p>3 = Competent</p> <p>2 = Developing</p> <p>1 = Beginning</p>	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand evidence of...</i></p> <p><i>Comparative political scientists use a variety of quantitative and qualitative data to assess electoral and party systems for each of the 6 required course countries.</i></p> <p>A. Grand Comparative Chart: *This is an on-going quarter-long project which progressively builds a multi-dimensional visual resource for review in preparation for the AP Exam.</p> <p>Goal: Successfully create a whole class slideshow that incorporates data from all six required course countries.</p> <p>Role: Students will be comparative political scientists</p> <p>Audience: Classmates</p> <p>Situation: Students become experts in one required course country and 1-2 (depending on overall class size) sources of data.</p> <p>Performance and Purpose: Students work cooperatively to create a comparative slideshow to be used as a class resource for acquiring and reviewing information about the 6 required course countries.</p> <p>Standards/Criteria for Success: Students clearly demonstrate mastery of how to interpret quantitative data (seats allotted in legislatures, number and type of interest groups, free and fair elections) and qualitative data (text documents from government sources [speeches] and news media [op-eds]. Students weigh the authenticity and credibility of the data to make rational comparative statements about course countries.</p> <p><i>States vary in terms of their party systems and electoral systems.</i></p>

M, A	College Board FRQ Rubric	<p>B. AP Free-Response Style Question #3 Comparative Analysis</p> <p>Using your knowledge of the countries included in the AP Comparative Government and Politics course, complete the following tasks.</p> <ol style="list-style-type: none"> <li>Identify and explain the type of electoral system that tends to create a multiparty system.</li> <li>Identify and explain the type of electoral system that tends to create a two-party system.</li> <li>Describe one reason that a one-party system might emerge.</li> <li>Explain one advantage each of multiparty, two-party and one-party systems in a multiethnic society.</li> </ol>
<p>A</p> <p>M, A</p> <p>M, A</p>	<p>Evaluation of student notebooks with these criteria for success: accuracy in content of vocabulary; precision in constructing graphic organizers; comprehensive responses to objective questions.</p> <p>Evaluation of student interpretation and analysis process and/or presentation of written responses to whole class with these criteria for success: cooperative and collaborative approach; accuracy and comprehensive responses to practice questions; focused and articulate presentation of responses.</p> <p>AP rubrics for multiple choice and free response questions.</p>	<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Guided reading and note-taking from comparative government and politics textbook chapters about electoral systems, party systems, and Iran.</p> <p>Small group analytic and writing practice for describing and explaining political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context; and describing patterns and trends in data and explaining what the data implies or illustrates about political principles, institutions, processes, policies, and behaviors.</p> <p>AP style multiple choice, stimulus-based, and written responses on quizzes and unit test.</p>

STAGE 3

Code	<b>Pre-Assessment</b>	
	<ol style="list-style-type: none"> <li>1. Correctly match electoral systems in the US, UK, Russia, Mexico, and Nigeria.</li> <li>2. Recall the role of political parties and interest groups as linkage institutions in the US. Predict probable strengths of these institutions in the 6 course countries.</li> </ol>	
T, M, A	<p>Summary of Key Learning Events and Instruction  <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher sets the purpose for learning by posting the objective(s), rationale, and learning activities on a whiteboard or the day's slideshow for all students to see and review.  <i>For example, What: Explain how social movements and interest groups (pluralist and corporatist) affect social and political change. Why: Strong and varied citizen organizations and movements foster and are reinforced by democratization. How: Differentiate between pluralist and corporatist systems. Give examples of interest group systems in each course country. Differentiate between social movements and interest groups, including how they are organized and exert their power, how they attract and mobilize citizens, and how govts interact (support, co-opt, suppress) with both. Give examples of social movements in each course country (civil liberties &amp; rights for indigenous people, nonconforming sexual orientation; redistribution of oil revenues; for free and fair elections). Assess the effects of social movements and interest groups in garnering public support and effective policymaking.</i></p> <p>Teacher hooks and holds students' attention with daily prompts that ask provocative, open-ended questions using unit vocabulary, concepts, and skills often connected to current political events.</p>	Progress Monitoring
T, M, A	<p>Students answer these questions in verbal or written form or by completing a poll/survey. Students may also consider their responses individually, or part of a Think-Pair-Share exercise.  <i>For example, "Which, interest groups or social movements, has more of an impact on the political process?"</i></p>	Teacher looks for engaged and varied responses from multiple students.

<p>M, A</p> <p>A</p> <p>M, A</p> <p>T, M, A</p>	<p>Teacher places students into small groups to review HW.</p> <p>Students have completed reading and taking notes from textbook chapters according to Unit Responsibility sheet focusing on acquiring domain specific vocabulary, guided practice of making connections between government documents and public policy, constructing written responses, and interpreting political data (graphs and tables).</p> <p>Teacher initiates direct instruction with slideshows of key unit vocabulary, concepts, skills, and data during which students may rethink and revise their HW responses. <i>For example, ethno-federalism, cultural autonomy, cleavages</i></p> <p>Teacher initiates guided practice with cooperative small group activities that break down steps for acquiring each concept and/or skill with scaffolded questions.</p> <p>Student groups create any one or more of the following: a communal slide, graphic organizer, Jamboard posts, or short presentation to share responses while classmates peer assess and offer additional evidence to support conclusions. <i>For example, a slide with images and captions describing a recent social movement in all 6 course countries.</i></p> <p>Students practice test-taking strategies with practice quizzes (in textbook or teacher created) to explain why the right answer is correct and how the other choices serve as distractors. Students are purposely assigned to practice with multiple choice or free response questions, whichever is more needed based on past assessments.</p> <p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	<p>Teacher review of notes as students review difficult questions. May result in whole class review and discussion if the majority of students are struggling with a vocabulary term, concept, and/or skill.</p> <p>Teacher looks for engaged and varied responses from multiple students to scaffolded questions embedded in the slideshows.</p> <p>Teacher circulates to ensure that students are completing and understanding steps and working cooperatively. Periodic pauses for students to explain steps in their own words.</p> <p>Teacher looks for engaged and evidence-based responses from multiple students.</p>
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	<p>Waples, Karen. <u>Comparative Government: Stories of the World. For the AP Course</u>. Boston: Bedford, Freeman and Worth, 2023. Chapters 8,13</p> <p>AP Classroom: Unit 4 videos, quizzes and progress checks</p> <p>Various websites connected to political parties, interest groups, social movements, and media outlets for all 6 course countries</p>	
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UbD Template 2.0

# UNIT 10 Political and Economic Changes and Development with China case study

<p><b>ESTABLISHED GOALS</b> From CT Social Studies Standards:</p> <p>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.</p> <p>CG.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p>CG.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ol style="list-style-type: none"> <li>Engage in meaningful, informed debate about globalization.</li> <li>Recognize the complex interactions among sovereign governments, supranational organizations, and citizens across the world attempting to solve planetary problems such as hunger, disease, warfare, environmental degradation and climate change.</li> </ol>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p>The interaction of political and economic changes within and across the course countries impacts political policies and behaviors in an interconnected global context. Furthermore, political changes occur through democratization and the economic impact of</p>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do nongovernmental groups impact regimes?</li> <li><input type="checkbox"/> Why do governments change policies in the face of public pressure?</li> <li><input type="checkbox"/> How does changing policies impact the balance of power between the citizens and the government?</li> </ul>

<p>CIV 9–12.1 Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.</p> <p>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.</p> <p>CIV 9–12.6 Critique relationships among governments, civil societies, and economic markets.</p>	<p>globalization on local citizens and relationships between countries.</p> <p>China is a stable, sovereign, authoritarian nation-state with a unitary, semi-presidential government and a rapidly developing economy challenged by its rural areas. It possesses a highly prescribed civil society with little to no civil rights or liberties, a one-party dictatorship, and electoral rules which severely limit citizen participation. Collectively these offer a veneer of legitimacy while government officials may not always use their authority for the benefit of its citizens.</p>	<p><input type="checkbox"/> What are the benefits and drawbacks to a country’s natural resource endowment?</p>
<b>Acquisition</b>		
	<p><i>Students will know...</i></p> <p>globalization United Nations regional alliances (NATO, OAS, AU, EU) foreign direct investment international capital flow multinational corporation (MNC) rentier state resource curse supranational organization International Monetary Fund World Bank non-governmental organization (NGO) import substitution industrialization economic-liberalization policy structural adjustment program privatization neoliberalism protectionist economic policy austerity measures human capital gender equity social welfare</p>	<p><i>Students will be skilled at...</i></p> <ol style="list-style-type: none"> <li>1. Describing the roles that multi- and international organizations play with our 6 course countries.</li> <li>2. Explaining how global economic and technological forces influence political policies, behaviors, and culture.</li> <li>3. Explaining how globalization creates challenges to regime sovereignty.</li> <li>4. Comparing political responses to global market forces.</li> <li>5. Describing the adoption and consequences of economic and political liberalization policies.</li> <li>6. Explaining how global economic and technological forces, including international and supranational organizations influence domestic policymakers and national sovereignty.</li> <li>7. Explaining political and economic causes and consequences of demographic changes.</li> <li>8. Explaining how govts adapt social policies to address political, cultural, and economic changes.</li> <li>9. Explaining how natural resources affect political and economic development.</li> <li>10. Explaining how rapid industrialization and economic development have produced radical changes in govt</li> </ol>

	<p>health care nationalization of resources</p> <p>Specifics of Iran's government and politics as reflected in objectives.</p>	<p>policies.</p> <ol style="list-style-type: none"> <li>11. Describing the evolution of communism, with its roots in Marxism, in its successors in Leninism and Maoism.</li> <li>12. Reviewing advantages and disadvantages of communism.</li> <li>13. Tracing China's recent history in regards to its transition to a semi-market based economy.</li> <li>14. Explaining how power, authority, and legitimacy are maintained in China.</li> <li>15. Describing Chinese political culture, especially its geography, historical eras, informal relationships, nationalism, and attitudes towards the West. Thinking about how China's history helped form its political culture.</li> <li>16. Describing both political and economic changes in China and considering the implications of these changes for the Chinese people and other countries.</li> <li>17. Describing China's cleavages, especially ethnic nationalities, linguistic diversity, urban/rural divide.</li> <li>18. Giving examples of Chinese political participation, especially in regards to the Chinese Communist Party and peaceful and violent protests.</li> <li>19. Describing the recent growth in civil society.</li> <li>20. Briefly describing how the Chinese Communist Party is organized and governs through political elites.</li> <li>21. Briefly describing the challenges to the CCP.</li> <li>22. Describing how interest groups and the media act as linkage institutions.</li> <li>23. Noting that China is a centralized, semi-presidential system, but its organization is unique to China.</li> <li>24. Creating a graphic organizer to illustrate China's institutions of government, including the three parallel hierarchies of party, state, and army, the legislature, president, premier, the judiciary, and the military.</li> <li>25. Creating a chart to organize China's current issues.</li> </ol>
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Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>School-wide Communication Rubric contextualized for slideshow: with 5 criteria for success as follows:</p> <p>Purpose/Focus: <i>Task achieves stated purpose with consistent and strong focus.</i></p> <p>Organization and Coherence: <i>Ideas have a clear and effective structure creating unity. All required elements are complete.</i></p> <p>Development: <i>Ideas are relevant, accurate and supported with evidence from rich, varied, and balanced sources. Student thinking demonstrates analysis and synthesis for a compelling point of view.</i></p> <p>Language/Media: <i>Language and visuals used are effective, purposeful and fluid with varied vocabulary, persuasive word choices and phrases, and images which enhance and/or deepen understanding of the subject.</i></p> <p>Conventions: <i>Follows proper MLA Works Cited Page format.</i></p> <p>Levels of Performance:</p> <p>4 = Exemplary</p> <p>3 = Competent</p> <p>2 = Developing</p> <p>1 = Beginning</p>	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand evidence of...</i></p> <p><i>Comparative political scientists use a variety of quantitative and qualitative data to compare economic development and success in the era of digital and financial globalization for each of the 6 required course countries.</i></p> <p>A. Grand Comparative Chart: *This is an on-going quarter-long project which progressively builds a multi-dimensional visual resource for review in preparation for the AP Exam.</p> <p>Goal: Successfully create a whole class slideshow that incorporates data from all six required course countries.</p> <p>Role: Students will be comparative political scientists</p> <p>Audience: Classmates</p> <p>Situation: Students become experts in one required course country and 1-2 (depending on overall class size) sources of data.</p> <p>Performance and Purpose: Students work cooperatively to create a comparative slideshow to be used as a class resource for acquiring and reviewing information about the 6 required course countries.</p> <p>Standards/Criteria for Success: Students clearly demonstrate mastery of how to interpret quantitative data (GDP growth, agricultural v industrial v service workers) and qualitative data (text documents from government sources [speeches] and news media [op-eds]. Students weigh the authenticity and credibility of the data to make rational comparative statements about course countries.</p> <p><i>Globalization includes the flow of economic activity, technology, and</i></p>

M, A	College Board FRQ Rubric	<p><i>communications around the world. This interconnectedness of people, states, and economies can blur the borders of nation-states.</i></p> <p>B. AP Free-Response Style Question #3 Comparative Analysis</p> <p>Using your knowledge of the countries included in the AP Comparative Government and Politics course, complete the following tasks. Respond to all parts of the question. In your response, use substantive examples where appropriate.</p> <p>Develop an argument that explains whether globalization poses a significant threat to state sovereignty.</p> <p>Use one or more of the following course concepts in your response:</p> <ul style="list-style-type: none"> <li>• Political socialization</li> <li>• International organizations</li> <li>• Trade</li> </ul> <p>In your essay, you should do the following:</p> <ul style="list-style-type: none"> <li>✓ Respond to the prompt with a defensible claim or thesis that establishes a line of reasoning using one or more of the provided course concepts.</li> <li>✓ Support your claim with at least TWO pieces of specific and relevant evidence from one or more course countries. The evidence should be relevant to one or more of the provided course concepts.</li> <li>✓ Use reasoning to explain why your evidence supports your claim or thesis, using one or more of the provided course concepts.</li> <li>✓ Respond to an opposing or alternate perspective using refutation, concession, or rebuttal.</li> </ul>
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A	Evaluation of student notebooks with these criteria for success: accuracy in content of vocabulary; precision in constructing graphic organizers; comprehensive responses to objective questions.	OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i>
M, A	Evaluation of student interpretation and analysis process and/or presentation of written responses to whole class with these criteria for success: cooperative and collaborative approach; accuracy and comprehensive responses to practice questions; focused and articulate presentation of responses.	Guided reading and note-taking from comparative government and politics textbook chapters about globalization, economic development, social changes, and China.  Small group analytic and writing practice for describing and explaining political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context; and describing patterns and trends in data and explaining what the data implies or illustrates about political principles, institutions, processes, policies, and behaviors.
M, A	AP rubrics for multiple choice and free response questions.	AP style multiple choice, stimulus-based, and written responses on quizzes and unit test.

### STAGE 3

Code	<b>Pre-Assessment</b>	
	<ol style="list-style-type: none"> <li>Students complete a scavenger hunt for international and supranational organizations and a recent action in all 6 course countries.</li> <li>Recall earlier eras of globalization (1450-1650) and (1750-1920) and describe their impacts on food crops, disease, migration, and trade.</li> </ol>	
T, M, A	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher sets the purpose for learning by posting the objective(s), rationale, and learning activities on a whiteboard or the day's slideshow for all students to see and review. <i>For example, What: Explain political and economic causes and consequences of demographic changes. Explain how govts adapt social policies to address political, cultural, and economic changes. Why: A government bolsters regime stability by adapting its policies to</i></p>	Progress Monitoring

	<p><i>environmental, political, economic, and cultural changes. How: Describe 2 specific examples of challenges for our 6 course countries connected to demographic changes: Population growth/aging/density, Cleavages, Discrimination, Education/literacy, Healthcare, Land use/value/eminant domain, Migration/immigration, Allocation of govt resources. Describe policies enacted by govts in response to demographic change: i.e. gender equity, healthcare, education, social welfare.</i></p> <p>Teacher hooks and holds students' attention with daily prompts that ask provocative, open-ended questions using unit vocabulary, concepts, and skills often connected to current political events.</p>	
T, M, A	<p>Students answer these questions in verbal or written form or by completing a poll/survey. Students may also consider their responses individually, or part of a Think-Pair-Share exercise. <i>For example, "What should governments do when their citizens lose jobs due to global market forces?"</i></p> <p>Teacher places students into small groups to review HW.</p>	Teacher looks for engaged and varied responses from multiple students.
M, A	<p>Students have completed reading and taking notes from textbook chapters according to Unit Responsibility sheet focusing on acquiring domain specific vocabulary, guided practice of making connections between government documents and public policy, constructing written responses, and interpreting political data (graphs and tables).</p>	Teacher review of notes as students review difficult questions. May result in whole class review and discussion if the majority of students are struggling with a vocabulary term, concept, and/or skill.
A	<p>Teacher initiates direct instruction with slideshows of key unit vocabulary, concepts, skills, and data during which students may rethink and revise their HW responses. <i>For example, multinational corporations, import substitution, demographic change</i></p> <p>Teacher initiates guided practice with cooperative small group activities that break down steps for acquiring each concept and/or skill with scaffolded questions.</p>	Teacher looks for engaged and varied responses from multiple students to scaffolded questions embedded in the slideshows.
M, A	<p>Student groups create any one or more of the following: a communal slide, graphic organizer, Jamboard posts, or short presentation to share responses while classmates peer assess and offer additional evidence to</p>	Teacher circulates to ensure that students are completing and understanding steps and working cooperatively. Periodic pauses for students to explain steps in their own words.

T, M, A	<p>support conclusions.  <i>For example, a 3-2-1 report after reading an article about privatization in all 6 course countries. [3 facts-2 conclusions-1 comparative statement]</i></p> <p>Students practice test-taking strategies with practice quizzes (in textbook or teacher created) to explain why the right answer is correct and how the other choices serve as distractors. Students are purposely assigned to practice with multiple choice or free response questions, whichever is more needed based on past assessments.</p> <p><u>Resources:</u>  All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <p>Waples, Karen. <u>Comparative Government: Stories of the World. For the AP Course</u>. Boston: Bedford, Freeman and Worth, 2023. Chapters 10,11,12</p> <p>AP Classroom: Unit 5 videos, quizzes and progress checks</p> <p>Various websites connected to supranational, international ,and nongovernmental organizations for all 6 course countries</p> <p>Various news media with current events articles about globalization, natural resources, privatization, economic restructuring for all 6 course countries</p>	<p>Teacher looks for engaged and evidence-based responses from multiple students.</p>
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