

 CollegeBoard

AP<sup>®</sup>

**INCLUDES**

- ✓ Course & Exam Description
- ✓ Workshop Handbook

# AP<sup>®</sup> Comparative Government & Politics

---

**INCLUDES**

- ✓ Course framework
- ✓ Instructional section
- ✓ Sample exam questions

# AP<sup>®</sup> Comparative Government and Politics

COURSE AND EXAM DESCRIPTION

Effective  
Fall 2020



# AP<sup>®</sup> Comparative Government and Politics

---

## COURSE AND EXAM DESCRIPTION

Effective  
**Fall 2020**

**AP COURSE AND EXAM DESCRIPTIONS ARE UPDATED PERIODICALLY**

Please visit AP Central ([apcentral.collegeboard.org](https://apcentral.collegeboard.org)) to determine whether a more recent course and exam description is available.

# About College Board

College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success—including the SAT® and the Advanced Placement® Program. The organization also serves the education community through research and advocacy on behalf of students, educators, and schools.

For further information, visit [collegeboard.org](https://collegeboard.org).

## AP Equity and Access Policy

College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. College Board also believes that all students should have access to academically challenging coursework before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

Designers: Sonny Mui and Bill Tully

© 2020 College Board. College Board, Advanced Placement, AP, AP Central, and the acorn logo are registered trademarks of College Board. All other products and services may be trademarks of their respective owners.

Visit College Board on the web: [collegeboard.org](https://collegeboard.org).

# Contents

---

- v Acknowledgments
- 1 About AP
- 4 AP Resources and Supports
- 6 Instructional Model
- 7 About the AP Comparative Government and Politics Course
- 7 College Course Equivalent
- 7 Prerequisites

---

## COURSE FRAMEWORK

- 11 Introduction
- 13 Course Framework Components
- 15 Disciplinary Practices
- 17 Course Content
- 20 Course at a Glance
- 23 Unit Guides
- 25 Using the Unit Guides
- 29 UNIT 1: Political Systems, Regimes, and Governments
- 49 UNIT 2: Political Institutions
- 67 UNIT 3: Political Culture and Participation
- 89 UNIT 4: Party and Electoral Systems and Citizen Organizations
- 107 UNIT 5: Political and Economic Changes and Development

---

## INSTRUCTIONAL APPROACHES

- 131 Selecting and Using Course Materials
- 134 Instructional Strategies
- 138 Developing the Disciplinary Practices

---

## EXAM INFORMATION

- 149 Exam Overview
- 154 Sample Exam Questions

---

## SCORING GUIDELINES

- 163 Question 1: Conceptual Analysis
- 165 Question 2: Quantitative Analysis
- 167 Question 3: Comparative Analysis
- 169 Question 4: Argument Essay

THIS PAGE IS INTENTIONALLY LEFT BLANK.

# Acknowledgments

---

College Board would like to acknowledge the following committee members, consultants, and reviewers for their assistance with and commitment to the development of this course. All individuals and their affiliations were current at the time of contribution.

**Andy Conneen**, *Adlai Stevenson High School, Lincolnshire, IL*

**Rob Crawford**, *University School of Nova Southeastern University, Ft. Lauderdale, FL*

**Sarah Fisher**, *Central Kitsap High School, Silverdale, WA*

**Mohsin Hashim**, *Muhlenberg College, Allentown, PA*

**Elizabeth Heckman**, *Westminster School, Simsbury, CT*

**Jennifer Horan**, *University of North Carolina Wilmington, Wilmington, NC*

**Lauren MacLean**, *Indiana University, Bloomington, IN*

**Raul Madrid**, *University of Texas at Austin, Austin, TX*

**Chris Voltzke**, *Windermere High School, Windermere, FL*

## College Board Staff

**John C. Baran, Jr.**, *Director, AP Instructional Design and PD Resource Development*

**Cheryl Harmon**, *Senior Director, AP Instructional Design and PD Resource Development*

**Rebecca Hayes**, *Director, AP Government Content Development*

**Daniel McDonough**, *Senior Director, AP Content Integration*

**Allison Milverton**, *Director, AP Curricular Publications*

**Allison Thurber**, *Executive Director, AP Curriculum and Assessment*

### **SPECIAL THANKS**

*Christopher Budano, Krista Dornbush, D. William Tinkler, and John R. Williamson*

THIS PAGE IS INTENTIONALLY LEFT BLANK.



# About AP

---

College Board’s Advanced Placement® Program (AP®) enables willing and academically prepared students to pursue college-level studies—with the opportunity to earn college credit, advanced placement, or both—while still in high school. Through AP courses in 38 subjects, each culminating in a challenging exam, students learn to think critically, construct solid arguments, and see many sides of an issue—skills that prepare them for college and beyond. Taking AP courses demonstrates to college admission officers that students have sought the most challenging curriculum available to them, and research indicates that students who score a 3 or higher on an AP Exam typically experience greater academic success in college and are more likely to earn a college degree than non-AP students. Each AP teacher’s syllabus is evaluated and approved by faculty from some of the nation’s leading colleges and universities, and AP Exams are developed and scored by college faculty and experienced AP teachers. Most four-year colleges and universities in the United States grant credit, advanced placement, or both on the basis of successful AP Exam scores; more than 3,300 institutions worldwide annually receive AP scores.

## AP Course Development

In an ongoing effort to maintain alignment with best practices in college-level learning, AP courses and exams emphasize challenging, research-based curricula aligned with higher education expectations.

Individual teachers are responsible for designing their own curriculum for AP courses and selecting appropriate college-level readings, assignments, and resources. This course and exam description presents the content and skills that are the focus of the corresponding college course and that appear on the AP Exam. It also organizes the content and skills into a series of units that represent a sequence found in widely adopted college textbooks and that many AP teachers have told us they follow in order to focus their instruction. The intention of this publication is to respect teachers’ time and expertise by providing a roadmap that they can modify and adapt to their local priorities and preferences. Moreover, by organizing the AP course content and skills into units, the AP Program

is able to provide teachers and students with formative assessments—Personal Progress Checks—that teachers can assign throughout the year to measure students’ progress as they acquire content knowledge and develop skills.

## Enrolling Students: Equity and Access

College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial, and socioeconomic groups that have been traditionally underserved. College Board also believes that all students should have access to academically challenging coursework before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

## Offering AP Courses: The AP Course Audit

The AP Program unequivocally supports the principle that each school implements its own curriculum that will enable students to develop the content understandings and skills described in the course framework.

While the unit sequence represented in this publication is optional, the AP Program does have a short list of curricular and resource requirements that must be fulfilled before a school can label a course “Advanced Placement” or “AP.” Schools wishing to offer AP courses must participate in the AP Course Audit, a process through which AP teachers’ course materials are reviewed by college faculty. The AP Course Audit was created to provide teachers and administrators with clear guidelines on curricular and resource requirements for AP courses and to help colleges and universities validate courses marked “AP” on students’ transcripts. This process ensures that AP teachers’ courses meet or exceed the curricular and resource expectations that college and secondary school faculty have established for college-level courses.

The AP Course Audit form is submitted by the AP teacher and the school principal (or designated administrator) to confirm awareness and understanding of the curricular and resource requirements. A syllabus or course outline, detailing how course requirements are met, is submitted by the AP teacher for review by college faculty.

Please visit [collegeboard.org/apcourseaudit](https://collegeboard.org/apcourseaudit) for more information to support the preparation and submission of materials for the AP Course Audit.

## How the AP Program Is Developed

The scope of content for an AP course and exam is derived from an analysis of hundreds of syllabi and course offerings of colleges and universities. Using this research and data, a committee of college faculty and expert AP teachers work within the scope of the corresponding college course to articulate what students should know and be able to do upon the completion of the AP course. The resulting course framework is the heart of this course and exam description and serves as a blueprint of the content and skills that can appear on an AP Exam.

The AP Test Development Committees are responsible for developing each AP Exam, ensuring the exam questions are aligned to the course framework. The AP Exam development process is a multiyear endeavor; all AP Exams undergo extensive review, revision, piloting, and analysis to ensure that questions are accurate, fair, and valid, and that there is an appropriate spread of difficulty across the questions.

Committee members are selected to represent a variety of perspectives and institutions (public and private, small and large schools and colleges), and a range of gender, racial/ethnic, and regional groups. A list of each subject's current AP Test Development Committee members is available on [apcentral.collegeboard.org](https://apcentral.collegeboard.org).

Throughout AP course and exam development, College Board gathers feedback from various stakeholders in both secondary schools and higher education institutions. This feedback is carefully considered to ensure that AP courses and exams are able to provide students with a college-level learning experience and the opportunity to demonstrate their qualifications for advanced placement or college credit.

## How AP Exams Are Scored

The exam scoring process, like the course and exam development process, relies on the expertise of both AP teachers and college faculty. While multiple-choice questions are scored by machine, the free-response

questions and through-course performance assessments, as applicable, are scored by thousands of college faculty and expert AP teachers. Most are scored at the annual AP Reading, while a small portion is scored online. All AP Readers are thoroughly trained, and their work is monitored throughout the Reading for fairness and consistency. In each subject, a highly respected college faculty member serves as Chief Faculty Consultant and, with the help of AP Readers in leadership positions, maintains the accuracy of the scoring standards. Scores on the free-response questions and performance assessments are weighted and combined with the results of the computer-scored multiple-choice questions, and this raw score is converted into a composite AP score on a 1–5 scale.

AP Exams are **not** norm-referenced or graded on a curve. Instead, they are criterion-referenced, which means that every student who meets the criteria for an AP score of 2, 3, 4, or 5 will receive that score, no matter how many students that is. The criteria for the number of points students must earn on the AP Exam to receive scores of 3, 4, or 5—the scores that research consistently validates for credit and placement purposes—include:

- The number of points successful college students earn when their professors administer AP Exam questions to them.
- The number of points researchers have found to be predictive that an AP student will succeed when placed into a subsequent, higher-level college course.
- Achievement-level descriptions formulated by college faculty who review each AP Exam question.

## Using and Interpreting AP Scores

The extensive work done by college faculty and AP teachers in the development of the course and exam and throughout the scoring process ensures that AP Exam scores accurately represent students' achievement in the equivalent college course. Frequent and regular research studies establish the validity of AP scores as follows:

AP Score	Credit Recommendation	College Grade Equivalent
5	Extremely well qualified	A
4	Well qualified	A-, B+, B
3	Qualified	B-, C+, C
2	Possibly qualified	n/a
1	No recommendation	n/a

While colleges and universities are responsible for setting their own credit and placement policies, most private colleges and universities award credit and/or advanced placement for AP scores of 3 or higher. Additionally, most states in the U.S. have adopted statewide credit policies that ensure college credit for scores of 3 or higher at public colleges and universities. To confirm a specific college's AP credit/placement policy, a search engine is available at [apstudent.org/creditpolicies](https://apstudent.org/creditpolicies).

### **BECOMING AN AP READER**

Each June, thousands of AP teachers and college faculty members from around the world gather for seven days in multiple locations to evaluate and score the free-response sections of the AP Exams. Ninety-eight percent of surveyed educators who took part in the AP Reading say it was a positive experience.

There are many reasons to consider becoming an AP Reader, including opportunities to:

- **Bring positive changes to the classroom:** Surveys show that the vast majority of returning AP Readers—both high school and college

educators—make improvements to the way they teach or score because of their experience at the AP Reading.

- **Gain in-depth understanding of AP Exam and AP scoring standards:** AP Readers gain exposure to the quality and depth of the responses from the entire pool of AP Exam takers and thus are better able to assess their students' work in the classroom.
- **Receive compensation:** AP Readers are compensated for their work during the Reading. Expenses, lodging, and meals are covered for Readers who travel.
- **Score from home:** AP Readers have online distributed scoring opportunities for certain subjects. Check [collegeboard.org/apreading](https://collegeboard.org/apreading) for details.
- **Earn Continuing Education Units (CEUs):** AP Readers earn professional development hours and CEUs that can be applied to PD requirements by states, districts, and schools.

### **How to Apply**

Visit [collegeboard.org/apreading](https://collegeboard.org/apreading) for eligibility requirements and to start the application process.

# AP Resources and Supports

---

By completing a simple activation process at the start of the school year, teachers and students receive access to a robust set of classroom resources.

## AP Classroom

**AP Classroom** is a dedicated online platform designed to support teachers and students throughout their AP experience. The platform provides a variety of powerful resources and tools to provide yearlong support to teachers and enable students to receive meaningful feedback on their progress.



### UNIT GUIDES

Appearing in this publication and on AP Classroom, these planning guides outline all required course content and skills, organized into commonly taught units. Each unit guide suggests a sequence and pacing of content, scaffolds skill instruction across units, organizes content into topics, and provides tips on taking the AP Exam.



### PERSONAL PROGRESS CHECKS

Formative AP questions for every unit provide feedback to students on the areas where they need to focus. Available online, Personal Progress Checks measure knowledge and skills through multiple-choice questions with rationales to explain correct and incorrect answers, and free-response questions with scoring information. Because the Personal Progress Checks are formative, the results of these assessments cannot be used to evaluate teacher effectiveness or assign letter grades to students, and any such misuses are grounds for losing school authorization to offer AP courses.\*



### PROGRESS DASHBOARD

This dashboard allows teachers to review class and individual student progress throughout the year. Teachers can view class trends and see where students struggle with content and skills that will be assessed on the AP Exam. Students can view their own progress over time to improve their performance before the AP Exam.



### AP QUESTION BANK

This online library of real AP Exam questions provides teachers with secure questions to use in their classrooms. Teachers can find questions indexed by course topics and skills, create customized tests, and assign them online or on paper. These tests enable students to practice and get feedback on each question.

\*To report misuses, please call 877-274-6474 (International: +1-212-632-1781).

## Digital Activation

In order to teach an AP class and make sure students are registered to take the AP Exam, teachers must first complete the digital activation process. Digital activation gives students and teachers access to resources and gathers students' exam registration information online, eliminating most of the answer sheet bubbling that has added to testing time and fatigue.

AP teachers and students begin by signing in to **My AP** and completing a simple activation process at the start of the school year, which provides access to all AP resources, including AP Classroom.

To complete digital activation:

- Teachers and students sign in to or create their College Board accounts.
- Teachers confirm that they have added the course they teach to their AP Course Audit account and have had it approved by their school's administrator.
- Teachers or AP Coordinators, depending on who the school has decided is responsible, set up class sections so students can access AP resources and have exams ordered on their behalf.
- Students join class sections with a join code provided by their teacher or AP Coordinator.
- Students will be asked for additional registration information upon joining their first class section, which eliminates the need for extensive answer sheet bubbling on exam day.

While the digital activation process takes a short time for teachers, students, and AP Coordinators to complete, overall it helps save time and provides the following additional benefits:

- **Access to AP resources and supports:** Teachers have access to resources specifically designed to support instruction and provide feedback to students throughout the school year as soon as activation is complete.
- **Streamlined exam ordering:** AP Coordinators can create exam orders from the same online class rosters that enable students to access resources. The coordinator reviews, updates, and submits this information as the school's exam order in the fall.
- **Student registration labels:** For each student included in an exam order, schools will receive a set of personalized AP ID registration labels, which replaces the AP student pack. The AP ID connects a student's exam materials with the registration information they provided during digital activation, eliminating the need for preadministration sessions and reducing time spent bubbling on exam day.
- **Targeted Instructional Planning Reports:** AP teachers will get Instructional Planning Reports (IPRs) that include data on each of their class sections automatically rather than relying on special codes optionally bubbled in on exam day.

# Instructional Model

---

Integrating AP resources throughout the course can help students develop skills and conceptual understandings. The instructional model outlined below shows possible ways to incorporate AP resources into the classroom.



## Plan

Teachers may consider the following approaches as they plan their instruction before teaching each unit.

- Review the overview at the start of each **unit guide** to identify essential questions, conceptual understandings, and skills for each unit.
- Use the **Unit at a Glance** table to identify related topics that build toward a common understanding and then plan appropriate pacing for students.
- Identify useful strategies in the **Instructional Approaches** section to help teach the concepts and skills.



## Teach

When teaching, supporting resources could be used to build students' conceptual understanding and their mastery of skills.

- Use the topic pages in the **unit guides** to identify the required content.
- Integrate the content with a skill, considering any appropriate scaffolding.
- Employ any of the instructional strategies previously identified.
- Use the available resources on the topic pages to bring a variety of assets into the classroom.



## Assess

Teachers can measure student understanding of the content and skills covered in the unit and provide actionable feedback to students.

- At the end of each unit, use **AP Classroom** to assign students the online **Personal Progress Checks**, as homework or an in-class task.
- Provide question-level feedback to students through answer rationales; provide unit- and skill-level feedback using the progress dashboard.
- Create additional practice opportunities using the **AP Question Bank** and assign them through **AP Classroom**.

# About the AP Comparative Government and Politics Course

---

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. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments.

## College Course Equivalent

AP Comparative Government and Politics is equivalent to a one-semester introductory college course in comparative government and politics.

## Prerequisites

There are no prerequisites for AP Comparative Government and Politics. Students should be able to read a college-level textbook and write grammatically correct, complete sentences.

THIS PAGE IS INTENTIONALLY LEFT BLANK.



**AP COMPARATIVE  
GOVERNMENT AND POLITICS**

---

# Course Framework



# Introduction

---

*The AP Comparative Government and Politics course detailed in this framework reflects what comparative political science teachers, professors, and researchers agree that a college-level comparative government and politics course should teach students to do: define and describe major political concepts, analyze patterns of political processes and behavior and their consequences, and compare and contrast political institutions and processes across countries.*

The *AP Comparative Government and Politics Course and Exam Description* defines what representative colleges and universities typically expect students to know and be able to do in order to earn college credit or placement. Students practice the skills used by comparative political scientists by studying data, political writings from different countries, and the processes and outcomes of politics in a variety of country settings. Students will show mastery of these skills on the AP Exam through various means, including applying concepts, analyzing data, comparing countries, and writing political science arguments.

Students study six countries in AP Comparative Government and Politics: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom.\*

Although the course framework is designed to provide a clear and detailed description of the course content and skills, it is not a curriculum. Teachers create their own curricula to meet the needs of their students and any state or local requirements.

---

\*We recognize that the official names of these countries are the People's Republic of China, Islamic Republic of Iran, United Mexican States, Federal Republic of Nigeria, Russian Federation, and United Kingdom of Great Britain and Northern Ireland. In AP Comparative Government and Politics, we use the common forms of these names.

THIS PAGE IS INTENTIONALLY LEFT BLANK.

# Course Framework Components

---

## Overview

This course framework provides a description of what students should know and be able to do to qualify for college credit or placement.

### The course framework includes two essential components:

#### 1 DISCIPLINARY PRACTICES

The disciplinary practices are central to the study and practice of comparative government and politics. Students should develop and apply the described practices on a regular basis over the span of the course.

#### 2 COURSE CONTENT

The course content is organized into commonly taught units of study that provide a suggested sequence for the course. These units comprise the content and conceptual understandings that colleges and universities typically expect students to master to qualify for college credit and/or placement. This content is grounded in big ideas, which are cross-cutting concepts that build conceptual understanding and spiral throughout the course.

THIS PAGE IS INTENTIONALLY LEFT BLANK.

**1****AP COMPARATIVE  
GOVERNMENT AND POLITICS**

# Disciplinary Practices

---

The table that follows presents the disciplinary practices, along with their related skills, that students should develop during the AP Comparative Government and Politics course. These practices form the basis of the tasks on the AP Exam.

The unit guides later in this publication embed and spiral these practices throughout the course, providing teachers with one way to integrate the practices into the course content with sufficient repetition to prepare students to transfer those skills when taking the AP Exam.

More detailed information about teaching the disciplinary practices can be found in the Instructional Approaches section of this publication.



# Disciplinary Practices

Practice 1	Practice 2	Practice 3	Practice 4	Practice 5
<b>Concept Application</b> 1 Apply political concepts and processes in authentic contexts.	<b>Country Comparison</b> 2 Compare political concepts and processes among the course countries (China, Iran, Mexico, Nigeria, Russia, and the United Kingdom).	<b>Data Analysis</b> 3 Analyze and interpret quantitative data represented in tables, charts, graphs, maps, and infographics.	<b>Source Analysis</b> 4 Read, analyze, and interpret text-based sources.	<b>Argumentation</b> 5 Develop an argument in essay format.

## SKILLS

- 1.A** Describe political systems, principles, institutions, processes, policies, and behaviors.
- 1.B** Explain political systems, principles, institutions, processes, policies, and behaviors.
- 1.C** Compare political systems, principles, institutions, processes, policies, and behaviors.
- 1.D** Describe political systems, principles, institutions, processes, policies, and behaviors of a course country.
- 1.E** Explain how political systems, principles, institutions, processes, policies, and behaviors apply in a course country.

- 2.A** Compare two or more course countries based on their political systems, principles, institutions, processes, policies, and behaviors.
- 2.B** Explain the implications of the similarities and differences between countries with *similar* political systems, principles, institutions, processes, policies, and behaviors.
- 2.C** Explain the implications of the similarities and differences between countries with *different* political systems, principles, institutions, processes, policies, and behaviors.

- 3.A** Describe the data presented.
- 3.B** Describe patterns and trends in data.
- 3.C** Explain patterns and trends in data to draw conclusions.
- 3.D** Explain what the data implies or illustrates about political systems, principles, institutions, processes, policies, and behaviors.
- 3.E** Explain possible limitations of the data provided.

- 4.A** Describe the author's claim(s), perspective, evidence, and reasoning.
- 4.B** Explain how the author's argument or perspective relates to political systems, principles, institutions, processes, policies, and behaviors.
- 4.C** Explain how the implications of the author's argument or perspective may affect political systems, principles, institutions, processes, policies, and behaviors.

- 5.A** Articulate a defensible claim/thesis.
- 5.B** Support the argument using relevant evidence.
- 5.C** Use reasoning to organize and analyze evidence, explaining its significance to justify the claim/thesis.
- 5.D** Use refutation, concession, or rebuttal in responding to opposing or alternate perspectives.



## 2

# AP COMPARATIVE GOVERNMENT AND POLITICS

# Course Content

---

Based on the Understanding by Design® (Wiggins and McTighe) model, this course framework provides a description of the course requirements necessary for student success. The framework specifies what students should know and be able to do to, with a focus on big ideas that encompass core principles, theories, and processes of the discipline. The framework also encourages instruction that prepares students for advanced comparative political science coursework and to be active and informed about politics abroad.

## Big Ideas

The big ideas serve as the foundation of the 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.

### **BIG IDEA 1: POWER AND AUTHORITY (PAU)**

Political systems and regimes govern societies and determine who has power and authority. They shape the level of legitimacy and produce different policy outcomes.

### **BIG IDEA 2: LEGITIMACY AND STABILITY (LEG)**

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.

### **BIG IDEA 3: DEMOCRATIZATION (DEM)**

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.

*continued on next page*

#### **BIG IDEA 4: INTERNAL/EXTERNAL FORCES (IEF)**

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.

#### **BIG IDEA 5: METHODS OF POLITICAL ANALYSIS (MPA)**

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.

#### **UNITS**

The course content is organized into commonly taught units. The units have been arranged in a logical sequence frequently found in many college courses and textbooks.

The five units in AP Comparative Government and Politics, and their weighting on the multiple-choice section of the AP Exam, are listed below.

Pacing recommendations at the unit level and on the Course at a Glance table provide suggestions on how to teach the required course content and administer the Personal Progress Checks. The suggested class periods are based on a schedule

in which the class meets five days a week for 45 minutes each day. While these recommendations have been made to aid planning, teachers should of course adjust the pacing based on the needs of their students, alternate schedules (e.g., block scheduling), or their school's academic calendar.


#### **TOPICS**

Each unit is broken down into teachable segments called topics. The topic pages (starting on page 34) contain all required content for each topic. Although most topics can be taught in one or two class periods, teachers are again encouraged to pace the course to suit the needs of their students and school.

<b>Units</b>	<b>Exam Weighting</b>
<b>Unit 1:</b> Political Systems, Regimes, and Governments	<b>18–27%</b>
<b>Unit 2:</b> Political Institutions	<b>22–33%</b>
<b>Unit 3:</b> Political Culture and Participation	<b>11–18%</b>
<b>Unit 4:</b> Party and Electoral Systems and Citizen Organizations	<b>13–18%</b>
<b>Unit 5:</b> Political and Economic Changes and Development	<b>16–24%</b>

# Spiraling the Big Ideas

The following table shows how the big ideas spiral across units.

Big Ideas	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
	<i>Political Systems, Regimes, and Governments</i>	<i>Political Institutions</i>	<i>Political Culture and Participation</i>	<i>Party and Electoral Systems and Citizen Organizations</i>	<i>Political and Economic Changes and Development</i>
<b>Power and Authority</b> <b>PAU</b>	✓	✓		✓	
<b>Legitimacy and Stability</b> <b>LEG</b>	✓		✓		✓
<b>Democratization</b> <b>DEM</b>			✓	✓	
<b>Internal/External Forces</b> <b>IEF</b>			✓	✓	✓
<b>Methods of Political Analysis</b> <b>MPA</b>	✓				

# Course at a Glance

## Plan

The Course at a Glance provides a useful visual organization of the AP Comparative Government and Politics curricular components, including:

- Sequence of units, along with approximate weighting and suggested pacing. Please note, pacing options are provided for teaching the course for a full year and for a single semester.
- Progression of topics within each unit.
- Spiraling of the big ideas and practices across units.

## Teach

### DISCIPLINARY PRACTICES

*Disciplinary practices spiral across units.*

- |                              |                          |
|------------------------------|--------------------------|
| <b>1</b> Concept Application | <b>3</b> Data Analysis   |
| <b>2</b> Country Comparison  | <b>4</b> Source Analysis |
|                              | <b>5</b> Argumentation   |

### BIG IDEAS

*Big ideas spiral across units.*

- |                                     |  |
|-------------------------------------|--|
| <b>PAU</b> Power and Authority      | <b>IEF</b> Internal/External Forces      |
| <b>LEG</b> Legitimacy and Stability | <b>MPA</b> Methods of Political Analysis |
| <b>DEM</b> Democratization          |  |

## Assess

Assign the Personal Progress Checks—either as homework or in class—for each unit. Each Personal Progress Check contains formative multiple-choice and free-response questions. The feedback from the Personal Progress Checks shows students the areas where they need to focus.

**UNIT**  
**1**

## Political Systems, Regimes, and Governments

**~22/~11**  
Class Periods

**18–27%**  
AP Exam Weighting

<b>MPA</b> <b>3</b>	<b>1.1 The Practice of Political Scientists</b>
<b>PAU</b> <b>1</b>	<b>1.2 Defining Political Organizations</b>
<b>PAU</b> <b>2</b>	<b>1.3 Democracy vs. Authoritarianism</b>
<b>PAU</b> <b>1</b>	<b>1.4 Democratization</b>
<b>PAU</b> <b>2</b>	<b>1.5 Sources of Power and Authority</b>
<b>PAU</b> <b>4</b>	<b>1.6 Change in Power and Authority</b>
<b>PAU</b> <b>4</b>	<b>1.7 Federal and Unitary Systems</b>
<b>LEG</b> <b>3</b>	<b>1.8 Political Legitimacy</b>
<b>LEG</b> <b>1</b>	<b>1.9 Sustaining Legitimacy</b>
<b>LEG</b> <b>3</b>	<b>1.10 Political Stability</b>

### Personal Progress Check 1

**Multiple-choice: ~30 questions**

**Free-response: 3 questions**

- Conceptual Analysis
- Quantitative Analysis (partial)
- Comparative Analysis (partial)

**UNIT**  
**2**

## Political Institutions

**~32/~16**  
Class Periods

**22–33%**  
AP Exam Weighting

<b>PAU</b> <b>1</b>	<b>2.1 Parliamentary, Presidential, and Semi-Presidential Systems</b>
<b>PAU</b> <b>2</b>	<b>2.2 Comparing Parliamentary, Presidential, and Semi-Presidential Systems</b>
<b>PAU</b> <b>1</b>	<b>2.3 Executive Systems</b>
<b>PAU</b> <b>5</b>	<b>2.4 Executive Term Limits</b>
<b>PAU</b> <b>4</b>	<b>2.5 Removal of Executives</b>
<b>PAU</b> <b>2</b>	<b>2.6 Legislative Systems</b>
<b>PAU</b> <b>4</b>	<b>2.7 Independent Legislatures</b>
<b>PAU</b> <b>1</b>	<b>2.8 Judicial Systems</b>
<b>PAU</b> <b>5</b>	<b>2.9 Independent Judiciaries</b>

### Personal Progress Check 2

**Multiple-choice: ~20 questions**

**Free-response: 3 questions**

- Argument Essay (partial)
- Comparative Analysis
- Argument Essay (partial)

**NOTE:** Partial versions of the free-response questions are provided to prepare students for more complex, full questions that they will encounter on the AP Exam.

**UNIT 3**

**Political Culture and Participation**

**~28/~14** Class Periods **11–18%** AP Exam Weighting

IEF 1	3.1 Civil Society
IEF 2	3.2 Political Culture
IEF 1	3.3 Political Ideologies
IEF 3	3.4 Political Values and Beliefs
DEM 3	3.5 Nature and Role of Political Participation
DEM 5	3.6 Forces that Impact Political Participation
DEM 4	3.7 Civil Rights and Civil Liberties
LEG 2	3.8 Political and Social Cleavages
LEG 5	3.9 Challenges from Political and Social Cleavages

**Personal Progress Check 3**

- Multiple-choice: ~20 questions**  
**Free-response: 3 questions**
- Argument Essay (partial)
  - Argument Essay
  - Quantitative Analysis

**UNIT 4**

**Party and Electoral Systems and Citizen Organizations**

**~18/~9** Class Periods **13–18%** AP Exam Weighting

DEM 2	4.1 Electoral Systems and Rules
DEM 4	4.2 Objectives of Election Rules
PAU 3	4.3 Political Party Systems
PAU 2	4.4 Role of Political Party Systems
IEF 5	4.5 Impact of Social Movements and Interest Groups
IEF 4	4.6 Pluralist and Corporatist Interests

**Personal Progress Check 4**

- Multiple-choice: ~15 questions**  
**Free-response: 3 questions**
- Comparative Analysis
  - Argument Essay
  - Conceptual Analysis

**UNIT 5**

**Political and Economic Changes and Development**

**~20/~10** Class Periods **16–24%** AP Exam Weighting

IEF 3	5.1 Impact of Global Economic and Technological Forces
IEF 2	5.2 Political Responses to Global Market Forces
IEF 1	5.3 Challenges from Globalization
IEF 3	5.4 Policies and Economic Liberalization
LEG 4	5.5 International and Supranational Organizations
LEG 2	5.6 Adaptation of Social Policies
LEG 5	5.7 Impact of Industrialization and Economic Development
LEG 3	5.8 Causes and Effects of Demographic Change
LEG 4	5.9 Impact of Natural Resources

**Personal Progress Check 5**

- Multiple-choice: ~25 questions**  
**Free-response: 3 questions**
- Quantitative Analysis
  - Argument Essay
  - Conceptual Analysis

THIS PAGE IS INTENTIONALLY LEFT BLANK.

## AP COMPARATIVE GOVERNMENT AND POLITICS

# Unit Guides

---

### Introduction

Designed with extensive input from the community of AP Comparative Government and Politics educators, the unit guides offer all teachers helpful guidance in building students' skills and knowledge. The suggested sequence in these unit guides was identified through a thorough analysis of the syllabi of highly effective AP teachers and the organization of typical college textbooks.

This unit structure respects new AP teachers' time by providing one possible sequence they can adopt or modify rather than having to build from scratch. An additional benefit is that these units enable the AP Program to provide interested teachers with formative assessments—the Personal Progress Checks—that they can assign their students at the end of each unit to gauge progress toward success on the AP Exam. However, experienced AP teachers who are satisfied with their current course organization and exam results should feel no pressure to adopt these units, which comprise an optional sequence for this course.

THIS PAGE IS INTENTIONALLY LEFT BLANK.



# Using the Unit Guides

UNIT  
1

**18–27%** AP EXAM WEIGHTING

**~22/~11** CLASS PERIODS

## Political Systems, Regimes, and Governments

**Developing Understanding**

Comparative political scientists seek to understand similarities and differences between states, evaluating political realities and understanding political change. This first unit sets the foundation for students to think like comparative political scientists by teaching them to read and analyze qualitative and quantitative data related to the six required course countries (China, Iran, Mexico, Nigeria, Russia, and the United Kingdom) and helping them understand concepts and examples they can use to support an argument about the countries.

Understanding the similarities and differences in political systems, regimes, and governments—how they function and how they gain and maintain power and legitimacy—as well as the terminology used to describe them provides students with the foundational knowledge needed to be able to compare course countries throughout future units.

**Building the Disciplinary Practices**

Comparative political scientists study political systems, principles, institutions, processes, policies, and behaviors in various countries.

This first unit introduces the practice of data analysis. Quantitative data may be represented in tables, charts, graphs, maps, or infographics. Initially, students should accurately describe presented data, which builds an understanding that allows them to then identify and explain trends and patterns in the data.

Like quantitative sources, text-based qualitative sources help students understand how governmental and political institutions function and the reasons for their behaviors. When asking students to use these sources, have them identify an author's claim(s) and the supporting evidence and whether that evidence is logical throughout the piece.

**Preparing for the AP Exam**

The AP Comparative Government and Politics course requires students to apply their knowledge in a variety of contexts and real-world scenarios. On the AP Exam, students will show an understanding of how political concepts actually work, often by describing or explaining an interaction or application within a given scenario.

The conceptual analysis question on the exam requires that students focus on the application of a concept with no required country. Students should go beyond description and definition by explaining the impact of a political concept and transferring their knowledge to different political concepts.

Students often struggle with explanations by neglecting to explain the *how* or *why* in the context of the question. Have students practice by asking them to explain the steps, stages, and interactions of processes; explain and link causes and effects; and identify and explain the significance of similarities and differences.

AP Comparative Government and Politics Course and Exam Description
Course Framework V.1 | 31

## UNIT OPENERS

**Developing Understanding** provides an overview that contextualizes and situates the key content of the unit within the scope of the course.

The **big ideas** serve as the foundation of the course and develop understanding as they spiral throughout the course. The **essential questions** are thought-provoking questions that motivate students and inspire inquiry.

**Building the Disciplinary Practices** describes specific aspects of the practices that are appropriate to focus on in that unit.

**Preparing for the AP Exam** provides helpful tips and common student misunderstandings identified from prior exam data.

UNIT  
1

**Political Systems, Regimes, and Governments**

### UNIT AT A GLANCE

	Topic	Suggested Skills	Class Periods
	<b>~22/~11 CLASS PERIODS</b>		
MPO-1	1.1 The Practice of Political Scientists	2.A Describe patterns and trends in data.	
	1.2 Defining Political Organizations	2.B Describe political systems, principles, institutions, processes, policies, and behaviors.	
	1.3 Democracy vs. Authoritarianism	2.C Compare two or more course countries based on their political systems, principles, institutions, processes, policies, and behaviors.	
PRU-1	1.4 Democratization	2.D Describe political systems, principles, institutions, processes, policies, and behaviors of a course country.	
	1.5 Sources of Power and Authority	2.E Explain the implications of the similarities and differences between countries with similar political systems, principles, institutions, processes, policies, and behaviors.	
	1.6 Change in Power and Authority	2.F Describe the author's claim(s), perspective, evidence, and reasoning.	
PRU-2	1.7 Federal and Unitary Systems	2.G Explain how the author's argument or perspective relates to political systems, principles, institutions, processes, policies, and behaviors.	
	1.8 Political Legitimacy	2.H Explain patterns and trends in data to draw conclusions.	
LEP-1	1.9 Sustaining Legitimacy	2.I Explain how political systems, principles, institutions, processes, policies, and behaviors apply in a course country.	
	1.10 Political Stability	2.J Explain what the data implies or illustrates about political systems, principles, institutions, processes, policies, and behaviors.	

Go to [AP Classroom](#) to assign the **Personal Progress Check** for Unit 1. Review the results in class to identify and address any student misunderstandings.

32 | Course Framework V.1
AP Comparative Government and Politics Course and Exam Description

The **Unit at a Glance** table shows the topics, related enduring understandings, and suggested skills. The "class periods" column has been left blank so that teachers can customize the time they spend on each topic.

The **suggested skill** for each topic shows one way teachers can link the content in that topic to a specific AP Comparative Government and Politics skill. The individual skill has been thoughtfully chosen in a way that allows teachers to spiral those skills, along with the disciplinary practices, throughout the course. The questions on the Personal Progress Checks are based on this pairing. However, AP Exam questions can pair the content with any of the skills.

# Using the Unit Guides

UNIT 1  
Political Systems, Regimes, and Governments

## SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page are optional and are offered to provide possible ways to incorporate instructional approaches into the classroom. Teachers do not need to use these activities and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways that they approach teaching some of the topics in this unit. Please refer to the Instructional Approaches section beginning on p. 129 for more examples of activities and strategies.

Activity	Topic	Sample Activity
1	1.1	<b>Create Representations</b> Using the data collection resources identified in essential knowledge statement MPA-1.A.8 (e.g., the Human Development Index), ask students to identify a set of data that can be used to investigate relationships among course countries, such as voting patterns by gender and ethnicity. Then have them create a representation that best shows the data and the trends. Follow up this activity with a whole-group discussion about quantitative analysis and why it is important.
2	1.3	<b>Graphic Organizer</b> This topic is a good place to introduce a comparative look across the core course countries. Using a graphic organizer, such as a Venn diagram, and the content in essential knowledge statements PAU-1.B.1, PAU-1.B.2, and PAU-1.B.3, ask students to generate the relevant similarities and differences between the countries and their governments.
3	1.6	<b>Discussion Groups</b> Use learning objective PAU-1.D (Explain sources of power and authority in political systems) and have students gather information and show their understanding of changes in power and authority. Ask students to consider peaceful versus violent change or how different regimes maintain sovereignty. By allowing students to engage in small-group discussion, you can then scale up to a whole-group discussion, which may expand on the ideas expressed in the small groups.

**Unit Planning Notes**

Use the space below to plan your approach to the unit. Consider how you will introduce country comparison and present both data and text-based sources for analysis.

---

---

---

---

---

---

AP Comparative Government and Politics Course and Exam Description | Course Framework V.1 | 33

The **Sample Instructional Activities** page includes optional activities that can help teachers tie together the content and skill of a particular topic. Additionally, this page offers space for teachers to make notes on their approach to the individual topics and the unit as a whole.

UNIT 1  
Political Systems, Regimes, and Governments

## TOPIC 1.4 Democratization

**SUGGESTED SKILL**  
SQ Concept Application  
1.2 Describe political systems, principles, institutions, processes, policies, and behaviors of a course country.

**AVAILABLE RESOURCE**  
• Classroom Resources > The Democratic Transition in Nigeria

**Required Course Content**

**ENDURING UNDERSTANDING**  
MPA.1 Political systems and regimes reflect the dynamic balance of power between the government and its citizens.

**LEARNING OBJECTIVE**  
MPA-1.C Explain the process and goals of democratization.

**ESSENTIAL KNOWLEDGE**  
MPA-1.C.1 Democratization is a transition from an authoritarian regime to a democratic regime, while this process can start or temporarily change direction, the process aims to result in the following over time:  
a. More competition, fairness, and transparency in elections  
b. Increased citizen participation in policy-making processes  
c. Universal suffrage for adult citizens  
d. Greater governmental transparency  
e. Protected civil rights and liberties  
f. Equal treatment of citizens  
g. Establishment of the rule of law  
MPA-1.C.2 Democratic electoral systems can accommodate ethnic diversity and increase multiparty competition with rule adjustments, including gender or cultural quotas, proportional representation, and changes in vote thresholds and district boundaries.

continued on next page

AP Comparative Government and Politics Course and Exam Description | Course Framework V.1 | 39

### TOPIC PAGES

The **suggested skill** offers a possible skill to pair with the topic.

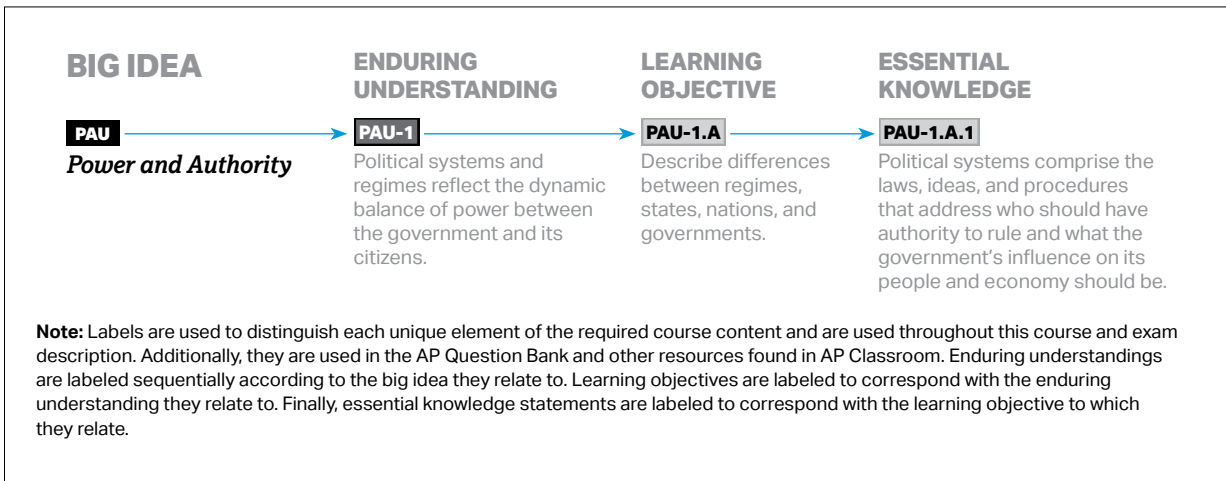
Where possible, **available resources** are listed that might help teachers address a particular topic in their classroom.

**Enduring understandings** are the long-term takeaways related to the big ideas that leave a lasting impression on students. Students build and earn these understandings over time by exploring and applying course content throughout the year.

**Learning objectives** define what a student should be able to do with content knowledge in order to progress toward the enduring understandings.

**Essential knowledge** statements describe the knowledge required to perform the learning objectives.

## REQUIRED COURSE CONTENT LABELING SYSTEM



THIS PAGE IS INTENTIONALLY LEFT BLANK.

**AP COMPARATIVE  
GOVERNMENT AND POLITICS**

**UNIT 1**

**Political  
Systems,  
Regimes, and  
Governments**



**18–27%**  
AP EXAM WEIGHTING



**~22/~11**  
CLASS PERIODS

---

The icon consists of a white circle containing a blue square with the letters 'AP' in white. Below the square is a small blue computer monitor icon.

Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

### **Personal Progress Check 1**

**Multiple-choice: ~30 questions**

**Free-response: 3 questions**

- Conceptual Analysis
- Quantitative Analysis (partial)
- Comparative Analysis (partial)

# Political Systems, Regimes, and Governments



## Developing Understanding

### BIG IDEA 1

#### Power and Authority **PAU**

- How does a political system affect the daily life of citizens?
- How do people both inside and outside the government impact the relationship between the government and its citizens?

### BIG IDEA 2

#### Legitimacy and Stability **LEG**

- How does the perceived legitimacy of a government by its citizenry impact how other countries see it?

### BIG IDEA 5

#### Methods of Political Analysis **MPA**

- How do comparative political scientists generate meaningful conclusions that can be applied to other countries?

Comparative political scientists seek to understand similarities and differences between states, evaluating political realities and understanding political change. This first unit sets the foundation for students to think like comparative political scientists by teaching them to read and analyze qualitative and quantitative data related to the six required course countries (China, Iran, Mexico, Nigeria, Russia, and the United Kingdom) and helping them understand concepts and examples they can use to support an argument about the countries.

Understanding the similarities and differences in political systems, regimes, and governments—how they function and how they gain and maintain power and legitimacy—as well as the terminology used to describe them provides students with the foundational knowledge needed to be able to compare course countries throughout future units.

## Building the Disciplinary Practices

**2.A 3.B 4.A**

Comparative political scientists study political systems, principles, institutions, processes, policies, and behaviors in various countries.

This first unit introduces the practice of data analysis. Quantitative data may be represented in tables, charts, graphs, maps, or infographics. Initially, students should accurately describe presented data, which builds an understanding that allows them to then identify and explain trends and patterns in the data.

Like quantitative sources, text-based qualitative sources help students understand how governmental and political institutions function and the reasons for their behaviors. When asking students to use these sources, have them identify an author’s claim(s) and the supporting evidence and whether that evidence is logical throughout the piece.

## Preparing for the AP Exam

The AP Comparative Government and Politics course requires students to apply their knowledge in a variety of contexts and real-world scenarios. On the AP Exam, students will show an understanding of how political concepts actually work, often by describing or explaining an interaction or application within a given scenario.

The conceptual analysis question on the exam requires that students focus on the application of a concept with no required country. Students should go beyond description and definition by explaining the impact of a political concept and transferring their knowledge to different political concepts.

Students often struggle with explanations by neglecting to explain the *how* or *why* in the context of the question. Have students practice by asking them to explain the steps, stages, and interactions of processes; explain and link causes and effects; and identify and explain the significance of similarities and differences.

## UNIT AT A GLANCE

Enduring Understanding	Topic	Suggested Skills	Class Periods
			~22/~11 CLASS PERIODS
MPA-1	1.1 The Practice of Political Scientists	3.B Describe patterns and trends in data.	
	1.2 Defining Political Organizations	1.A Describe political systems, principles, institutions, processes, policies, and behaviors.	
PAU-1	1.3 Democracy vs. Authoritarianism	2.A Compare two or more course countries based on their political systems, principles, institutions, processes, policies, and behaviors.	
	1.4 Democratization	1.D Describe political systems, principles, institutions, processes, policies, and behaviors of a course country.	
	1.5 Sources of Power and Authority	2.B Explain the implications of the similarities and differences between countries with <i>similar</i> political systems, principles, institutions, processes, policies, and behaviors.	
PAU-2	1.6 Change in Power and Authority	4.A Describe the author’s claim(s), perspective, evidence, and reasoning.	
	1.7 Federal and Unitary Systems	4.B Explain how the author’s argument or perspective relates to political systems, principles, institutions, processes, policies, and behaviors.	
LEG-1	1.8 Political Legitimacy	3.C Explain patterns and trends in data to draw conclusions.	
	1.9 Sustaining Legitimacy	1.E Explain how political systems, principles, institutions, processes, policies, and behaviors apply in a course country.	
	1.10 Political Stability	3.D Explain what the data implies or illustrates about political systems, principles, institutions, processes, policies, and behaviors.	



Go to [AP Classroom](#) to assign the **Personal Progress Check** for Unit 1. Review the results in class to identify and address any student misunderstandings.



## SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page are optional and are offered to provide possible ways to incorporate instructional approaches into the classroom. Teachers do not need to use these activities and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways that they approach teaching some of the topics in this unit. Please refer to the Instructional Approaches section beginning on p. 129 for more examples of activities and strategies.

Activity	Topic	Sample Activity
1	1.1	<p><b>Create Representations</b></p> <p>Using the data collection resources identified in essential knowledge statement MPA-1.A.8 (e.g., the Human Development Index), ask students to identify a set of data that can be used to investigate relationships among course countries, such as voting patterns by gender and ethnicity. Then have them create a representation that best shows the data and the trends. Follow up this activity with a whole-group discussion about quantitative analysis and why it is important.</p>
2	1.3	<p><b>Graphic Organizer</b></p> <p>This topic is a good place to introduce a comparative look across the core course countries. Using a graphic organizer, such as a Venn diagram, and the content in essential knowledge statements PAU-1.B.1, PAU-1.B.2, and PAU-1.B.3, ask students to generate the relevant similarities and differences between the countries and their governments.</p>
3	1.6	<p><b>Discussion Groups</b></p> <p>Use learning objective PAU-1.D (<i>Explain sources of power and authority in political systems</i>) and have students gather information and show their understanding of changes in power and authority. Ask students to consider peaceful versus violent change or how different regimes maintain sovereignty. By allowing students to engage in small-group discussion, you can then scale up to a whole-group discussion, which may expand on the ideas expressed in the small groups.</p>



### Unit Planning Notes

Use the space below to plan your approach to the unit. Consider how you will introduce country comparison and present both data and text-based sources for analysis.

.....

.....

.....

.....

## SUGGESTED SKILL

 Data Analysis

3.B

Describe patterns and trends in data.



## AVAILABLE RESOURCES

- Classroom Resources >
- ♦ [Comparative Politics Made Simple](#)
- ♦ [Teaching the Comparative Method](#)

## TOPIC 1.1

# The Practice of Political Scientists

## Required Course Content

### ENDURING UNDERSTANDING

**MPA-1**

Empirical data is important in identifying and explaining political behavior of individuals and groups.

### LEARNING OBJECTIVE

**MPA-1.A**

Explain how political scientists construct knowledge and communicate inferences and explanations about political systems, institutional interactions, and behavior.

### ESSENTIAL KNOWLEDGE

**MPA-1.A.1**

Analysis of quantitative and qualitative information (including charts, tables, graphs, speeches, foundational documents, political cartoons, maps, and political commentaries) is a way to make comparisons between and inferences about course countries.

**MPA-1.A.2**

Analyzing empirical data using quantitative methods facilitates making comparisons among and inferences about course countries.

**MPA-1.A.3**

Causation is difficult to determine with certainty in comparative politics, as often there are numerous variables that potentially influence political policies and/or regime stability, with no way to isolate and demonstrate which is producing the change.

**MPA-1.A.4**

Correlation exists when there is an association between two or more variables.

**MPA-1.A.5**

Comparative political research requires differentiation between empirical (factual/objective) and normative (value) statements.

*continued on next page*

## LEARNING OBJECTIVE

### MPA-1.A

Explain how political scientists construct knowledge and communicate inferences and explanations about political systems, institutional interactions, and behavior.

## ESSENTIAL KNOWLEDGE

### MPA-1.A.6

Political scientists most often use empirical information to apply concepts, support generalizations, or make arguments.

### MPA-1.A.7

Comparative political scientists compare different political systems to derive conclusions about politics.

### MPA-1.A.8

A number of data collection resources are used to investigate relationships among course countries, including:

- a. The Human Development Index (HDI)
- b. Gross domestic product (GDP) and GDP per capita
- c. GDP growth rate
- d. Gini index (coefficient)
- e. Freedom House
- f. Transparency International
- g. Failed States Index

## SUGGESTED SKILL

 Concept Application

## 1.A

Describe political systems, principles, institutions, processes, policies, and behaviors.

## TOPIC 1.2

# Defining Political Organizations

## Required Course Content

### ENDURING UNDERSTANDING

**PAU-1**

Political systems and regimes reflect the dynamic balance of power between the government and its citizens.

### LEARNING OBJECTIVE

**PAU-1.A**

Describe differences between regimes, states, nations, and governments.

### ESSENTIAL KNOWLEDGE

**PAU-1.A.1**

Political systems comprise the laws, ideas, and procedures that address who should have authority to rule and what the government's influence on its people and economy should be.

**PAU-1.A.2**

States are political organizations that combine a permanent population with governing institutions to exercise control over a defined territory with international recognition. Regimes refer to the fundamental rules that control access to and the exercise of political power. Regimes typically endure from government to government.

**PAU-1.A.3**

A regime can be characterized as democratic or authoritarian based on how it sets rules or makes decisions about how to exercise power.

*continued on next page*

## LEARNING OBJECTIVE

### PAU-1.A

Describe differences between regimes, states, nations, and governments.

## ESSENTIAL KNOWLEDGE


### PAU-1.A.4

Government is the set of institutions or individuals legally empowered to make binding decisions for a state. A government's authority is derived from the state's legitimate right to use power to enforce policies and decisions; the right and power to govern itself without outside interference is a crucial aspect of a state's sovereignty. A sovereign state has independent legal authority over a population in a particular territory.

### PAU-1.A.5

A nation is a group of people with commonalities including race, language, religion, ethnicity, political identity, and aspirations.

## SUGGESTED SKILL

 Country Comparison

## 2.A

Compare two or more course countries based on their political systems, principles, institutions, processes, policies, and behaviors.



## AVAILABLE RESOURCE

- Classroom Resources > [Illiberal Democracy and Vladimir Putin's Russia](#)

## TOPIC 1.3

# Democracy vs. Authoritarianism

## Required Course Content

### ENDURING UNDERSTANDING

**PAU-1**

Political systems and regimes reflect the dynamic balance of power between the government and its citizens.

### LEARNING OBJECTIVE

**PAU-1.B**

Describe democracy and authoritarianism.

### ESSENTIAL KNOWLEDGE

**PAU-1.B.1**

Factors that indicate the degree of democracy or authoritarianism of states include the extent of state adherence to rule of law, such as:

- The principle that a state should be governed by law and not arbitrary decisions made by individual government officials
- The degree of state influence on or control of the media
- The degree and practice of free and fair elections
- The degree of transparency of governmental decision making
- The nature of citizen participation in government

**PAU-1.B.2**

The branches of national government in democratic regimes are more likely to be independent of one another than in authoritarian regimes. Independence can serve to prevent any one branch from controlling all governmental power.

**PAU-1.B.3**

Authoritarian regimes include illiberal democracies or hybrid regimes, one-party states, theocracies, totalitarian governments, and military regimes.

# TOPIC 1.4

# Democratization

**SUGGESTED SKILL**

 *Concept Application*

**1.D**

Describe political systems, principles, institutions, processes, policies, and behaviors of a course country.



**AVAILABLE RESOURCE**

- Classroom Resources > [The Democratic Transition in Nigeria](#)

## Required Course Content

### ENDURING UNDERSTANDING

**PAU-1**

Political systems and regimes reflect the dynamic balance of power between the government and its citizens.

### LEARNING OBJECTIVE

**PAU-1.C**

Explain the process and goals of democratization.

### ESSENTIAL KNOWLEDGE

**PAU-1.C.1**

Democratization is a transition from an authoritarian regime to a democratic regime; while this process can start or temporarily change direction, the process aims to result in the following over time:

- More competition, fairness, and transparency in elections
- Increased citizen participation in policy-making processes
- Universal suffrage for adult citizens
- Greater governmental transparency
- Protected civil rights and liberties
- Equal treatment of citizens
- Establishment of the rule of law

**PAU-1.C.2**

Democratic electoral systems can accommodate ethnic diversity and increase multiparty competition with rule adjustments, including gender or cultural quotas, proportional representation, and changes in vote thresholds and district boundaries.

*continued on next page*

**LEARNING OBJECTIVE****PAU-1.C**

Explain the process and goals of democratization.

**ESSENTIAL KNOWLEDGE****PAU-1.C.3**

Political corruption inhibits democratization— independent judiciaries can reduce such corruption while protecting individual liberties and civil rights.

**PAU-1.C.4**

Democratization can stall or be reversed; policy changes regarding election rules and civil liberties can support or impede democratization.

**PAU-1.C.5**

Democratic consolidation refers to the process by which a democratic regime matures in terms of election rules, separation of powers, and protection of civil liberties, making it unlikely to revert to authoritarianism without an external shock.


**PAU-1.C.6**

Consensus among competing cultural and political groups about governmental policies associated with democratization and economic development can advance the process and make it sustainable.



**TOPIC 1.5**  
**Sources of Power and Authority**

**SUGGESTED SKILL**

 *Country Comparison*

**2.B**

Explain the implications of the similarities and differences between countries with *similar* political systems, principles, institutions, processes, policies, and behaviors.

**Required Course Content**

**ENDURING UNDERSTANDING**

**PAU-1**

Political systems and regimes reflect the dynamic balance of power between the government and its citizens.

**LEARNING OBJECTIVE**

**PAU-1.D**

Explain sources of power and authority in political systems.


**ESSENTIAL KNOWLEDGE**

**PAU-1.D.1**

Sources of power and authority include constitutions, religions, military forces, political parties, legislatures, and popular support; over time, course country (China, Iran, Mexico, Nigeria, Russia, or the United Kingdom) regimes have been affected by such sources, represented by:

- a. The Communist Party’s control over China’s military, which provided power and authority to maintain regime stability
- b. The transition of power from dictatorial rule in Iran to a theocracy based on Islamic Sharia law after the 1979 Revolution
- c. The transition of power in Nigeria and Mexico to multiparty republics following military rule and single-party dominance, respectively
- d. The political elite’s backing of a strong president in Russia, creating a managed democracy with election rules favoring one party
- e. Constitutional reforms in the United Kingdom that devolved power to multiple parliaments, allowing the regime to maintain stability

## SUGGESTED SKILL

 Source Analysis

## 4.A

Describe the author's claim(s), perspective, evidence, and reasoning.



## AVAILABLE RESOURCES

- Professional Development >
- ♦ Close Reading of Challenging Primary Sources
- ♦ Writing from Challenging Primary Sources

## TOPIC 1.6

# Change in Power and Authority

## Required Course Content

### ENDURING UNDERSTANDING

**PAU-1**

Political systems and regimes reflect the dynamic balance of power between the government and its citizens.

### LEARNING OBJECTIVE

**PAU-1.D**

Explain sources of power and authority in political systems.

### ESSENTIAL KNOWLEDGE

**PAU-1.D.2**

How a regime chooses to use power in support of sovereignty is determined in large part by its democratic or authoritarian characteristics—democratic regimes can maintain sovereignty using less power than authoritarian regimes.

**PAU-1.D.3**

Changes in regimes occur when rules and institutions are replaced either incrementally or suddenly, as a result of elections, coups, or revolutions in which a large portion of the population supports a change in the political system.

**PAU-1.D.4**

Governments, including political officeholders, can be changed more frequently and easily than regimes through the relatively peaceful process of elections, appointments, and lines of succession. However, governments also change by more violent means, such as revolutions or coups d'état, represented by such violent transitions in Iran and Nigeria.

# TOPIC 1.7

## Federal and Unitary Systems

**SUGGESTED SKILL**

 *Source Analysis*

**4.B**

Explain how the author’s argument or perspective relates to political systems, principles, institutions, processes, policies, and behaviors.



### Required Course Content

#### ENDURING UNDERSTANDING

**PAU-2**

Distribution of power and authority and the influence of internal and external actors affect regime stability.

#### LEARNING OBJECTIVE

**PAU-2.A**

- a. Describe federal and unitary systems among course countries.
- b. Explain the purposes of adopting a federal or unitary system.

#### ESSENTIAL KNOWLEDGE

**PAU-2.A.1**

Federal states like Mexico, Nigeria, and Russia divide power among different levels of government to confer a degree of local autonomy in supplying social and educational services, while also reserving powers for the national government. Unitary states like China, Iran, and the United Kingdom concentrate power at the national level with more uniform policies and potentially more efficient policy making.

**PAU-2.A.2**

The degree to which power is centralized or decentralized can change over time in both federal and unitary states, and in many cases reflects a state response to internal and external actors that include ethnic cleavages and operations of supranational organizations and other countries.

**AVAILABLE RESOURCES**

- Professional Development >
- ♦ [Close Reading of Challenging Primary Sources](#)
- ♦ [Writing from Challenging Primary Sources](#)

## SUGGESTED SKILL

 Data Analysis**3.C**

Explain patterns and trends in data to draw conclusions.

## TOPIC 1.8

# Political Legitimacy

## Required Course Content

### ENDURING UNDERSTANDING

**LEG-1**

Political legitimacy reinforces the sovereignty of the state.

### LEARNING OBJECTIVE

**LEG-1.A**

Describe the sources of political legitimacy for different types of regimes among course countries.

### ESSENTIAL KNOWLEDGE

**LEG-1.A.1**

Legitimacy refers to whether a government's constituents believe their government has the right to use power in the way they do. Legitimacy confers authority on and can increase the power of a regime and government.


**LEG-1.A.2**

Sources of legitimacy for both democratic and authoritarian regimes can include popular elections as well as constitutional provisions. Other sources of legitimacy include nationalism, tradition, governmental effectiveness, economic growth, ideology, religious heritage and organizations, and the dominant political party's endorsement.

# TOPIC 1.9

## Sustaining Legitimacy

**SUGGESTED SKILL**

 *Concept Application*

**1.E**

Explain how political systems, principles, institutions, processes, policies, and behaviors apply in a course country.

### Required Course Content

#### ENDURING UNDERSTANDING

**LEG-1**

Political legitimacy reinforces the sovereignty of the state.

#### LEARNING OBJECTIVE

**LEG-1.B**

Explain how governments maintain legitimacy.

#### ESSENTIAL KNOWLEDGE

**LEG-1.B.1**

Governments maintain legitimacy through a variety of processes or factors, including policy effectiveness, political efficacy, tradition, charismatic leadership, and institutionalized laws.

**LEG-1.B.2**

Peaceful resolution of conflicts, peaceful transfer of power, reduced governmental corruption, and economic development can reinforce legitimacy.

**LEG-1.B.3**

An increase in corruption, reduced electoral competition, and serious problems (such as a poor economy or social conflicts) can all undermine legitimacy.

*continued on next page*

**LEARNING OBJECTIVE****LEG-1.B**

Explain how governments maintain legitimacy.

**ESSENTIAL KNOWLEDGE****LEG-1.B.4**

Devolution and delegation of power to regional governments can enhance or weaken legitimacy, creating both opportunities for and obstacles to resolving social, political, and economic issues by:

- a. Promoting policy innovation, matching policies to local needs, improving policies through competition, increasing political participation, checking central power, and allowing better representation of religious/ethnic/minority groups
- b. Creating contradictory policies, potentially making policy implementation more complicated and inefficient, allowing inequality between regions, increasing competition for resources, and exacerbating ethnic and local tensions

**LEG-1.B.5**

Questions about the integrity of election results across the course countries can lead to protests that may weaken legitimacy and any ongoing democratization processes.

## TOPIC 1.10

# Political Stability

**SUGGESTED SKILL**
 *Data Analysis*
**3.D**

Explain what the data implies or illustrates about political systems, principles, institutions, processes, policies, and behaviors.

## Required Course Content

### ENDURING UNDERSTANDING

**LEG-1**

Political legitimacy reinforces the sovereignty of the state.

### LEARNING OBJECTIVE

**LEG-1.C**

Explain how internal actors influence and interact with state authority and either enhance or threaten stability.

### ESSENTIAL KNOWLEDGE

**LEG-1.C.1**

Internal actors can interact with governments to bolster or undermine regime stability and rule of law, represented by:

- Contrasting methods to combat political corruption among the six course countries
- State responses to separatist group violence, drug trafficking, and discrimination based on gender or religious differences in Iran, Mexico, and Nigeria
- Varied state responses to mass protest movements that oppose governmental policies or their equal enforcement

**LEG-1.C.2**

State authorities of different regime types attempt to limit the influence of divisive and violent actors in their countries to attract more private capital and foreign direct investment and to improve economic growth.

**LEG-1.C.3**

Across the course countries, internal reform pressure from citizen protest groups and civil society can lead to the creation of new political institutions or policies to protect civil liberties, improve transparency, address election fairness and media bias, limit corruption, and ensure equality under law.

THIS PAGE IS INTENTIONALLY LEFT BLANK.



**AP COMPARATIVE  
GOVERNMENT AND POLITICS**

**UNIT 2**

**Political  
Institutions**



**22–33%**  
AP EXAM WEIGHTING



**~32/~16**  
CLASS PERIODS

---

The icon consists of a white circle containing a blue square with the letters 'AP' in white. Below the square is a small blue computer monitor icon.

Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

### **Personal Progress Check 2**

**Multiple-choice: ~20 questions**

**Free-response: 3 questions**

- Argument Essay (partial)
- Comparative Analysis
- Argument Essay (partial)

# Political Institutions



## Developing Understanding

### BIG IDEA 1

#### Power and Authority PAU

- What are the implications of cooperation and conflict within a country's political system?

This unit first looks at the political structure in each course country and then the executive, legislative, and judicial systems within the political structure. Students develop an understanding of the various structures of the branches of government as well as how each uses the structure to wield and maintain power.

Knowing and applying country-specific terminology allows students to understand the similarities and differences between different systems of authority in the context of the six course countries. At the end of this unit, students should be able to characterize the advantages and disadvantages of different institutional arrangements and the implications of having one system over another in regard to stability, legitimacy, and policy making.

## Building the Disciplinary Practices

4.B 5.A

Comparing countries with similar and different political concepts and processes helps students identify problems, analyze policy making, and ultimately explain implications of policy decisions. Coming to understandings by comparison, without preconceived notions, highlights how countries have solved problems or exacerbated them.

In the previous unit, students began practicing identifying and describing the perspective of the author, and now, they will start to connect the author's perspective to the political elements of a country and eventually show how the perspective could impact a country's political elements.


As students begin to read and analyze text-based sources in this unit, these sources can serve as models for students' development of writing their own arguments. Developing an argument in an essay is an important practice in comparative political science and will be assessed on the AP Exam. Student arguments need to be defensible and not simply a restatement of a prompt.

## Preparing for the AP Exam

On the AP Exam, students will be asked to make connections between political concepts, course countries, and arguments in text-based sources. One way that comparative political scientists often think about those connections is by making comparisons between concepts. Students will make comparisons and draw conclusions on both sections of the exam.

The comparative analysis question on the AP Exam requires that students focus on comparison of concepts. When making comparisons, it's important for students to identify the relevant categories of comparison (i.e., what characteristic or attribute they should compare). Two common mistakes that students make are discussing similarities and differences that are (1) not relevant based on the given task and (2) not shared by the objects of comparison. Have students practice identifying categories of comparison regularly. Once students have identified an appropriate and relevant category of comparison, then they can develop their explanation of why the similarities or differences exist and why they are significant.

## UNIT AT A GLANCE

Enduring Understanding	Topic	Suggested Skills	Class Periods
			~32/~16 CLASS PERIODS
PAU-3	<b>2.1 Parliamentary, Presidential, and Semi-Presidential Systems</b>	<b>1.B</b> Explain political systems, principles, institutions, processes, policies, and behaviors.	
	<b>2.2 Comparing Parliamentary, Presidential, and Semi-Presidential Systems</b>	<b>2.C</b> Explain the implications of the similarities and differences between countries with <i>different</i> political systems, principles, institutions, processes, policies, and behaviors.	
	<b>2.3 Executive Systems</b>	<b>1.D</b> Describe political systems, principles, institutions, processes, policies, and behaviors of a course country.	
	<b>2.4 Executive Term Limits</b>	<b>5.A</b> Articulate a defensible claim/thesis.	
	<b>2.5 Removal of Executives</b>	<b>4.B</b> Explain how the author's argument or perspective relates to political systems, principles, institutions, processes, policies, and behaviors.	
	<b>2.6 Legislative Systems</b>	<b>2.A</b> Compare two or more course countries based on their political systems, principles, institutions, processes, policies, and behaviors.	
	<b>2.7 Independent Legislatures</b>	<b>4.C</b> Explain how the implications of the author's argument or perspective may affect political systems, principles, institutions, processes, policies, and behaviors.	
	<b>2.8 Judicial Systems</b>	<b>1.E</b> Explain how political systems, principles, institutions, processes, policies, and behaviors apply in a course country.	
	<b>2.9 Independent Judiciaries</b>	<b>5.B</b> Support the argument using relevant evidence.	
<p> Go to <a href="#">AP Classroom</a> to assign the <b>Personal Progress Check</b> for Unit 2. Review the results in class to identify and address any student misunderstandings.</p>			

## SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page are optional and are offered to provide possible ways to incorporate instructional approaches into the classroom. Teachers do not need to use these activities and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways that they approach teaching some of the topics in this unit. Please refer to the Instructional Approaches section beginning on p. 129 for more examples of activities and strategies.

Activity	Topic	Sample Activity
1	2.2	<p><b>Debate</b></p> <p>A debate gives students both the opportunity to collect evidence in support of their position and the chance to orally present and defend it. Be sure to direct students to uncover both the affirming and contradictory evidence on their position. For this topic, you could have students debate whether policy making is more efficient in a presidential or a parliamentary system.</p>
2	2.4	<p><b>Critique Reasoning</b></p> <p>In 2018, China removed presidential term limits. Using op-eds from major national and international newspapers and magazines, ask students to undertake critique reasoning to identify authors' claims, evidence, and analysis. Additionally, have students make connections to previously studied relevant course concepts. Allow for collaborative discussion at multiple levels—pairs, small groups, and whole group—to achieve understanding.</p>
3	2.6	<p><b>Jigsaw</b></p> <p>Using a variety of reference texts (textbooks, websites, databases), place students in country-specific “expert” groups to examine legislative systems. The structures and functions of legislatures in course countries are described in PAU-3.E.1. Then organize students into groups where each course country is represented and have them summarize and present information on the legislative structures of the course countries, allowing students to become “experts” on each country.</p>
4	2.9	<p><b>Match Claims and Evidence</b></p> <p>After describing the structure and functions of judiciaries (Topic 2.8), give students sample claims about independent judiciaries and ask them to evaluate and improve on the claims, if necessary. Then ask them to identify evidence that can be used to support the claims, culminating with a writing activity that asks them to state how and why the evidence they culled supports the claims.</p>



### Unit Planning Notes

Use the space below to plan your approach to the unit. Consider how you want to continue building the skills of country comparison and source analysis while also introducing argumentation.

.....

.....

## SUGGESTED SKILL

 *Concept Application*

## 1.B

Explain political systems, principles, institutions, processes, policies, and behaviors.

## TOPIC 2.1

# Parliamentary, Presidential, and Semi-Presidential Systems

## Required Course Content

### ENDURING UNDERSTANDING

**PAU-3**

The structure and function of political institutions reflect the allocation of power within a political system.

### LEARNING OBJECTIVE

**PAU-3.A**

Describe parliamentary, presidential, and semi-presidential systems.

### ESSENTIAL KNOWLEDGE

**PAU-3.A.1**

Parliamentary systems, such as the United Kingdom, combine the lawmaking and executive functions, which allows the national legislature to select and remove the head of government and cabinet.

**PAU-3.A.2**

Presidential systems, such as Mexico and Nigeria, feature a cabinet that is mostly responsible to the elected executive, with a legislature that can only remove cabinet members through impeachment. These systems have separate fixed-term, popular elections for the national legislature, and a top executive leader serving as both head of state and head of government.


**PAU-3.A.3**

Semi-presidential systems, such as Russia, feature separate popular elections for the president and for the national legislature, allowing the president to nominate a prime minister (who must be approved by the legislature); members of the cabinet are held accountable by both the president and legislature.

TOPIC 2.2

# Comparing Parliamentary, Presidential, and Semi-Presidential Systems

**SUGGESTED SKILL**

 *Country Comparison*

**2.C**

Explain the implications of the similarities and differences between countries with *different* political systems, principles, institutions, processes, policies, and behaviors.



**AVAILABLE RESOURCES**

- Classroom Resources >
- ♦ [Comparative Politics Made Simple](#)
- ♦ [Teaching the Comparative Method](#)

## Required Course Content

### ENDURING UNDERSTANDING

**PAU-3**

The structure and function of political institutions reflect the allocation of power within a political system.

### LEARNING OBJECTIVE

**PAU-3.B**

Compare institutional relations among parliamentary, presidential, and semi-presidential systems.

### ESSENTIAL KNOWLEDGE

**PAU-3.B.1**

Although parliamentary systems have fewer institutional obstacles to enact policy than presidential systems (presidential systems have divided branch powers), parliamentary systems have their own checks on the executive branch.

**PAU-3.B.2**

Parliaments may censure cabinet ministers, refuse to pass executive proposed legislation, question the executive and cabinet ministers, and impose time deadlines on calling new elections.

## SUGGESTED SKILL

 Concept Application

## 1.D

Describe political systems, principles, institutions, processes, policies, and behaviors of a course country.

## TOPIC 2.3

# Executive Systems

## Required Course Content

### ENDURING UNDERSTANDING

**PAU-3**

The structure and function of political institutions reflect the allocation of power within a political system.

### LEARNING OBJECTIVE

**PAU-3.C**

Explain the structure, function, and change of executive leadership in course countries.

### ESSENTIAL KNOWLEDGE

**PAU-3.C.1**

Governments have executive institutions, including chief executives and cabinets, that formulate, implement, and enforce policy through different methods and agencies.

**PAU-3.C.2**

Titles, powers, structure, and functions vary in executive leadership across the six countries:

- a. China's president serves as commander in chief, chair of China's Military Commission, and General Secretary of the Chinese Communist party (NPC); the president nominates the premier of the NPC, who in turn serves as head of government overseeing the civil service; changes in top leadership are accomplished behind closed doors.
- b. Iran's Supreme Leader sets the political agenda, serves as commander in chief, and appoints top ministers, the Expediency Council, half of the Guardian Council, and the head of the judiciary. The president is elected for up to two 4-year terms, oversees the civil service, and conducts foreign policy.

*continued on next page*



## LEARNING OBJECTIVE


**PAU-3.C**

Explain the structure, function, and change of executive leadership in course countries.

## ESSENTIAL KNOWLEDGE

- c. Mexico's elected president, as both head of state and head of government, serves as commander in chief and leader of the bureaucracy, and can approve domestic legislation and lead foreign policy; the president is restricted to one term.
- d. Nigeria's elected president, as both head of state and head of government, serves as chief executive, commander in chief, and head of civil service, and can approve domestic legislation and conduct foreign policy.
- e. Russia's prime minister, the head of government, oversees the civil service. The elected president, head of state and commander in chief, appoints top ministers, conducts foreign policy, and presides over the Duma under certain conditions.
- f. The United Kingdom's monarch serves ceremonially as head of state and formally appoints as prime minister the leader of the party or coalition holding the largest number of seats in the House of Commons. The prime minister can call elections, sets the foreign policy agenda, and serves as de facto commander in chief and chief executive over the civil service.

## SUGGESTED SKILL

 Argumentation

## 5.A

Articulate a defensible claim/thesis.

## TOPIC 2.4

**Executive Term Limits****Required Course Content****ENDURING UNDERSTANDING****PAU-3**

The structure and function of political institutions reflect the allocation of power within a political system.

**LEARNING OBJECTIVE****PAU-3.C**

Explain the structure, function, and change of executive leadership in course countries.

**ESSENTIAL KNOWLEDGE****PAU-3.C.3**


Executive term limits have advantages and disadvantages with regard to promoting stability and effective policies in a country.

- a. Advantages of executive term limits are that they check executive power by and inhibit the emergence of dictators and personality rule; help to focus the officeholder on governing rather than winning elections; and provide opportunities for new leaders with new ideas, policies, or goals.
- b. Disadvantages of executive term limits are that they force good executives to leave office; allow insufficient time for an officeholder to achieve goals; impede policy continuity; weaken accountability; create a lame-duck period for the officeholder; prevent the officeholder from building experience as chief executive; and can cause poorly designed policy.

# TOPIC 2.5

## Removal of Executives

**SUGGESTED SKILL**

 *Source Analysis*

**4.B**

Explain how the author’s argument or perspective relates to political systems, principles, institutions, processes, policies, and behaviors.



**AVAILABLE RESOURCES**

- Professional Development >
- ♦ [Close Reading of Challenging Primary Sources](#)
- ♦ [Writing from Challenging Primary Sources](#)

### Required Course Content

#### ENDURING UNDERSTANDING

**PAU-3**

The structure and function of political institutions reflect the allocation of power within a political system.

#### LEARNING OBJECTIVE

**PAU-3.D**


Describe procedures for the removal of executive leadership by other institutions.

#### ESSENTIAL KNOWLEDGE

**PAU-3.D.1**

Across the course countries, executive leaders can be removed by the legislative branch through different procedures that control the abuse of power.

## SUGGESTED SKILL

 Country Comparison

## 2.A

Compare two or more course countries based on their political systems, principles, institutions, processes, policies, and behaviors.

## TOPIC 2.6

# Legislative Systems

### Required Course Content

#### ENDURING UNDERSTANDING

**PAU-3**

The structure and function of political institutions reflect the allocation of power within a political system.

#### LEARNING OBJECTIVE

**PAU-3.E**

Describe legislative structures and functions in course countries.

#### ESSENTIAL KNOWLEDGE

**PAU-3.E.1**

Legislative institutions of course countries include the following structures and functions:

- China's party-controlled system is unicameral and consists of an elected National People's Congress that the constitution recognizes as the government's most powerful institution that elects the president, approves the premier, and legitimizes policies of the executive.
- Iran's theocracy is unicameral; the Majles is elected and holds the power to approve legislation, oversee the budget, and confirm presidential nominees to the Cabinet. This body acts under the supervision of the Guardian Council to ensure compatibility with Islam and Sharia law.
- Mexico's congressional-presidential system is bicameral. It consists of an elected lower house—the Chamber of Deputies—that approves legislation, levies taxes, and verifies outcomes of elections. The elected upper house, the Senate, holds the unique power to confirm presidential appointments to the Supreme Court, approve treaties, and approve federal intervention in state matters.

*continued on next page*

## LEARNING OBJECTIVE


**PAU-3.E**

Describe legislative structures and functions in course countries.

## ESSENTIAL KNOWLEDGE

- d. Nigeria's congressional-presidential system is bicameral, consisting of an elected upper and lower chamber (Senate and House of Representatives). Both chambers hold the power to approve legislation, and the Senate possesses unique impeachment and confirmation powers.
- e. Russia's parliamentary-hybrid system is bicameral, and consists of an elected state Duma, which passes legislation and confirms the prime minister. An appointed Federation Council approves budget legislation, treaties, judicial nominees, and troop deployment.
- f. The United Kingdom's parliamentary system is bicameral, consisting of an elected House of Commons—which approves legislation—and the prime minister appointed by the monarch, whereas an appointed House of Lords reviews and amends bills from the Commons, effectively delaying implementation as a power check.

## SUGGESTED SKILL

 Source Analysis

## 4.C

Explain how the implications of the author's argument or perspective may affect political systems, principles, institutions, processes, policies, and behaviors.



## AVAILABLE RESOURCES

- Professional Development >
- ♦ [Close Reading of Challenging Primary Sources](#)
- ♦ [Writing from Challenging Primary Sources](#)

## TOPIC 2.7

# Independent Legislatures

## Required Course Content

### ENDURING UNDERSTANDING

## PAU-3

The structure and function of political institutions reflect the allocation of power within a political system.

### LEARNING OBJECTIVE

## PAU-3.F

Explain how legislative powers are constrained by other institutions and/or processes, which can affect legislative independence.

### ESSENTIAL KNOWLEDGE

## PAU-3.F.1

Legislative powers can be constrained by other governmental institutions, including:

- a. China's Politburo Standing Committee, which is the actual center of power in the Chinese state
- b. China's Standing Committee of the National People's Congress (NPC), which assumes legislative duties most of the year when the NPC is not in session, sets NPC legislative agenda, supervises NPC member elections, and interprets the Constitution and laws
- c. Iran's Expediency Council, which is selected by the Supreme Leader as an advisory committee to resolve disputes between the Majles and the Guardian Council
- d. Iran's Guardian Council, which vets candidates and oversees the Majles to make sure laws comply with Islamic law

## PAU-3.F.2

Legislatures have the potential to reinforce legitimacy and stability by responding to public demand, openly debating policy, facilitating compromise between factions, extending civil liberties, and restricting the power of the executive.

## TOPIC 2.8

# Judicial Systems

**SUGGESTED SKILL**
 *Concept Application*
**1.E**

Explain how political systems, principles, institutions, processes, policies, and behaviors apply in a course country.

### Required Course Content

#### ENDURING UNDERSTANDING

**PAU-3**

The structure and function of political institutions reflect the allocation of power within a political system.

#### LEARNING OBJECTIVE

**PAU-3.G**

Describe the structure and functions of judiciaries.

#### ESSENTIAL KNOWLEDGE

**PAU-3.G.1**

Judiciaries in course countries have different functions and use various methods to appoint judges to interpret and apply laws and resolve disputes, represented by:

- a. In China, rule by law (instead of rule of law) means the judicial system is subservient to the decisions of the Chinese Communist Party (CPC), which controls most judicial appointments.
- b. The Iranian judiciary's major function is to ensure that the legal system is based on religious law, so judges must be trained in Islamic Sharia law. The head of the judiciary is appointed by the Supreme Leader and can nominate half of the Guardian Council with approval by the Majles.
- c. The Mexican judiciary is in transition—the Supreme Court has the power of judicial review and subsequent constitutional amendments have been implemented with the intent to make the system more independent and effective.

*continued on next page*

**LEARNING OBJECTIVE****PAU-3.G**

Describe the structure and functions of judiciaries.

**ESSENTIAL KNOWLEDGE**


- d. In Mexico, Supreme Court magistrates are nominated by the president and approved by the Senate for a term of 15 years.
- e. The Nigerian judiciary has the power of judicial review, and an effort has been made to reestablish its legitimacy and independence by reducing corruption; under the system of federalism, Islamic Sharia Courts have been established in the north.
- f. In Nigeria, Supreme Court judges are recommended by a judicial council and are appointed by the president with confirmation by the Senate.
- g. Russia's government uses the judicial system to target opposition, and although constitutionally the courts have the power of judicial review, this power has not been used to limit the authority of the governing branches.
- h. In Russia, judges are nominated by the president and approved by the Federation Council.
- i. The United Kingdom's judicial system uses common law to enforce the rule of law; major functions of the Supreme Court include its serving as the final court of appeals, protecting human/civil rights and liberties, and ruling on devolution disputes.



# TOPIC 2.9

## Independent Judiciaries

**SUGGESTED SKILL**

 *Argumentation*

**5.B**

Support the argument using relevant evidence.

### Required Course Content

#### ENDURING UNDERSTANDING

**PAU-3**

The structure and function of political institutions reflect the allocation of power within a political system.

#### LEARNING OBJECTIVE

**PAU-3.H**

Explain the importance of independent judiciaries relative to other political institutions.

#### ESSENTIAL KNOWLEDGE

**PAU-3.H.1**

The degree of the judiciary’s independence from other branches of government depends on the amount of authority the courts have to overrule executive and legislative actions, the process by which judicial officials acquire their jobs, the length of judicial terms, the professional and academic backgrounds that judicial officials are expected to have, and the processes used to remove judges from their posts.

**PAU-3.H.2**

Independent judiciaries can strengthen democracy by maintaining checks and balances, protecting rights and liberties, establishing the rule of law, and maintaining separation of powers.

THIS PAGE IS INTENTIONALLY LEFT BLANK.

**AP COMPARATIVE  
GOVERNMENT AND POLITICS**

**UNIT 3**

**Political  
Culture and  
Participation**



**11–18%**  
AP EXAM WEIGHTING



**~28/~14**  
CLASS PERIODS

---

The icon consists of a white circle containing a blue square with the letters 'AP' in white. Below the square is a small blue computer monitor icon.

Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

### **Personal Progress Check 3**

**Multiple-choice: ~20 questions**

**Free-response: 3 questions**

- Argument Essay (partial)
- Argument Essay
- Quantitative Analysis

# Political Culture and Participation



## Developing Understanding

### **BIG IDEA 2** *Legitimacy and Stability* **LEG**

- What changes might a government face in response to a controversial cleavage?

### **BIG IDEA 3** *Democratization* **DEM**

- Why might a country discourage participation? Encourage?

### **BIG IDEA 4** *Internal/External Forces* **IEF**

- How does regime type impact the function of civil society in a country?

Politics hinges on the interactions between the state and society. A country's political patterns are influenced by the characteristics and demands of its population. Citizens participate in politics both individually and in groups. Cleavages within the population, such as ethnicity, religion, or class, become politically relevant.

This unit includes civil society, a range of voluntary associations that are autonomous from the state and that can help mediate state power and enhance the power of citizens. Students learn about participation in both authoritarian and democratic regimes and how the type of regime impacts the type of participation. Understanding that concept will help guide students in Unit 4, where they consider the role and impact of parties and elections on political participation.

## Building the Disciplinary Practices

**3.C 3.D 5.B 5.C**

In the first unit students learned about the practice of data analysis and how to accurately describe presented data. Unit 2 builds on that understanding and expands it to include the ability to explain patterns and trends in data to draw conclusions about political elements within and across course countries. Students should begin to explain how and/or why processes, systems, institutions, elections, or demographics relate to one another and not simply describe them in isolation. As students continue to build these skills, they will then connect the data and its trends/patterns to draw implications about political systems, principles, institutions, processes, policies, or behaviors within and across the course countries.

In the previous unit, students began writing their own defensible arguments that were not simply restatements of the prompt. They should continue that practice by writing arguments that establish a line of reasoning, utilizing specific evidence to support their claim/thesis and unify the essay.


## Preparing for the AP Exam

The AP Exam asks students to analyze quantitative data presented visually and apply that analysis to their understanding of political concepts in both the multiple-choice and free-response sections.

In both types of questions, students will need to be able to (1) identify or describe data, (2) describe patterns or trends in data, (3) describe or explain a political concept, (4) draw conclusions about patterns or trends in data, and (5) explain what the data implies or illustrates about political systems, principles institutions, processes, policies, and behaviors.

Students often struggle to connect conclusions drawn from data to political concepts, such as behavior. Encourage them to take their conclusions further and explain how a trend, identified by data, can lead to conclusions about a course country's political system or institutions.

UNIT AT A GLANCE

Enduring Understanding	Topic	Suggested Skills	Class Periods
IEF-1	<b>3.1 Civil Society</b>	<b>1.E</b> Explain how political systems, principles, institutions, processes, policies, and behaviors apply in a course country.	~28/~14 CLASS PERIODS
	<b>3.2 Political Culture</b>	<b>2.C</b> Explain the implications of the similarities and differences between countries with <i>different</i> political systems, principles, institutions, processes, policies, and behaviors.	
	<b>3.3 Political Ideologies</b>	<b>1.C</b> Compare political systems, principles, institutions, processes, policies, and behaviors.	
	<b>3.4 Political Values and Beliefs</b>	<b>3.C</b> Explain patterns and trends in data to draw conclusions.	
DEM-1	<b>3.5 Nature and Role of Political Participation</b>	<b>3.D</b> Explain what the data implies or illustrates about political systems, principles, institutions, processes, policies, and behaviors.	
	<b>3.6 Forces that Impact Political Participation</b>	<b>5.B</b> Support the argument using relevant evidence.	
	<b>3.7 Civil Rights and Civil Liberties</b>	<b>4.A</b> Describe the author’s claim(s), perspective, evidence, and reasoning.	
LEG-2	<b>3.8 Political and Social Cleavages</b>	<b>2.A</b> Compare two or more course countries based on their political systems, principles, institutions, processes, policies, and behaviors.	
	<b>3.9 Challenges from Political and Social Cleavages</b>	<b>5.C</b> Use reasoning to organize and analyze evidence, explaining its significance to justify the claim/thesis.	
 Go to <b>AP Classroom</b> to assign the <b>Personal Progress Check</b> for Unit 3. Review the results in class to identify and address any student misunderstandings.			

## SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page are optional and are offered to provide possible ways to incorporate instructional approaches into the classroom. Teachers do not need to use these activities and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways that they approach teaching some of the topics in this unit. Please refer to the Instructional Approaches section beginning on p. 129 for more examples of activities and strategies.

Activity	Topic	Sample Activity
1	3.1	<p><b>Debriefing</b></p> <p>Civil society is a challenging topic for students. They tend to struggle with defining and applying it. For complex issues, such as civil society, you can lead a facilitated discussion to solidify and deepen understanding of civil society, which is reflected in essential knowledge statements IEF-1.A.1 and IEF-1A.2. You can have students do a comparison across countries, including researching specific examples. For example, they could compare civil societies in different types of governments (e.g., authoritarian versus democratic regimes).</p>
2	3.4	<p><b>Look for a Pattern</b></p> <p>This topic presents an opportunity to analyze polling data that addresses values and beliefs that impacts citizens' voting and ultimately how they wish governments to make policy choices that address political problems. Have students examine complex data with multiple variables to find trends and draw conclusions. The <a href="#">Pew Research Center: Global Attitudes &amp; Trends</a> is a resource for this data, and course countries may have their own polling institutions. You may ask students to create their own visual representations after they evaluate data.</p>
3	3.8	<p><b>Socratic Seminar</b></p> <p>By holding a focused discussion around the essential question <i>What changes might a government face in response to a controversial cleavage?</i> you can provide students with an opportunity to illustrate their understanding of the learning objectives LEG-2.A and LEG-2.B and essential knowledge statements LEG-2.A.1 and LEG-2.B.1 to LEG-2.B.4 related to political and social cleavages. This activity also allows for comparative analysis of cleavages across course countries, which is a challenge area for students.</p>



### Unit Planning Notes

Use the space below to plan your approach to the unit. Consider how you want to continue analyzing and interpreting data and developing arguments with evidence and reasoning.

.....

.....

.....

## SUGGESTED SKILL

 *Concept Application*

## 1.E

Explain how political systems, principles, institutions, processes, policies, and behaviors apply in a course country.

## TOPIC 3.1

# Civil Society

### Required Course Content

#### ENDURING UNDERSTANDING

**IEF-1**

Political culture, including core beliefs and values that address the tension between order and liberty, shapes the relationship between a state and its citizens.

#### LEARNING OBJECTIVE

**IEF-1.A**

Describe civil society.

**IEF-1.B**

Explain the role of civil society among course countries.

#### ESSENTIAL KNOWLEDGE

**IEF-1.A.1**

Civil society comprises a range of voluntary associations that are autonomous from the state, including local religious and neighborhood organizations, news media, business and professional associations, and nongovernmental organizations (NGOs).

**IEF-1.A.2**

The strength and variety of civil society organizations differs depending on the regime type in which they operate. Civil society organizations can be limited by government registration and monitoring policies.

**IEF-1.B.1**

Though civil society organizations are not necessarily political, a robust civil society serves as an agent of democratization.

**IEF-1.B.2**

Across the course countries, civil society organizations, to varying degrees, can monitor and lobby the government, expose governmental malfeasance, represent the interests of members, and provide members with organizational experience.

*continued on next page*



## LEARNING OBJECTIVE

**IEF-1.B**


Explain the role of civil society among course countries.

## ESSENTIAL KNOWLEDGE

**IEF-1.B.3**

Across course countries, the placing of restrictions on NGOs and civil society tends to highlight violations of civil liberties protected under foundational documents.

## SUGGESTED SKILL

 Country Comparison

## 2.C

Explain the implications of the similarities and differences between countries with *different* political systems, principles, institutions, processes, policies, and behaviors.

## TOPIC 3.2

## Political Culture

## Required Course Content

## ENDURING UNDERSTANDING

## IEF-1

Political culture, including core beliefs and values that address the tension between order and liberty, shapes the relationship between a state and its citizens.

## LEARNING OBJECTIVE

## IEF-1.C

Explain how political culture relates to citizen behavior and the role of the state.

## ESSENTIAL KNOWLEDGE

## IEF-1.C.1

Political culture is the collective attitudes, values, and beliefs of the citizenry and the norms of behavior in the political system. It sets expectations about the exercise of power to establish a balance between social order and individual liberty.

## IEF-1.C.2

Political culture is influenced by factors of geography, religious traditions, and history, forming a population's values and beliefs about the role of government, the rights of the individual, and the extent and role of citizens in controlling government policy making.

## IEF-1.C.3

Political culture is transmitted through the process of political socialization, which is the lifelong process of acquiring one's beliefs, values, and orientations toward the political system.

## IEF-1.C.4

Family, schools, peers, religious institutions, media, and social environments, including civic organizations, play a crucial role in the socialization process and help develop political attitudes and values.

*continued on next page*

## LEARNING OBJECTIVE

**IEF-1.C**

Explain how political culture relates to citizen behavior and the role of the state.

## ESSENTIAL KNOWLEDGE

**IEF-1.C.5**

Though many agents of socialization (e.g., family, school, peers, media, and government) are similar across regime types, authoritarian regimes apply more concerted governmental pressures to socialize their citizens around conforming beliefs than do democratic regimes.

## SUGGESTED SKILL

 *Concept Application*

## 1.C

Compare political systems, principles, institutions, processes, policies, and behaviors.

## TOPIC 3.3

# Political Ideologies

## Required Course Content

### ENDURING UNDERSTANDING

## IEF-1

Political culture, including core beliefs and values that address the tension between order and liberty, shapes the relationship between a state and its citizens.

### LEARNING OBJECTIVE

## IEF-1.C

Explain how political culture relates to citizen behavior and the role of the state.

### ESSENTIAL KNOWLEDGE

## IEF-1.C.6


A political ideology is a set of values and beliefs about the goals of government, public policy, or politics, as represented by:

- Individualism—belief in individual civil liberties and freedom over governmental restrictions
- Neoliberalism—belief in limited governmental intervention in the economy and society; supports privatization, free trade, deregulation, and the elimination of state subsidies
- Communism—belief in the abolition of private property with near total governmental control of the economy
- Socialism—belief in the reduction of income disparities and the nationalization of major private industries
- Fascism—extreme nationalist ideology that favors authoritarian rule and the rights of the ethnic majority over that of ethnic minorities and the political opposition
- Populism—political philosophy that supports the interests and rights of the common people over that of the elites

# TOPIC 3.4

## Political Values and Beliefs

**SUGGESTED SKILL**

 Data Analysis

**3.C**

Explain patterns and trends in data to draw conclusions.

### Required Course Content

#### ENDURING UNDERSTANDING

**IEF-1**

Political culture, including core beliefs and values that address the tension between order and liberty, shapes the relationship between a state and its citizens.

#### LEARNING OBJECTIVE

**IEF-1.D**

Explain how political values and beliefs frame policy choices to address particular political problems.

#### ESSENTIAL KNOWLEDGE

**IEF-1.D.1**

Contrasting political ideologies, including rule by law as opposed to rule of law, affect how the state treats its citizens and deals with specific problems, such as political corruption.

- a. Political beliefs associated with authoritarian regimes tend to rely on rule by law, in which the state uses the law to reinforce the authority of the state.
- b. Political beliefs associated with democratic regimes tend to rely on rule of law, in which the state is limited to the same rules as its citizens.

**IEF-1.D.2**

Beliefs about social and economic equality can be held by citizens in both democratic and authoritarian regimes but can be contrasted by the amount of enforcement responsibility transferred to the government and the amount of choice afforded to citizens to protect their health and material well-being (ranging from limited governmental social protections to a welfare state).

*continued on next page*

**LEARNING OBJECTIVE****IEF-1.D**

Explain how political values and beliefs frame policy choices to address particular political problems.

**ESSENTIAL KNOWLEDGE****IEF-1.D.3**

Post-materialism refers to social valuing of self-expression and quality of life that leads to applying pressure on governments to address environmental issues and social and economic equality.

TOPIC 3.5

# Nature and Role of Political Participation

**SUGGESTED SKILL**

 *Data Analysis*

**3.D**

Explain what the data implies or illustrates about political systems, principles, institutions, processes, policies, and behaviors.



**AVAILABLE RESOURCE**

- Classroom Resources > [The Nation-State in the Twenty-First Century: Successes, Challenges, and Failures](#)

## Required Course Content

### ENDURING UNDERSTANDING

**DEM-1**

The way a regime uses power and authority to support or suppress its citizens establishes a balance between order and individual liberty.

### LEARNING OBJECTIVE

**DEM-1.A**

Explain the nature and role of political participation as related to a regime’s use of authority and power.

### ESSENTIAL KNOWLEDGE

**DEM-1.A.1**

Political participation can be voluntary or coerced and may occur at the individual or group level.

**DEM-1.A.2**

Political participation can range from behavior supportive of a regime (either independently or under state direction) to oppositional behavior that seeks to change governmental policies or overthrow the regime.

**DEM-1.A.3**

Certain political conditions make it more likely that citizens will engage in violent political behavior, including when citizens feel that more conventional options for political participation are ineffective or unavailable.

**DEM-1.A.4**

Formal political participation (including casting ballots in elections) can be encouraged across regime types to enhance legitimacy, gather input, act as a safety valve, or apply a check on governmental policies, though authoritarian regimes are more likely to use citizen participation to intimidate opposition or give an illusion of influence, while democratic regimes hold elections to allow citizen control of the policy-making process.

*continued on next page*

**LEARNING OBJECTIVE****DEM-1.A**

Explain the nature and role of political participation as related to a regime's use of authority and power.

**ESSENTIAL KNOWLEDGE****DEM-1.A.5**


Referenda allow citizens to vote directly on policy questions and are used for a variety of reasons, including as a means to promote democratic policy making, to allow a chief executive to bypass the legislature, and to oblige citizens to make difficult and potentially unpopular decisions on public policy issues. The United Kingdom has used referenda to decide questions about the devolution of powers to regional assemblies, the separation and creation of an independent nation-state, and their withdrawal from the European Union.



TOPIC 3.6

# Forces that Impact Political Participation

**SUGGESTED SKILL**

 *Argumentation*

**5.B**

Support the argument using relevant evidence.

## Required Course Content

### ENDURING UNDERSTANDING

**DEM-1**

The way a regime uses power and authority to support or suppress its citizens establishes a balance between order and individual liberty.

### LEARNING OBJECTIVE

**DEM-1.B**

Explain how political participation affects and is affected by democratic or authoritarian regime types.

### ESSENTIAL KNOWLEDGE

**DEM-1.B.1**

Authoritarian and democratic regimes support similar forms of participation to influence policy making (including casting votes in public elections) but differ in how much impact citizens have on policies and policy making based on how open and competitive elections are. In many elections in authoritarian regimes, there are few if any opposition candidates—those advocating differing views from that of the controlling party/elite—who are allowed to run for office. The government often intervenes in these elections to ensure that its preferred candidates and parties win.

**DEM-1.B.2**

Informal participation, such as protests and political criticism expressed through social media, is treated differently across regime types. In authoritarian systems, there is less tolerance of critical viewpoints that may challenge authoritarian regimes.

*continued on next page*

**LEARNING OBJECTIVE****DEM-1.B**

Explain how political participation affects and is affected by democratic or authoritarian regime types.

**ESSENTIAL KNOWLEDGE****DEM-1.B.3**

Both authoritarian and democratic regimes regulate formal political participation by placing restrictions on voting access and disallowing disruptive and violent protests, but authoritarian regimes manage and limit citizen participation to a much greater extent.


**DEM-1.B.4**

Authoritarian regimes tolerate mass political protests and movements less than democratic regimes do, valuing public order more than individual liberties and civil rights.

# TOPIC 3.7

## Civil Rights and Civil Liberties

**SUGGESTED SKILL**

 *Source Analysis*

**4.A**

Describe the author's claim(s), perspective, evidence, and reasoning.



**AVAILABLE RESOURCES**

- External Resource > [National Constitution Center's Rights Around the World](#)
- Classroom Resources > [Illiberal Democracy and Vladimir Putin's Russia](#)
- Professional Development >
  - ♦ [Close Reading of Challenging Primary Sources](#)
  - ♦ [Writing from Challenging Primary Sources](#)

### Required Course Content

#### ENDURING UNDERSTANDING

**DEM-1**

The way a regime uses power and authority to support or suppress its citizens establishes a balance between order and individual liberty.

#### LEARNING OBJECTIVE

**DEM-1.C**

Explain the extent to which civil rights and civil liberties are protected or restricted in different regimes.

#### ESSENTIAL KNOWLEDGE

**DEM-1.C.1**

Protection of key civil liberties differs across the six course countries.

**DEM-1.C.2**

Both democratic and authoritarian regimes impose constraints on the media to protect citizens and maintain order, but democratic regimes generally tolerate a high degree of media freedom to encourage citizen control of the political agenda and check political power and corruption.

**DEM-1.C.3**

Stronger authoritarian regimes monitor and restrict citizens' media access to a greater degree to maintain political control, as represented by:

- a. The Chinese Communist Party's use of the Great Firewall to limit political criticism on social media
- b. The Iranian court's suspension or revocation of media licenses when a jury finds owners guilty of publishing anti-religious material or information detrimental to the national interest
- c. The Russian government's nationalization of most broadcast media and rigid controls on opposition news segments

*continued on next page*

**LEARNING OBJECTIVE****DEM-1.C**

Explain the extent to which civil rights and civil liberties are protected or restricted in different regimes.

**ESSENTIAL KNOWLEDGE****DEM-1.C.4**

A government is transparent when it allows information about government and policy making to circulate openly; authoritarian regimes tend to prefer secret or closed proceedings to maximize order.

**DEM-1.C.5**


Competitive authoritarian regimes act as a hybrid of democratic and authoritarian regimes; Russia is characterized as a competitive authoritarian regime or illiberal democracy, holding contested elections but with limited degrees of competitiveness and providing minimal civil liberty protections and governmental transparency.

**DEM-1.C.6**

Comparing data that shows the extent to which governments protect or restrict civil liberties over time can determine regime placement on an authoritarian/democratic scale.

**TOPIC 3.8**  
**Political and Social Cleavages**

**SUGGESTED SKILL**

 *Country Comparison*

**2.A**

Compare two or more course countries based on their political systems, principles, institutions, processes, policies, and behaviors.

**Required Course Content**

**ENDURING UNDERSTANDING**

**LEG-2**

How governments respond to social and political divisions affects interactions between citizens and long-term regime stability.

**LEARNING OBJECTIVE**

**LEG-2.A**

Describe politically relevant social cleavages.

**ESSENTIAL KNOWLEDGE**

**LEG-2.A.1**

Social and political cleavages can be described as internal divisions that structure societies and may be based on class, ethnicity, religion, or territory, as represented by:

- a. In China, ethnic and regional divisions between the majority Han ethnic group and at least 55 recognized ethnic minorities, such as the Uighurs in the northwest and the Tibetans in the southwest, and between areas that have developed at different rates.
- b. In Iran, religious divisions between the Shi'a Muslim majority and members of other religions, such as Christianity, Judaism, and Zoroastrianism, have resulted in a threatening atmosphere despite official recognition; within practitioners of Islam, there are divisions between the Shi'a majority and those who are Sunni. There are also ethnic cleavages between the majority Persians and several ethnic minorities, including Azerbaijanis and Kurds.
- c. In Mexico, ethnic divisions between the Amerindian (indigenous) population and whites and mestizos, and regional divisions between the north and the south.

*continued on next page*

**LEARNING OBJECTIVE****LEG-2.A**

Describe politically relevant social cleavages.

**LEG-2.B**

Explain how political and social cleavages in course countries affect citizen relationships and political stability.

**ESSENTIAL KNOWLEDGE**

- d. In Nigeria, ethnic divisions among more than 250 ethnic groups (including Hausa-Fulani, Yoruba, and Igbo), and religious and regional cleavages between the north (predominantly Muslim) and the south (where Christians and animists are concentrated).
- e. In Russia, cleavages between ethnic Russians, who are more than 80 percent of the population and tend to be Russian Orthodox, and minority, non-Russian populations (including the Chechens in the Caucasus region, who are predominantly Muslim).
- f. In the United Kingdom, ethnic and regional differences between nations such as the Scottish, English, Welsh, and Irish; religious differences between Protestants and Catholics in Northern Ireland; and racial tensions between whites and non-European minorities whose heritage is related to the United Kingdom's colonial history.

**LEG-2.B.1**

Major social and political cleavages differ across course countries and affect voting behavior and party systems as well as informal political networks.

**LEG-2.B.2**

Course countries have responded differently to social cleavages and their political consequences.

- a. Even stable regimes are increasingly dealing with radical/terrorist religious elements that have sprung from long-standing cleavages.
- b. State responses can range from brute repression to recognition of ethnic/religious minorities and creation of autonomous regions and/or representation of minorities in governmental institutions.

**LEG-2.B.3**

Examples of the use of social and political cleavages to strengthen legitimacy and hold onto power can be found in all course countries. Such cleavages may also lead to conflict and undermine legitimacy.

*continued on next page*

## LEARNING OBJECTIVE

### LEG-2.B

Explain how political and social cleavages in course countries affect citizen relationships and political stability.


## ESSENTIAL KNOWLEDGE

### LEG-2.B.4

Social cleavages have different impacts in course countries.

- a. Separatist movements have emerged in China, Iran, Nigeria, Russia, and the United Kingdom as a result of the social cleavages.
- b. Other groups demanding autonomy, but not independence, have emerged in Mexico and the United Kingdom.
- c. Ethnicity has played a more significant role in Nigeria than in Mexico because of different colonial histories and a greater diversity and politicization of ethnic/religious identities in Nigeria.

## SUGGESTED SKILL

 Argumentation

## 5.C

Use reasoning to organize and analyze evidence, explaining its significance to justify the claim/thesis.

## TOPIC 3.9

# Challenges from Political and Social Cleavages

## Required Course Content

### ENDURING UNDERSTANDING

**LEG-2**

How governments respond to social and political divisions affects interactions between citizens and long-term regime stability.

### LEARNING OBJECTIVE

**LEG-2.B**

Explain how political and social cleavages in course countries affect citizen relationships and political stability.

### ESSENTIAL KNOWLEDGE

**LEG-2.B.5**

Challenges governments face in securing stability in multinational states include:

- Conflicting interests and competition among groups and political parties
- Perceived lack of governmental authority and legitimacy
- Pressure for autonomy/secession, intergroup conflict, terrorism, and civil war
- Encroachment of neighboring states that sense government weakness and vulnerability



**AP COMPARATIVE  
GOVERNMENT AND POLITICS**

**UNIT 4**

**Party and  
Electoral Systems  
and Citizen  
Organizations**



**13–18%**  
AP EXAM WEIGHTING



**~18/~9**  
CLASS PERIODS

---

The icon consists of a white circle containing a blue square with the letters 'AP' in white. Below the square is a small blue computer monitor icon.

Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

### **Personal Progress Check 4**

**Multiple-choice: ~15 questions**

**Free-response: 3 questions**

- Comparative Analysis
- Argument Essay
- Conceptual Analysis

# Party and Electoral Systems and Citizen Organizations



## Developing Understanding

### BIG IDEA 1

#### Power and Authority PAU

- How do different electoral systems encourage or discourage citizen influence?

### BIG IDEA 3

#### Democratization DEM

- Why are election rules different for different regimes?

### BIG IDEA 4

#### Internal/External Forces IEF

- Why would an authoritarian regime open up political access to interest groups and citizen organizations?
- Why would a democratic regime restrict political access to interest groups and citizen organizations?

Individuals and groups use various ways to gain influence and power within a government and its political institutions. This unit breaks down the larger concepts about political institutions studied in Unit 2 and considers how individuals, parties, and citizen organizations influence power. The exercise of political power in the six course countries occurs in a variety of ways. For example, the rules of electoral systems, both formal and informal, have a profound impact on citizen participation. Studying how and why a regime grants or limits access to sources of power helps students understand and explain how this control ultimately impacts policy making in a global context.

## Building the Disciplinary Practices

2.C 4.C

In this unit, students compare countries with both similar and different political concepts and processes in order to identify problems, analyze policy making, and ultimately explain implications of these policy decisions. While students often find it easy to make direct comparisons between countries, they struggle with analyzing the implications of how those similarities, or differences, can impact institutions, policies, and behavior.


As students continue to read and analyze text-based sources, it is important for them to begin to connect the implications of the author's argument to a course country's political systems, principles, institutions, processes, policies, and behaviors. Furthermore, students should have the opportunity to read, analyze, and interpret the interplay of several text-based sources related to the course countries.

## Preparing for the AP Exam

Although there is not a free-response question focused on source analysis on the AP Exam, source analysis will be assessed in the multiple-choice questions.

Students should be able to read, analyze, and interpret text-based sources to build the skill of analysis. The author of each source conveys their idea, which is a claim, and they support that claim with evidence. Students should be able to identify the claim and evidence, but they should also be able to explain how the author's argument relates to political elements within and across course countries. Political scientists are asked to make predictions based on evidence and data and students may need assistance directly connecting a source's implication to a predicted outcome.

## UNIT AT A GLANCE

Enduring Understanding	Topic	Suggested Skills	Class Periods
			<b>~18/~9</b> CLASS PERIODS
DEM-2	<b>4.1 Electoral Systems and Rules</b>	<b>2.A</b> Compare two or more course countries based on their political systems, principles, institutions, processes, policies, and behaviors.	
	<b>4.2 Objectives of Election Rules</b>	<b>4.B</b> Explain how the author’s argument or perspective relates to political systems, principles, institutions, processes, policies, and behaviors.	
PAU-4	<b>4.3 Political Party Systems</b>	<b>3.B</b> Describe patterns and trends in data.	
	<b>4.4 Role of Political Party Systems</b>	<b>2.C</b> Explain the implications of the similarities and differences between countries with <i>different</i> political systems, principles, institutions, processes, policies, and behaviors.	
IEF-2	<b>4.5 Impact of Social Movements and Interest Groups</b>	<b>5.D</b> Use refutation, concession, or rebuttal in responding to opposing or alternate perspectives.	
	<b>4.6 Pluralist and Corporatist Interests</b>	<b>4.C</b> Explain how the implications of the author’s argument or perspective may affect political systems, principles, institutions, processes, policies, and behaviors.	
	 Go to <b>AP Classroom</b> to assign the <b>Personal Progress Check</b> for Unit 4. Review the results in class to identify and address any student misunderstandings.		

## SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page are optional and are offered to provide possible ways to incorporate instructional approaches into the classroom. Teachers do not need to use these activities and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways that they approach teaching some of the topics in this unit. Please refer to the Instructional Approaches section beginning on p. 129 for more examples of activities and strategies.

Activity	Topic	Sample Activity
1	4.2	<p><b>Think-Pair-Share</b></p> <p>This topic hits two challenge areas for students: comparative analysis and political institutions. To practice explaining how election rules serve different regime objectives, ask students to consider ballot access, election wins, and constituency accountability. This strategy allows students to develop initial ideas, test and revise with a partner, and then share with the larger group.</p>
2	4.3	<p><b>Making Connections</b></p> <p>Write terms or concepts related to political party systems and party membership for course countries on index cards and have students choose cards at random. Allow students a couple of minutes to gather and recall information about the terms or concepts. Then pair students and ask them to find and explain the similarities and differences between their terms or concepts. This activity addresses the challenge areas of comparative analysis and political institutions.</p>
3	4.5	<p><b>Quickwrite</b></p> <p>Set aside a short, specific amount of time during a class period for students to perform a quickwrite on social movements and interest groups. As preparation for the free-response question for which students write an argument, have students write claims and explain evidence that supports those claims for various topics, such as how social movements and interest groups affect social and political change in course countries.</p>



### Unit Planning Notes

Use the space below to plan your approach to the unit. Consider how you want to incorporate comparing countries with different political elements and thinking about how sources can impact countries.


.....

.....

.....

.....

## SUGGESTED SKILL

 Country Comparison

## 2.A

Compare two or more course countries based on their political systems, principles, institutions, processes, policies, and behaviors.



## AVAILABLE RESOURCE

- Classroom Resources > [Recent Elections from Around the World](#)

## TOPIC 4.1

# Electoral Systems and Rules

## Required Course Content

### ENDURING UNDERSTANDING

**DEM-2**

The rules of electoral systems reflect party and legislative control and level of democratization.

### LEARNING OBJECTIVE

**DEM-2.A**

Describe electoral systems and election rules among course countries.

### ESSENTIAL KNOWLEDGE

**DEM-2.A.1**

In some regimes, electoral rules and systems are structured to allow for the competitive selection of representatives, while in other regimes rules are frequently changed to advance different political interests.

- The National People's Congress of China selects members indirectly through a series of local and regional elections.
- Iran's Majles members are directly elected in single-member and multimember districts, which sometimes requires a second round of voting; candidates are vetted by the Guardian Council, and the legislative body lacks formal political party structures; a small number of the 290 seats in the Majles are reserved for non-Muslim minorities, such as Christians, Jews, and Zoroastrians.

*continued on next page*

## LEARNING OBJECTIVE

### DEM-2.A

Describe electoral systems and election rules among course countries.


## ESSENTIAL KNOWLEDGE

- c. Mexico's Congress of the Union has two chambers: the Chamber of Deputies, which has 300 members directly elected in single-member districts by plurality and an additional 200 members elected by a proportional representation, party list system; and the Chamber of Senators, which has 96 members elected in three-seat constituencies and 32 by proportional representation; gender quotas in the party list system have helped increase female representation in the legislature.
- d. Members of the Nigerian House of Representatives are directly elected in single-member districts with representatives from each of Nigeria's states; the number of representatives elected from each state is based on population size, whereas the Senate has three members directly elected from each of Nigeria's 36 states; two major parties have alternated control of the National Assembly.
- e. Changes to state Duma elections in Russia have returned it to a system in which half of the representatives are directly elected from single-member districts and the other half are chosen through elections that use proportional representation with a threshold.
- f. The United Kingdom's House of Commons members are directly elected under single-member district, first-past-the-post rules.

### DEM-2.A.2

Proportional representation relies on multimember districts that promote multiparty systems.

## SUGGESTED SKILL

 Source Analysis

## 4.B

Explain how the author's argument or perspective relates to political systems, principles, institutions, processes, policies, and behaviors.



## AVAILABLE RESOURCES

- Professional Development >
- ♦ [Close Reading of Challenging Primary Sources](#)
- ♦ [Writing from Challenging Primary Sources](#)

## TOPIC 4.2

# Objectives of Election Rules

## Required Course Content

### ENDURING UNDERSTANDING

**DEM-2**

The rules of electoral systems reflect party and legislative control and level of democratization.

### LEARNING OBJECTIVE

**DEM-2.B**

Explain how election rules serve different regime objectives regarding ballot access, election wins, and constituency accountability.

### ESSENTIAL KNOWLEDGE

**DEM-2.B.1**

Proportional representation can result in an increase in the number of political parties represented in national legislatures, as well as an increase in the election of minority and women candidates.

**DEM-2.B.2**

Single-member district plurality systems tend to promote two-party systems. They provide voters with strong constituency service and accountability because there is a single representative per district, and they ensure geographic representation.

**DEM-2.B.3**

Different presidential election systems have different rules for determining election winners; some systems employ second-round or runoff elections to obtain a majority vote, while others decide elections based on a plurality of most votes cast among candidates in the race.

- a. Mexico's president is elected by a plurality of the national popular vote, not an absolute majority.

*continued on next page*



## LEARNING OBJECTIVE

### DEM-2.B

Explain how election rules serve different regime objectives regarding ballot access, election wins, and constituency accountability.

## ESSENTIAL KNOWLEDGE

- b. Presidential candidates in Nigeria must win the most votes and secure at least 25 percent of the vote in two-thirds of Nigeria's states, reflecting the federal characteristic of this regime.
- c. Presidential candidates in Iran and Russia must win an absolute majority of the popular vote in either the first or second round of national voting. If no candidate wins an absolute majority in the first round, the second round is conducted between the top two vote earners in the first round.
- d. Majoritarian rules in Iran, Nigeria, and Russia provide the winners with a national mandate.

### DEM-2.B.4

Different political systems use electoral regulatory organizations to set various rules about ballot access and competition.

- a. Iran's Guardian Council excludes reform-minded candidates or those who do not support Islamic values from the ballot, which limits the number of candidates and reduces electoral competition and representation.
- b. As part of their democratic transition, Mexico and Nigeria have created independent election commissions that attempt to reduce voter fraud and manipulation and enhance electoral competition.

### DEM-2.B.5

Some regimes use an appointment system for membership in legislative bodies to promote a diversity of viewpoints, while other regimes use it to advance the political agenda of governing elites.

- a. Appointments for the United Kingdom's House of Lords are approved by the monarch with recommendations made by the prime minister and an independent commission.

*continued on next page*

**LEARNING OBJECTIVE****DEM-2.B**

Explain how election rules serve different regime objectives regarding ballot access, election wins, and constituency accountability.

**ESSENTIAL KNOWLEDGE**

- b. Half of Iran's Guardian Council members are selected by the Supreme Leader, and half are nominees from the judiciary with Majles approval.
- c. The appointment process for positions in Russia's Federation Council is done by regional governors and the regional legislature. The creation of nine federal districts (with the annexation of Crimea) has reasserted federal power under the Russian president by allowing him to appoint presidential envoys to the districts, and allowing regional legislatures to forgo elections and appoint a governor from a list of candidates approved by the president.

**DEM-2.B.6**

Election rule changes affect the representation of different religious, ethnic, and socioeconomic groups.


**DEM-2.B.7**

The timing of legislative elections across the six countries can vary among systems based on term-limit policies.

# TOPIC 4.3

## Political Party Systems

**SUGGESTED SKILL**

 Data Analysis

**3.B**

Describe patterns and trends in data.

### Required Course Content

#### ENDURING UNDERSTANDING

**PAU-4**

The power, influence, and strength of political parties and the degree of competition between parties reflect the values of the regime or type of government.

#### LEARNING OBJECTIVE

**PAU-4.A**

Describe characteristics of political party systems and party membership.

#### ESSENTIAL KNOWLEDGE

**PAU-4.A.1**

Party systems and membership differ among course countries, ranging from dominant party systems to multiparty systems.

**PAU-4.A.2**

China has rules that allow only one party, the Communist Party of China, to control governing power to maintain the values of centralism and order, while allowing eight other parties to exist to broaden discussion and consultation.

**PAU-4.A.3**

Rules ensuring one-party dominance in Russia include increasing party registration requirements, allowing only legally registered parties to run for office, using selective court decisions to disqualify candidates, limiting the ability of political opposition to present their viewpoints in the media, increasing threshold rules to limit party access to the ballot, and eliminating gubernatorial elections.

*continued on next page*

**LEARNING OBJECTIVE****PAU-4.A**

Describe characteristics of political party systems and party membership.

**ESSENTIAL KNOWLEDGE****PAU-4.A.4**

Rules that facilitate Mexico's transition away from one-party dominance include eliminating *el dedazo*, privatizing state-owned corporations to decrease patronage, decentralizing and reducing one-party power at the subnational level, and establishing and strengthening the National Electoral Institute (IFE).

**PAU-4.A.5**

The degree of competition within multiparty systems can influence representation and formal political participation by citizens.

- a. Nigeria's multiparty system includes 30 registered political parties, with two strong parties, the People's Democratic Party (PDP) and the All Progressives Congress of Nigeria (APC), and a third party having a degree of electoral success.
- b. The United Kingdom's party system features competition primarily between two major parties, the Conservative and Labour parties, which control the legislature and executive (with first-past-the-post election rules favoring the major parties). But minor parties with regional representation are also able to win some legislative representation.

**PAU-4.A.6**

Catch-all political parties can earn support from groups with different characteristics, attracting popular support with ideologically diverse platforms.

**PAU-4.A.7**

Some legislatures, such as the United Kingdom's House of Commons, are highly organized by political parties, with voting based on strict party discipline that influences policy making.

## TOPIC 4.4

# Role of Political Party Systems

## SUGGESTED SKILL

 Country Comparison

## 2.C

Explain the implications of the similarities and differences between countries with *different* political systems, principles, institutions, processes, policies, and behaviors.

## Required Course Content

### ENDURING UNDERSTANDING

## PAU-4

The power, influence, and strength of political parties and the degree of competition between parties reflect the values of the regime or type of government.

### LEARNING OBJECTIVE

## PAU-4.B

Explain how political party systems and memberships link citizen participation to policy making.

### ESSENTIAL KNOWLEDGE

## PAU-4.B.1

Party systems vary across the course countries in terms of rules governing elections, party structure, and laws regulating political parties, as represented by:

- In China, one party (Communist Party of China) has controlled the government (and military) since 1949, while minor parties have limited power to fill minor political offices.
- Iran lacks formal political party structures; parties operate as loosely formed political alliances with questionable linkage to constituents.
- In Mexico, a multiparty system is dominated by National Action Party (PAN), the Party of the Democratic Revolution (PRD), and the Institutional Revolutionary Party (PRI); parties are allowed to form coalitions to nominate candidates for any particular election.
- In Nigeria, multiple parties with ethnic quotas affect representation in the country's federal legislature.

*continued on next page*

**LEARNING OBJECTIVE****PAU-4.B**

Explain how political party systems and memberships link citizen participation to policy making.

**ESSENTIAL KNOWLEDGE**

- e. In Russia, one party has been dominating recent elections; diminished representation of smaller parties occurs because of changing threshold rules; the elimination and then reinstatement of single-member districts has affected regional parties and the representation of independent candidates.
- f. In the United Kingdom, two large parties (Labour and Conservative) dominate the House of Commons.
- g. In the United Kingdom, single-member district plurality elections diminish minor-party representation.
- h. In the United Kingdom, single-member districts allow regional parties to win legislative seats.


**PAU-4.B.2**

Party systems across the course countries vary in how they affect and are affected by citizen participation.

TOPIC 4.5

# Impact of Social Movements and Interest Groups

SUGGESTED SKILL

 Argumentation

5.D

Use refutation, concession, or rebuttal in responding to opposing or alternate perspectives.

## Required Course Content

### ENDURING UNDERSTANDING

IEF-2

Strong and varied citizen organizations and movements foster and are reinforced by democratization.

### LEARNING OBJECTIVE

IEF-2.A

Explain how social movements and interest groups affect social and political change.

### ESSENTIAL KNOWLEDGE

IEF-2.A.1

Social movements involve large groups of people pushing collectively for significant political or social change.

IEF-2.A.2

Interest groups are explicitly organized to represent and advocate for a specific interest or policy issue, while social movements represent multiple groups and individuals advocating for broad social change.

IEF-2.A.3

Social movements across course countries have put pressure on the state to promote indigenous civil rights, redistribute revenues from key exports such as oil, conduct fair and transparent elections, and ensure fair treatment of citizens of different sexual orientations, including:

- a. The Green Movement in Iran that protested corruption in the 2009 election
- b. Zapatistas or Chiapas uprising in Mexico in response to socioeconomic inequality and the negative impact of the North American Free Trade Agreement (NAFTA)

*continued on next page*

**LEARNING OBJECTIVE****IEF-2.A**

Explain how social movements and interest groups affect social and political change.

**ESSENTIAL KNOWLEDGE**

- c. Movements in Nigeria (often militant), including the Movement for the Emancipation of the Niger Delta (MEND) and the Movement for the Survival of the Ogoni People (MOSOP), which have emerged to advocate for the rights of an ethnic minority or protest against unjust methods of extraction and distribution of oil in the Niger Delta region
- d. The Boko Haram movement attempting to establish an Islamic state in northern Nigeria
- e. Domestic protests over Russian state Duma's passage of legislation against same-sex couples

**IEF-2.A.4**

Grassroots social movements exert their power up from the local level to the regional, national, or international level.

**IEF-2.A.5**


With limited organizational hierarchies, such movements are difficult for state-run military or law enforcement to suppress, but some social movements also have difficulty in attracting and mobilizing support among fellow citizens or negotiating with governmental representatives.



## TOPIC 4.6

# Pluralist and Corporatist Interests

## SUGGESTED SKILL

 Source Analysis**4.C**

Explain how the implications of the author's argument or perspective may affect political systems, principles, institutions, processes, policies, and behaviors.



## AVAILABLE RESOURCES

- Professional Development >
- ♦ [Close Reading of Challenging Primary Sources](#)
- ♦ [Writing from Challenging Primary Sources](#)

## Required Course Content

### ENDURING UNDERSTANDING

**IEF-2**

Strong and varied citizen organizations and movements foster and are reinforced by democratization.

### LEARNING OBJECTIVE

**IEF-2.B**

Describe pluralist and corporatist interest group systems.

### ESSENTIAL KNOWLEDGE

**IEF-2.B.1**

Pluralism and corporatism are systems of interest group representation.

**IEF-2.B.2**

Pluralist systems promote competition among autonomous groups not linked to the state, whereas in a corporatist system the government controls access to policy making by relying on state-sanctioned groups or single peak associations (SPAs) to represent labor, business, and agricultural sectors.

**IEF-2.B.3**

The state retains more control over citizen input in a corporatist system than it does in a pluralist system.

**IEF-2.B.4**

Interest group systems can change over time, as represented by Mexico's moving from a corporatist system toward a pluralist system.

THIS PAGE IS INTENTIONALLY LEFT BLANK.

**AP COMPARATIVE  
GOVERNMENT AND POLITICS**

**UNIT 5**

**Political and  
Economic  
Changes and  
Development**



**16–24%**  
AP EXAM WEIGHTING



**~20/~10**  
CLASS PERIODS

---

The icon consists of a white circle containing a blue square with the letters 'AP' in white. Below the square is a small blue computer monitor icon.

Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

### **Personal Progress Check 5**

**Multiple-choice: ~25 questions**

**Free-response: 3 questions**

- Quantitative Analysis
- Argument Essay
- Conceptual Analysis

# Political and Economic Changes and Development



## Developing Understanding

### BIG IDEA 2 *Legitimacy and Stability* **LEG**

- How do nongovernmental groups impact regimes?
- Why do governments change policies in the face of public pressure? How does this impact the balance of power between the citizens and the government?

### BIG IDEA 4 *Internal/External Forces* **IEF**

- What are the benefits and drawbacks to a country's natural resource endowment?

The interaction of political and economic changes within and across the course countries and how these changes impact political policies and behaviors is particularly important for students to understand. They need to connect what they learned about the domestic political power structure in previous units with how that structure plays out in an interconnected global context.

Every country studied in this course has had profound economic and political change over the past 30 years. Students will study political changes through the lens of democratization and the relative success or failure of these efforts to take hold. The economic impact of globalization on local citizens, relationships between countries, and the response to challenges presented in this economic reality are the focus of the unit.

## Building the Disciplinary Practices

**3.E 5.D**

In previous units, students practiced data analysis and looked at what data communicates. As students build on that skill in this unit, they confront the possible limitations of data and need to determine what information is missing. What does the data *not* tell us about political systems, principles, institutions, processes, policies, and behaviors? Data analysis is a challenge area for students, so regular practice will help. Have students search for credible data sources that might help create a more robust understanding of a political system, principle, institution, process, policy, or behavior from within or across course countries.


In earlier units, students also began building their arguments, which incorporated a defensible claim, relevant evidence, and a line of reasoning. In this unit, they continue to use those skills but now also use refutation, concession, or rebuttal when they respond to opposing perspectives. By offering the rebuttal, but succinctly stating for the reader why their claim/thesis is more effective, they develop a high-quality argument.

## Preparing for the AP Exam

The argument essay on the AP Exam asks students to respond to an opposing or alternate perspective or demonstrate a complex understanding of the topic. It is not enough for students to simply identify an opposing or alternate perspective, they should demonstrate a correct understanding of the perspective by briefly describing it and then refute, concede, or rebut that perspective. They may demonstrate a complex understanding in multiple ways: (1) qualify or modify an argument by considering diverse or alternate views or evidence, (2) explain the nuance of an issue by analyzing multiple variables, or (3) explain relevant or insightful connections across required course countries.

This task is often difficult for students. Many students can identify an opposing or alternate perspective, but they struggle to explain why the other perspective is incorrect or why the other perspective may be more correct than their own.

## UNIT AT A GLANCE

Enduring Understanding	Topic	Suggested Skills	Class Periods
			~20/~10 CLASS PERIODS
IEF-3	<b>5.1 Impact of Global Economic and Technological Forces</b>	<b>3.A</b> Describe the data presented.	
	<b>5.2 Political Responses to Global Market Forces</b>	<b>2.C</b> Explain the implications of the similarities and differences between countries with <i>different</i> political systems, principles, institutions, processes, policies, and behaviors.	
	<b>5.3 Challenges from Globalization</b>	<b>1.D</b> Describe political systems, principles, institutions, processes, policies, and behaviors of a course country.	
	<b>5.4 Policies and Economic Liberalization</b>	<b>3.D</b> Explain what the data implies or illustrates about political systems, principles, institutions, processes, policies, and behaviors.	
LEG-3	<b>5.5 International and Supranational Organizations</b>	<b>4.B</b> Explain how the author's argument or perspective relates to political systems, principles, institutions, processes, policies, and behaviors.	
	<b>5.6 Adaptation of Social Policies</b>	<b>2.B</b> Explain the implications of the similarities and differences between countries with <i>similar</i> political systems, principles, institutions, processes, policies, and behaviors.	
	<b>5.7 Impact of Industrialization and Economic Development</b>	<b>5.D</b> Use refutation, concession, or rebuttal in responding to opposing or alternate perspectives.	
LEG-4	<b>5.8 Causes and Effects of Demographic Change</b>	<b>3.E</b> Explain possible limitations of the data provided.	
LEG-5	<b>5.9 Impact of Natural Resources</b>	<b>4.C</b> Explain how the implications of the author's argument or perspective may affect political systems, principles, institutions, processes, policies, and behaviors.	
 Go to <b>AP Classroom</b> to assign the <b>Personal Progress Check</b> for Unit 5. Review the results in class to identify and address any student misunderstandings.			

## SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page are optional and are offered to provide possible ways to incorporate instructional approaches into the classroom. Teachers do not need to use these activities and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways that they approach teaching some of the topics in this unit. Please refer to the Instructional Approaches section beginning on p. 129 for more examples of activities and strategies.

Activity	Topic	Sample Activity
1	5.1	<p><b>Close Reading</b></p> <p>Students often struggle with the differences between international economic institutions such as the International Monetary Fund, the World Bank, and the World Trade Organization. Present students with readings about these organizations (charters, newspaper or magazine articles) and ask them to highlight country-specific words and passages in order to then connect them to political policies, behaviors, and culture.</p>
2	5.5	<p><b>Guided Discussion</b></p> <p>This umbrella strategy allows you to use multiple techniques with students in a lesson. For this topic, use brainstorming and quickwrite as strategies during a guided discussion to help students understand how international and supranational organizations influence domestic policymakers and national sovereignty. This will help students see the big picture of stability (enduring understanding LEG-3).</p>
3	5.7	<p><b>Self/Peer Revision</b></p> <p>By this point in the course, students should have had multiple opportunities to practice their argumentative essay writing. This strategy employs students to act as reviewers of their peers to provide feedback on essay components. This topic offers an opportunity for students to practice using refutation, concession, or rebuttal in responding to opposing or alternate perspectives regarding the impact of industrialization and economic development.</p>
4	5.9	<p><b>Fishbowl</b></p> <p>This strategy requires students to be, at different times, active participants and listeners. It also asks students to bring textual evidence to their discussions to support their opinions. Using secondary sources about course countries and their natural resource endowments, ask students to discuss how these natural resources affect political and economic development. You may wish to focus on rentier states and the “resource curse.”</p>



### Unit Planning Notes

Use the space below to plan your approach to the unit. Consider how you want to pace your course and methods of instruction and assessment.

.....

.....

## SUGGESTED SKILL

 Data Analysis

## 3.A

Describe the data presented.

## TOPIC 5.1

# Impact of Global Economic and Technological Forces

## Required Course Content

### ENDURING UNDERSTANDING

**IEF-3**

Economic globalization and economic liberalization have positively and negatively affected political policies and behaviors.

### LEARNING OBJECTIVE

**IEF-3.A**

Explain how global economic and technological forces influence political policies, behaviors, and culture.

### ESSENTIAL KNOWLEDGE

**IEF-3.A.1**

Economic globalization—including economic networks that are growing more interconnected, a worldwide market with actors unconstrained by political borders, and a reduction in state control over economies—has deepened cross-national connections among workers, goods, and capital and has caused challenges for regime and cultural stability.

**IEF-3.A.2**

State membership in the International Monetary Fund (IMF), the World Bank, and the World Trade Organization (WTO) has promoted economic liberalization policies.

- a. China and Nigeria have enacted economic liberalization policies and a majority of respondents in recent studies have said that they expect children in their countries to be better off than their parents.
- b. In Mexico, in part as a result of these policies, the number of people in the middle class has grown.

*continued on next page*



## LEARNING OBJECTIVE

### IEF-3.A

Explain how global economic and technological forces influence political policies, behaviors, and culture.

## ESSENTIAL KNOWLEDGE

### IEF-3.A.3


Multinational corporations (MNCs) increasingly dominate global markets and pose challenges to, and sometimes conflict with, domestic economic policies regarding labor, the environment, land rights, taxation, and the budget.

### IEF-3.A.4

Globalization and neoliberalism can provoke conflicts within states, including:

- a. Increased demands being placed on governments by civil society groups
- b. Protests by students and disenfranchised groups
- c. Arrests of protesters and imposition of social media restrictions
- d. Empowerment of once-marginal, nationalist, and populist groups that blame the government for changes in culture and economic conditions

## SUGGESTED SKILL

 Country Comparison

## 2.C

Explain the implications of the similarities and differences between countries with *different* political systems, principles, institutions, processes, policies, and behaviors.

## TOPIC 5.2

# Political Responses to Global Market Forces

## Required Course Content

### ENDURING UNDERSTANDING

## IEF-3

Economic globalization and economic liberalization have positively and negatively affected political policies and behaviors.

### LEARNING OBJECTIVE

## IEF-3.B

Compare political responses to global market forces.

### ESSENTIAL KNOWLEDGE

## IEF-3.B.1

In response to market forces, course countries continue to experiment with policies regarding private ownership of industry and capital, including:

- a. Special economic zones along the coast of China
- b. Privatization and increased competition in Mexico's oil industry (Pemex)
- c. Nigeria's state-owned Nigerian National Petroleum Corporation (NNPC) collaborating with foreign companies in joint ventures to extract and produce oil
- d. Putin's re-nationalization of oil/natural gas industries and imposition of foreign investment limitations

## IEF-3.B.2

Course countries allow varying degrees of private control of natural resources, with the United Kingdom allowing the most private control of natural resources and China allowing the least.

*continued on next page*

## LEARNING OBJECTIVE

### IEF-3.B

Compare political responses to global market forces.

## ESSENTIAL KNOWLEDGE

### IEF-3.B.3

Governments respond to global market forces in order to:

- a. Improve domestic economic conditions
- b. Respond to domestic demands
- c. Control or influence domestic political debates to maintain or increase their own power
- d. Extend national influence regionally and internationally

## SUGGESTED SKILL

 Concept Application

## 1.D

Describe political systems, principles, institutions, processes, policies, and behaviors of a course country.

## TOPIC 5.3

# Challenges from Globalization

## Required Course Content

### ENDURING UNDERSTANDING

**IEF-3**

Economic globalization and economic liberalization have positively and negatively affected political policies and behaviors.

### LEARNING OBJECTIVE

**IEF-3.C**

Explain how globalization creates challenges to regime sovereignty.

### ESSENTIAL KNOWLEDGE

**IEF-3.C.1**

Many aspects of globalization can challenge regime sovereignty, including:

- Foreign direct investment and multinational corporations from originating regimes can pose a challenge to a government's foundational economic and political ideas and principles.
- Cultural influences (often Western) that accompany investment and trade with a given regime can provoke a domestic backlash.
- Increased economic development can cause environmental degradation and accompanying health issues that alienate citizens.
- Foreign governments can bring political and economic pressures (including treaty reversals, public condemnation at intergovernmental organizations like the United Nations, and economic sanctions) to bear on countries whose actions (including human rights violations) offend them.

*continued on next page*

## LEARNING OBJECTIVE

### IEF-3.C

Explain how globalization creates challenges to regime sovereignty.

## ESSENTIAL KNOWLEDGE

### IEF-3.C.2

In response to global market forces, governments frequently strive to respond to internal demands for domestic reform. Governments also work to control domestic policy debates and attempt to extend their influence regionally to deflect criticism and improve economic conditions.

**SUGGESTED SKILL**

 *Data Analysis*

**3.D**

Explain what the data implies or illustrates about political systems, principles, institutions, processes, policies, and behaviors.

**TOPIC 5.4**

**Policies and Economic Liberalization**

**Required Course Content**

**ENDURING UNDERSTANDING**

**IEF-3**

Economic globalization and economic liberalization have positively and negatively affected political policies and behaviors.

**LEARNING OBJECTIVE**

**IEF-3.D**

Describe economic and political liberalization policies.

**ESSENTIAL KNOWLEDGE**

**IEF-3.D.1**

Economic liberalization occurs when a state reduces its economic role and embraces free market mechanisms such as eliminating subsidies and tariffs, privatizing government-owned industries, and opening the economy to foreign direct investment.

**IEF-3.E**

Explain the adoption of and consequences associated with economic liberalization policies.

**IEF-3.E.1**

Political-economic systems in the course countries can be compared by measuring levels of economic development, economic growth, human development, wealth, and inequality.

**IEF-3.E.2**

Course countries of all regime types adopt economic liberalization policies with the goals of remedying undesirable domestic circumstances, such as rising unemployment and reduced productivity, and undesirable external situations, such as trade deficits with other states and decreasing demand for raw materials like petroleum, natural gas, and rare-earth metal.

*continued on next page*

## LEARNING OBJECTIVE

### IEF-3.E

Explain the adoption of and consequences associated with economic liberalization policies.

## ESSENTIAL KNOWLEDGE

### IEF-3.E.3

Neoliberal economic policies (referring to the removal of barriers and restrictions on what internal/external economic actors can do) have had mixed effects, including reduction in inflation and increases in national income, as well as growing inequality in wealth distribution, persistent political corruption, and the exacerbation of existing social tensions as governments attempt to balance economic freedom with policies that promote economic and political equality.

### IEF-3.E.4


Economic prosperity tied to liberalization policies has affected the power of ruling political parties among course country political systems.

### IEF-3.E.5

While often stimulating growth, economic liberalization has contributed to environmental pollution, urban sprawl, and uneven economic development in course countries, as a result of:

- a. Increased consumption and use of automobiles and other engines using fossil fuels
- b. Poor infrastructure and lack of government regulation
- c. Regional migration patterns (including east/west in China; north/south in Mexico; rural/urban in both)

## SUGGESTED SKILL

 Source Analysis

## 4.B

Explain how the author's argument or perspective relates to political systems, principles, institutions, processes, policies, and behaviors.



## AVAILABLE RESOURCES

- Professional Development >
- ♦ Close Reading of Challenging Primary Sources
- ♦ Writing from Challenging Primary Sources

## TOPIC 5.5

# International and Supranational Organizations

## Required Course Content

### ENDURING UNDERSTANDING

## LEG-3

A government bolsters regime stability by adapting its policies to environmental, political, economic, and cultural conditions.

### LEARNING OBJECTIVE

## LEG-3.A

Explain how international and supranational organizations influence domestic policymakers and national sovereignty.

### ESSENTIAL KNOWLEDGE

## LEG-3.A.1

International organizations like the International Monetary Fund (IMF) and the World Bank exert great influence through preconditions for financial assistance; countries that receive IMF assistance often must agree to structural adjustment programs requiring privatization of state-owned companies, reduced tariffs, and reduced governmental subsidies of domestic industries.

## LEG-3.A.2

To bolster their own developing industries, some countries pass import substitution industrialization (ISI) policies aimed at reducing foreign dependency by raising tariffs and encouraging local production of industrialized products.

## LEG-3.A.3

Supranational organizations such as the Economic Community of West African States (ECOWAS), the European Union (EU), and the World Trade Organization (WTO) have sovereign powers over the national governments that are member states and can apply pressure on policymakers to reduce tariffs and otherwise liberalize trade.



# TOPIC 5.6

## Adaptation of Social Policies

**SUGGESTED SKILL**

 Country Comparison

**2.B**

Explain the implications of the similarities and differences between countries with *similar* political systems, principles, institutions, processes, policies, and behaviors.

### Required Course Content

#### ENDURING UNDERSTANDING

**LEG-3**

A government bolsters regime stability by adapting its policies to environmental, political, economic, and cultural conditions.

#### LEARNING OBJECTIVE

**LEG-3.B**

Explain how governments adapt social policies to address political, cultural, and economic changes.

#### ESSENTIAL KNOWLEDGE

**LEG-3.B.1**


In response to political, cultural, and economic changes, governments create new social policies, including gender equity, health care, and education policies, as represented by:

- a. Gender equity rules in Iran with voting, the election of Majles, and appointment to cabinet positions
- b. Disputes in Iran about female access to certain university degree programs and attendance at and participation in sporting events
- c. Varied abortion policies in Mexico’s local and state governments
- d. Gender quotas in Mexico
- e. Unequal gender access to education in the north and south of Nigeria

**LEG-3.B.2**

Governments implement social welfare policies to reduce poverty, increase literacy, and improve public health, both to improve citizens’ lives and to maintain or bolster political legitimacy.

## SUGGESTED SKILL

 Argumentation

## 5.D

Use refutation, concession, or rebuttal in responding to opposing or alternate perspectives.

## TOPIC 5.7

# Impact of Industrialization and Economic Development

## Required Course Content

### ENDURING UNDERSTANDING

**LEG-3**

A government bolsters regime stability by adapting its policies to environmental, political, economic, and cultural conditions.

### LEARNING OBJECTIVE

**LEG-3.C**

Explain how rapid industrialization and economic development have produced radical changes in governmental policies.

### ESSENTIAL KNOWLEDGE

**LEG-3.C.1**

Rapid industrialization and increasing dependence on energy from fossil fuels have created a variety of environmental and political problems that governments must address to protect citizens. Such government solutions include:

- a. Physically moving factories, implementing green technologies with subsidies for industry compliance, and engaging in increased infrastructure development and environmental regulation
- b. Passing laws that require nationwide conversion to hybrid and battery-powered autos to address air pollution problems in major cities from auto and industrial emissions
- c. Developing infrastructure and other mechanisms to respond to health crises related to systemic pollution

*continued on next page*

## LEARNING OBJECTIVE

### LEG-3.C

Explain how rapid industrialization and economic development have produced radical changes in governmental policies.

## ESSENTIAL KNOWLEDGE

### LEG-3.C.2

Trade liberalization affects the growth of domestic and foreign business, the amount of direct foreign investment, foreign exchange rates, population movement, and often the quality of the environment. Reducing tariffs may lower consumer costs at the expense of domestic industry, while increasing tariffs may protect domestic industry against foreign imports but at the expense of higher consumer prices.

### LEG-3.C.3

Governments concerned with budget deficits resulting from world market fluctuations often must adopt austerity measures, which result in funding cuts to state programs.

## SUGGESTED SKILL

 Data Analysis

3.E

Explain possible limitations of the data provided.

## TOPIC 5.8

# Causes and Effects of Demographic Change

## Required Course Content

### ENDURING UNDERSTANDING

**LEG-4**

Demographic changes have political causes and consequences, and they can present challenges to a government's legitimacy.

### LEARNING OBJECTIVE

**LEG-4.A**

Explain political causes and consequences of demographic changes.

### ESSENTIAL KNOWLEDGE

**LEG-4.A.1**

Growing populations, changing land use and values, and economic opportunities motivate internal and external population movements (including when populations shift from rural to urban areas or when net migration rates change) and the corresponding demographic changes pose significant challenges to governmental resources.

**LEG-4.A.2**

Government policies and employment opportunities can draw workers to different geographic regions or influence positive or negative migration rates, often deepening preexisting class and regional differences and taxing government resources:

- a. China's shifting emphasis from agriculture to industry, the creation of special economic zones, the encouragement of foreign direct investment, and fewer government restrictions and regulations of the economy have led to migration from rural to urban areas and west to east (interior to coast), creating a growing population whose rising incomes allow them to pursue work and educational opportunities abroad.

*continued on next page*

**LEARNING OBJECTIVE**

**LEG-4.A**

Explain political causes and consequences of demographic changes.

**ESSENTIAL KNOWLEDGE**

- b. Highly skilled or well-educated individuals have left home countries such as Iran and Nigeria to escape government policies or practices that are perceived as limiting, corrupt, or repressive.
- c. The North American Free Trade Agreement (NAFTA) and other economic liberalization policies (such as removing agricultural subsidies), maquiladora zones, and foreign direct investment patterns prompted migration from rural to urban areas and from southern to northern Mexico, and contributed to greater economic development in the north than in the south, as well as other regional disparities.
- d. A positive net migration of immigrants into countries like the United Kingdom has resulted in social and political tensions.

**LEG-4.A.3**

Shifting migration patterns have political and social consequences, including:

- a. Increased crime stemming from higher population density
- b. The concentration of highly skilled individuals in certain areas and their absence in other areas
- c. Increased use of existing infrastructure and housing and demands for new and expanded infrastructure and housing
- d. The growth of new political parties that stand against immigration and supranational organizations that challenge the government’s legitimacy


**LEG-4.A.4**

The political leadership of the United Kingdom is facing increasing constituent demands to reduce the rising costs of health care, exacerbated by an aging population and a declining working-age population faced with increased tax burdens to fund the universal health care system.

**LEG-4.A.5**

States respond to demographic pressures with different actions or policies that influence citizen behavior, including policies encouraging or discouraging the birth of children or actions promoting or discouraging discrimination against religious minorities.

## SUGGESTED SKILL

 Source Analysis

## 4.C

Explain how the implications of the author's argument or perspective may affect political systems, principles, institutions, processes, policies, and behaviors.



## AVAILABLE RESOURCES

- Professional Development >
- Close Reading of Challenging Primary Sources
- Writing from Challenging Primary Sources

## TOPIC 5.9

# Impact of Natural Resources

## Required Course Content

### ENDURING UNDERSTANDING

**LEG-5**

Natural resource endowments can have positive and negative effects on political stability and economic development.

### LEARNING OBJECTIVE

**LEG-5.A**

Explain how natural resources affect political and economic development.

### ESSENTIAL KNOWLEDGE

**LEG-5.A.1**

Rentier states (including Iran, Nigeria, and Russia) that obtain a sizable percentage of total government revenue from the export of oil and gas or from leasing the resource to foreign countries, have been able to raise standards of living and fund governmental programs based on their huge reserves.

**LEG-5.A.2**

Political and economic outcomes related to rentier state status, often referred to as the “resource curse” when petroleum is involved, include:

- Lack of economic diversification
- Concentration of governmental resources on developing the one profitable export industry to the exclusion of other types of industries
- Severe revenue fluctuations based on world market pricing
- The overvaluation of currency and trade imbalances
- The increasing disparity between rich and poor

*continued on next page*

## LEARNING OBJECTIVE

### LEG-5.A

Explain how natural resources affect political and economic development.

## ESSENTIAL KNOWLEDGE

- f. A lack of incentive to modernize the economy or cooperate with international judicial bodies
- g. Increased governmental corruption
- h. A lack of governmental accountability to citizens when not relying on citizens for taxes
- i. The absence of democracy

### LEG-5.A.3

Resources are nationalized in China, Iran, Mexico, Nigeria, and Russia to provide government revenue, consolidate government control, and reduce political influence of foreign governments and multinational corporations (MNCs), all of which can reinforce political legitimacy. The degree of central government control in these states differs, as represented by:

- a. The Mexican government's decision to allow private investment in Pemex
- b. The political control exercised by foreign MNCs that underwrite Nigeria's oil production
- c. The high degree of centralized control over natural resource companies under Russian President Putin that has resulted in wealth concentration

### LEG-5.A.4

Privatized ownership of natural resources decreases government control, increases wealth inequality, and results in the potential loss of sovereignty.

THIS PAGE IS INTENTIONALLY LEFT BLANK.



**AP COMPARATIVE  
GOVERNMENT AND POLITICS**

---

# Instructional Approaches



# Selecting and Using Course Materials

---

Using a wide array of source material helps students become proficient with the disciplinary practices and develop a conceptual understanding of the course country governments and their interactions. In addition to using a college-level textbook that will provide required course content, students should have regular opportunities to examine primary and secondary source material in varied forms, as well as other types of political science scholarship. Rich, diverse source material gives teachers more flexibility in designing learning activities that develop the habits of thinking like a comparative political scientist that are essential for student success in the course.

## Textbooks

The AP Comparative Government and Politics course requires the use of a college-level textbook. Also, because the disciplinary practices are fundamental to the course, a textbook that focuses on skill instruction is useful.

While nearly all college-level comparative government textbooks address the five units of the AP Comparative Government and Politics course, they do not always do so in a balanced fashion. In that case, it will be important for teachers to identify other types of secondary sources and supplement the textbook accordingly to ensure that each of the five topic areas receives adequate attention. Some textbooks review historical contexts of significant political and governmental events. Since this is a political science course rather than a history course, it helps to focus on how those debates or movements shaped or relate to the present-day governments of the course countries. Ultimately, it is best to select a textbook that closely aligns with the course framework and the disciplinary practices.

An [example textbook list](#) of college-level textbooks that meet the AP Course Audit resource requirements is found on AP Central.

## Text-Based Qualitative Sources (Primary and Secondary Sources)

Political science writing differs from writing in other fields. It focuses on what influences political behavior and attitudes (e.g., voting, party identification, candidate support) and how political ideas and policies are developed and implemented.

Students in this AP course are required to analyze primary and secondary source material, including arguments written by political scientists and others, in order to deepen their understanding of the key concepts addressed by the textbook and to engage in the required disciplinary practices. Students are not expected to conduct original research, but they should be introduced to scholarly political science research articles.

### PRIMARY SOURCES

Students will find it useful to analyze primary source material regularly to deepen their understanding of the learning objectives and develop the required disciplinary practices. While publishers are increasingly including primary source material within the textbook, it is important to introduce students to a wide variety of source material in order to provide opportunities to analyze historical and contemporary evidence from diverse sources. These sources need to include written documents as well as images, such as photographs, cartoons, and works of art. The ancillary materials and website sources that accompany most of the recently published textbooks may have high-quality primary source documents, artwork, charts, and other sources of data that are linked to the topics and themes addressed in the textbook. If the textbook doesn't provide ample primary sources, or the sources are too brief, teachers can supplement the course with document readers that provide lengthier selections or online compilations of primary sources related to particular topic areas.

## SECONDARY SOURCES

Student success in the course also depends on exposure to, and analysis of, multiple secondary sources in which political scientists present and explain their arguments. The most common secondary sources students should encounter include editorials, journal articles, news media articles, and essays and books by political scientists. The course framework includes suggested supplemental readings for many of the topics, but the choice of which secondary texts to use is entirely up to the teacher. It helps to choose a variety of sources that represent different points of view and that will engage students while enhancing learning. Select high-interest readings and add new articles to keep up with rapidly changing events.

## Quantitative Sources

Political science courses require students to engage with data in a variety of ways. The analysis, interpretation, and application of quantitative information are vital skills for students in AP Comparative Government and Politics. New textbooks and publishers' resources often contain quantitative information presented via charts, graphs, or other infographics, but that data may soon become out of date. Research institutions such as the [Pew Research Center](#) are good resources for current data to practice quantitative skills with students.

## Visual Sources

Students will encounter a variety of visual sources on the AP Comparative Government and Politics Exam. Some visuals contain data, such as a map showing election results. Other visuals may illustrate political principles, processes, or behaviors. Visual information may also be expressed in a political cartoon or an infographic.

Students should have opportunities to practice with a wide variety of visual sources. The textbook may contain some maps and cartoons, and the following resources provide a wealth of visuals to choose from for bell-ringer exercises and skills practice.

- [Gapminder](#) is a “fact tank” that offers free teaching resources based on statistics culled from universities, the UN, and NGOs.
- [The Economist](#) is a news magazine that broadly covers topics and policies relating to all course countries.
- [Freedom House](#) is an independent watchdog organization that presents analysis on the progress and decline of freedom around the world.

## Evaluating Quality and Credibility of Different Sources and Perspectives

Students have unprecedented access to information, so it is more important than ever to help them determine the credibility of sources. The disciplinary practices require students to evaluate the quality and credibility of different information sources and perspectives and derive supportable conclusions. Teachers might want to provide students with a list of news media websites with different perspectives, such as *The New York Times*, *The Wall Street Journal*, The Huffington Post, Al Jazeera, TASS, and *The Christian Science Monitor*. The BBC also offers a wide range of articles each day from different sources on a variety of topics.

The table on the following page explains how teachers might address the credibility and/or reliability of various sources.

Criteria	Considerations	Examples
<b><i>Credibility</i></b>	<ul style="list-style-type: none"> <li>▪ Credibility requires students to obtain information from sources with knowledge and expertise in political science. Sources can be print, online, or expert interviews.</li> <li>▪ Because many students are using the internet or database sources, they should consider the following: <ul style="list-style-type: none"> <li>♦ The domain name extensions, which indicate who publishes and owns the domain. Commonly used extensions include: <ul style="list-style-type: none"> <li>- .edu (educational organization)</li> <li>- .com (company)</li> <li>- .org (any organization)</li> <li>- .gov (government agency)</li> <li>- .net (network)</li> </ul> </li> <li>♦ The author(s) of the website</li> <li>♦ The credibility of sources cited in the materials as well as any websites they link to</li> </ul> </li> <li>▪ Students should read past the first slash in the domain name to see if the page might be someone’s personal page. A personal page might be less credible or include a bias that distorts the facts.</li> <li>▪ Finding out who the authors are, their credentials, and the organization(s) they are associated with will help determine whether they are qualified to write about the topic.</li> <li>▪ An article that includes citations of sources is often more credible.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Design a lesson to help students identify political perspective by comparing the headlines from different news sources, such as BBC and Al Jazeera.</li> <li>▪ Have students examine the language used in the lead stories as well as the pictures that accompany them.</li> <li>▪ Ask students to compare the focus of local news with that of national and international sources and discuss possible reasons certain stories are not covered in the news.</li> <li>▪ Have students synthesize their findings in a short paper examining the role of the media in providing citizens with political information.</li> </ul>
<b><i>Reliability</i></b>	<ul style="list-style-type: none"> <li>▪ Students should examine the content of a source (the evidence) to ensure it supports their claims and provides insight and knowledge that relates to the topic. This means that evidence is only relevant when it addresses both the topic in context and the student’s argument.</li> <li>▪ Because students are investigating political processes and institutions that are changing and evolving, it is important for them to consider whether the information being provided is the most current.</li> </ul>	<ul style="list-style-type: none"> <li>▪ An article about the life of British Prime Minister Theresa May may not be relevant in supporting a claim about a particular decision by Parliament.</li> <li>▪ A public opinion poll from 2008 might not be relevant in 2018.</li> </ul>

# Instructional Strategies

---

The AP Comparative Government and Politics course framework outlines the concepts and skills students must master in order to be successful on the AP Exam. In order to address those concepts and skills effectively, it helps to incorporate a variety of instructional approaches into daily lessons and activities. The following table presents strategies that can help students apply their understanding of course concepts.

Strategy	Definition	Purpose	Example
<b><i>Close Reading</i></b>	Students read, reread, and analyze small chunks of text word for word, sentence by sentence, and line by line.	Develops comprehensive understanding of text.	When students are reading secondary sources, such as a BBC article, have them highlight relevant country-specific words and passages that support the author’s claim.
<b><i>Create Representations</i></b>	Students create tables, graphs, or other infographics to interpret text or data.	Helps students organize information using multiple ways to present data.	Give students a set of data, such as voting patterns by gender and ethnicity, and have them create a graph that best shows the data and the trends.
<b><i>Critique Reasoning</i></b>	Through collaborative discussion, students critique the arguments of others, questioning the author’s perspective, evidence presented, and reasoning behind the argument.	Helps students learn from others as they make connections between concepts and learn to support their arguments with evidence and reasoning that make sense to peers.	Have students critique the argument for learning about Islam using “To the Youth in Europe and North America.” Ask them to examine the author’s perspective and the evidence and reasoning he uses to support his position.
<b><i>Debate</i></b>	Students present an informal or formal argument that defends a claim with reasons, while others defend different claims about the same topic or issue. The goal is to debate ideas without attacking the people who defend those ideas.	Gives students an opportunity to collect and orally present evidence supporting the arguments for or against a proposition or issue.	Have students debate whether policy making is more efficient in a presidential system or a parliamentary system, using evidence and reasoning to support their claims.

*continued on next page*

<b>Strategy</b>	<b>Definition</b>	<b>Purpose</b>	<b>Example</b>
<b><i>Debriefing</i></b>	Teachers facilitate a discussion that leads to consensus understanding or helps students identify the key conclusions or takeaways.	Helps students solidify and deepen understanding of content.	For complex issues such as civil society, lead students in a debrief to ensure understanding.
<b><i>Discussion Groups</i></b>	Students engage in an interactive small-group discussion, often with assigned roles (e.g., questioner, summarizer, facilitator, evidence keeper) to consider a topic, text, or question.	Helps students gain new understanding of or insight into a text or issue by listening to multiple perspectives.	Assign students to groups to discuss a learning objective, such as <i>Explain the importance of independent judiciaries relative to other political institutions</i> , with a view to helping them gain new understanding by hearing the views of their classmates.
<b><i>Fishbowl</i></b>	Some students form an inner circle and model appropriate discussion techniques while an outer circle of students listens, responds, and evaluates.	Provides students with an opportunity to engage in a formal discussion and to experience roles both as participant and active listener; students also have the responsibility of supporting their opinions and responses using specific textual evidence.	Have students discuss the arguments presented in country-specific secondary sources and how they relate across governments.
<b><i>Graphic Organizer</i></b>	Students use a visual representation for the organization of information.	Builds comprehension and facilitates discussion by representing information in visual form.	Ask students to use a graphic organizer to compare political beliefs, ideologies, principles, and models. Make sure students use the organizer thoughtfully and are not simply “filling in the blanks.”
<b><i>Guided Discussion</i></b>	A guided discussion is an umbrella strategy that allows for the use of different techniques as you guide students through the lesson.	Helps students see the big picture and builds their confidence when dealing with difficult content or new skills.	Use brainstorming and quickwrite as strategies during a guided discussion to help students understand how political culture in a course country affects beliefs about social and economic equality.

*continued on next page*

Strategy	Definition	Purpose	Example
<b><i>Jigsaw</i></b>	Each student in a group reads a different text or a different passage from a single text, taking on the role of "expert" on what was read. Students share the information from that reading with students from other groups and then return to their original groups to share their new knowledge.	Helps students summarize and present information to others in a way that facilitates an understanding of a text (or multiple texts) or issue without having each student read the text in its entirety; by teaching others, they become experts.	Use this strategy to facilitate understanding of high-level readings, such as data analysis papers found on <a href="#">V-Dem</a> or Freedom House.
<b><i>Look for a Pattern</i></b>	Students evaluate data or create visual representations to find a trend.	Helps students identify patterns that may be used to draw conclusions.	Using a complex graph (with at least two data sets), such as one showing educational attainment and demographics in the six course countries, have students compare the data to find a trend and draw a conclusion.
<b><i>Making Connections</i></b>	Students are given a concept, term, or document and asked to write what they know about it. Then, students are paired and asked to determine, describe, and explain the connection between the two concepts.	Reinforces the fact that political concepts are often connected and provides the opportunity for students to make and explain connections between and among these concepts.	Write concepts related to one of the course big ideas on cards, place them in a box, and have students pick a card at random. Give students a few minutes to gather and recall information about the term, and then pair students and ask them to find the connection between their concepts. Finally, ask the pairs to write a brief explanation of how the concepts are related.
<b><i>Match Claims and Evidence</i></b>	Students are given sample claims (most of which can be improved on) to evaluate and revise. Then students match their revised claims with pieces of evidence that can be used to support the claims. Once claims and evidence are matched, students write a statement explaining how and why the evidence supports the claim.	Provides opportunities for students to edit existing claims and match those claims with evidence in preparation for writing their own argumentative essays.	In the early stages of practicing argumentation, ask small groups of students to write claims and supporting evidence statements based on a question structured in the same way as free-response question 4. Have groups trade claims and evidence, revise or modify the claims (if necessary), match the claims and evidence, and write statements explaining why the evidence supports the claim.

*continued on next page*



<b>Strategy</b>	<b>Definition</b>	<b>Purpose</b>	<b>Example</b>
<b><i>Quickwrite</i></b>	Students write for a short, specific amount of time about a designated topic.	Helps generate ideas in a short time.	As preparation for the free-response question for which students write an argument, have them write claims and explain evidence that supports their claims for various topics, such as the structure of government or political participation.
<b><i>Self/Peer Revision</i></b>	Students work alone or with a partner to examine a piece of writing for accuracy and clarity.	Provides students with an opportunity to edit a written text to ensure the correctness of identified components.	Have students perform self- and peer revisions of their practice argument essays so they have the opportunity to review their practice claims, supporting evidence, sourcing, analysis, and reasoning.
<b><i>Socratic Seminar</i></b>	This is a focused discussion tied to a topic, essential question, or selected text in which students ask questions of one another. The questions initiate a conversation that continues with a series of responses and additional questions.	Helps students arrive at a new understanding by asking questions that clarify; challenging assumptions; probing perspective and point of view; questioning facts, reasons, and evidence; or examining implications and outcomes.	Use an essential question from the start of a unit, such as <i>How does the perceived legitimacy of a government by its citizenry impact how other countries see it?</i> to initiate a discussion in which students can illustrate their understanding of the learning objectives and essential knowledge statements.
<b><i>Think-Pair-Share</i></b>	Students think through a question or issue alone, pair with a partner to share ideas, and then share results with the class.	Enables the development of initial ideas that are then tested with a partner in preparation for revising ideas and sharing them with a larger group.	To practice comparing executive leadership in course countries, ask students to consider structure, function, and change, and have them use think-pair-share to come up with similarities and differences.

# Developing the Disciplinary Practices

---

Throughout the AP Comparative Government and Politics course, students will develop skills that are fundamental to the discipline of comparative political science. Since these disciplinary practices represent the complex skills that adept comparative political scientists demonstrate, students will benefit from multiple opportunities to develop these skills in a scaffolded manner.

A college-level comparative political science course will challenge students to put that knowledge into action through various discipline-based practices common to the field. One of the aims of the AP Comparative Government and Politics course is to have students think like political scientists.

The disciplinary practices and their related skills articulated in the course framework equip students to understand, analyze, and apply political information

in a process similar to that followed by political scientists. This process begins with a close analysis of quantitative and qualitative sources and reaches its conclusion when evidence is used effectively to support an argument about political systems, principles, institutions, processes, policies, or behaviors.

The unit guides feature a suggested skill for each course topic. However, teachers are free to use either that skill or one of their choosing to allow students to practice the skills using course content. It is important to help students develop all the skills throughout the course, and teachers should use their professional judgment to sequence and scaffold them appropriately for their students.

The tables on the pages that follow provide sample activities and instructional strategies for incorporating the skills into instruction.

## Disciplinary Practice 1: Apply political concepts and processes in authentic contexts

Students should have ample practice applying their content knowledge. Comparative political scientists practice their discipline by applying their knowledge to different contexts and scenarios and to the current political environment of the six course countries. Students in the AP Comparative Government and Politics course have this same opportunity through this disciplinary practice.

### Disciplinary Practice 1: *Concept Application*

Skill	Questions/Tasks	Sample Activities	Sample Instructional Strategies
<b>1.A:</b> Describe political systems, principles, institutions, processes, policies, and behaviors.	<ul style="list-style-type: none"> <li>▪ Describe characteristics and traits of terms and concepts.</li> <li>▪ Classify terms and concepts.</li> </ul>	Before students can apply their knowledge, they need to demonstrate understanding by describing and explaining. Before beginning a deeper discussion on the balance of power between governments and its citizenry, have students describe differences between regimes, states, nations, and government. (Topic 1.2)	<ul style="list-style-type: none"> <li>▪ Graphic Organizer</li> </ul>
<b>1.B:</b> Explain political systems, principles, institutions, processes, policies, and behaviors.	<ul style="list-style-type: none"> <li>▪ Identify and describe the steps or stages in a process.</li> <li>▪ Explain how and why a process changes.</li> <li>▪ Explain the significance of a process.</li> </ul>	Ask students to explain the structure, function, and changes of executive leadership in course countries. (Topic 2.3)	<ul style="list-style-type: none"> <li>▪ Discussion Groups</li> <li>▪ Making Connections</li> </ul>
<b>1.C:</b> Compare political systems, principles, institutions, processes, policies, and behaviors.	<ul style="list-style-type: none"> <li>▪ Identify the relevant, specific categories for comparing similarities and differences.</li> <li>▪ Explain the reasons for the relevant similarities and differences.</li> <li>▪ Explain the relevance, implications, and/or significance of the similarities and differences.</li> </ul>	Make sure students understand that they need to identify relevant and specific similarities and differences. They should compare like factors. Ask students to identify and then explain relevant, specific similarities and differences among social and political cleavages. Have them compare like categories, such as voting behavior or political networks. (Topics 3.8 and 3.9)	<ul style="list-style-type: none"> <li>▪ Look for a Pattern</li> <li>▪ Graphic Organizer</li> </ul>

*continued on next page*

## Disciplinary Practice 1: *Concept Application*

Skill	Questions/Tasks	Sample Activities	Sample Instructional Strategies
<p><b>1.D:</b> <i>Describe political systems, principles, institutions, processes, policies, and behaviors of a course country.</i></p>	<ul style="list-style-type: none"> <li>▪ Describe characteristics and traits of terms and concepts of a course country.</li> <li>▪ Classify terms and concepts of a course country.</li> </ul>	<p>Ask students to describe the electoral systems and election rules in China. (Topic 4.1)</p>	<ul style="list-style-type: none"> <li>▪ Debriefing</li> </ul>
<p><b>1.E:</b> <i>Explain how political systems, principles, institutions, processes, policies, and behaviors apply in a course country.</i></p>	<ul style="list-style-type: none"> <li>▪ Identify and describe the steps or stages in a process in a course country.</li> <li>▪ Explain how and why a process changes in a course country.</li> <li>▪ Explain the significance of a process in a course country.</li> </ul>	<p>Ask students to explain how and why governments adapt social policies, such as Mexico's gender quotas, to address political, cultural, and economic changes. (Topic 5.6)</p>	<ul style="list-style-type: none"> <li>▪ Discussion Groups</li> <li>▪ Close Reading</li> </ul>

## Disciplinary Practice 2: Compare political concepts and processes among the course countries (China, Iran, Mexico, Nigeria, Russia, and the United Kingdom)

Comparative political scientists seek to understand similarities and differences between states, evaluate political realities, and understand political change. Students can come to understandings about course countries through ample practice comparing the political concepts and processes across these countries.

### Disciplinary Practice 2: Country Comparison

Skill	Questions/Tasks	Sample Activities	Sample Instructional Strategies
<b>2.A:</b> Compare two or more course countries based on their political systems, principles, institutions, processes, policies, and behaviors.	<ul style="list-style-type: none"> <li>Identify course countries to be compared.</li> <li>Find relevant, specific categories to compare two or more course countries.</li> <li>Using the categories, identify the similarities and differences between the course countries.</li> </ul>	Using at least two of the course countries, ask students to compare institutional relations among parliamentary, presidential, and semi-presidential systems. (Topic 2.2)	<ul style="list-style-type: none"> <li>Look for a Pattern</li> <li>Graphic Organizer</li> </ul>
<b>2.B:</b> Explain the implications of the similarities and differences between countries with similar political systems, principles, institutions, processes, policies, and behaviors.	<ul style="list-style-type: none"> <li>Identify course countries with similar political systems, principles, institutions, processes, policies, and behaviors.</li> <li>Find relevant, specific categories to compare two or more course countries with similar political systems, principles institutions, processes, policies, and behaviors.</li> <li>Explain the varied implications of similarities and differences among course countries with similar political systems, principles institutions, processes, policies, and behaviors.</li> </ul>	Identify at least two of the course countries that have similar political systems, principles institutions, processes, policies, and behaviors. Then ask students to explain how the political culture in these course countries relates to citizen behavior and the role of the state. (Topics 3.2 and 3.3)	<ul style="list-style-type: none"> <li>Graphic Organizer</li> <li>Think-Pair-Share</li> <li>Discussion Groups</li> </ul>
<b>2.C:</b> Explain the implications of the similarities and differences between countries with different political systems, principles, institutions, processes, policies, and behaviors.	<ul style="list-style-type: none"> <li>Identify course countries with different political systems, principles, institutions, processes, policies, and behaviors.</li> <li>Find relevant, specific categories to compare two or more course countries with different political systems, principles institutions, processes, policies, and behaviors.</li> <li>Explain the varied implications of similarities and differences among course countries with different political systems, principles, institutions, processes, policies, and behaviors.</li> </ul>	Identify at least two of the course countries that have different political systems, principles, institutions, processes, policies, and behaviors. Then ask students to explain how the political party systems and memberships link citizen participation to policy making. (Topics 4.3 and 4.4)	<ul style="list-style-type: none"> <li>Graphic Organizer</li> <li>Debate</li> </ul>

## Disciplinary Practice 3: Analyze and interpret quantitative data represented in tables, charts, graphs, maps, and infographics

The analysis, interpretation, and application of quantitative information are vital skills for students in AP Comparative Government and Politics. Analysis skills can be taught using any type of quantitative information, but students should use current data so that they can draw accurate conclusions and apply that knowledge to the enduring understandings and learning objectives in the course.

### Disciplinary Practice 3: Data Analysis

Skill	Questions/Tasks	Sample Activities	Sample Instructional Strategies
<b>3.A:</b> Describe the data presented.	<ul style="list-style-type: none"> <li>How is the data presented?</li> <li>What does the data show?</li> </ul>	Have students collect data from various sources that discuss the political legitimacy of the state, such as Freedom House or V-Dem. Sources of legitimacy can include popular election results, economic growth, and nationalism. (Topic 1.8)	<ul style="list-style-type: none"> <li>Look for a Pattern</li> <li>Create Representations</li> </ul>
<b>3.B:</b> Describe patterns and trends in data.	<ul style="list-style-type: none"> <li>What do you notice about the data?</li> <li>What trends and patterns can you identify from the data?</li> </ul>	Ask students to describe the patterns and trends they see in data, such as how internal actors enhance or threaten political stability. (Topic 1.10)	<ul style="list-style-type: none"> <li>Debriefing</li> <li>Create Representations</li> </ul>
<b>3.C:</b> Explain patterns and trends in data to draw conclusions.	<ul style="list-style-type: none"> <li>Why is the data displayed as it is?</li> <li>What does the author of the chart or graph want to show?</li> <li>What conclusions can you draw by comparing the trends you found in the data?</li> <li>What evidence do you have to support that conclusion?</li> </ul>	Challenge students to compare the trends and draw a conclusion about the data. They should also explain their reasoning. Have students look at polling data from course countries to explain how political values and beliefs frame policy choices to address particular political problems. (Topic 3.4)	<ul style="list-style-type: none"> <li>Debriefing</li> <li>Guided Discussion</li> </ul>

*continued on next page*

### Disciplinary Practice 3: Data Analysis

Skill	Questions/Tasks	Sample Activities	Sample Instructional Strategies
<p><b>3.D:</b> <i>Explain what the data implies or illustrates about political systems, principles, institutions, processes, policies, and behaviors.</i></p>	<ul style="list-style-type: none"> <li>▪ What concept or principle does this data remind you of?</li> <li>▪ How does this data relate to a political process?</li> <li>▪ What could political actors learn from this data that would affect how they operate?</li> </ul>	<p>Have students apply this information to a political system, principle, institution, process, policy, or behavior. Students could use this data to explain how political participation in a course country is related to a regime’s use of authority and power. (Topics 3.5 and 3.6)</p>	<ul style="list-style-type: none"> <li>▪ Think-Pair-Share</li> <li>▪ Guided Discussion</li> </ul>
<p><b>3.E:</b> <i>Explain possible limitations of the data provided.</i></p>	<ul style="list-style-type: none"> <li>▪ What does this data not tell you?</li> <li>▪ What do you know about the group or organization that provided the data?</li> <li>▪ How does that knowledge influence the conclusions you can draw from the data?</li> </ul>	<p>Lead students to analyze possible limitations of the data that is represented, such as looking at economic liberalization policies without showing a variety of factors (economic development, economic growth, human development, wealth, or inequality) to highlight consequences. (Topic 5.8)</p>	<ul style="list-style-type: none"> <li>▪ Look for a Pattern</li> <li>▪ Create Representations</li> <li>▪ Discussion Groups</li> </ul>

## Disciplinary Practice 4: Read, analyze, and interpret text-based sources

The AP Comparative Government and Politics course requires students to analyze texts in terms of perspective, conclusions, and supporting evidence and to understand how they illustrate principles and processes of course country governments. In these texts, politicians, activists, political scientists, and other scholars develop their ideas and arguments.

### Disciplinary Practice 4: Source Analysis

Skill	Questions/Tasks	Sample Activities	Sample Instructional Strategies
<b>4.A:</b> Describe the author’s claim(s), perspective, evidence, and reasoning.	<ul style="list-style-type: none"> <li>Who is the author?</li> <li>What is the author’s perspective?</li> <li>Why did the author write this?</li> <li>What do you know about the author and what the author thinks about government and political principles?</li> <li>What is the author’s argument?</li> <li>What evidence does the author use to support the argument?</li> <li>What reasoning does the author use to justify the argument?</li> </ul>	Lead students on a close reading of the open letter “To the Youth in Europe and North America” by Ayatollah Ali Khamenei. Ask them to identify the author, his perspective, and his argument. Then ask students to identify what evidence and reasoning is provided in support of his argument. (Topic 5.1)	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Critique Reasoning</li> </ul>
<b>4.B:</b> Explain how the author’s argument or perspective relates to political systems, principles, institutions, processes, policies, and behaviors.	<ul style="list-style-type: none"> <li>What political system, principle, institution, process, policy, or behavior have we studied that is related to the author’s claim and argument?</li> <li>How is the author’s claim or argument related to that political principle or concept?</li> </ul>	Have students connect Ayatollah Ali Khamenei’s argument to global market forces. (Topic 5.2)	<ul style="list-style-type: none"> <li>Socratic Seminar</li> <li>Discussion Groups</li> </ul>
<b>4.C:</b> Explain how the implications of the author’s argument or perspective may affect political systems, principles, institutions, processes, policies, and behaviors.	<ul style="list-style-type: none"> <li>What would happen if we followed the author’s advice?</li> <li>How does the author’s position affect a political system, principle, process, institution, policy, or behavior?</li> </ul>	Challenge students to determine how Ayatollah Ali Khamenei’s argument in “To the Youth in Europe and North America” affected political systems, principles, institutions, processes, policies, or behaviors in Iran, Europe, or North America. (Topic 2.7)	<ul style="list-style-type: none"> <li>Self/Peer Revision</li> <li>Socratic Seminar</li> </ul>



## Disciplinary Practice 5: Develop an argument in essay format

Political scientists examine data, evidence, and differing perspectives to develop claims about political systems, principles, institutions, processes, policies, and behaviors. As they begin to articulate their positions, political scientists use reasoning processes that rely on their awareness of different types of relationships, connections, and patterns within the data, evidence, and perspectives. They then formulate a claim, or thesis, and develop an argument that explains how the claim is supported by the available evidence.

A strong argument also accounts for how some evidence might seem to refute or rebut the claim, addressing alternate perspectives. Students should learn how to create persuasive and meaningful arguments by improving their proficiency with each of these practices in turn.

### Disciplinary Practice 5: Argumentation

Skill	Questions/Tasks	Sample Activities	Sample Instructional Strategies
<b>5.A:</b> <i>Articulate a defensible claim/thesis.</i>	<ul style="list-style-type: none"> <li>What positions could you take based on the question and the evidence?</li> <li>What position do you want to take? What claim will you make?</li> <li>What is your purpose (to define, show causality, compare, or explain a process)?</li> <li>What reasons justify your claim and achieve your purpose?</li> <li>What evidence supports your claim and reasoning?</li> <li>What evidence runs counter to your claim and reasoning?</li> <li>Write a defensible claim or thesis statement that reflects your reasoning and evidence.</li> </ul>	<p>Give students a question, such as <i>Are executive term limits advantageous or disadvantageous with regard to promoting stability and effective policies in a country?</i></p> <p>Students should analyze all possibilities and the evidence for and against each position. Have students choose a position and write a defensible claim or thesis that reflects their reasoning and evidence. (Topic 2.4)</p>	<ul style="list-style-type: none"> <li>Match Claims and Evidence</li> <li>Quickwrite</li> <li>Debate</li> </ul>
<b>5.B:</b> <i>Support the argument using relevant evidence.</i>	<ul style="list-style-type: none"> <li>What evidence supports your claim?</li> <li>How does the evidence support your claim?</li> </ul>	<p>Have students identify and explain the evidence that supports their position, with an emphasis on how the evidence supports the claim. (Topic 2.4)</p>	<ul style="list-style-type: none"> <li>Match Claims and Evidence</li> <li>Critique Reasoning</li> </ul>

*continued on next page*

## Disciplinary Practice 5: Argumentation

Skill	Questions/Tasks	Sample Activities	Sample Instructional Strategies
<b>5.C:</b> <i>Use reasoning to organize and analyze evidence, explaining its significance to justify the claim/thesis.</i>	<ul style="list-style-type: none"> <li>▪ Explain why your evidence supports your claim, using a transition such as <i>because</i> or <i>therefore</i>.</li> <li>▪ Question your reasoning. Does it make sense? Have you provided a solid explanation of your reasoning?</li> </ul>	Ask students to “close the loop” and explain, using reasoning processes, why the evidence supports their claim. (Topic 2.4)	<ul style="list-style-type: none"> <li>▪ Match Claims and Evidence</li> <li>▪ Critique Reasoning</li> </ul>
<b>5.D:</b> <i>Use refutation, concession, or rebuttal in responding to opposing or alternate perspectives.</i>	<ul style="list-style-type: none"> <li>▪ What evidence goes against your claim?</li> <li>▪ What could someone with an opposing view say about your claim based on the evidence?</li> <li>▪ Taking the rebuttal evidence into account, why is your claim still the best?</li> </ul>	Challenge students to identify and explain evidence that refutes or rebuts their claim. A strong essay acknowledges contrary positions and uses other evidence to show why the author’s position is the best choice. (Topic 2.4)	<ul style="list-style-type: none"> <li>▪ Critique Reasoning</li> <li>▪ Debate</li> <li>▪ Self/Peer Revision</li> </ul>

**AP COMPARATIVE  
GOVERNMENT AND POLITICS**

---

# Exam Information



# Exam Overview

The AP Comparative Government and Politics Exam assesses student understanding of the disciplinary practices and learning objectives outlined in the course framework. The exam is 2 hours and 30 minutes long and includes 55 multiple-choice questions and 4 free-response questions. The details of the exam, including exam weighting and timing, can be found below.

Section	Question Type	Number of Questions	Exam Weighting	Timing
<b>I</b>	<b>Multiple-choice questions</b>	<b>55</b>	<b>50%</b>	<b>60 minutes</b>
<b>II</b>	<b>Free-response questions</b>	<b>4</b>		<b>90 minutes (recommended timing below)</b>
	Question 1: Conceptual Analysis (4 points)		11%	10 minutes
	Question 2: Quantitative Analysis (5 points)		12.5%	20 minutes
	Question 3: Comparative Analysis (5 points)		12.5%	20 minutes
	Question 4: Argument Essay (5 points)		14%	40 minutes

## The exam assesses content from the five big ideas for the course:

**Big Idea 1:** Power and Authority

**Big Idea 2:** Legitimacy and Stability

**Big Idea 3:** Democratization

**Big Idea 4:** Internal/External Forces

**Big Idea 5:** Methods of Political Analysis

The AP Exam also assesses the five units of the course with the following exam weighting on the multiple-choice section:

<b>Units</b>	<b>Exam Weighting</b>
<b>Unit 1:</b> Political Systems, Regimes, and Governments	<b>18–27%</b>
<b>Unit 2:</b> Political Institutions	<b>22–33%</b>
<b>Unit 3:</b> Political Culture and Participation	<b>11–18%</b>
<b>Unit 4:</b> Party and Electoral Systems and Citizen Organizations	<b>13–18%</b>
<b>Unit 5:</b> Political and Economic Changes and Development	<b>16–24%</b>

# How Student Learning Is Assessed on the AP Exam

The AP Comparative Government and Politics disciplinary practices are assessed on the AP Exam as detailed below.

	Multiple-Choice Section	Free-Response Section
<i>Practice 1: Concept Application</i>	<p>Approximately 40–55% of multiple-choice questions assess students' ability to apply political concepts and processes in hypothetical and authentic contexts. Both individual and set-based multiple-choice questions are used to assess Practice 1.</p> <p>Students will need to describe, explain, and compare political systems, principles, institutions, processes, policies, and behaviors.</p>	Free-response question 1 focuses exclusively on Practice 1. Free-response questions 2 and 3 also assess this practice.
<i>Practice 2: Country Comparison</i>	<p>Approximately 25–32% of multiple-choice questions will assess students' ability to compare the political concepts and processes of China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. Both individual and set-based multiple-choice questions are used to assess Practice 2.</p> <p>Students will need to compare course countries based on their political systems, principles, institutions, processes, policies, and behaviors as well as explain the implications of similarities and/or differences.</p>	Free-response question 3 assesses Practice 2.
<i>Practice 3: Data Analysis</i>	<p>Approximately 10–16% of multiple-choice questions will assess students' ability to analyze and interpret quantitative data represented in tables, charts, graphs, maps, and infographics. Only set-based multiple-choice questions are used to assess Practice 3.</p> <p>Students will need to describe and explain data as well as explain the relationship between the data and political systems, institutions, processes, policies, and behaviors.</p>	Free-response question 2 focuses primarily on Practice 3.
<i>Practice 4: Source Analysis</i>	<p>Approximately 9–11% of multiple-choice questions will assess students' ability to read, analyze, and interpret text-based sources. Only set-based multiple-choice questions are used to assess Practice 4.</p> <p>Students will need to describe and explain claims, evidence, perspective, and reasoning in sources. Additionally, students will need to explain how text-based sources relate to political systems, principles, institutions, processes, policies, and behaviors.</p>	Practice 4 is not explicitly assessed in the free-response section.
<i>Practice 5: Argumentation</i>	No multiple-choice questions are used to explicitly assess the argumentation practice.	Free-response question 4 focuses exclusively on Practice 5.

## Section I: Multiple-Choice

The first section of the AP Comparative Government and Politics Exam includes 55 multiple-choice questions, appearing either as individual questions or in sets of two to three questions each. The following table lays out the different types of questions.

Question Type	Number of Questions	Stimulus Type	Practices Assessed
<i>Quantitative analysis</i>	Three sets: two to three questions per set	Each set includes one of the following quantitative data as a stimulus: line graphs, charts, tables, maps, or infographics.	Practice 3 primarily; also Practices 1 and 2
<i>Text-based analysis</i>	Two sets: two to three questions per set	Each set includes a secondary source passage.	Practice 4
<i>Individual multiple-choice questions</i>	40–44	No stimulus	Practices 1 and 2

## Section II: Free-Response

The second section of the AP Comparative Government and Politics Exam includes four free-response questions (FRQs).

### Free-response question 1: Conceptual Analysis

assesses students' ability to define or describe a political concept and explain and/or compare political systems, principles, institutions, processes, policies, or behaviors.

### Free-response question 2: Quantitative Analysis

presents students with quantitative data in the form of a table, graph, map, or infographic. This question assesses students' ability to perform the following:

- Describe the data presented
- Describe a pattern, trend, similarity, or difference in the data presented
- Describe relevant course concepts
- Draw a conclusion based on the data and course concepts
- Explain how the data demonstrates political systems, principles, institutions, processes, policies, or behaviors

### Free-response question 3: Comparative Analysis

assesses students' ability to compare political concepts, systems, institutions, or policies in different course countries:

- Define a political concept, system, institution, or policy
- Describe examples of a political concept, system, institution, or policy in two different course countries
- Compare or explain responses by the two course countries related to the political concept, system, institution, or policy

**Free-response question 4: Argument Essay** assesses students' ability to do the following:

- Articulate a defensible claim or thesis that responds to the question and establishes a line of reasoning
- Provide specific examples of evidence from one or more course countries related to the course concepts in the question prompt
- Use reasoning to explain why the evidence supports the claim
- Respond to an opposing or alternate perspective using refutation, concession, or rebuttal



# Task Verbs Used in Free-Response Questions

---

The following task verbs are commonly used in the free-response questions:

**Compare:** Provide a description or explanation of similarities and/or differences.

**Define:** Provide a specific meaning for a word or concept.

**Describe:** Provide the relevant characteristics of a specified topic.

**Develop an argument:** Articulate a claim and support it with evidence.

**Draw a conclusion:** Use available information to formulate an accurate statement that demonstrates understanding based on evidence.

**Explain:** Provide information about how or why a relationship, pattern, position, situation, or outcome occurs, using evidence and/or reasoning. Explain “how” typically requires analyzing the relationship, process, pattern, position, situation, or outcome, whereas explain “why” typically requires analysis of motivations or reasons for the relationship, process, pattern, position, situation, or outcome.

**Identify:** Indicate or provide specific information about a specified topic, without elaboration or explanation.

# Sample Exam Questions

---

The sample exam questions that follow illustrate the relationship between the course framework and the AP Comparative Government and Politics Exam and serve as examples of the types of questions that appear on the exam. After the sample questions is a table that shows to which skill, learning objective(s), and unit each question relates. The table also provides the answers to the multiple-choice questions.

## Section I: Multiple-Choice

1. If studies demonstrate that countries with higher per capita GDP are more democratic than countries with lower per capita GDP, then the relationship between per capita GDP and democracy is
  - (A) causal
  - (B) correlated
  - (C) normative
  - (D) qualitative
2. Which of the following variables is the best measure of living standards in a country?
  - (A) Gross domestic product (GDP)
  - (B) Per capita gross domestic product
  - (C) Freedom House political rights score
  - (D) Human Development Index (HDI)
3. Which of the following best captures why Nigeria has experienced more coups than Mexico has since 1960?
  - (A) Mexico's economy is more dependent upon the export of natural resources than Nigeria's economy is, so outside corporations and governments take a greater interest in Mexico's stability.
  - (B) Nigeria features sharper ethnic and religious divides than Mexico does, provoking conflict between groups for control of the central government, which has permitted the military to intervene.
  - (C) Nigeria's population is much larger than Mexico's population, providing more opportunities for conflict and a greater need for a powerful military.
  - (D) Mexico's military has historically been a more powerful actor in domestic politics than Nigeria's military has, and it has used its influence to ensure stability.

4. Which of the following pairs of countries have presidential systems?
  - (A) Nigeria and Mexico
  - (B) Mexico and Iran
  - (C) China and the United Kingdom
  - (D) The United Kingdom and Russia
  
5. Which of the following statements about the role and function of executives in each country is most accurate?
  - (A) The British monarch and the Iranian supreme leader are both largely ceremonial positions.
  - (B) The Nigerian president conducts foreign policy, whereas the Russian president relies on the prime minister for foreign policy.
  - (C) Iran has a supreme leader instead of a president, whereas Russia has a president and a prime minister who serve as equals.
  - (D) The Chinese president and the Nigerian president are both commanders in chief of the armed forces.
  
6. Which of the following describes an accurate difference between parliamentary and presidential systems?
  - (A) Parliamentary systems have better rule of law than presidential systems.
  - (B) Parliamentary systems have fewer institutional obstacles to enact policy.
  - (C) Parliamentary systems are unitary, whereas presidential systems are federal.
  - (D) Parliamentary systems have more political parties than presidential systems do.
  
7. Which of the following accurately compares the status of civil liberties and civil rights in democratic and authoritarian regimes?
  - (A) Only democratic regimes encourage elections.
  - (B) Only authoritarian regimes place any restrictions on the media.
  - (C) Only authoritarian regimes restrict citizen access to information about government policy making.
  - (D) Only democratic regimes encourage citizen control of the political agenda by granting civil liberties.
  
8. Which of the following explains how civil society interacts with politics in both Nigeria and Mexico?
  - (A) Nigeria and Mexico both totally repress civil society, which undermines democracy by reducing individual freedoms.
  - (B) Nigeria and Mexico both suffer from a corporatist structure that undermines the power of civil society.
  - (C) Nigeria and Mexico both benefit from an increasingly active civil society, much of which focuses on reducing corruption.
  - (D) Nigeria and Mexico both have civil societies deeply rooted in their long histories of democracy.

9. Which of the following describes contrasting political ideologies?
- (A) In Mexico, the government is limited to the same rules as its citizens, whereas in Russia the government uses the law to reinforce the authority of the state.
  - (B) In Iran, the government is limited to the same rules as its citizens, whereas in Nigeria the government uses the law to reinforce the authority of the state.
  - (C) In China, citizens value rule by law, whereas in Iran citizens value rule of law.
  - (D) In Russia, citizens value rule of law, whereas in the United Kingdom citizens value rule by law.

**Questions 10 and 11 refer to the passage.**

**Source:** Geneive Adbo and Abdalla Hendawy, “Iran’s Latest Revolution Won’t Fade Away,” Bloomberg Opinion, January 19, 2018.

As with any social uprising, the unpredictable factor when trying to gauge the longevity of this particular movement is the strength of the state. . . .

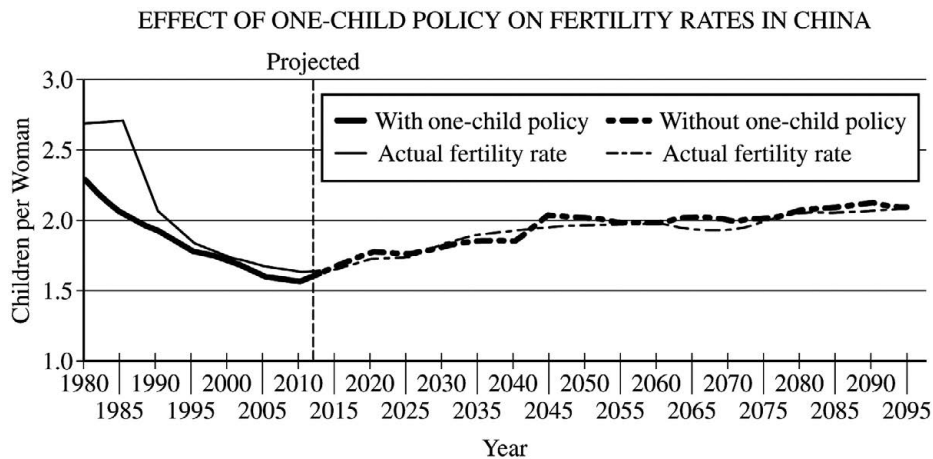
What we are witnessing in Iran now should not be viewed as an isolated outcry, but rather . . . a hybrid momentum that started in 1999 and led by students who later became involved in the Green Movement. They are belatedly joining the current unrest, which is evolving to include new social classes of people who were not at the center of previous protests.

Although this momentum has not been linear, neither were the Arab uprisings in 2011. The Iranian demonstrators’ demands—food subsidies, jobs and lower prices—are perfectly attainable if the regime re-allocates its resources from the military to the economy. The fact that it is highly unlikely to do so, coupled with the demonstrators’ resentment, could inspire more protests in the near future that may forge a broader alliance between the middle class and the working class. It is unlikely that this simmering social movement will wait another decade to rear its head.

10. Which of the following is supported by the main idea of the passage?
- (A) Demonstrators in Iran are unpredictable and unclear in their demands, which will lead them to be crushed by the government.
  - (B) The Arab uprisings in 2011 were the catalyst for the protests in Iran.
  - (C) The Iranian state could meet the demonstrators’ demands and end the uprisings but probably will not.
  - (D) Students were the largest group of protesters in Iran, and their issues were resolved in 2011.
11. Which of the following statements is an implication of the argument presented in the passage?
- (A) Because social movements lack organized hierarchy, it is difficult to meet their demands, and Iran is likely to face continued political instability.
  - (B) It is wrong to conflate the Green Movement, which was about foreign direct investment, with this most recent movement, which is about economic struggle.
  - (C) Iran has a strong state that is able to suppress opposition movements and is able to control all social media posts about political protests.
  - (D) Since the Green Movement was not successful, citizens have stopped believing that protests are an effective means of voicing frustration with the government.

12. Which of the following characteristics best fits a catch-all party?
- (A) Presenting voters with an ideological viewpoint that envisions the role of government in a consistent manner on all issues
  - (B) A singular focus on one political issue that it considers most important and in need of government attention
  - (C) A willingness to change its position on a given issue to encourage more voters to support it in any given election
  - (D) The transnational pursuit of power by presenting a consistent message to voters in multiple countries

Questions 13 and 14 refer to the chart.



Source: BBC News Asia, 2012.

13. Which of the following is accurate according to the chart?
- (A) Between 1980 and 2040, China's actual fertility rate will rise significantly, but the estimated fertility rate would have remained stable without the one-child policy.
  - (B) China's fertility rate would have been much higher prior to 2005 without the one-child policy.
  - (C) Families were refusing to obey the one-child policy as represented by the increased fertility rates between 1990 and 2010.
  - (D) China's fertility rate will be higher in 2005 than it was in 1980.
14. Which of the following is an implication of the chart?
- (A) A two-child policy in the 1980s would have been a more effective response to demographic pressures than the one-child policy was.
  - (B) The fertility rate in China was heavily influenced by the one-child policy, especially between 1990 and 2015.
  - (C) China's one-child policy was an effective response to demographic pressures.
  - (D) China's one-child policy was unnecessary, as the fertility rate would have declined similarly without a policy restricting fertility rates.
15. Economic liberalization policies in Mexico resulted in which of the following?
- (A) Internal migration from the north of the country to the south
  - (B) The removal of maquiladora zones in the north
  - (C) The removal of agricultural subsidies
  - (D) The refusal to sign the North American Free Trade Agreement

## Section II: Free-Response

The following are examples of the kinds of free-response questions found on the exam.

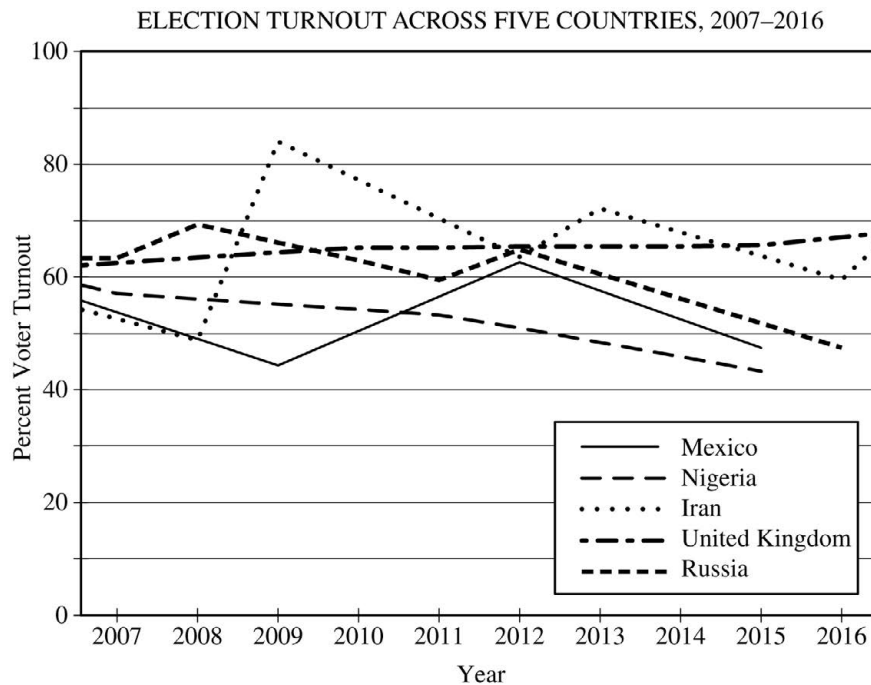
### Conceptual Analysis (Free-Response Question 1 on the AP Exam)

Answer a, b, c, and d.

- (A) Define economic liberalization.
- (B) Describe a measure that a democratic or authoritarian government could use to liberalize its economy.
- (C) Explain one reason a government would choose to liberalize its economy.
- (D) Explain why a decision to introduce economic liberalization policies might affect social cleavages.

### Quantitative Analysis (Free-Response Question 2 on the AP Exam)

Answer a, b, c, d, and e.



- (A) Using the data in the graph, identify the country with the highest turnout in a single year.
- (B) Using the data in the graph, describe voter turnout between 2007 and 2015 in Nigeria.
- (C) Describe political efficacy.
- (D) Using your knowledge of political efficacy and the data in the graph, explain the pattern of Iran's political turnout in 2009 and 2013.
- (E) Explain what the data illustrate about political participation in authoritarian regimes.



### **Comparative Analysis (Free-Response Question 3 on the AP Exam)**

Compare how legislative powers can be independent or constrained by other governmental institutions in two different AP Comparative Government and Politics course countries. In your response, you should do the following.

- (A) Define legislative independence.
- (B) Explain how legislative independence is used by governmental institutions in two different AP Comparative Government and Politics course countries.
- (C) Explain why each of the two AP Comparative Government and Politics course countries described in (B) would choose to constrain legislative powers.

### **Argument Essay (Free-Response Question 4 on the AP Exam)**

Develop an argument as to whether democratic or authoritarian regimes are better at maintaining sovereignty in a country.

Use one or more of the following course concepts in your response:

- Power
- Authority
- Legitimacy

In your response, you should do the following:

- 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.
- 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.
- Use reasoning to explain why your evidence supports your claim or thesis, using one or more of the provided course concepts.
- Respond to an opposing or alternate perspective, using refutation, concession, or rebuttal.

# Answer Key and Question Alignment to Course Framework

Multiple-Choice Question	Answer	Skill	Learning Objective	Unit
1	B	1.B	MPA-1.A	1
2	D	1.A	MPA-1.A	1
3	B	2.C	PAU-1.D, LEG-2.B	1
4	A	2.A	PAU-3.A	2
5	D	2.A	PAU-3.C	2
6	B	1.C	PAU-3.B	2
7	D	1.C	DEM-1.C	3
8	C	2.B	IEF-1.B	3
9	A	2.C	IEF-1.D	3
10	C	4.A	IEF-2.A	4
11	A	4.C	IEF-2.A	4
12	C	1.A	PAU-4.A	4
13	C	3.B	LEG-4.A	5
14	D	3.D	LEG-4.A	5
15	C	1.E	LEG-3.C	5

Free-Response Question	Question Type	Skill	Learning Objective	Unit
1	Conceptual Analysis	1.A, 1.B	IEF-3.C, IEF-3.D	5
2	Quantitative Analysis	1.A, 3.A, 3.B, 3.C, 3.D	DEM-1.B	3
3	Comparative Analysis	1.A, 1.E, 2.A, 2.B	PAU-3.F	2
4	Argument Essay	5.A, 5.B, 5.C, 5.D	PAU-1.D	1

The scoring information for the questions within this course and exam description, along with further exam resources, can be found on the [AP Comparative Government and Politics Exam Page](#) on AP Central.



# Scoring Guidelines

## Question 1: Conceptual Analysis

Answer a, b, c, and d.

- (A) Define economic liberalization.
- (B) Describe a measure that a democratic or authoritarian government could use to liberalize its economy.
- (C) Explain one reason a government would choose to liberalize its economy.
- (D) Explain why a decision to introduce economic liberalization policies might affect social cleavages.

## Scoring Guideline for Question 1: Conceptual Analysis

4 points

Learning Objectives: **IEF-3.C** **IEF 3.D**

**(A)** Define economic liberalization **1 point**

**Acceptable definition:**

- Economic liberalization occurs when a state reduces its economic role and embraces free market mechanisms.

**1.A**

**(B)** Describe a measure that a democratic or authoritarian government could use to liberalize their economy. **1 point**

**Acceptable descriptions include:**

- Democratic or authoritarian governments can eliminate subsidies or tariffs to liberalize their economies.
- Democratic or authoritarian governments can privatize government-owned industries to liberalize their economies.
- Democratic or authoritarian governments can open their markets to foreign direct investment to liberalize their economies.

**1.A**

**(C)** Explain one reason why a country would choose to liberalize its economy. **1 point**

**Acceptable explanations include:**

- A country might choose to liberalize its economy to remedy undesirable domestic circumstances, such as one of the following:
  - rising unemployment
  - reduced productivity
  - trade deficits.
- Liberalizing the economy could take pressure off of the government and satisfy its citizens.
- A country might choose to liberalize its economy due to pressure from other countries and international organizations.
- A country might choose to liberalize its economy because free trade and a liberalized economy helps to develop a middle class.

**1.B**

**(D)** Explain why a decision to introduce economic liberalization policies might affect social cleavages. **1 point**

**Acceptable explanations include:**

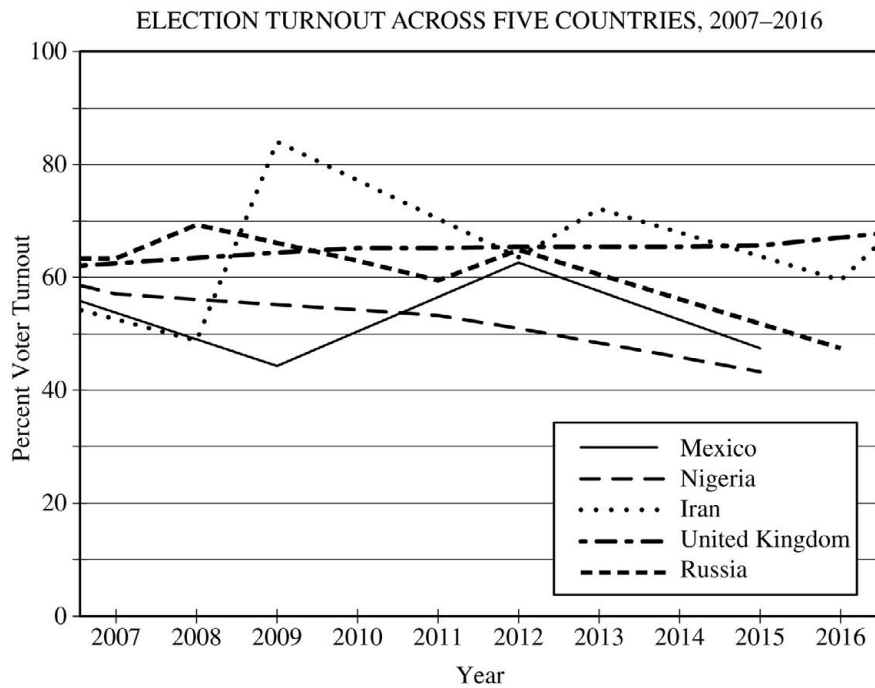
- Economic liberalization policies might affect social cleavages because the economic policies often contribute to rising inequality between classes or regions.
- Economic liberalization policies might affect social cleavages because the economic policies often contribute to inequalities because a middle class develops, but so do disparities among groups (rich/poor, urban/rural)
- Economic liberalization policies might affect social cleavages because less protectionism and freer movement of goods and services may cause tensions with immigration and people looking for work.

**1.B**

**Total for question 1 4 points**

## Question 2: Quantitative Analysis

Answer a, b, c, d, and e.



- (A) Using the data in the graph, identify the country with the highest turnout in a single year.
- (B) Using the data in the graph, describe voter turnout between 2007 and 2015 in Nigeria.
- (C) Describe political efficacy.
- (D) Using your knowledge of political efficacy and the data in the graph, explain the pattern of Iran's political turnout in 2009 and 2013.
- (E) Explain what the data illustrate about political participation in authoritarian regimes.

## Scoring Guideline for Question 2: Quantitative Analysis

5 points

Learning Objectives: **DEM-1.B**

**(A)** Identify the country with the highest turnout in a single year. **1 point**  
• Iran **3.A**

**(B)** Describe voter turnout between 2007 and 2015 in Nigeria. **1 point**  
**Acceptable descriptions include:** **3.B**  
• Voter turnout in Nigeria declined between 2007 and 2015.  
• In 2007 voter turnout was just under 50 percent, and in 2015 turnout declined to 32 percent.

**(C)** Describe political efficacy. **1 point**  
**Acceptable descriptions include:** **1.A**  
• Citizens have faith and trust in government and believe that they can influence politics.  
• Citizens believe that one's vote can influence political affairs.

**(D)** Using your knowledge of political efficacy and the data in the graph, explain the pattern of Iran's political turnout in 2009 and 2013. **1 point**  
**Acceptable explanations include:** **3.C**  
• In 2009 voter turnout was high because voters wanted to elect reformist Musavi to office and remove hardliner Ahmadinejad from office.  
• In 2009, once the candidates were vetted, there was real political competition among candidates, with no guaranteed winner, and citizens believed their votes mattered.  
• Voter turnout in 2013 was lower than in 2009 but still fairly high. It was lower than in 2009 because citizens had less faith in free and competitive elections, and this was the first presidential election since the protests of 2009.

**(E)** Explain what the turnout data illustrate about political participation in authoritarian regimes. **1 point**  
**Acceptable explanations include:** **3.D**  
• Authoritarian regimes often allow citizens to participate to develop and maintain a sense of political legitimacy.  
• Political participation in authoritarian regimes is often mandatory, which often means that turnout in authoritarian regimes is higher than in democratic regimes.

**Total for question 2** **5 points**

### Question 3: Comparative Analysis

Compare how legislative powers can be independent or constrained by other governmental institutions in two different AP Comparative Government and Politics course countries. In your response, you should do the following.

- (A) Define legislative independence.
- (B) Explain how legislative independence is used by governmental institutions in two different AP Comparative Government and Politics course countries.
- (C) Explain why each of the two AP Comparative Government and Politics course countries described in (B) would choose to constrain legislative powers.

## Scoring Guideline for Question 3: Comparative Analysis

5 points

Learning Objectives: PAU-3.F

(A) Define legislative independence.

1 point

**Acceptable definition:**

1.A

- Legislative independence refers to the degree to which a legislature is free to exercise its powers without influence from other branches/institutions.

(B) Explain how legislative independence is used by government institutions in two different AP Comparative Government and Politics course countries.

2 points

1.E

**Acceptable explanations include the following (max 1 point per country):**

- In Iran the Majles has power over the budget, confirms and impeaches ministers, and may issue formal questions that the government must answer. The Majles uses this power to check the executive branch.
- In the United Kingdom, the legislature is fused with the executive branch, but the legislature solely is responsible for making decisions on financial bills, such as new taxes.
- During Question Time, members of the United Kingdom legislature can question the prime minister about various policies, and it uses this power to hold the prime minister accountable and open debate.
- In Nigeria, the legislature passes bills into laws, although bills still require the president's signature.
- In Nigeria, the constitution gives the legislature the power to impeach the president as well as oversight, and it uses both powers to remain independent and to check the executive branch.
- In Mexico, the constitution gives the legislature the power to impeach the president, and it uses this power to check the executive branch.

(C) Explain why each of the two AP Comparative Government and Politics course countries described in (B) would choose to constrain legislative powers.

2 points

2.A

2.B

2.C

**Acceptable explanations include the following (max 1 point per country):**

- The Iranian government chooses to constrain the Majles to give the Supreme Leader more power.
- The Iranian government constrains the power of the Majles to make sure that all institutions abide by theocratic rules.
- Iran's Expediency Council, which is selected by the Supreme Leader as an advisory committee to resolve disputes between the Majles and the Guardian Council, can constrain the Majles to reduce its power.
- In the United Kingdom, the legislature is constrained by elections. Legislatures constrain the power to maintain a balance of power and to maintain a separation of powers.
- In the United Kingdom, all members of the House of Commons are up for election every 5 years. This constrains lawmakers to work for their constituents.
- In Nigeria the House of Representatives is constrained by the executive branch, because the president wants to have more concentrated power.
- In Mexico the legislature is constrained by elections as a way to maintain stability and prevent corruption.

**Total for question 3**

**5 points**



## Question 4: Argument Essay

Develop an argument as to whether democratic or authoritarian regimes are better at maintaining sovereignty in a country.

Use one or more of the following course concepts in your response:

- Power
- Authority
- Legitimacy

In your response, you should do the following:

- 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.
- 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.
- Use reasoning to explain why your evidence supports your claim or thesis, using one or more of the provided course concepts.
- Respond to an opposing or alternate perspective, using refutation, concession, or rebuttal.

## Scoring Guidelines for Question 4: Argument Essay

5 points

Learning Objectives: **PAU-1.D** **LEG-1.A** **LEG-1.B**

Reporting Category	Scoring Criteria	
<p><b>Row A</b></p> <p><b>Claim/Thesis</b></p> <p><b>(0-1 points)</b></p> <p><b>5.A</b></p>	<p><b>0 points</b></p>	<p><b>1 point</b></p> <p>Responds to the prompt with a defensible claim or thesis that establishes a line of reasoning.</p>
<b>Decision Rules and Scoring Notes</b>		
<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>The intended claim or thesis only restates the prompt.</li> <li>The intended claim or thesis does not make a claim that responds to the prompt.</li> </ul>		<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>The claim or thesis responds to the prompt rather than restating or rephrasing the prompt and establishes a line of reasoning.</li> <li>The response must include a defensible claim or thesis that establishes a line of reasoning about whether democratic or authoritarian regimes are better at maintaining sovereignty in a country, using one or more of the provided course concepts: power; authority; or legitimacy.</li> </ul>
<p><b>Examples that do not earn this point:</b></p> <p><b>Restates the prompt</b></p> <ul style="list-style-type: none"> <li><i>“Democratic regimes are better at maintaining sovereignty in a country.”</i></li> <li><i>“Authoritarian regimes are better at maintaining sovereignty in a country.”</i></li> </ul> <p><b>Does not respond to the prompt</b></p> <ul style="list-style-type: none"> <li><i>“Democratic regimes maintain sovereignty by maintaining government legitimacy.”</i></li> <li><i>“Authoritarian regimes maintain sovereignty through unchecked powers.”</i></li> </ul>		<p><b>Examples that earn this point:</b></p> <ul style="list-style-type: none"> <li><i>“Democratic regimes are better at maintaining sovereignty in a country because they can do so by using less coercive power than authoritarian regimes.”</i></li> <li><i>“Authoritarian regimes are better at maintaining sovereignty in a country because they can carry out their preferred policies and government actions without taking into account the wishes of citizens.”</i></li> </ul>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>The claim or thesis must consist of one or more sentences that may be located anywhere in the response.</li> <li>A claim or thesis that meets the criteria can be awarded the point whether or not the rest of the response successfully supports that line of reasoning.</li> </ul>		

Reporting Category	Scoring Criteria		
<b>Row B</b> <b>Evidence</b> <b>(0-2 points)</b> <b>5.B</b>	<b>0 points</b>	<b>1 point</b> Provides <u>one</u> piece of specific and relevant evidence from a course country relevant to one of the course concepts in the prompt.	<b>2 points</b> Provides <u>two</u> pieces of specific and relevant evidence from one or more course countries relevant to one or more of the course concepts in the prompt.
<b>Decision Rules and Scoring Notes</b>			
<b>Responses that do not earn points:</b> <ul style="list-style-type: none"> <li>Do not provide any accurate evidence</li> <li>Provide general (not specific) evidence</li> <li>Provide evidence that is not relevant to the course concepts in the prompt</li> </ul> <b>Examples that do not earn points:</b> <p><b>Not specific</b></p> <ul style="list-style-type: none"> <li>"In democratic countries, officials must follow the rule of law."</li> <li>"In authoritarian countries, officials do not have to follow the rule of law."</li> </ul> <p><b>Not relevant to course concepts in the prompt</b></p> <ul style="list-style-type: none"> <li>"In Nigeria, the government fights corruption."</li> <li>"In the United Kingdom, they have a free media."</li> <li>"In China, the regime promotes economic growth."</li> <li>"In Iran and Russia, the government controls the media."</li> </ul>		<b>Responses that earn 1 or 2 points:</b> <ul style="list-style-type: none"> <li>Provide specific and relevant evidence from required course countries, relevant to the course concepts in the prompt</li> </ul> <b>Examples of acceptable specific and relevant evidence (1 point per example, max 2):</b> <ul style="list-style-type: none"> <li>"In the United Kingdom, Mexico, and Nigeria, the government maintains sovereignty through the legitimacy of the citizens."</li> <li>"In the United Kingdom, government officials follow the rules, law, and regulations, which gives the government authority and allows it to maintain sovereignty."</li> <li>"In Mexico and Nigeria, government officials follow the rules and laws set forth in the constitution, which gives the government authority and allows it to maintain sovereignty."</li> <li>"In authoritarian regimes such as China, the state uses coercive power to maintain sovereignty and does not require the consent of citizens."</li> <li>"In China, the Communist Party maintains sovereignty and has complete control over transitions of power and transitions from one government to the next."</li> <li>"Iran uses its armed forces to maintain international and domestic sovereignty, which allows the Supreme Leader to maintain control of the population."</li> <li>"In democratic countries like the United Kingdom and Nigeria, government officials follow the rules and regulations that the constitution provides, which is a source of their authority."</li> </ul>	
<b>Additional Notes</b> <ul style="list-style-type: none"> <li>Explanations of the relationship between the evidence and the claim or thesis are <u>not required</u> to earn points in Row B.</li> </ul>			

Reporting Category	Scoring Criteria	
<p><b>Row C</b> Reasoning (0-1 points)</p> <p><b>5.C</b></p>	<p><b>0 points</b></p>	<p><b>1 point</b> Explains how or why the evidence supports the claim or thesis</p>
	<p><b>Decision Rules and Scoring Notes</b></p>	
	<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Include evidence but offer no reasoning to connect the evidence to the claim or thesis</li> <li>• Restate the prompt without explaining how the evidence supports the claim or thesis</li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>• Must explain the relationship between the evidence provided and the claim or thesis</li> </ul>
		<p><b>Examples of reasoning that explain how evidence supports the claim or thesis:</b></p> <ul style="list-style-type: none"> <li>• <i>“Democratic regimes are better at maintaining sovereignty by maintaining high levels of legitimacy by acting on citizen input through representative officials.”</i></li> <li>• <i>“As long as the governments follow democratic procedures and written rules of constitutions, they do not need to use coercive power to maintain sovereignty.”</i></li> <li>• <i>“Authoritarian regimes are better at maintaining sovereignty because they can act more efficiently through the use of coercive power and thus quickly implement policies and make important decisions.”</i></li> </ul>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• To earn this point, the response must have a defensible claim or thesis (earned the point in Row A).</li> <li>• The explanation of the relationship between one piece of evidence and the claim or thesis is sufficient to earn this point.</li> </ul>		

Reporting Category	Scoring Criteria	
<p><b>Row D</b></p> <p><b>Responds to Alternate Perspectives (0-1 points)</b></p> <p><b>5.D</b></p>	<p><b>0 points</b></p>	<p><b>1 point</b></p> <p>Responds to an opposing or alternate perspective using refutation, concession, or rebuttal</p>
	<p><b>Decision Rules and Scoring Notes</b></p>	
	<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>Restate the opposite of the claim or thesis</li> <li>May identify an alternate perspective but do not refute, concede, or rebut that perspective to the provided claim or thesis</li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>Must describe an alternate perspective AND refute, concede, or rebut that perspective</li> </ul>
	<p><b>Examples of responses that do not earn the point:</b></p> <p><b>Restates the opposite of the claim or thesis</b></p> <ul style="list-style-type: none"> <li><i>“Although some argue that democratic regimes are better at maintaining sovereignty, they are wrong because it is clear that authoritarian regimes are more effective.”</i></li> </ul> <p><b>Identifies an alternate perspective but does not refute, concede, or rebut that perspective</b></p> <ul style="list-style-type: none"> <li><i>“There are some who argue that authoritarian regimes are more effective at maintaining sovereignty because they say that authoritarian regimes have more control over the people and thus can more easily maintain their rule.”</i></li> </ul>	<p><b>Examples of acceptable responses to an alternate perspective may include:</b></p> <ul style="list-style-type: none"> <li><i>“Although democratic regimes are good at maintaining sovereignty in a country, authoritarian regimes may be just as effective at maintaining sovereignty. Authoritarian regimes can maintain sovereignty without consulting representatives or citizens and can make difficult decisions for the good of the country. Therefore, authoritarian regimes can be better at maintaining sovereignty.”</i></li> <li><i>“Although democratic regimes are good at maintaining sovereignty in a country, there are potential problems. Democratic regimes have to incorporate citizen input into decision making, which can lead to counterproductive policies or decisions that are not necessarily good for democracy.”</i></li> <li><i>“Although authoritarian regimes are good at maintaining sovereignty, democratic regimes can also be effective at maintaining sovereignty. Governing with the consent of the people, democratic regimes are good at maintaining sovereignty by maintaining government legitimacy. Having a legitimate and democratic government can be very efficient for maintaining sovereignty.”</i></li> </ul>
<p><b>Additional Notes</b></p> <ul style="list-style-type: none"> <li>To earn this point, the response must have a defensible claim or thesis (earned the point in Row A).</li> <li>Responses that demonstrate an incorrect understanding of the alternate perspective do not earn this point.</li> </ul>		



**AP Summer Institute | 2021**

---

# AP<sup>®</sup> Comparative Government and Politics

**WORKSHOP HANDBOOK AND RESOURCES**

*This handbook may not be posted on school or personal websites, nor electronically redistributed for any reason without the express permission of College Board.*

*These training materials may be used solely for noncommercial purposes by AP teachers. Permission for any other use must be sought from College Board.*

# About the College Board

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success—including the SAT® and the Advanced Placement Program®. The organization also serves the education community through research and advocacy on behalf of students, educators, and schools.

For further information, visit [www.collegeboard.org](http://www.collegeboard.org).

© 2021 The College Board. College Board, AP, SAT, and the acorn logo are registered trademarks of the College Board. AP Comparative Government and Politics is a trademark owned by the College Board. Understanding by Design® and UbD™ are trademarks owned by ASCD. All other products and services may be trademarks of their respective owners. Visit the College Board on the web: [collegeboard.org](http://collegeboard.org).



# Contents

1	<b>Understanding the AP Comparative Government and Politics Courses</b>
3	Workshop Introduction
7	<b>LESSON 1</b> The Growth Mindset
11	<b>LESSON 2</b> Previewing the Disciplinary Practices: Teaching for Transfer
19	<b>LESSON 3</b> Integrating Skills and Content
37	<b>LESSON 4</b> Understanding the Course Framework and Scope of the Course: Teaching for Understanding
43	<b>LESSON 5</b> Understanding the Big Ideas
47	<b>Planning Your Course</b>
49	<b>LESSON 6</b> Exploring the Unit Guides
55	<b>LESSON 7</b> Scaffolding and Spiraling the Practices
63	<b>LESSON 8</b> Planning Your Course
73	<b>Teaching the Course</b>
75	<b>LESSON 9</b> Reviewing the Instructional Approaches
79	<b>LESSON 10</b> Using the Topic Pages
83	<b>LESSON 11</b> Disciplinary Practice 1: Concept Application
89	<b>LESSON 12</b> Disciplinary Practice 2: Country Comparison
95	<b>LESSON 13</b> Disciplinary Practice 3: Data Analysis
101	<b>LESSON 14</b> Disciplinary Practice 4: Source Analysis
109	<b>LESSON 15</b> Disciplinary Practice 5: Argumentation
115	<b>Assessing Student Progress and Understanding</b>
117	<b>LESSON 16</b> AP Exam Structure
123	<b>LESSON 17</b> Formative vs. Summative Assessments
133	<b>LESSON 18</b> Assessing Student Understanding: Scoring Free-Response Questions
137	<b>Becoming a Member of the AP Community</b>
139	<b>LESSON 19</b> AP Course Audit
143	<b>LESSON 20</b> Next Steps: Joining the AP Teacher Community and Finding Additional Resources
149	<b>Appendices</b>
151	<b>APPENDIX A</b> Growth Mindset Quiz
153	<b>APPENDIX B</b> Activity Cards
155	<b>APPENDIX C</b> Learning Objectives by Big Idea
159	<b>APPENDIX D</b> Unit Pacing Table
161	<b>APPENDIX E</b> Instructional Planning Calendar
167	<b>APPENDIX F</b> Lesson Planning Template
169	<b>APPENDIX G</b> Data Sheets – Nigeria

# Acknowledgments

## AP Comparative Government and Politics Curriculum, Instruction, and Assessment Team

**\*\*\*John R. Williamson**, *Vice President, AP Curriculum and Instruction*

**Chris Budano**, *Senior Director, AP Instructional Design*

**John C. Baran, Jr.**, *Director, AP Instructional Design, Social Sciences*

**\*\*\*Krista Dornbush**, *Director, AP Social Sciences Curriculum and Assessment*

**Suzanne Bailey**, *Virgil H. Grissom High School, AL*

**Andrew Conneen**, *Adlai E. Stevenson High School, IL*

**Crystal DeLong**, *Liberty High School, VA*

**Kristina Eggenberger**, *Alma High School, MI*

**Elizabeth Knight**, *J.H. Rose High School, NC*

**Mariano Magalhães**, *Augustana College, IL*

**Laura McBride**, *West Potomac High School, VA*

**Jay McCormick**, *Caesar Rodney High School, DE*

---

# Agenda

## Day 1

### Understanding the AP Comparative Government and Politics Courses

- |                  |  |
|------------------|--|
| <i>0.5 hours</i> | Workshop Introduction  |
| <i>0.5 hours</i> | <b>LESSON 1</b> The Growth Mindset   |
| <i>1.5 hours</i> | <b>LESSON 2</b> Previewing the Disciplinary Practices: Teaching for Transfer                           |
| <i>1 hour</i>    | <b>LESSON 3</b> Integrating Skills and Content   |
| <i>2 hours</i>   | <b>LESSON 4</b> Understanding the Course Framework and Scope of the Course: Teaching for Understanding |
| <i>1 hour</i>    | <b>LESSON 5</b> Understanding the Big Ideas  |

## Day 2

### Planning Your Course

- |                  |   |
|------------------|---|
| <i>1 hour</i>    | <b>LESSON 6</b> Exploring the Unit Guides               |
| <i>1.5 hours</i> | <b>LESSON 7</b> Scaffolding and Spiraling the Practices |
| <i>2 hours</i>   | <b>LESSON 8</b> Planning Your Course                    |

### Teaching the Course

- |               |  |
|---------------|--|
| <i>1 hour</i> | <b>LESSON 9</b> Reviewing the Instructional Approaches |
| <i>1 hour</i> | <b>LESSON 10</b> Using the Topic Pages                 |

## Day 3

### Teaching the Course (continued)

- |                  |   |
|------------------|---|
| <i>1.5 hours</i> | <b>LESSON 11</b> Disciplinary Practice 1: Concept Application |
| <i>1.5 hours</i> | <b>LESSON 12</b> Disciplinary Practice 2: Country Comparison  |
| <i>1.5 hours</i> | <b>LESSON 13</b> Disciplinary Practice 3: Data Analysis       |
| <i>1.5 hours</i> | <b>LESSON 14</b> Disciplinary Practice 4: Source Analysis     |
| <i>1.5 hours</i> | <b>LESSON 15</b> Disciplinary Practice 5: Argumentation       |

---

**Day 4**

---

**Assessing Student Progress and Understanding**

---

*1 hour* **LESSON 16** AP Exam Structure

---

*2 hours* **LESSON 17** Formative vs. Summative Assessments

---

*2 hours* **LESSON 18** Assessing Student Understanding: Scoring Free-Response Questions

---

**Day 5**

---

**Becoming a Member of the AP Community**

---

*1.5 hours* **LESSON 19** AP Course Audit

---

*1 hour* **LESSON 20** Next Steps: Joining the AP Teacher Community and Finding Additional Resources

---

**AP COMPARATIVE GOVERNMENT AND POLITICS**

---

# Understanding the AP Comparative Government and Politics Courses



# Workshop Introduction

## Welcome and Introductions

### **DIRECTIONS**

Your workshop leader will distribute two sticky notes to you. At the top of one sticky note, write "I know . . . ." At the top of the other sticky note, write "I want to learn..."

On the first sticky note, write three things you *know* about the AP Comparative Government and Politics course and exam.

On the second sticky note, write three things you *want to learn* this week.

### **Notes**

---

### ***Did You Know?***

Did you know the College Board maintains a searchable online AP credit policy search tool? Visit <https://apstudent.collegeboard.org/creditandplacement/search-credit-policies>

## Teaching for Understanding

Think about what you want your students to walk away with really *understanding* from your AP Comparative Government and Politics course. Write down your thoughts:

---

---

---

---



## Reflect

What is one goal you have for yourself as a teacher of AP Comparative Government and Politics this year?



## LESSON 1

# The Growth Mindset

Advanced Placement® courses are challenging for high school students. Effort and hard work are valued in AP courses, and it is important for students to understand that difficulties can lead to success. One way to help students gain this insight is to introduce them to the growth mindset.

Mindset is an idea that came out of the research of Carol Dweck, a psychologist at Stanford University who studies achievement and success. Mindsets are beliefs that people have about themselves and their basic qualities, such as personality, intelligence, and talents. As a result of her work with thousands of students, Dweck has identified two mindsets: growth mindset and fixed mindset.

- A growth mindset is the belief that skills, intellect, and talents can be developed through practice and perseverance.
- A fixed mindset is the belief that skills, intellect, and talents are set and unchangeable.

Dr. Dweck's research shows that implicit beliefs about the nature of intelligence affect achievement.

## What's My Mindset?

Let's learn more about the growth mindset. Go to the following link and take the quiz. If you can't access the Internet at this time, you can find a printed version of the quiz in Appendix A.

<http://blog.mindsetworks.com/what-s-my-mindset?view=quiz>



## Reflect

### **DIRECTIONS**

Take a few minutes to reflect on the following questions:

1. What surprised you about how you answered the questions?

---

---

---

2. In what areas would it be easiest for you to use the growth mindset?

---

---

---

3. In what areas would it be the most difficult for you to practice the growth mindset?

---

---

---

4. What will you do differently based on practicing the growth mindset?

---

---

---

## Apply

Dweck's research shows that teachers can directly impact their students' mindsets by being mindful of the feedback they provide to their students.

1. What kind of teacher feedback can encourage a growth mindset in your classroom?

---

---

---

---

2. Students often experience challenges and/or failure for the first time when taking an AP course. How can you use growth mindset to coach students through their challenges and/or failures?

---

---

---

---

---

### ***Did You Know?***

Did you know there's a landing page called Share AP that has a wealth of free materials you can use to introduce students and parents to AP? Visit <http://www.collegeboard.org/shareap>.



## LESSON 2

# Previewing the Disciplinary Practices: Teaching for Transfer

The AP Comparative Government and Politics course uses Disciplinary Practices to give students the opportunity to “think like comparative political scientists.”

- What do comparative political scientists study?
  - How do they gather information?
  - What sort of writings and arguments do they produce?
- 
- 
- 
- 
- 

Turn to page 159 in the *AP Comparative Government and Politics Course and Exam Description (CED)*.

Take a few minutes to look over the Free-Response Questions. As you review, focus on what the questions are asking students to *do*, not what they need or are asked to *know*. Are the skills assessed in these questions similar to what you identified earlier as skills for practicing comparative political scientists?

---

### ***Did You Know?***

Did you know there are multiple forms of the AP Exam? Each year, the Advanced Placement Program® creates multiple versions of the AP Exam for each AP subject, with each version of the exam developed to the same specifications (i.e., the same format, number of questions, type of questions). To ensure that these forms generate comparable scores, they must be administered to small, statistically representative groups. This means that on regularly scheduled testing dates, some schools or students within the same school in the United States will receive a version of the exam in selected subjects that is different from the most commonly administered version.

# Disciplinary Practices for AP Comparative Government and Politics

In this lesson, we are going to examine the Disciplinary Practices for AP Comparative Government and Politics, and then connect those tasks to the work of comparative political scientists as it relates to the AP course. Take time to analyze each of the Disciplinary Practices on pages 16 of the CED, with the goal of understanding the tasks students are being asked to do and connecting those tasks and course content in a meaningful way. The leader will walk you through analyzing Practice 1 as an example.

Note that each of the five disciplinary practices contains a list of discrete subskills that are independent from one another. The skills within each category work in conjunction with one another to help a student develop proficiency in the overall practice.

## DISCIPLINARY PRACTICE 1 *Concept Application*

*Apply political concepts and processes in authentic contexts.*

- 1.A** Describe political systems, institutions, processes, policies, and behaviors.
- 1.B** Explain political systems, institutions, processes, policies, and behaviors.
- 1.C** Compare political systems, processes, policies, and behaviors.
- 1.D** Describe political systems, institutions, processes, policies, and behaviors of a course country.
- 1.E** Explain how political systems, institutions, processes, policies, and behaviors apply in a course country.

### **ANALYZE**

1. Read the practice title and its high-level description.
2. Note that there are several independent skills that would apply in different situations, and how they all roll up to the same overarching “umbrella practice.”
3. Highlight or underline what stands out to you as the key words in each skill.

---

---

4. Brainstorm ways to connect individual or multiple skills to specific pieces of content from the course framework. Record your thoughts and responses below:

---

---

---

---

---

---

---



# Analyzing the Disciplinary Practices

## **DIRECTIONS**

Work with a partner to analyze the remaining Disciplinary Practices for the course. Refer to the course framework for examples of content topics where that Disciplinary Practice would apply. Use the following pages to record your own ideas and the ideas shared by other groups.

## **DISCIPLINARY PRACTICE 2** *Country Comparison*

*Compare political concepts and processes among the course countries (China, Iran, Mexico, Nigeria, Russia, and the United Kingdom).*

- 2.A** *Compare two or more course countries based on their political systems, principles, institutions, processes, policies, and behaviors.*
- 2.B** *Explain the implications of the similarities and differences between countries with similar political systems, principles, institutions, processes, policies, and behaviors.*
- 2.C** *Explain the implications of the similarities and differences between countries with different political systems, principles, institutions, processes, policies, and behaviors.*

## **DIRECTIONS:**

1. Read the practice title and its high-level description.
2. Note that there are several independent skills that would apply in different situations, and how they all roll up to the same overarching “umbrella practice.”
3. Highlight or underline what stands out to you as the key words in each skill, particularly as it relates to what students must be able to *do*.

---

---

4. Brainstorm ways to connect individual or multiple skills to specific pieces of content from the course framework. Record your thoughts/responses below:

---

---

---

---

---

---

---

---

---

---



**DISCIPLINARY PRACTICE 4**  
*Source Analysis*

Read, analyze, and interpret text-based sources.

- 4.A** Describe the author’s claim(s), perspective, evidence, and reasoning.
- 4.B** Explain how the author’s argument or perspective relates to political systems, principles, institutions, processes, policies, and behaviors.
- 4.C** Explain how the implications of the author’s argument or perspective may affect political systems, principles, institutions, processes, policies, and behaviors.

**DIRECTIONS:**

1. Read the practice title and its high-level description.
2. Note that there are several independent skills that would apply in different situations, and how they all roll up to the same overarching “umbrella practice.”
3. Highlight or underline what stands out to you as the key words in each skill, particularly as it relates to what students must be able to *do*.

---

---

4. Brainstorm ways to connect individual or multiple skills to specific pieces of content from the course framework. Record your thoughts/responses below:

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



## Reflect

1. Which Disciplinary Practice do you think will be most challenging to teach? Why?

---

---

---

---

2. Knowing that not all of your students will enter your class with the same skill levels, what can you do to identify where your students are in their skill development and to help them move up a level?

---

---

---

---



## LESSON 3

# Integrating Skills and Content

When students answer questions on the AP Exam, they must demonstrate both content knowledge and proficiency with the Disciplinary Practices. All questions on the AP Exam assess content as students apply these practices; so, each question will be linked to a specific piece of content (i.e., a Learning Objective), as well as a Disciplinary Practice. In this lesson you will analyze free-response questions to see firsthand how students will need to demonstrate their understanding on the AP Exam.

---

### 2017 Comparative Government and Politics Free-Response Question #5

#### **DIRECTIONS**

Examine the free-response question that follows, along with the corresponding scoring guidelines. Then fill in the following table to indicate what students need to do versus what they need to *know* in order to be successful on this question.

5. Define the term “rule of law.” Describe an institutional arrangement that promotes the rule of law in democratic regimes. Explain why authoritarian regimes resist the rule of law.

**AP® COMPARATIVE GOVERNMENT AND POLITICS  
2017 SCORING GUIDELINES**

**Question 5**

**3 points**

One point is earned for correctly defining rule of law.

An acceptable definition may include:

- Everyone, including the leaders, is accountable to the law.
- The law is applied consistently or universally.

One point is earned for correctly describing an institutional arrangement that promotes the rule of law in democratic regimes.

Correct descriptions may include:

- Independent judiciary
- Separation of powers
- Checks and balances
- Impeachment by legislature
- Vote of no confidence by legislature

One point is earned for correctly explaining why authoritarian regimes resist the rule of law.

Correct explanations may include:

- Fear of accountability
- Fear of regime change
- Fear of losing office
- To punish opposition
- To engage in corruption
- To engage in patronage

A score of zero (0) is earned for an attempted answer that earns no points or for an off-task answer.

A score of dash (—) is earned for a blank.

<b>Disciplinary (sub)Practices: What do students need to do?</b>	<b>Content: What do students need to know?</b>

You may want to refer to the Disciplinary Practices (and skills) on page 16 in the *AP Comparative Government and Politics Course and Exam Description*.



## **Student Performance on the 2017 Comparative Government and Politics Free-Response Question #5**

Consider: *What is the difference between the student who has knowledge and the student who understands? What does student understanding look like?*

A helpful resource for understanding what is required of high-scoring samples is the annual Chief Reader Report (formerly known as the Student Performance Q&A). For each free-response question, the Chief Reader provides commentary in response to these considerations:

- How well did student responses address the course content related to this question?
- How well did the responses integrate the skills required on this question?

Below are some excerpts from the Chief Reader's reflections on the 2017 Comparative Government and Politics Free-Response Question #5:

"The skills tested were definitional, descriptive, and explanatory. Students had three specific tasks: to define the term "rule of law," to describe an institutional arrangement that promotes the rule of law in democratic regimes, and to explain why authoritarian regimes resist the rule of law."

"The response addresses a key concept in comparative politics—rule of law—and incorporates content related to the study of power and authority, as well as political institutions."

"Some students equated the concept "rule of law" with having written laws, a constitution, or a particular legal system like code law or common law. Others connected rule of law to other concepts such as political legitimacy or civil liberties."

"As for explaining why authoritarian regimes resist the rule of law, a good number of students described the incompatibility between authoritarianism and rule of law and the desire of authoritarian regimes to assert control instead of specific reasons for their resistance to the rule of law."

Now compare the Chief Reader's summary to the notes you recorded in the table on page 20. How are the things students struggled with captured by the skills and content you listed there?

## Analyzing Student Responses

### DIRECTIONS

With a partner, examine the free-response question, scoring guidelines, and student samples that follow. Then categorize each sample as “low,” “medium,” or “high” in terms of demonstrating understanding for both content and skill.

### 2017 Comparative Government and Politics Free-Response Question #2

2. Identify the party with the majority of seats in the House of Commons. Identify the electoral system in Great Britain. Explain how the electoral system affects party representation in the House of Commons.

Currently, the party with the majority of seats in the House of Commons is the Conservative ( Tories ) Party. The electoral system for Great Britain is the parliamentary system and the members of parliament are strictly elected through single member district, FPTP pluralities. This system exaggerates the win <sup>for</sup> of the two mainstream parties and makes it harder for third parties (like the Liberal Democrats) to hold more power.

The current party with the majority of seats in the House of Commons is the Conservative Party. The electoral system in Great Britain is a first-past-the-post electoral system, ~~that~~ where a certain political party wins elections and then nominates a party leader, the Prime Minister. Great Britain's electoral system also determines party representation in the House of Commons. Proportional representation determines the amount of seats each party holds, depending on ~~what~~ ~~amount~~ what per cent of the overall vote each party received.

The party with the majority of seats in the House of Commons is the Conservative party. The electoral system in Great Britain is Proportional representation. Proportional representation ~~lets~~ party representation in the House of Commons by most accurately ~~to~~ ensuring that the percentage of votes for each party ~~that~~ most closely matches the number of seats allotted to that respective party.

### **Did You Know?**

Did you know you can order your students' unmarked free response booklets? You can use them as you plan instruction to gauge your students' performance on previous exams, so you can identify and clarify misunderstandings before they arise. Your school's AP Coordinator has the option to request completed free-response booklets for all students who took the exams. Students have the option to request their own booklets, so not all booklets may be available. The ordering deadline is September 15. There is a fee for this service.

---

## 2015 Comparative Government and Politics

### Free-Response Question #6

Conceptual Analysis: We suggest that you spend approximately 30 minutes on question 6.

6. State sovereignty can be challenged by external factors.
- Define sovereignty.
  - Identify one international organization that challenges state sovereignty AND describe how it challenges state sovereignty.
  - Describe a challenge that multinational corporations pose to state sovereignty.
  - Describe a challenge that new information technologies pose to state sovereignty.
  - Describe one method states use to maintain sovereignty in the face of challenges.

**6 points**

**Part (a): 1 point**

One point is earned for a correct definition of sovereignty.

An acceptable definition will include at least TWO of the following:

- Supreme or independent authority
- Authority over a particular population or territory
- Recognition by other international actors

**Part (b): 2 points**

One point is earned for a correct identification of an international organization that challenges state sovereignty.

Acceptable identifications include:

- United Nations
- European Union
- North Atlantic Treaty Organization (NATO)
- Economic Community of West African States (ECOWAS)
- Organization of the Petroleum Exporting Countries (OPEC)
- Terrorist groups that meet certain conditions

Note: NAFTA is not an international organization.

One point is earned for a correct description of how the international organization challenges state sovereignty.

An acceptable response will demonstrate that the international organization attempts to or succeeds in exerting control or authority in sovereign states.

**Part (c): 1 point**

One point is earned for a correct description of how multinational corporations (MNCs) challenge state sovereignty.

An acceptable response will demonstrate that MNCs attempt to, or successfully, exert leverage or control.

Examples may include challenges to any of the following policies:

- Labor
- Environmental
- Land rights
- Tax
- Budgetary
- Legal

**Part (d): 1 point**

One point is earned for a correct description of how new information technologies challenge state sovereignty.

Acceptable descriptions include:

- Provide access to information, reducing public support
- Provide access to information, challenging political legitimacy
- Increase government internal or external accountability
- Threat to national security or the capacity to govern from cybersecurity incidents

**Part (e): 1 point**

One point is earned for a correct description of a method states use to maintain sovereignty in the face of challenges.

Acceptable descriptions include:

- Control information
- Leave the international organization
- Restrict multinational corporations
- Nationalize industry
- Join the international organization to influence policy direction
- Ignore or defy international organizations

<b>Disciplinary (sub)Practices: What do students need to do?</b>	<b>Content: What do students need to know?</b>

Which skill or content understandings does the "medium" student need in order to be successful on this question?

**Disciplinary Skill(s):**

---

**Content:**

---

## Student Sample A

Sovereignty is defined as the power ~~of~~ a national government has over its constituency and its nation, without external influence. Often times, sovereignty is positively correlated with a strong national government and strong feelings of nationalism within a country.

State sovereignty has often been challenged by international organizations, such as Amnesty International; ~~Amnesty International~~; ~~is~~ an international human rights advocacy and watchdog group, has had ~~a~~ a marked influence over the sovereignty of Nigeria. Marred by human rights abuse allegations since it became independent, Nigeria has ramped up ~~such~~ <sup>such</sup> abuses since the rise of Boko Haram, a terrorist group. The Nigerian government now enters villages and imprisons and/or executes anyone it feels is remotely affiliated with Boko Haram without a trial or evidence; Amnesty International has raised awareness of such abuses, and has led several Western nations to cut funding and attempt to intervene to stop such abuses of human rights.

Multinational corporations also pose challenges to state sovereignty. ~~to~~ Nigeria, for example, is a rentier state, leasing out its oil fields in order to survive off oil profits. However, because Nigeria relies on multinational corporations, such as Shell, who lease its oil fields, Nigeria has been forced to dedicate great amounts of money and government resources to maintain these profits, and the Nigerian government has become reliant not on itself, but on multinational corporations.

~~New information technologies pose a threat to state sovereignty by making it possible to distribute evidence of unjust practices by national governments. For example, in Nigeria, the government accuses those accused to be affiliated.~~

New information technologies challenge state sovereignty by allowing opposition forces to spread their message and gain support. For example, in Nigeria, Boko Haram has used new technologies, such as social media and internet videos, to recruit new members and spread its anti-West message. These methods have made it nearly impossible for the Nigerian government to contain Boko Haram, which poses a threat to the federalist government it currently has.

Despite all these challenges, however, nations have taken steps to maintain sovereignty. Russia, for instance, monitors and controls internet usage, making it more difficult for information regarding government practices to spread. This has <sup>stunted</sup> ~~stunted~~ dissent, allowing Putin and his regime to maintain a close grip on the country and the Russian people.

## Student Sample B

- 6 a) Sovereignty is the right that a state has to govern itself.
- b) The EU challenges state sovereignty by trying to determine which type of currency each country must use in the EU.
- c) Multinational corporations ~~are~~ will likely only invest in countries with stable economies and certain democratic characteristics. If a corporation sees potential in a certain country, yet they are uncomfortable with the government institutions, they will likely lobby or even bribe countries to change laws or even governments. Therefore, the state has lost some of its power to govern itself.
- d) Information technology has made it very ~~easy~~ easy to share information around the world. ~~The state~~, ~~if information is spread~~: In an authoritarian regime's state, if information is spread about freedoms around the world, it may compromise the state's sovereignty. The ideas from outside sources could lead to a revolution and thus, ~~ruins~~ ruins the state's sovereignty.
- e) Some authoritarian states limit and censor the internet so that the people of this state will not be able to have access to ~~the~~ certain information.



---

## 2017 Comparative Government and Politics

### Free-Response Question #8

8. The media serves an important function in all political systems.
- Identify one governmental constraint on media freedom in China in the past decade AND explain how it helps sustain the authoritarian regime in China.
  - Explain why China has allowed some media freedom in the past decade.
  - Explain how the media helps sustain democracy in Mexico.
  - Describe one nongovernmental constraint on media freedom in Mexico in the past decade.
  - Explain why democratic regimes place constraints on media.

**6 points**

**Part (a): 2 points**

One point is earned for correctly identifying a governmental constraint on media freedom in China AND one point is earned for an explanation of how it helped sustain the authoritarian regime in the past decade.

Acceptable identifications may include:

- Government censorship
- State control of the media
- Prosecution or intimidation of journalists
- Denying entry to or expelling foreign journalists

Acceptable explanations may include:

- To prevent emergence of dissent or opposition
- To prevent challenges to regime legitimacy
- To maintain regime support
- To prevent mobilization of opposition

**Part (b): 1 point**

One point is earned for correctly explaining why China has allowed some media freedom in the past decade.

Correct explanations include:

- Increasing legitimacy
- External pressure
- Allowing criticism of local officials
- Reducing corruption at the local or national level
- Difficulty in controlling the media, given modern technology

**Part (c): 1 point**

One point is earned for correctly explaining how the media has helped sustain democracy in Mexico in the past decade.

Acceptable explanations may include:

- Providing a check on government actions
- Providing accountability
- Ensuring fair elections
- Ensuring a voice for the opposition
- Encouraging citizen participation

**Part (d): 1 point**

One point is earned for correctly describing one nongovernmental constraint on media freedom in Mexico in the past decade.

Correct descriptions may include:

- Increased violence against journalists by nongovernmental actors
- Intimidation by drug cartels
- Consolidation of media by private owners
- Limited access to media such as the Internet

**Part (e): 1 point**

One point is earned for correctly explaining why democratic regimes place constraints on media.

Correct explanations of why constraints are necessary in a democracy may include:

- To protect minority rights
- To protect national security
- To prevent libel and slander
- To prevent the encouragement of violent activities
- To maintain moral standards

A score of zero (0) is earned for an attempted answer that earns no points or for an off-task answer.

A score of dash (—) is earned for a blank.

---

<b>Disciplinary (sub)Practices: What do students need to do?</b>	<b>Content: What do students need to know?</b>

---

Which skill or content understandings does the “medium” student need in order to be successful on this question?

**Disciplinary Subpractice(s):**

---

**Content:**

---

## Student Sample A

- a) One governmental constraint on media Freedom in China in the past decade has been on internet browsing capabilities, as the country has created the "Great Firewall", a Filter system that limits what citizens can find on the ~~internet~~ internet. This filter helps sustain the authoritarian regime in China by allowing the Chinese Communist Party to limit citizens' access to websites and information about democracy and the west. This helps maintain the authoritarian regime by limiting the information most citizens have about other forms of government, therefore limiting their ability to try and change the regime.
- b) China has allowed some media Freedom in the past decade because it provides more legitimacy for the regime. By allowing some topics that do not seem threatening to the authoritarian regime (such as environmental issues) to be discussed the people feel as though they have more opportunities for instigating change in China, although this may not always be true in actuality.
- c) The media helps sustain democracy in Mexico because it is ~~not~~ relatively free and acts as a watchdog of the government. Mexico's ~~government~~ media publishes stories about government practices so that the citizens know what is occurring in their governments. Then citizens can try to limit these actions of their government by voting new officials into office or protesting the current government. Thus, democracy is sustained because the people remain in control of their government.
- d) One nongovernmental constraint on media Freedom in Mexico in the past decade has been by drug cartels, which may try to limit what stories the media publishes about their actions. Cartels have also been known to kill journalists, intimidating other journalists to not publish stories that portray the cartel's negative and/or illegal actions.

e) Democratic regimes can place constraints on media for a number of reasons, including protecting private citizens and protecting national security interests. Democratic regimes often have ~~known~~ slander laws which limit how the media may depict citizens who are not public figures in order to protect citizens' private reputations. Additionally, democratic regimes may limit the media to protect armed forces that may be in combat and secretive locations. By constraining media publication on sensitive troops' information, the regime can protect the troops from having their positions revealed to nearby enemies.

### Student Sample B

(a) The Chinese government's internet firewall restricts access to media by controlling what content the Chinese population is allowed to <sup>view</sup> or prohibited from viewing. As a result, most accessible media is either state-run or state-sanctioned.

(b) Increased media freedom increases political legitimacy by increasing the credence and value that constituents grant to media as an institution. For this reason, China has limited some restrictions on media recently.

(c) Non-state-run media sustains democracy by acting as a whistle-blower in calling out government corruption. By exposing the government's transgressions, media increases the government's transparency and consequently ~~the~~ sustains democracy in Mexico.

(d) The presence of nongovernmental drug cartels limits media freedom in Mexico. Particularly in cities with large cartel presences, journalists and other media workers face threats, violence, and other consequences for reporting on the reality of living in these areas.

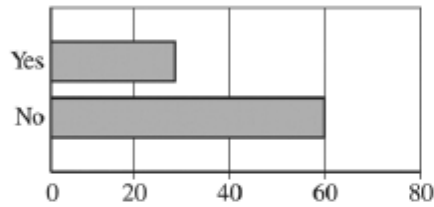
(e) Democratic regimes have a vested interest in ensuring that their citizens are well-informed. Sometimes, this requires limiting the ability of media to perpetuate fake or inauthentic news reporting. As such, sometimes democratic regimes take steps to limit misinformation through media constraints.

Being able to apply knowledge in new contexts or scenarios is extremely important for students. Look at this free-response question and determine another context or scenario where students are either applying the same skill to different content, or applying a different skill to the same content.

---

## 2015 Comparative Government and Politics Free-Response Question #5

PERCENTAGE OF RESPONDENTS WHO  
WERE ASKED IF THEY WERE SATISFIED WITH  
THE POLITICAL SITUATION IN RUSSIA



Source: Pew Research Global Attitudes Project, 2011

5. Write an empirical statement using the data from the graph above. Write a normative statement using the data from the graph above. Identify which type of statement a political scientist would use to make a factual argument: empirical or normative.

---

---

## **Equity and Access Policy**

The College Board strongly encourages educators to make equitable access a guiding principle for their AP Programs by giving all willing and academically prepared students the opportunity to participate in AP classes. We encourage the elimination of barriers that restrict access to AP students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. The College Board also believes that all students should have access to academically challenging coursework before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

## Reflect

Consider how the College Board's Equity and Access Policy reinforces what you have learned in this lesson, and how it might influence your own planning and teaching.

1. What are some types of understandings should you expect to see from high-scoring responses?

---

---

---

2. Which skills are you the most confident or excited about integrating more into your classroom instruction?

---

---

---

3. What resources might help your students develop the understandings, content knowledge, and skills they'll need to be successful on the free-response questions?

---

---

---

4. What strategies can you use in your classroom to help students gain access to the course content and build their skills?

---

---

---



## LESSON 4

# Understanding the Course Framework and Scope of the Course: Teaching for Understanding

The AP Comparative Government and Politics course and exam are designed to encourage students to build deeper conceptual understandings of critical developments in Comparative Government and Politics.

### Scenario

Imagine you're having a conversation with someone who took AP Comparative Government and Politics when they were in high school, but they admit they don't remember much of what they learned. You're curious about what they really got out of the course—what they remember as the “takeaways”—so you ask them to finish this sentence:

“At the end of the day, comparative politics and government is about...”

What word or phrase do you think this person might say to finish that sentence?

---

---

Now think about your AP Comparative Government and Politics students, and what you hope their “takeaways” are for your course. How do you hope they would finish that sentence?

“At the end of the day, comparative politics and government is about...”

---

---

### ***Did You Know?***

Did you know that the College Board is developing a Pre-AP program? Pre-AP is a new program that offers instructional resources and classroom-based assessments to schools that are interested in earning an official Pre-AP designation from the College Board. This program launched in 2018 and offers courses that help build, strengthen, and reinforce students' content knowledge and skills. Pre-AP courses are designed for all students to prepare them for AP and other college-level coursework. You can find more information at <https://pre-ap.collegeboard.org/about/overview>.

# Exploring Essential Knowledge, Learning Objectives, Enduring Understandings, and Big Ideas

## Comparative Politics and Government

---

### “Long Distance Running” “ ”

---

- What must you know to get started?**
- A marathon is 26.2 miles.
  - You have 8 hours to finish the race.

- 
- What must you do to be successful?**
- Increase weekly mileage.
  - Take 1 rest day per week.
  - Increase food intake to match calorie depletion.

- 
- What will you come to learn over time?**
- “Respect the distance”
  - “Listen to your body.”

- 
- What generalizations do you come to understand?**
- Fitness
  - Community
  - Logistics
-

## Components of the Framework

To prepare for the next part of the exercise, go to Unit 1 Topic 1.1 on page 34 in *your AP Comparative Government and Politics Course Framework*.

### Understanding by Design

**Big ideas** are

---

---

---

An **Enduring Understanding (EU)** is

---

---

---

---

A **Learning Objective (LO)** is

---

---

---

---

An **Essential Knowledge (EK)** statement is

---

---

## Putting It Together

### Step One Directions

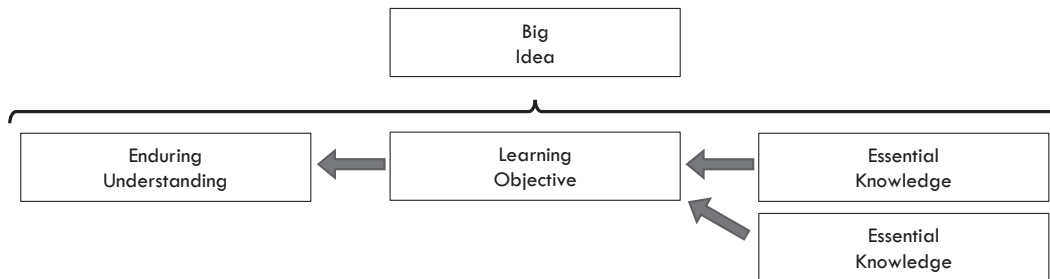
Work in teams of 3. Your workshop leader will provide your group with a set of cards, which are also available in Appendix B. Work with your team to group the cards based on common characteristics that you decide upon as a group. Then create a label for each group of cards.

### Step Two Directions

Using the definitions discussed for each Understanding By Design component, work with your team to regroup the cards as needed so that the groupings are based on EUs, LOs, and EKs.

### Step Three Directions

Then arrange the cards horizontally so that EKs align with their corresponding LOs, and LOs align with their corresponding EUs, and EUs align with their corresponding Big Ideas. For example:



**Note:** Because of the hierarchical structure of the course framework, multiple essential knowledge statements could be matched to a single learning objective and multiple learning objectives could be matched to a single enduring understanding.

## Debrief

Once your group has organized the cards, think about the following questions.

What clues helped you correctly categorize the cards?

---

---

What distinguishes an enduring understanding from a learning objective? A learning objective from essential knowledge?

---

---

Why would it not be enough to focus instruction on just the essential knowledge?  
Or just the learning objectives?

---

---

---

What does it mean that students must “earn” the enduring understandings?

---

---

---

## Reflect

Take a few minutes now to flip through the AP Comparative Government and Politics course framework. Find a topic that you enjoy teaching. In the space below, write down any notes that come to mind about how you might teach the given Learning Objective(s) in the context of the long-term Enduring Understanding for that topic.

### Notes:

#### Lesson Planning Outline

### Reflection:

1. How will the framework change the way you teach your AP Comparative Government and Politics course?

---

---

---

2. What are the benefits and challenges that you foresee?

---

---

---

## LESSON 5

# Understanding the Big Ideas

If a goal of the AP Comparative Government and Politics course is to help students develop deep conceptual understanding that they can transfer to new situations, students will need to think about and explore central concepts. These central concepts are the Big Ideas, which students will encounter frequently throughout the course, and as students encounter these Big Ideas in subsequent units, students' knowledge, skill, and understanding related to the Big Ideas become more complex.

### Focus-Setting Questions

Turn to page 17 in your copy of the *AP Comparative Government and Politics Course and Exam Description*, which describes the Big Ideas of the course. Review the Big Ideas and their descriptions, and then answer the following questions:

1. How is a Big Idea different from a unit?

---

---

---

---

---

---

---

2. Why would I want students to think about and explore these Big Ideas multiple times throughout the year and in multiple units?

---

---

---

---

---

---

---

3. From the first unit of the course to the last unit, what differences might I expect of a student's knowledge, skill, and understanding related to the Big Ideas? Why?

---

---

---

---

---

---

---

## Course Units

The AP Comparative Government and Politics course content is organized into 5 units. While teachers can choose to teach the course content in any order they wish, resources being developed for the 2019–2020 school year are based on the units in the course framework.

**Unit 1:** Political Systems, Regimes, and Governments

**Unit 2:** Political Institutions

**Unit 3:** Political Culture and Participation

**Unit 4:** Party & Electoral Systems and Citizen Organizations

**Unit 5:** Political & Economic Changes and Development

## The Big Ideas and the Units

Big Ideas are cross-cutting concepts, or threads, that spiral through multiple units. To develop a deep conceptual understanding of these Big Ideas, students will trace these threads as they weave through the various units of the course.

Your leader will demonstrate how Big Ideas appear in more than one unit by examining Units 1 and 2 of the course. After your leader has demonstrated the spiraling of Big Ideas in Units 1 and 2, consider the following questions:

1. What Big Idea(s) appear in both units?

---

---

---

---

2. Why might these particular Big Ideas recur in both units?

---

---

---

---

3. How might a student exploring these Big Ideas in both units affect their understanding of these particular Big Ideas?

---

---

---

---



**DIRECTIONS**

Your leader will organize participants into small groups and give each group a set of LOs from one or more of the Big Ideas. As a group, determine the units in which each LO appears, and place that LO in the appropriate unit. Use the *AP Comparative Government and Politics Course Framework* to assist you.

**Debrief**

Consider the unit charts and the visual representation of the course’s Big Ideas as they appear in the units:

1. What patterns or trends regarding the Big Ideas do you notice?

---

---

---

---

2. How might the spiraling of these Big Ideas in multiple units reinforce important concepts of the course?

---

---

---

---

## Reflect

Consider the course framework and the previous activity that illustrated how the Big Ideas are recurring concepts threaded through multiple units.

1. How does the framework support planning instruction to help students build conceptual understanding throughout the course?

---

---

---

2. In your own classroom, how might you plan instruction so that your students are tracing the Big Ideas throughout the course and perhaps can assess their own learning about the Big Ideas?

---

---

---

3. What might be the benefits and challenges of planning instruction that focuses on developing students' deep conceptual understanding of Big Ideas?

---

---

---

---

### ***Did You Know?***

Did you know there is an AP site just for students?  
Visit <http://www.collegeboard.org/apstudents>.

**AP COMPARATIVE GOVERNMENT AND POLITICS**

---

# Planning Your Course



## LESSON 6

# Exploring the Unit Guides

Think about your student who could pass a high stakes exam effortlessly, the one who needs multiple opportunities to practice and fail before getting something right, and the one who is easily frustrated when faced with a difficult task and often becomes disengaged. Ultimately, you could assume their participation and success with the course and exam will differ one from another. Further, you could assume student challenges with the course content and skills will differ from one student to the next. So how can you plan and sequence effective instruction so that each of these students see a measure of success with the course? The Course at a Glance and Unit Guides embedded in the CED provide you with the most essential information, resources, and strategies to achieve this goal.

## Think-Pair-Share

Before we take a deeper look into the Course at a Glance and Unit Guides, imagine that you never taught this course before.

*What would you want readily available to you to implement the course, teach for understanding, and to ultimately facilitate student success?*

Share your response to this question with your partner.

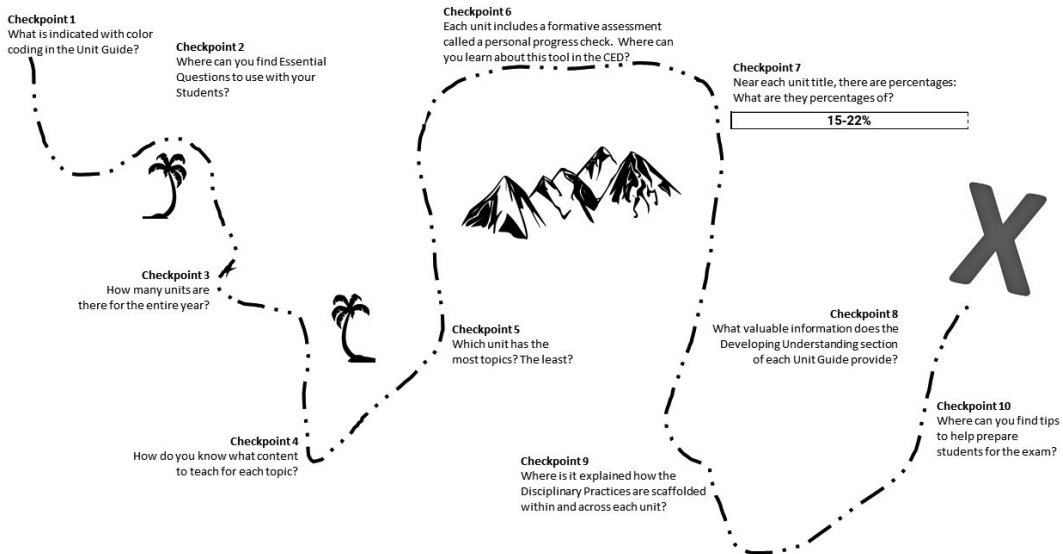
This activity uses the Think-Pair-Share activity, which you can learn more about as well as other strategies in the Instructional Approaches section beginning on page 134 of the AP Comparative Government and Politics Course and Exam Description.

# Decoding the Course at a Glance and Unit Guide

The AP Comparative Government and Politics CED contains an overview of how the Course Framework, Big Ideas, and Disciplinary Practices can be taught throughout the year. This overview is called the Course at a Glance, located on page 20.

## DIRECTIONS

As your instructor reviews the components of the Course at a Glance and Unit Guides in the CED, respond to the questions on the treasure map below:



*Checkpoint 1:* \_\_\_\_\_

*Checkpoint 2:* \_\_\_\_\_

\_\_\_\_\_

*Checkpoint 3:* \_\_\_\_\_

*Checkpoint 4:* \_\_\_\_\_

\_\_\_\_\_

*Checkpoint 5:* \_\_\_\_\_

*Checkpoint 6:* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Checkpoint 7:*

---

*Checkpoint 8:*

---

---

---

*Checkpoint 9:*

---

---

*Checkpoint 10:*

---

---

## Finding the Treasure in the Unit Guides

The Unit Guides outline the critical content and skills for major topic areas within a course, so you can focus and deepen instruction.

Each Unit Guide:

- Organizes content into topics.
- Suggests sequence and pacing of content.
- Scaffolds skill instruction across units.
- Provides suggestions for instructional strategies.
- Outlines the focus of the unit test.

However, there is much, much more to be found in each of the Unit Guides.

### **DIRECTIONS**

1. Your instructor will hand you some stickers to use as you review with your table group.
2. After a careful review of the components of each Unit Guide, place 2–3 stickers next to the most valuable information that you think each Unit Guide is providing to you.
3. Share the “treasure” that you found within the units and why you found that information valuable.
4. Work with your table to come up with a short list of the treasure you found to share with the whole group when called upon.



## Reflect

1. In a later lesson, you'll start planning a course calendar. What information (i.e., the "treasure" you found in the Unit Guides) do you think you'll incorporate into that calendar?

---

---

---

2. If the sequence of the course content in the Course at a Glance and Unit Guides varies widely from how you normally teach the course, how could you still leverage the information in the Unit Guides to teach the course in the sequence that you require?

---

---

---

3. If the suggested instructional strategies in some of the units do not align with your students' needs, what could you do to find replacement strategies?

---

---

---

---

### ***Did You Know?***

The Instructional Planning Report (IPR) is a free resource that is available every year in July to administrators and teachers of AP courses. The IPR provides a great deal of AP Exam information to teachers, including comparisons of your students' performance to the global group and specific information on how they scored on each section of the test. You can access your own IPR via the Online Reports System for Educators at <https://scores.collegeboard.org/pawra/home.action>.





## Scaffolding the Skills

Since the Disciplinary Practices (and Skills) are often complex and/or challenging, students benefit from the scaffolding of these skills to help them gradually master them. “Scaffolding” can mean that a complex and/or challenging skill is broken down into a sequential subset of discrete skills that, once practiced and mastered in a progression, leads to mastery of the overarching skill. In the classroom, “scaffolding” can also include instructional supports (e.g., modifying free-response questions, providing questions to analyze a source) to help students practice and master a skill with independence.

In this portion of the lesson, you will examine the types of knowledge and tasks that students may need support with in order to develop mastery of a particular subpractice.

*Consider Skill 2A: Compare two or more course countries based on their political systems, principles, institutions, processes, policies, and behaviors.*

What types of understandings might a student might need in order to develop mastery of this skill? In other words, what does a student who has mastered this skill know how to do that other students do not?

---

---

---

---

*Consider Topic 2.2: Comparing Parliamentary, Presidential, and Semi-Presidential Systems.*

If you were to make a list of the discrete knowledge and skills students will need in order to apply skill 2A to this topic, what would be on that list? (Note that other skills may be relevant as prerequisite skills.)

---

---

---

---

Once your leader has indicated to do so, share your list with a partner, and compare your responses. Be prepared to share your list and observations with the whole group.

Being proficient in a Disciplinary Practice means a student has demonstrated mastery of most or all of the skills within that category. It also represents a mastery of other dependent skills that have been developed over time in a particular sequence. This means that understanding how the Disciplinary Practices of this course are spiraled through multiple units and are scaffolded within and over subsequent units can help students master these transferable skills and deepen their conceptual understanding.



## Spiraling the Skills

You have just examined the *scaffolding* needed in order to help students develop mastery of the Disciplinary Practices. Now, you will examine the *spiraling* of the Disciplinary Practices throughout the course.

### Examining the Spiral

You have previously learned that the Disciplinary Practices are the core skills students will develop and master throughout the course. Disciplinary Practices can be further broken down into Disciplinary Skills, which are a subset of skills that represents further articulated learning targets of the Disciplinary Practice. To master a Disciplinary Practice, students must master its skills.

*Turn to page 16 of the CED and review Skill 2C. Explain the implications of the similarities and differences between countries with different political systems, principles, institutions, processes, policies, and behaviors.*

#### *Make a Prediction*

Over the course of a year, how many times might a student have to explore and practice this skill in order to master it?

---

---

Now turn to the Unit at a Glance for Unit 1 on page 32 of the CED. For which topic does this skill *first* appear in the course?

---

---

Now flip to some of the other Unit at a Glance tables to see where else this skill occurs, and make a list here:

---

---

---

Since the Disciplinary Practices are fundamental to the course, students will need to explore and practice these skills numerous times and in different contexts to develop mastery. The Disciplinary Practices are said to “spiral” throughout the course because they recur in subsequent units and often become more complex over time.

## Debrief

Use the space below to record your observations about where Skill 2C occurs in the course.

---

---

---

How might spiraling this skill through the course help students master it?

---

---

---

---

## Tracing the Spiral

Now, turn to page 16 in the CED where you'll find the Disciplinary Practices for the course. The leader will assign to your group one of the subpractices on that page.

### **DIRECTIONS**

Skim the Unit at a Glance pages to trace how your assigned skill spirals through the units of the course. As you examine the units, pay attention to the unit and topic titles, and be sure to note shifts in complexity that result from new content being introduced, or how different aspects of the skill might be relevant in different contexts.

*After reviewing the Unit at a Glance pages, use the space below to record your observations about where your assigned skill occurs in the course.*

---

---

---

How might spiraling this skill through the course help students master it?

---

---

---



## Reflect

How can spiraling and scaffolding skills within and/or over the course of units help students develop mastery of skills and deep conceptual understanding?

---

---

---

---

---

### ***Did You Know?***

Did you know the PSAT score report helps students find which AP courses they might do well in?



## LESSON 8

# Planning Your Course

The *AP Comparative Government and Politics Course Framework* is available in a unit/topic format. This organization mirrors the way the resources are available in 2019–2020.

While you may choose to use a different organization plan, this lesson will review the unit/topic format and the skills progression that has been built into this framework so you can see how the resources work cohesively to support student mastery of the skills and content of the course.

### **DIRECTIONS**

Consider the following scenario:

Teachers A and B teach in a northern coastal school district that is consistently dealing with weather-related school closures. Last year they lost 4 days in the early fall due to a hurricane, and then had 9 snow days throughout the winter and spring. To make matters even worse, their school year didn't start until after Labor Day. Last year, both teachers saw a significant drop in their student's AP performance based on missed class time.

Teacher A vows to cover everything this year no matter what. Teacher A believes that students will be better prepared if they have had at least some exposure to all the content in the course. Teacher B decides to focus on the basics and cover content in as much depth as necessary, even if it means not covering all the topics in the course.

Which teacher do you most identify with and why?

---


---

---

Have you had a similar experience where you have had to choose between depth and breadth when it comes to covering content?

## Instructional Planning Report

If you taught an AP Comparative Government and Politics course last year, go to the website that follows or scan the QR code to pull up your Instructional Planning Report (IPR).

Instructional Planning Report (IPR) on AP Central	
<p><b>For more information about the IPR, or to access your persona IRP:</b></p> <p><a href="https://scores.collegeboard.org">https://scores.collegeboard.org</a></p>	

Then answer the questions that follow.

What types of generalizations might you be able to make based on the data shown in the IPR?

---

---

---

What instructional considerations might a teacher make this coming school year based on these trends and generalizations?

---

---

---

## Plan Your “First” Quarter

Use the blank instructional calendar template on that pages that follow, or in Appendix E to begin creating a course calendar. Fill in any key dates from your school and/or district calendar and plan the first three units.

You may want to consider the following:

- School year or Semester start and end dates
- AP Exam date
- Major school holidays or breaks
- State testing windows
- Start and end of grading periods
- Course content that may be particularly challenging
- Potential weather issues (snow days, etc.)
- Known school activities

Other questions to consider

- What is a realistic number of instructional days to plan for after accounting for school functions, test days, bad weather, etc.?
- When will you administer a practice AP Exam?
- How much time should you leave for an AP Exam review?

We will continue to revisit and revise this calendar as needed throughout the remainder of the AP Summer Institute.

A blank copy of the instructional calendar can also be found in Appendix E.

### August

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

### September

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

### October

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

### November

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

### December

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

### January

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday



### February

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

### March

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

**April**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

**May**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

**June**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

## Reflect

1. How can setting up a course plan help to highlight focus areas and mitigate instructional challenges?

---

---

---

2. What things do you already know about your students (either as individuals, as a cohort, or in general) before they get to your classroom which might inform your instructional planning?

---

---

---

3. What other information might be helpful to know about your students, either before or when the year starts, which might inform your instructional planning?

---

---

---

---

### ***Did You Know?***

Did you know that there's a way for your school to get AP subject score rosters and IPR at the class section or teacher level? Talk to your AP coordinator about this option. He or she can designate section numbers (1–9) on students' answer sheets during the exam administration. For more information, visit: <http://www.collegeboard.org/apsections>.

**AP COMPARATIVE GOVERNMENT AND POLITICS**

---

# Teaching the Course



## LESSON 9

# Reviewing the Instructional Approaches

The Instructional Approaches section of the CED speaks directly to teachers and provides guidance and strategies for teaching course content and the disciplinary practices.

### **DIRECTIONS**

In your group, brainstorm and create a list of the instructional strategies that you currently use in your classroom (e.g., Think-Pair-Share).

---

---

---

---

---

---

---

---

What factors influence the instructional choices you make in your classroom?

---

---

---

---

## Repetition of Practice Makes Perfect

Check off on your brainstorm list any strategies that you see that appear in the chart in the Instructional Approaches section of the CED (page 134). Consider the following:

1. For the strategies that several people in your group say they use, why do you think this strategy is used so often?

---

---

---

2. How do the uses described in the Instructional Approaches compare to the ways you or others currently use this strategy?

---

---

---

3. What other strategies on the chart are you planning to incorporate into your instruction?

---

---

---



# Tour of Instructional Approaches

## **DIRECTIONS**

In your group, select a topic from the course framework and, using your assigned instructional strategy, develop a lesson. Use the planning sheet to outline the components of your lesson. Have a member of your group reproduce the info on chart paper for sharing.

A blank template is also available in Appendix F for future use.

Instructional Strategy:		Topic Title Topic Number	
UBD Components*	Big Idea:		
	Enduring Understanding:		
	Learning Objective:		
	Essential Knowledge:		
Disciplinary Practices/Sub-Practices*:			
Materials:			
Time Allotted:			
Basic Procedures:			

\*Use shorthand to save space, i.e. Practice 2a or EU PAU.1

## Reflect

Think about some of the topics in the course that are *not* your favorite to teach. What types of strategies or approaches have you used (or considered using) to teach those topics? Use the table that follows to note where you might consider changes in your instructional approach for that topic.

Course Topic	Current Instructional Approach	Notes on revising that Instructional Approach
1.		
2.		

1. How will you use the Instructional Approaches section of the CED in planning for your course?

---

---

---

2. How do the instructional approaches, learning objectives, and disciplinary practices “speak” to one another?

---

---

---

---

### ***Did You Know?***

Did you know the College Board has an interdisciplinary diploma program called AP Capstone that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges? Visit <https://ip.collegeboard.org/ap-capstone> for more information.

## LESSON 10

# Using the Topic Pages

Each unit of CED is further broken down into teachable segments called topics. A list of topics in each unit is given in the Unit at a Glance table at the start of each new unit. While the topics shown in that table offer an organization of the unit, they do not define the content or the cognitive demand of the unit. Teachers must visit the topic pages (starting on page 34 in the CED) to see the required Learning Objectives.

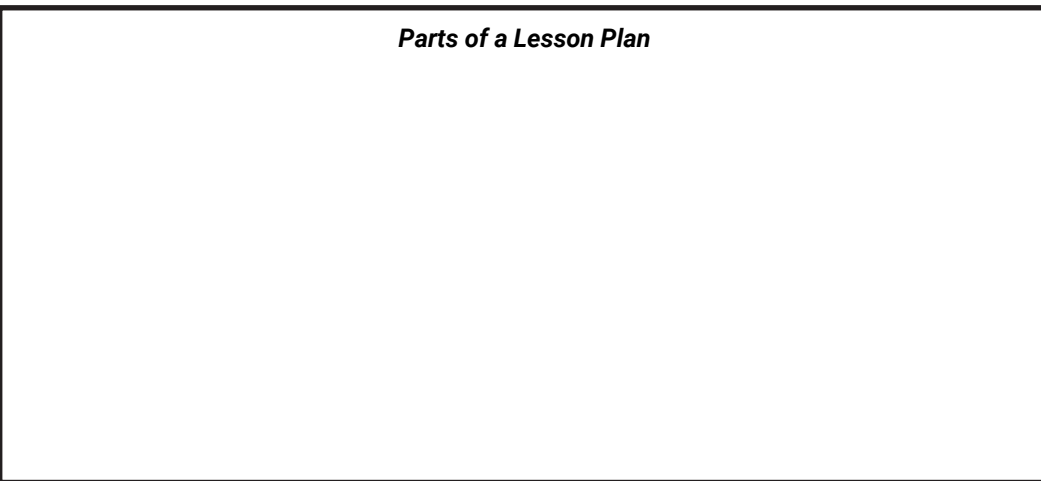
Following the unit opening pages in the CED, you'll find the course content on the *topic pages*, which present all the required curricular elements as well as suggested instructional strategies, and a list of available College Board resources.

### **DIRECTIONS**

Think about the typical parts of a standard lesson plan, or what areas you think about as you plan your instruction for a specific lesson.

Brainstorm these lesson parts with your group and record these elements in the box below. Alternatively, you can draw a picture of your version of a standard lesson plan.

#### *Parts of a Lesson Plan*



---

### ***Did You Know?***

This activity is an example of a **Quick Write**, which is an instructional strategy listed in the Instructional Approaches section of the CED. See page 137 in the CED for more about this strategy. The Instructional Approaches section also contains additional strategies that you can incorporate into your lessons.

## Format of a Topic Page

**UNIT**

**1**

**Political Systems, Regimes, and Governments**

**SUGGESTED SKILL**

 **Data Analysis**

 Describe patterns and trends in data.

**AVAILABLE RESOURCES**

- AP Classroom Resource
  - > Comparative Politics Made Simple
- AP Classroom Resource
  - > Special Focus: Teaching the Comparative Method

### Required Course Content

**ENDURING UNDERSTANDING**

**MPA-1**  
Empirical data is important in identifying and explaining political behavior of individuals and groups.

**LEARNING OBJECTIVE**

**MPA-1.A**  
Explain how political scientists construct knowledge and communicate inferences and explanations about political systems, institutional interactions, and behavior.

**ESSENTIAL KNOWLEDGE**

**MPA-1.A.1**  
Analysis of quantitative and qualitative information (including charts, tables, graphs, speeches, foundational documents, political cartoons, maps, and political commentaries) is a way to make comparisons between and inferences about course countries.

**MPA-1.A.2**  
Analyzing empirical data using quantitative methods facilitates making comparisons among and inferences about course countries.

**MPA-1.A.3**  
Causation is difficult to determine with certainty in comparative politics, as often there are numerous variables that potentially influence political policies and/or regime stability, with no way to isolate and demonstrate which is producing the change.

**MPA-1.A.4**  
Correlation exists when there is an association between two or more variables.

**MPA-1.A.5**  
Comparative political research requires differentiation between empirical (factual/objective) and normative (value) statements.

*continued on next page*

## Using the Topic Pages

### Directions

1. Use a highlighter to mark the parts of the topic page that you believe are required—that is, parts that any teacher must cover in the lesson.
2. Use a second highlighter (of a different color) to mark the parts of the topic page that you believe are optional—that is, parts that are more suggestions rather than required.
3. At your table, discuss and then document your collective selections on chart paper (either in words or using a sketch).
4. Be prepared to share your choices with the whole group, articulating your reasoning.

### Notes:

## Reflect

How will you use the topic pages when planning your lessons or deciding which instructional strategies to use?

---

---

---

---

### ***Did You Know?***

Did you know that the College Board maintains secure documents, including a practice exam, on the AP Course Audit site?

## LESSON 11

# Disciplinary Practice 1: Concept Application

*In this lesson, you will have the opportunity to explore Disciplinary Practice 1: Concept Application.*

Open your CED to the Disciplinary Practices on page 16. Review Disciplinary Practice 1: Concept Application.

Now, take a few minutes to respond to the following questions:

1. What is conceptual analysis?

---

---

---

2. Why is it important to incorporate conceptual analysis into a comparative political science course?

---

---

---

# Political Concepts

## **DIRECTIONS**

Complete the following with your assigned group and AP Comparative Government and Politics unit.

1. Briefly summarize the essential knowledge (content) in the unit.
2. Identify the skills and processes students need to acquire to meet the learning objectives in the unit.
3. Pick one of the political concepts and brainstorm how you might teach that concept.

Unit: \_\_\_\_\_

Topic #	Essential Knowledge & Learning Objectives	Course Practices (Skills) Necessary for Meeting Learning Objective	Strategies for Teaching the Learning Objectives



## Conceptual Analysis in the Free-Response Questions

Conceptual Analysis: We suggest that you spend approximately 30 minutes on question 6.

6. Many scholars think that civil society is important for the development of democracy.
  - (a) Define civil society.
  - (b) Identify and explain one specific condition within a political system that would enable civil society to thrive.
  - (c) Identify and explain another specific condition within a political system that would enable civil society to thrive.

1. What essential knowledge (content) do students need to understand to successfully respond to the Free Response Question?

---

---

2. What Disciplinary Practice(s) do students need to use to successfully respond to the Free Response Question?

---

---

3. How might this Free Response Question be used throughout the AP Comparative Government and Politics course?

---

---

---

---

# Conceptual Analysis in the Free-Response Questions

## **DIRECTIONS**

With reference to the free-response question #6 from the 2016 AP Exam, complete the following tasks with your partner.

Conceptual Analysis: We suggest that you spend approximately 30 minutes on question 6.

6. Forms of political participation vary in both democratic and authoritarian regimes.
  - (a) Describe how participation in elections is different in democratic regimes and authoritarian regimes.
  - (b) Describe how political participation through social media is different in democratic regimes and authoritarian regimes.
  - (c) Describe how participation in civil society is different in democratic regimes and authoritarian regimes.
  - (d) Explain why people participate politically in democratic regimes. Explain why people participate politically in authoritarian regimes.
  - (e) Explain why authoritarian regimes allow certain forms of political participation.
  - (f) Explain why democratic regimes restrict certain forms of political participation.

1. Identify the essential knowledge a student would need to understand to successfully answer this question.

---

---

2. Identify the Disciplinary Practice(s) skills a student would need to master to successfully answer this question.

---

---

3. Identify the *AP Comparative Government and Politics Course Framework* units where the essential knowledge is taught.

---

---

4. Brainstorm how you might introduce and spiral the essential knowledge and skills needed to successfully answer this question.

---

---

5. Brainstorm how you could incorporate this released test item in your course.

---

---

---

---

## Reflect

1. How do you plan to incorporate conceptual analysis into your course?

---

---

---

---

2. How will you use the *AP Comparative Government and Politics Course Framework*, Course Disciplinary Practices to guide your planning?

---

---

---

---



## LESSON 12

# Disciplinary Practice 2: Country Comparison

In this lesson, you will have the opportunity to explore Disciplinary Practice 2: Country Comparison. This lesson will provide strategies for teaching students how to compare countries as they progress through the *AP Comparative Government and Politics Course Framework*.

Reflecting on your teaching and your experiences with students at your school, write a response to each of these questions.

1. Why is this course called comparative government rather than world government or foreign government?

---

---

2. What does comparing governments require?

---

---

3. What challenges do you face, or anticipate you will face, in teaching students to compare governments?

---

---

4. How might you incorporate teaching the skill of comparison in teaching the content of this course?

---

---

## Country Comparison

Review Disciplinary Practice 2: Country Comparison on page 16 in your CED.

8. Ethnicity plays a role in politics in Mexico and Nigeria.
- (a) Describe a significant ethnic division in Mexico.
  - (b) Identify an ethnic movement that emerged in Mexico after 1990 and explain one reason why the movement arose.
  - (c) Describe a significant ethnic division in Nigeria.
  - (d) Identify an ethnic movement that emerged in Nigeria after 1990 and explain one reason why the movement arose.
  - (e) Explain one reason why ethnicity has played a more significant role in Nigerian than in Mexican politics.

Respond to the following prompts individually and, when directed by the consultant, discuss the following with other participants around you.

1. What challenges would you anticipate your students would face in answering this question?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. When would you start preparing your students to answer a question like this?  
\_\_\_\_\_  
\_\_\_\_\_
3. How would you scaffold your instruction to help students become proficient in comparing countries?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. In what units would you incorporate modeling and practice of Disciplinary Practice 2?  
\_\_\_\_\_  
\_\_\_\_\_
5. Are there any particular simulations or lessons that you would use to help teach this content and/or skills?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Country Comparison Across Units

In your assigned group, create a poster that has ideas for teaching, modeling, and scaffolding Disciplinary Practice 2 within the unit that you have been assigned.

Include the following information on your poster:

- Unit of study (number and topic)
- How your assigned unit's placement in the course sequence influences the strategies you will use (Remember that earlier units will need more teaching and modeling than later units.)
- Specific ideas for teaching, modeling, and/or scaffolding Disciplinary Practice 2 within the content of this unit (reference specific countries for comparison)
- Good lesson plans or resources for teaching comparison in your assigned unit
- Released free-response questions that could be used to practice comparison in your assigned unit

### Teaching Comparison in Each Unit

Unit 1 Political Systems, Regimes, and Governments

Unit 2 Political Institutions

Unit 3 Political Culture and Participation

Unit 4 Party & Electoral Systems and Citizen Organizations

Unit 5 Political & Economic Change and Development





## Reflect

Looking back at the plan for teaching the AP Comparative Government and Politics course that you developed earlier this week, respond to the following question:

1. How are you going to incorporate some of the ideas we have just shared for teaching and scaffolding Disciplinary Practice 2 into your plan for teaching the course that you developed earlier this week?

---

---

---

---

---

---

---

---

---

---

## LESSON 13

# Disciplinary Practice 3: Data Analysis

Data analysis is a key part of comparative political science. Students in the course need to be able to analyze and interpret quantitative data represented in tables, charts, graphs, maps, and infographics. Participants will be able to distinguish between quantitative and qualitative data.

Open your CED to page 16 and review Disciplinary Practice 3: Data Analysis.

What are the most common types of data that you use in your AP Comparative Government and Politics course?

---

---

What sources of data do you rely on the most in your AP Comparative Government and Politics course?

---

---

In your own words, write down how you would explain or what you would ask your students to do to accomplish the following skills of data analysis:

**A.** Describe the data.

---

---

**B.** Describe patterns/trends in data.

---

---

**C.** Explain patterns/trends in data.

---

---

**D.** Explain what the pattern/trends in data imply.

---

---

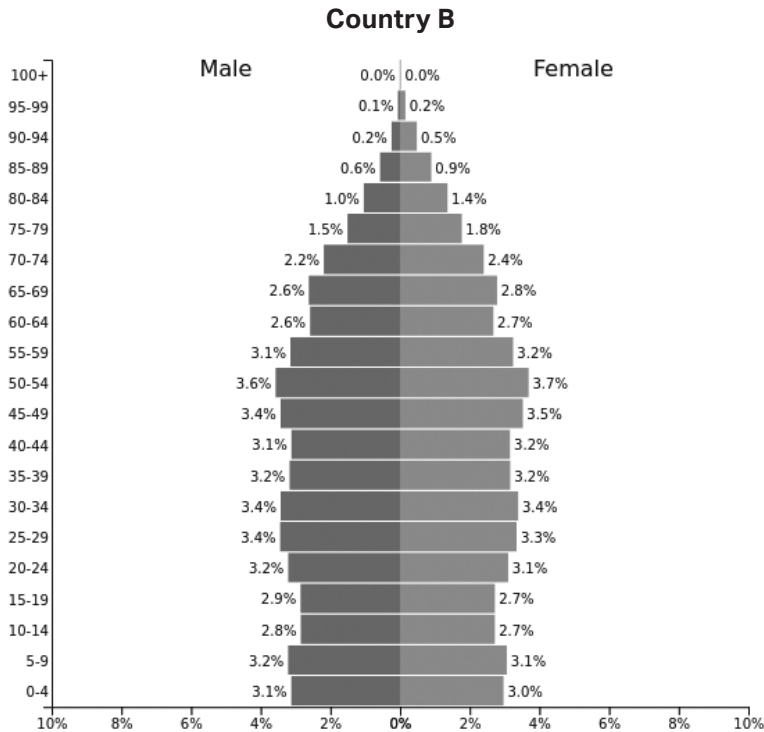
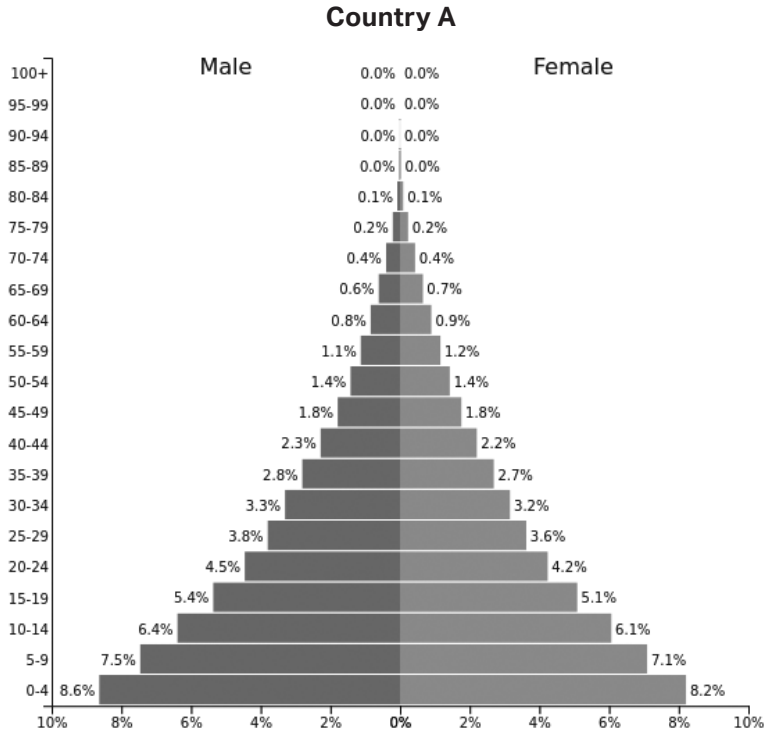
**E.** Explain the limits of data.

---

---

# Population Pyramids

Examine the population pyramids that follow and respond to the questions.



## Population Pyramids

	Country A	Country B
1. What percentage of the population is under 15?		
2. What percent of the population is ready to retire (65yo or older)?		
3. What percentage of the population is school aged (6–18yo)?		
4. What percentage of the population is ready to enter the workforce?		
5. What are the differences in the numbers of males and females for the given age groups?		
6. What quantitative statements can you make from these population pyramids?		
7. From which AP Comparative Government and Politics countries do you think these population pyramids are derived? How do you know?		

### Notes:

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

## Data Sheets

In your group assigned by your instructor, analyze data from the provided chart, graph, or infographic related to a topic in Nigeria. The Nigerian Data Sheets are located in Appendix G. After examining the data, write two quantitative and two qualitative statements based on your data.

**Topic:** \_\_\_\_\_

### Quantitative Statements

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Qualitative Statements

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Reflect

1. What are the most challenging aspects of teaching the disciplinary practice of data analysis for you as a teacher? For your students?

---

---

---

---

2. How can you scaffold data analysis for your students?

---

---

---

---

3. How often should you include data analysis activities in your class?

---

---

---

---

## Notes:

---

---

---

---

---

---

---

---

---

---





## LESSON 14

# Disciplinary Practice 4: Source Analysis

In this lesson, you will learn strategies and experience activities to help students grapple with primary and secondary (text-based) sources.

### **DIRECTIONS**

Think-Pair-Share

First, review Disciplinary Practice 4: Source Analysis on page 16 of the CED. After reviewing, respond to the following prompts.

How often are your students reading primary and secondary source texts? If not often, how do you plan to use these documents in your course in the future?

---

---

---

In what ways have you provided (or do you plan to provide) support for reading these and other challenging texts in your classroom?

---

---

---

## Analyzing Sources: Quotes

*"Standing in the middle of the road is very dangerous; you get knocked down by the traffic from both sides"*—Margaret Thatcher

What is the author's claim?

---

---

How does the author's claim relate to political principles, institutions, processes, and behaviors?

---

---

---

What are the implications of the author's claim?

---

---

---

What do students need to know in order to analyze this quote?

---

---

When should you use text-based sources like this one in your classroom?

---

---

## Analyzing Sources: Secondary Sources

### Marking 40 years of reform, Xi says China won't be dictated to

In closely watched speech, President Xi Jinping calls for implementation of reforms but offers no specific details.

President Xi Jinping has said that no one can “dictate” China’s economic development path, in a closely watched speech marking 40 years since the opening up of the Chinese economy to the rest of the world, a move that has transformed the world’s most populous country into a global economic powerhouse.

His address on Tuesday came as China is locked in diplomatic spats and a bitter trade war with the United States amid pressure to accelerate changes on the economic front.

Addressing Communist Party members for nearly 90 minutes, Xi promised to press ahead with economic reforms but offered no new specific measures.

“We must, unswervingly, reinforce the development of the state economy while, unswervingly, encouraging, supporting and guiding the development of the non-state economy,” Xi said, while making it clear that Beijing will not deviate from its one-party system or take orders from any other country.

“The great banner of socialism has always been flying high over the Chinese land,” Xi said. “The leadership of the Communist Party of China is the most essential feature of socialism with Chinese characteristics and the greatest advantage of the socialist system with Chinese characteristics,” he added.

Al Jazeera’s Adrian Brown, reporting from the Chinese capital, said Xi’s “wide-ranging” address had “lots of vague promises and platitudes but very little specific detail”.

“The reason why everybody was watching this speech so closely is that they were looking for hints of any possible concessions that Xi was prepared to make to try and ease the current trade friction with the US,” said Brown, noting Beijing’s recent agreement to buy more soybeans from the US and reduce tariffs on US cars.

“Those concessions didn’t happen, other than a vague promise from Xi for China’s economic reforms that began 40 years ago to continue,” he added.

“More, this was a speech about China’s identity and position in the world.”

Source: <https://www.aljazeera.com/news/2018/12/181218022820736.html>

What do you know about the Chinese president Xi Jinping?

---

---

What was the author's motivation for writing this article?

---

---

How would you use this source in your classroom?

---

---

---

What questions would you ask of your students?

---

---

---

# Creating a Source Activity

## DIRECTIONS

Using Ayatollah Ali Khamenei's open letter *To the Youth in Europe and North America*, design a source analysis activity for your students.



# LETTER4U

Message of ayatollah Seyyed Ali Khamenei  
Leader of The Islamic Republic of Iran 21st  
Jan. 2015

In the name of God, the Beneficent the Merciful

### To the Youth in Europe and North America,

The recent events in France and similar ones in some other Western countries have convinced me to directly talk to you about them. I am addressing you, [the youth], not because I overlook your parents, rather it is because the future of your nations and countries will be in your hands; and also I find that the sense of quest for truth is more vigorous and attentive in your hearts.

I don't address your politicians and statesmen either in this writing because I believe that they have consciously separated the route of politics from the path of righteousness and truth.

I would like to talk to you about Islam, particularly the image that is presented to you as Islam. Many attempts have been made over the past two decades, almost since the disintegration of the Soviet Union, to place this great religion in the seat of a horrifying enemy. The provocation of a feeling of horror and hatred and its utilization has unfortunately a long record in the political history of the West.

Here, I don't want to deal with the different phobias with which the Western nations have thus far been indoctrinated. A cursory review of recent critical studies of history would bring home to you the fact that the Western governments' insincere and hypocritical treatment of other nations and cultures has been censured in new historiographies.

The histories of the United States and Europe are ashamed of slavery, embarrassed by the colonial period and chagrined at the oppression of people of color and non-Christians. Your researchers and historians are deeply ashamed of the bloodsheds wrought in the name of religion between the Catholics and Protestants or in the name of nationality and ethnicity during the First and Second World Wars. This approach is admirable.

By mentioning a fraction of this long list, I don't want to reproach history; rather I would like you to ask your intellectuals as to why the public conscience in the West awakens and comes to its senses after a delay of several decades or centuries. Why should the revision of collective conscience apply to the distant past and not to the current problems? Why is it that attempts are made to prevent public awareness regarding an important issue such as the treatment of Islamic culture and thought?

You know well that humiliation and spreading hatred and illusionary fear of the "other" have been the common base of all those oppressive profiteers. Now, I would like you to ask yourself why the old policy of spreading "phobia" and hatred has targeted Islam and Muslims with an unprecedented intensity. Why does the power structure in the world want Islamic thought to be marginalized and remain latent? What concepts and values in Islam disturb the programs of the super powers and what interests are safeguarded in the shadow of distorting the image of Islam? Hence, my first request is: Study and research the incentives behind this widespread tarnishing of the image of Islam.

## Activity Plan

- Questions for analysis:

---

---

---

---

---

---

---

---

- What other actions might you have students take with this source?

---

---

---

- For what topic(s) in the *AP Comparative Government and Politics Course Framework* is this source relevant?

---

---

- What course Enduring Understandings and Learning Objectives can you connect to this source?

---

---

## Reflect

- What are difficulties that your students may experience when reading a challenging primary or secondary source?

---

---

---

- What are instructional strategies that you know of and/or use to address those challenges?

---

---

---

- What are outlets sources that you use for primary and secondary texts?

---

---

---

---





## LESSON 15:

# Disciplinary Practice 5: Argumentation

This lesson guides participants in a discussion of what constitutes critical thinking and provides opportunities to practice constructing arguments based on evidence.

### **DIRECTIONS**

Quickwrite for 3 minutes on the following prompt:

*Quickwrite is a strategy that asks students to write for a short, specific amount of time about a designated topic. See the Instructional Strategies section of the AP Comparative Politics and Government CED beginning on page 134.*

What does it mean to think critically?

---

---

---

---

---

---

### **Think-Pair-Share**

- Why is it important for students to learn to be critical thinkers?

---

---

- What role does evidence play in developing critical thinking?

---

---

- How do we know when enough evidence has been presented to support an argument?

---

---

- Why is it important to consider opposing or alternative viewpoints in developing an argument?

---

---

## Argumentation: Functions of Political Parties

Brainstorm: In pairs, make a list of three functions that political parties perform in a democracy. Share your responses with the larger group.

---

---

---

1. In pairs, discuss which one of these functions you consider the most important for political parties in a democracy. In other words, develop a thesis around the problem of identifying what is the most critical contribution of political parties to democracy.

---

---

---

2. Develop three reasons for why you think this function is the most important to democracy.

---

---

---

# Argumentation: Corruption across the AP Six

Review the following data from Transparency International and the World Justice Project:

## Corruption in the AP Six

	CPI	AC - Total	Exec	Jud.	P&M	Leg.
United Kingdom	82	82	82	96	85	67
Iran	30	53	49	53	63	44
Russia	29	43	41	54	52	23
Nigeria	27	32	31	52	36	10
China	41	55	50	58	69	41
Mexico	29	31	33	36	35	19

*all data are for 2017*

### Data from Transparency International

CPI - Corruption Perception Index - 0 to 100

Higher numbers indicate less perception of corruption

### Data from World Justice Project:

AC - Absence of Corruption: Composite Index

Exec. - Govt officials in the executive branch do not use public office for private gain

Jud. - Govt officials in the judicial branch do not use public office for private gain

P&M - Govt officials in the police and military do not use public office for private gain

Leg. - Govt officials in the legislative branch do not use public office for private gain

Higher numbers indicate less corruption

1. In pairs, build a thesis statement based on an evaluation of the level of corruption between two of these countries and write a paragraph using data from the two organizations to support your thesis.

---

---

---

2. What other evidence would you need to bolster your thesis about the relative level of corruption across these two countries?

---

---

---

---

3. Consider the following difference between two types of corruption:

Grand corruption *takes place at the policy formulation end of politics. It refers not so much to the amount of money involved as to the level at which it takes place. It is at the top levels of the public sphere, where policies and rules are formulated in the first place.*

Petty corruption *is the everyday corruption that takes place at the implementation end of politics, where public officials meet the public. Petty corruption is bribery in connection with the implementation of existing laws, rules, and regulations. This type of corruption refers to the modest sums of money usually involved; the kind of corruption that people can experience more or less daily, in their encounters with public administration and services like hospitals, schools, local licensing authorities, police, taxing authorities, and so on.*

4. If you were a consultant hired by the Mexican government to help devise a plan to reduce corruption in the country, which of these two would you recommend that the government focus its efforts on? Explain your choice.

---

---

---

---

5. What evidence would you need to make your case about the type of corruption the Mexican government should focus on?

---

---

---

---

## Reflect

- What scenarios can you think of to ask your students to get them to practice building robust thesis statements using solid evidence to back their claims?

---

---

---

---

---

- What are some important topics at your school that you could use with your students to demonstrate the importance of critical thinking and evidence-based problem solving?

---

---

---

- How would you structure an activity around this question that would cultivate critical thinking and evidence-based problem-solving in your students?

---

---

---

---

---



**AP COMPARATIVE GOVERNMENT AND POLITICS**

---

# Assessing Student Progress and Understanding





## LESSON 16

# AP Exam Structure

In this lesson you will be introduced to the structure of the AP Exam and the sample items in the CED.

## “Show What You Know!”

The “pre-quiz” that follows is an example of a formative assessment strategy that helps to assess both content knowledge and confidence levels about your responses. Show what you know about the AP Comparative Government and Politics Exam by answering the questions below.

### **DIRECTIONS**

Write TRUE or FALSE in the blank next to the question. After that, circle one of the letters:

**C** – You are confident! Correct answers are worth **3** points; incorrect answers are worth **0**.

**N** – You are NOT confident. Correct answers are worth **2.25**; incorrect answers are worth **1**.

**G** – You are guessing. Your answer, correct or not, is worth **1.25** points.

\*\*\*The entire quiz is worth 25 points.

1. C N G \_\_\_\_\_ The AP Comparative Government and Politics exam has 55 multiple-choice questions (MCQs) and 4 free response questions (FRQs).
2. C N G \_\_\_\_\_ Students have 60 minutes to complete the MCQ section and 90 minutes to complete the FRQ section of the AP Comparative Government and Politics exam.
3. C N G \_\_\_\_\_ Secure exams may be posted on secure school websites.
4. C N G \_\_\_\_\_ The 1998, 2008, and 2012 AP Comparative Government Exams are publicly released (non-secure) exams.
5. C N G \_\_\_\_\_ Free Response Questions (FRQs) are each worth a total of 4 points.
6. C N G \_\_\_\_\_ The FRQ section is worth 60% of the student's Exam Score.
7. C N G \_\_\_\_\_ All MCQs have four answer choice options.
8. C N G \_\_\_\_\_ Infographics are eligible to be used as a quantitative stimulus.
9. C N G \_\_\_\_\_ Restating or rephrasing the prompt is acceptable to earn the thesis point in FRQ 4.

When you're finished with the pre-quiz, use the Answer Key and Score Sheet on the next page to check your answers. Record your final score below.

**Final Score:** \_\_\_\_\_

---

### ***Did You Know?***

Did you know that not all questions on the AP Exam are scored? There are questions included on the exam each year that are being piloted for future tests, and do not count toward a student's overall score.

## Check Your Answers

### Answer Key and Score Sheet

Score	Answer	Prompt	Notes for False Statements
1. _____	True	The AP Comparative Government and Politics exam has 55 multiple-choice questions (MCQs) and 4 free response questions (FRQs).	
2. _____	True	Students have 60 minutes to complete the MCQ section and 90 minutes to complete the FRQ section of the AP Comparative Government and Politics exam.	
3. _____	False	Secure exams may be posted on secure school websites.	No part of a secure exam may be redistributed electronically or posted on school or personal websites.
4. _____	False	The 1998, 2008, and 2012 AP Comparative Government Exams are publicly released (non-secure) exams.	There are no publicly released exams for Comp GoPo. The exam info section of the CED has new format sample exam items and the Question Banks contains legacy items.
5. _____	False	Free Response Questions (FRQs) are each worth a total of 4 points.	FRQ 1: Conceptual Analysis 4 points, FRQ 2 Data Analysis 5 points, FRQ 3 Comparative Analysis 5 points, and FRQ 4 Argumentative Essay 5 points.
6. _____	False	The FRQ section is worth 60% of the student's Exam Score.	Both the FRQ and MCQ sections of the AP Comparative Government and Politics exam are worth 50%.
7. _____	True	All MCQs have four answer choice options.	
8. _____	True	Infographics are eligible to be used as a quantitative stimulus.	
9. _____	False	Restating or rephrasing the prompt is acceptable to earn the thesis point in FRQ 4.	To earn this point, the thesis must respond to the prompt rather than restating or rephrasing the prompt.

Your Score

## Did You Know?

### Online Score Reports for Students

Scores are made available to students online in early July. Students must create a College Board account to sign in:

<https://apscore.collegeboard.org/scores>

Turn to the AP Comparative Government and Politics Sample Items on page 154 of their CED.

**Notes:**

---

***Did You Know?***

Did you know the College Board has a dedicated email address for reporting copyright violations? Whenever you see secure materials posted online or distributed in an unauthorized way, submit the link to **copyrightviolations@collegeboard.org** and our copyright team will track down the poster to have the secure material taken down.

## Aligning Instruction to the AP Exam

### **DIRECTIONS**

As a group:

- Review the Prepare for the Exam section in the Unit Guide.
- Look through the CED sample exam items section to find sample items tagged to the content for that unit *and* the Disciplinary Practice(s) discussed in the Unit Opener.
- Discuss in your group how what you've learned about the practices for that unit are related to the sample items tagged to those same practices. Consider what instructional implications there might be. *What strategies might be relevant for helping students practice those skills in that unit?*
- Revisit their planning calendar from Lesson 8 and make any adjustments or additions based on their discussion.

### **Notes:**

## Reflect

1. What is something you've encountered in this lesson that will affect how you approach planning or teaching your course?

---

---

---

2. How can the resources you've seen in this lesson be used to help your students prepare for the AP Exam?

---

---

---

## LESSON 17

# Formative vs. Summative Assessments

In this lesson you will be introduced to the AP Question Bank and Personal Progress Checks and compare the types of items available in each of those resources.

### **DIRECTIONS**

Read each scenario below and answer the questions.

1. Which scenario do you think is most likely to result in student success on the AP Exam?

---

---

2. Which aspects of the scenario do you think are helpful and why?

---

---

3. Which approach is closest to what you do in your classroom?

---

---

### **Scenario A:**

*AP students are occasionally given announced quizzes designed to assess their understanding of the course content. The percent correct on these quizzes are recorded as a minor grade in the grade book. To address the low scores on the quiz, the teacher advises students to study more for the class.*

*About every 3 weeks the teacher gives a unit test made up of questions from the textbook test bank. The teacher records the percent correct on the test as a major grade in the grade book. Students who consistently score low on these tests are moved to a non-AP class.*

*Twice a semester, students write an essay at home in which they respond to a prompt written by their teacher. The teacher grades the essay holistically based on grammar, style, argument, and evidence. Each essay is recorded as a major grade. Students who do poorly on the essay are allowed to complete an extra credit assignment of their choice to improve their grade.*

### **Scenario B:**

*AP students are given weekly reading quizzes designed to hold students accountable for nightly readings. The percent correct is recorded as a minor grade in the grade book. To address low scores on the quiz, the teacher calls the student's guardian to inform them that the student is not doing their homework.*

*About every 4 weeks the teacher gives a unit test made up of questions from released AP Exams. The teacher records the percent correct on the test as a major grade in the grade book. If a student fails the test, the teacher requires that student to come to an after-school tutorial before the next unit test.*

Three times a semester, students write an essay at home in which they respond to a prompt from a past AP Exam. The teacher grades the essay with the current AP rubric. The score on the essay is calculated by dividing the points earned by the points available. This score is recorded as a major grade in the grade book. Students who do poorly on the essay are advised to ask another student to tutor them before the next essay.

**Scenario C:**

AP students take regular quizzes designed to assess student understanding of homework and classwork. After each quiz the teacher explains the questions and the correct answers to the class. High scores on the quizzes are recorded as minor grades in the grade book; students with low scores are required to complete an independent reteaching assignment at home. The grade on the reteaching assignment is recorded as the quiz grade in the grade book.

About every 4 weeks the teacher gives a unit test made up of released AP Exam questions modified by the teacher. The questions are modified to make the test questions gradually more difficult as the year progresses. The teacher records the percent correct on the test as a major grade in the grade book. If a student fails the test, the teacher requires the student to complete a remediation assignment for extra credit.

Four times a semester, students write an essay in class in which they respond to a prompt from a past AP Exam. The teacher grades the essay on a modified AP rubric that focuses on one or two points at a time. The score on the essay is based on the modified rubric. This score is recorded as a major grade in the grade book. Students who do poorly on the essay are allowed to rewrite the essay based on teacher feedback.

**Scenario D:**

AP students take regular quizzes designed to assess student understanding of homework and classwork. Immediate after each quiz, the teacher evaluates the results and adapts instruction to address areas where the students are weakest. The grades on the quizzes are not recorded in the grade book, but students are given detailed feedback on the results with customized remediation assignments.

About every 4 weeks the teacher gives a unit test made up of AP-style questions that assess only the content and skills explicitly taught and practiced up to that point. The teacher uses past AP Exam data to calculate the scores. These scores are recorded as a major grade in the grade book. If students are unhappy with their test grades, they can complete a customized remediation assignment and retake different versions of the test for a new grade. Students are allowed unlimited opportunities to retake the test.

Five times a semester, students write an essay in class in which they respond to a prompt from a past AP Exam. The teacher grades the essay on the AP rubric. The teacher uses past AP Exam data to calculate the scores. These scores are recorded as a major grade in the grade book. Students who do poorly on the essay receive one-on-one feedback and can rewrite a different essay for a new grade. Students are allowed unlimited opportunities to rewrite each essay.



**Consider this item:**

5. The political systems of Mexico, Nigeria, and Russia all have
- (A) common-law legal systems
  - (B) two-ballot systems for presidential selection
  - (C) effective independent judiciaries with judicial review
  - (D) unitary systems with strong states and a weak central government
  - (E) bicameral legislatures based partly on regions and partly on population
1. Considering the content, when should this question be used as an assessment?
- 
2. Considering the skills required, when should this question be used as an assessment?
- 

**Consider this item:**

2. An illiberal democracy would typically be characterized by
- (A) high voter turnout in single-party elections
  - (B) military rule coupled with political freedoms
  - (C) colonial rule and a procedure-based legal system
  - (D) market-based economic arrangements and limited suffrage
  - (E) elections coupled with restrictions on individual civil liberties
1. Considering the content, when should this question be used as an assessment?
- 
2. Considering the skills required, when should this question be used as an assessment?
-

**Formative Assessments: Using the Personal Progress Checks**

1. Which Disciplinary skills are assessed for the first time on this assessment?

---

---

---

---

---

2. Identify and explain one question for each Disciplinary skills assessed for the first time.

## AP Question Bank

The AP Exam is a summative assessment. It is designed to assess and “summarize” a student’s knowledge and skills at the end of the AP course.

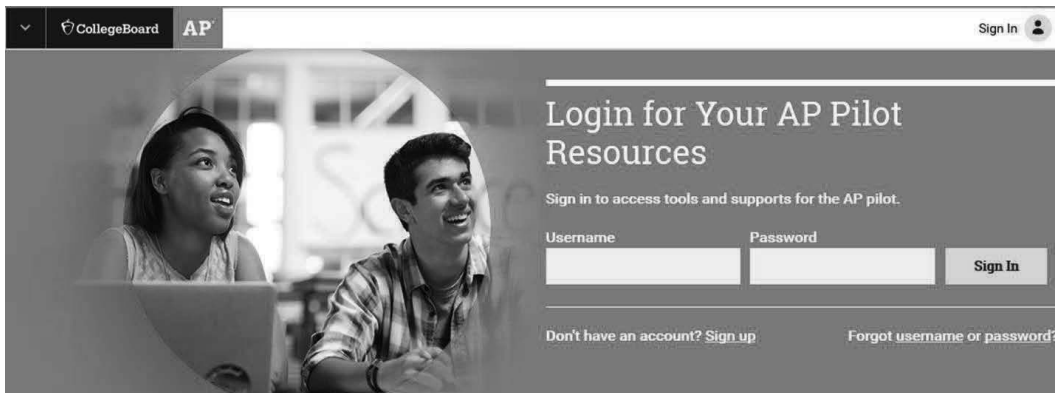
The AP Question Bank is a searchable library of real AP Exam questions you can use to create your own tests, classroom activities, homework assignments, and AP Exam practice.

Features of the AP Question Bank:

- **Create** tests and homework using questions from the Question Bank:
  - › Filter by course content, skills, big idea, question type.
  - › Preview questions before adding.
  - › Modify existing questions.
  - › Save newly created tests to your library.
- **Assign** tests to your classes.
- **Track** class and student progress.
- **View** class and student results.

### To access the AP Question Bank:

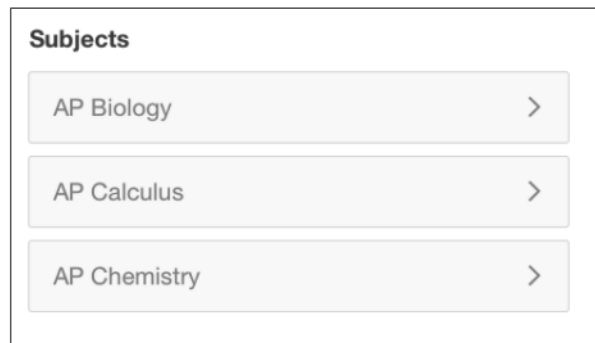
1. Go to <https://myap.collegeboard.org>.
2. Sign in using your College Board username and password. This is the username and password you use with the AP Course Audit, AP Teacher Community, and Online Score Reporting.



3. If you teach only one subject, you will land on the Home tab for that subject.



- If you teach multiple subjects, you will see them listed so you can choose which subject you would like to access.



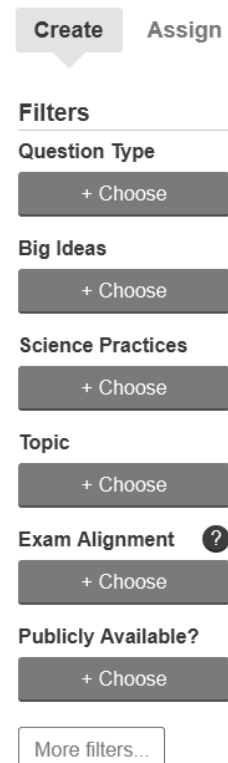
- Click the **Question Bank** tab to access the Question Bank.



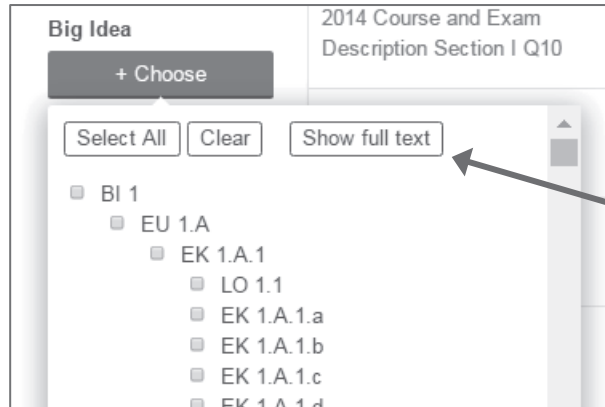
- Click **Create** to create an assessment.



Notice that you can filter for certain types of questions based on a number of categories, including question type (free-response question or multiple-choice question), Big Idea, or Disciplinary Practice. Not every filter option or combination of filters will end up showing you results.



For some filters (e.g., Learning Objectives, Big Idea), the window only shows labels when you first select the filter. To see the full text, click "Show full text."



### AP Comparative Government and Politics

<https://apcentral.collegeboard.org/courses/ap-comparative-government-and-politics/exam?course=ap-comparative-government-and-politics>



---

### ***Did You Know?***

Did you know that the free-response questions for the most commonly administered form of the exams are available 2 days after the exam on AP Central every year? You can find them on the Past Exam Questions page for your course.

## Modifying Questions to Use as Formative Assessments

Although the AP Question Bank contains only summative items from past AP Exams, you can modify existing questions or author new questions and save those to your library on the AP Support Platform.

*What types of question modifications might be useful at different points in the year or for different student groups?*

Try this:

1. Select the following filters:
  - Big Idea:
  - Disciplinary Practice:
  - Unit:
2. You should see a list of results. Select Preview to view that question.
3. Once in the preview mode, select Modify Question.
4. Here you can modify the question, the answer choices, and the feedback for each answer choice.

While in this preview mode:

- Change the Question Name to "Sample Modified Question – APSI."
- Make any changes you want to the question text or answer choices.
- Select Publish New Version. This will make it available in your library, so you can add it to a test.

## Reflect

What are some challenges you often encounter (or challenges you anticipate) when it comes to incorporating formative assessment into your instructional approach? How might the resources provided by the College Board help to mitigate those challenges?

---

---

---

---

---

**Notes from other participants' responses:**





## LESSON 18

# Assessing Student Understanding: Scoring Free-Response Questions

In this lesson you will learn about appropriate use of AP Exam items as instructional tools.

## The AP Reading

If you haven't been an AP Reader, what are some questions you have about scoring the AP Comparative Government and Politics Exams?

---

---

---

---

If you have been an AP Reader, what are some things you've learned from that experience?

---

---

---

---

<https://apcentral.collegeboard.org/professional-development/become-an-ap-reader>



---

### ***Did You Know?***

Did you know that many teachers who attend AP Readings often name it as the best professional development they've received? If you are interested in applying to become an AP Reader, visit Become an AP Reader on AP Central for more information.

## **AP Comparative Government and Politics Free-Response Questions**

The AP Comparative Government and Politics Exam is designed to assess students' mastery of knowledge and skills at the end of the course, and their ability to apply that knowledge and skills to demonstrate understanding. The scoring guidelines for the free-response questions indicate how students can earn points for demonstrating those understandings.

### **Tips about Free Response Questions:**

---

---

---

---

---

---

---

---

---

---

## Reflect

1. How might the scoring guidelines for the AP Comparative Government and Politics Exam influence your approach to *instruction*?

---

---

---

2. How might the scoring guidelines for the AP Comparative Government and Politics Exam influence your approach to *assessment*?

---

---

---



**AP COMPARATIVE GOVERNMENT AND POLITICS**

---

# Becoming a Member of the AP Community



## LESSON 19

# AP Course Audit

AP Comparative Government and Politics teachers have a vast amount of resources available to help you prepare for and pass the AP Course Audit.

## Participating in the AP Course Audit

Schools wishing to offer AP courses must participate in the AP Course Audit. Participation in the AP Course Audit requires the online submission of two documents:

- The AP Course Audit form
- The teacher's syllabus\*

The AP Course Audit form is submitted by the AP teacher and the school principal (or designated administrator) to confirm awareness and understanding of the curricular and resource requirements. The syllabus—detailing how course requirements are met—is submitted by the AP teacher for review by college faculty.

After a course is authorized through the audit, it will appear in the AP Course Ledger, the official list of all AP courses.

\* Teachers will not be required to submit a syllabus for the 2019–2020 course audit. Teachers of AP courses that year will only be required to confirm their understanding of the curricular requirements through the AP Course Audit attestation form.

---

### ***Did You Know?***

Some students with documented disabilities are eligible to receive accommodations on College Board exams. Students must receive approval from the College Board before any accommodations can be provided. The approval process can take 7 weeks. If a student hasn't already been approved for accommodations on other College Board tests, they need to submit a request and, when required, completed documentation by the published deadline (for AP, this usually falls in February of the year the exam[s] will be taken).

## The AP Course Audit

The AP Course Audit was created at the request of both secondary schools and college members of the College Board in order to:

- Give AP teachers and administrators clear guidelines on curricular and resource requirements that each AP course must meet.
- Give colleges and universities confidence that AP courses are designed to meet the same college-level criteria across high schools.

Please visit the webpage that corresponds to your course for more information about the AP Course Audit process and the specific requirements for that course:

### AP Comparative Government and Politics

<https://apcentral.collegeboard.org/courses/ap-comparative-government-and-politics/course-audit/>

Syllabi are to be submitted anonymously through the AP Course Audit website, with no teacher or school names anywhere on the document.

There are several resources available to support syllabus development:

<i>Description</i>	
Curricular Requirements	Identifies the set of curricular expectations that college faculty nationwide have established for a college-level course. Submitted by the teacher.
Resource Requirements	Identifies the set of resource expectations that college faculty nationwide have established for a college-level course. Attested to by the designated school administrator.
Example Textbook List	Includes a sample of AP college-level textbooks that meet the content requirements of the AP course.
Syllabus Development Guide	Includes the guidelines reviewers use to evaluate syllabi along with samples of evidence for each requirement. This guide also specifies the level of detail required in the syllabus to receive course authorization.
Annotated Sample Syllabi*	Provide examples of how the curricular requirements can be demonstrated within the context of actual syllabi.
Syllabus Evaluation Checklist	Includes a list of items that teachers should verify prior to submitting the syllabus for review.

\*Updated sample syllabi will be available on the AP Central website beginning in the 2020–2021 school year.



## Reflect

1. How will you ensure that your course challenges your students at a college level while also providing students with the appropriate levels of support?

---

---

---

2. What, if any, are *your* next steps for getting your course approved through the course audit process?

---

---

---



## LESSON 20

# Next Steps: Joining the AP Teacher Community and Finding Additional Resources

In addition to AP Summer Institutes, the College Board offers support and many resources for AP Comparative Government and Politics teachers. Which of the following have you already been able to access or participate in?

- One-day workshops
- Resource Overview Modules
- Curriculum Modules and other Classroom Resources on AP Central
- College Board Store
- Online Teacher Community (OTC) discussion board
- Online Teacher Community (OTC) resources portal
- Past Exam Questions page on AP Central
- Chief Reader Reports
- Becoming an AP Reader
- Becoming an AP Consultant
- AP Score Reports

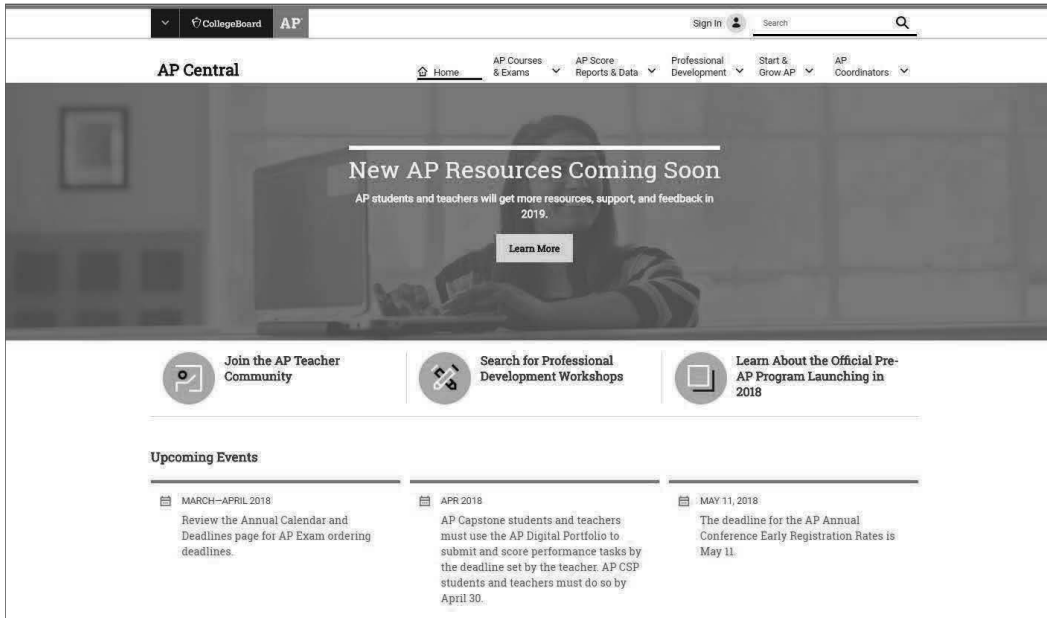
---

### ***Did You Know?***

Each course has a Frequently Asked Questions page on AP Central. Just go to the course home page, click on "The Course," then scroll down to the section on "Essential Course Resources," and click the link for "Frequently Asked Questions."

## Navigating AP Central

AP Central is a website that contains important resources about every AP course. Follow along with your workshop leader as he walk you through some of the best places to find information.



<https://apcentral.collegeboard.org>





### ***Did You Know?***

One of the College Board's partners is Learning List, a service that reviews textbooks to see how they align with LOs, curricular requirements, and exam items. Districts and schools can purchase a subscription and use this resource to review textbooks that claim to align to AP courses before purchasing.


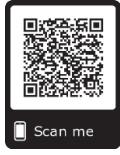




## Exploring the Resource Reference Table

### DIRECTIONS

Review the resource reference table that follows, then discuss with your group which of these you see as being one of the “next steps” for your own professional development.

Resource	Description and Link	QR code
1 <b>One-Day Workshops</b>	Led by College Board-endorsed AP Consultants, our workshops can help participants in a variety of ways – from making AP programs more equitable, to developing tasks, materials, and instructional approaches that align with the goals of AP.  <a href="https://apcentral.collegeboard.org/professional-development/workshops-summer-institutes/about-workshops">https://apcentral.collegeboard.org/professional-development/workshops-summer-institutes/about-workshops</a>	
2 <b>Curriculum Modules and other Classroom Resources</b>	The course home pages on AP Central have a diverse selection of supplemental materials, including lesson plans and teaching strategies, from the College Board and your AP colleagues.  <a href="https://apcentral.collegeboard.org/courses/ap-comparative-government-and-politics/classroom-resources/">https://apcentral.collegeboard.org/courses/ap-comparative-government-and-politics/classroom-resources/</a>	
3 <b>College Board Store</b>	Many AP-related resources are available for purchase at the College Board store. Browse by “AP,” then by “Government and Politics” to view specific resources. Requires a College Board login.  <a href="https://store.collegeboard.org">https://store.collegeboard.org</a>	
4 <b>Online Teacher Community (OTC) – discussion board</b>	This AP Teacher Community is a professional learning network connecting AP Calculus teachers worldwide. The discussion board provides easy online tools for educators to engage in lively discussions organized by topic. Requires a College Board login.  <a href="https://apcommunity.collegeboard.org/group/apcalculus/discussion-boards/">https://apcommunity.collegeboard.org/group/apcalculus/discussion-boards/</a>	

### Notes:

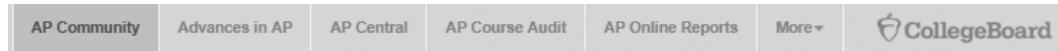
Resource	Description and Link	QR code
5 <b>Online Teacher Community (OTC) – resources portal</b>	<p>This AP Teacher Community is a professional learning network connecting AP Calculus teachers worldwide. The resources portal allows teachers to post and rate AP classroom-ready materials and related resources. Requires a College Board login.</p> <p><a href="https://apcommunity.collegeboard.org/group/apgopocomp/resource-library/">https://apcommunity.collegeboard.org/group/apgopocomp/resource-library/</a></p>	
6 <b>Past Exam Questions page</b>	<p>FRQs from past exams – along with scoring guidelines, scoring statistics, student performance commentary by the Chief Reader, and sample student responses – are available on AP Central.</p> <p><a href="https://apcentral.collegeboard.org/courses/ap-comparative-government-and-politics/exam/">https://apcentral.collegeboard.org/courses/ap-comparative-government-and-politics/exam/</a></p>	
7 <b>Chief Reader Reports</b>	<p>Formerly known as the “Student Performance Q&amp;A,” this annual report gives an overview of each free-response question and how students performed on the question, including typical student errors and teacher tips.</p> <p><a href="https://apcentral.collegeboard.org/courses/ap-comparative-government-and-politics/exam/">https://apcentral.collegeboard.org/courses/ap-comparative-government-and-politics/exam/</a></p>	
8 <b>Becoming an AP Reader</b>	<p>This site provides information about becoming an AP Reader – an experience that allows you to gain an in-depth understanding of the AP Exam so you can better assess your own students’ work.</p> <p><a href="https://apcentral.collegeboard.org/professional-development/become-an-ap-reader">https://apcentral.collegeboard.org/professional-development/become-an-ap-reader</a></p>	
9 <b>Becoming an AP Consultant</b>	<p>AP Consultants help train both new and experienced educators, sharing their expertise and best practices with other education professionals.</p> <p><a href="https://apcentral.collegeboard.org/professional-development/workshop-consultant">https://apcentral.collegeboard.org/professional-development/workshop-consultant</a></p>	
10 <b>AP Score Reports</b>	<p>Every year, following the AP Exam, the College Board provides teachers with free score reports outlining student performance broken down by topic and skill. Requires a College Board login.</p> <p><a href="https://apcentral.collegeboard.org/score-reports-data">https://apcentral.collegeboard.org/score-reports-data</a></p>	

## Notes:

# Join the AP Online Teacher Community

## DIRECTIONS

If you have internet access, take time now to join the AP Comparative Government and Politics Online Teacher Community (OTC). Your credentials will be verified, and you'll have access to the site soon.



Home

## Welcome to the AP Comparative Government and Politics Teacher Community



### Your Community

This AP Teacher Community is a professional learning network connecting AP Comparative Government and Politics teachers worldwide. You'll see resources and discussion threads as a starting point, but the richness of the community relies on your participation. You can grow this community to support your classroom and others through the power of your contributions.

### What You Can Do Here

The new community provides easy online tools for educators to:

- Engage in lively discussions organized by topic.
- Find and share AP classroom-ready materials and related resources.
- Browse the curriculum framework and share strategies.
- Connect with colleagues and grow your personal network.
- Receive email digests and notifications on community activity.

### Getting Started

Need help joining or participating in the community? Take a tour of the Community or see our Getting Started page to help you on your way.

#### Hello AP Teachers!

You are already a member. Simply sign in with your College Board Education Professional username and password. [?](#)

#### Sign In

Username

Password

Sign in

[Forgot username?](#)  
[Forgot password?](#)

All educators are welcome. Use your Education Professional account to sign in and join this community. If you don't have a College Board account, create one [here](#).

#### Meet the Moderator

Andrew Conneen has taught AP Comparative Government and Politics for more than 15 years.

## Reflect

What opportunities for professional development are you most interested in? What would be most valuable for you as an AP Comparative Government and Politics teacher?

---

---

---

---



**AP COMPARATIVE GOVERNMENT AND POLITICS**

---

# Appendixes



# Appendix A: Growth Mindset Quiz

## Take the Mindset Assessment to Learn More About Your Mindset

Our mindsets exist on a continuum from fixed to growth, and although we'd like to always have a growth mindset, the reality is that we can only be on a journey to a growth mindset. The goal is to recognize fixed mindset elements in ourselves and then reflect on feedback and strategies for how to improve.

The Mindset Assessment is a quick diagnostic tool drawn from research-validated measures for people age 12 and over to use to assess their mindsets. It has been used in many studies to show how mindsets can change, and can be used by you and your students to identify areas in which you can work toward a growth mindset. You will be delivered personalized feedback after you submit the assessment.

**1. No matter how much intelligence you have, you can always change it a good deal.**

Disagree A Lot    Disagree    Disagree A Little    Agree A Little    Agree    Agree A Lot

**2. You can learn new things, but you cannot really change your basic level of intelligence.**

Disagree A Lot    Disagree    Disagree A Little    Agree A Little    Agree    Agree A Lot

**3. I like my work best when it makes me think hard.**

Disagree A Lot    Disagree    Disagree A Little    Agree A Little    Agree    Agree A Lot

**4. I like my work best when I can do it really well without too much trouble.**

Disagree A Lot    Disagree    Disagree A Little    Agree A Little    Agree    Agree A Lot

**5. I like work that I'll learn from even if I make a lot of mistakes.**

Disagree A Lot    Disagree    Disagree A Little    Agree A Little    Agree    Agree A Lot

**6. I like my work best when I can do it perfectly without any mistakes.**

Disagree A Lot    Disagree    Disagree A Little    Agree A Little    Agree    Agree A Lot

**7. When something is hard, it just makes me want to work more on it, not less.**

Disagree A Lot    Disagree    Disagree A Little    Agree A Little    Agree    Agree A Lot

**8. To tell the truth, when I work hard, it makes me feel as though I'm not very smart.**

Disagree A Lot    Disagree    Disagree A Little    Agree A Little    Agree    Agree A Lot

## Score Your Quiz

If you agree with the odd-numbered questions (1, 3, 5, and 7), you exhibit the growth mindset. If you disagree with the even-numbered questions (2, 4, 6, and 8), you exhibit the growth mindset. Reflect on how strong the growth mindset is in you.

# Appendix B: Activity Cards

## Lesson Activity Cards

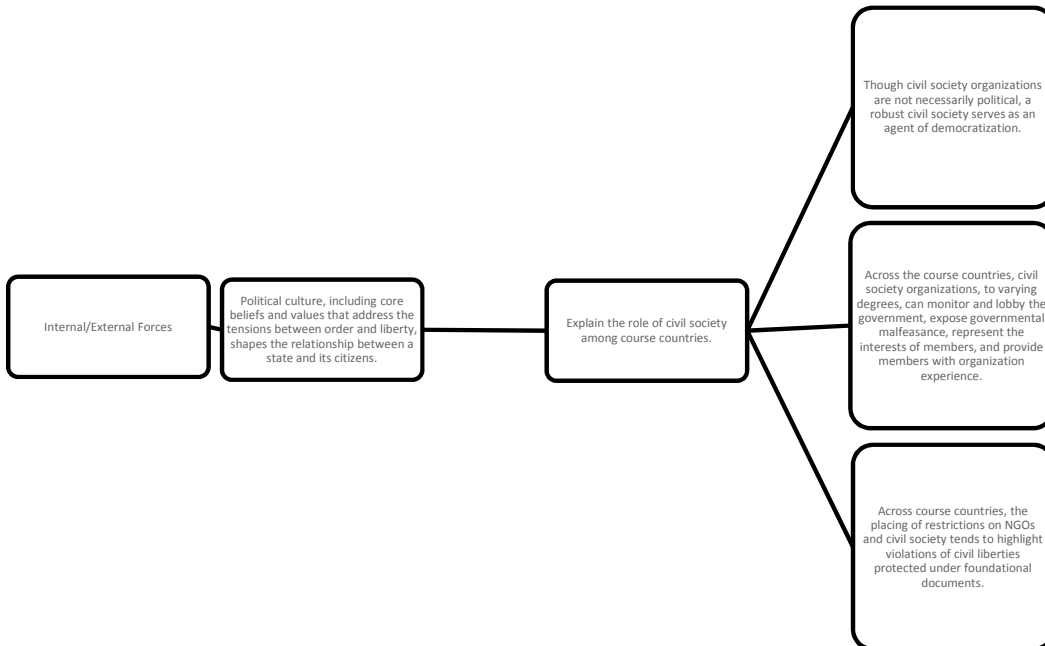
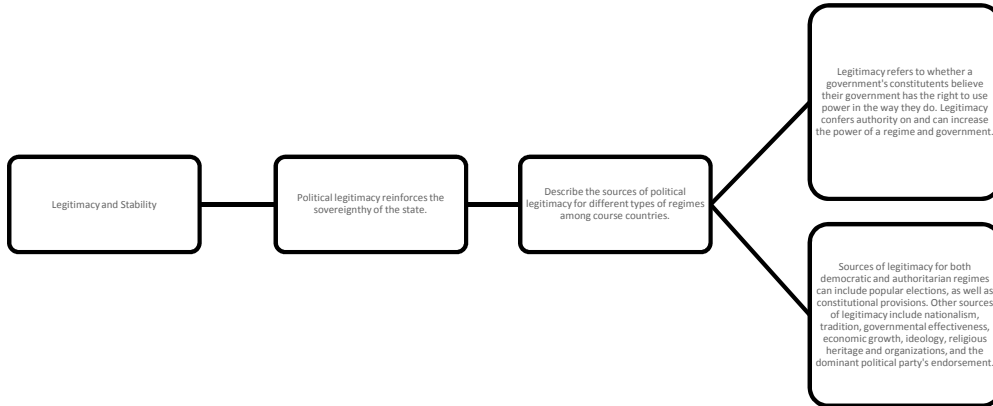
<p>Internal/External Forces</p>	<p>Across course countries, the placing of restrictions on NGOs and civil society tends to highlight violations of civil liberties protected under foundational documents.</p>	<p>Political legitimacy reinforces the sovereignty of the state.</p>
<p>Describe the sources of political legitimacy for different types of regimes among course countries.</p>	<p>Though civil society organizations are not necessarily political; a robust civil society serves as an agent of democratization.</p>	<p>Legitimacy refers to whether a government's constituents believe their government has the right to use power in the way they do. Legitimacy confers authority on and can increase the power of a regime and government.</p>
<p>Across the course countries, civil society organizations, to varying degrees, can monitor and lobby the government, expose governmental malfeasance, represent the interests of members, and provide members with organizational experience.</p>	<p>Legitimacy and Stability</p>	<p>Explain the role of civil society among course countries.</p>
<p>Sources of legitimacy for both democratic and authoritarian regimes can include popular elections, as well as constitutional provisions. Other sources of legitimacy include nationalism, tradition, governmental effectiveness, economic growth, ideology, religious heritage and organizations, and the dominant political party's endorsement.</p>	<p>Political culture, including core beliefs and values that address the tension between order and liberty, shapes the relationship between a state and its citizens.</p>	

Big Idea

Enduring Understanding

Learning Objective

Essential Knowledge



# Appendix C: Learning Objectives by Big Idea

## Appendix C: Activity Cards for Lesson 5

LOs in Big Idea: Power and Authority (PAU)		
<b>PAU-1.A</b> Describe differences between regimes, states, nations, and governments.	<b>PAU-1.B</b> Describe democracy and authoritarianism.	<b>PAU-1.C</b> Explain the process and goals of democratization.
<b>PAU-1.D</b> Explain sources of power and authority in political systems.	<b>PAU-2.A</b> a) Describe federal and unitary systems among course countries. b) Explain the purposes of adopting a federal or unitary system.	<b>PAU-3.A</b> Describe parliamentary, presidential, and semi-presidential systems.
<b>PAU-3.B</b> Compare institutional relations among parliamentary, presidential, and semi-presidential systems.	<b>PAU-3.C</b> Explain the structure, function, and change of executive leadership in course countries.	<b>PAU-3.D</b> Describe procedures for the removal of executive leadership by other institutions.
<b>PAU-3.E</b> Describe legislative structures and functions in course countries.	<b>PAU-3.F</b> Explain how legislative powers are constrained by other institutions and/or processes, which can affect legislative independence.	<b>PAU-3.G</b> Describe the structure and functions of judiciaries.
<b>PAU-3.H</b> Explain the importance of independent judiciaries relative to other political institutions.	<b>PAU-4.A</b> Describe characteristics of political party systems and party membership.	<b>PAU-4.B</b> Explain how political party systems and memberships link citizen participation to policy-making.

Appendix C: Activity Cards for Lesson 5 (continued)

LOs in Big Idea: Legitimacy and Stability (LEG)		
<b>LEG-1.A</b> Describe the sources of political legitimacy for different types of regimes among course countries.	<b>LEG-1.B</b> Explain how governments maintain legitimacy.	<b>LEG-1.C</b> Explain how internal actors influence and interact with state authority and either enhance or threaten stability.
<b>LEG-2.A</b> Describe politically relevant social cleavages.	<b>LEG-2.B</b> Explain how political and social cleavages in course countries affect citizen relationships and political stability.	<b>LEG-3.A</b> Explain how international and supranational organizations influence domestic policy-makers and national sovereignty.
<b>LEG-3.B</b> Explain how governments adapt social policies to address political, cultural, and economic changes.	<b>LEG-3.C</b> Explain how rapid industrialization and economic development have produced radical changes in governmental policies.	<b>LEG-4.A</b> Explain political causes and consequences of demographic changes..
<b>LEG-5.A</b> Explain how natural resources affect political and economic development.		

LOs in Big Idea: Democratization (DEM)		
<b>DEM-1.A</b> Explain the nature and role of political participation as related to a regime's use of authority and power.	<b>DEM-1.B</b> Explain how political participation affects and is affected by democratic or authoritarian regime types.	<b>DEM-1.C</b> Explain the extent to which civil rights and civil liberties are protected or restricted in different regimes.
<b>DEM-2.A</b> Describe electoral systems and election rules among course countries.	<b>DEM-2.B</b> Explain how election rules serve different regime objectives regarding ballot access, election wins, and constituency accountability.	



Appendix C: Activity Cards for Lesson 5 (continued)

LOs in Big Idea: Internal/External Forces (IEF)		
<b>IEF-1.A</b> Describe civil society.	<b>IEF-1.B</b> Explain the role of civil society among course countries.	<b>IEF-1.C</b> Explain how political culture relates to citizen behavior and the role of the state.
<b>IEF-1.D</b> Explain how political values and beliefs frame policy choices to address particular political problems.	<b>IEF-2.A</b> Explain how social movements and interest groups affect social and political change.	<b>IEF-2.B</b> Describe pluralist and corporatist interest group systems.
<b>IEF-3.A</b> Explain how global economic and technological forces influence political policies, behaviors, and culture.	<b>IEF-3.B</b> Compare political responses to global market forces.	<b>IEF-3.C</b> Explain how globalization creates challenges to regime sovereignty.
<b>IEF-3.D</b> Describe economic and political liberalization policies.	<b>IEF-3.E</b> Explain the adoption of and consequences associated with economic liberalization policies.	

LOs in Big Idea: Methods of Political Analysis (MPA)		
<b>MPA-1.A</b> Explain how political scientists construct knowledge and communicate inferences and explanations about political systems, institutional interactions, and behavior.		

**Answer Key: Big Ideas in Each Unit**

	Unit 1 Political Systems, Regimes, and Governments	Unit 2 Political Institutions	Unit 3 Political Culture and Participation	Unit 4 Party & Electoral Systems and Citizen Organizations	Unit 5 Political & Economic Changes and Development
Big Idea 1: Power and Authority	PAU.1.A PAU.1.B PAU.1.C PAU.1.D  PAU.2A	PAU.3.A PAU.3.B PAU.3.C PAU.3.D PAU.3.E PAU.3.F PAU.3.G		PAU.4.A PAU.4.B	
Big Idea 2: Legitimacy and Stability (LEG)	LEG.1.A LEG.1.B LEG.1.C		LEG.2.A LEG.2.B		LEG.3.A LEG.3.B LEG.3.C  LEG.4.A  LEG.5.A
Big Idea 3: Democratization (DEM)			DEM.1.A DEM.1.B DEM.1.C	DEM.2A DEM.2B	
Big Idea 4: Internal/External Forces (IEF)			IEF.1.A IEF.1.B IEF.1.C IEF.2.D	IEF.2.A IEF.2.B	IEF.3.A IEF.3.B IEF.3.C IEF.3.D IEF.3.E
Big Idea 5: Methods of Political Analysis (MPA)	MPA.1.A				

# Appendix D: Unit Pacing Table

## Unit 1 – Political Systems, Regimes, and Governments

- 18-27% of Multiple-Choice Section of the Exam

Topic #	Topic Title	Suggested Skills	Semester	Year
1.1	The Practice of Political Scientists	3.B	11 Class Periods	22 Class Periods
1.2	Defining Political Organizations	1.A		
1.3	Democracy vs. Authoritarianism	2.A		
1.4	Democratization	1.D		
1.5	Sources of Power and Authority	2.B		
1.6	Change in Power and Authority	4.A		
1.7	Federal and Unitary Systems	4.B		
1.8	Political Legitimacy	3.C		
1.9	Sustaining Legitimacy	1.E		
1.10	Political Stability	3.D		

## Unit 2 – Political Institutions

- 22-33% of Multiple-Choice Section of the Exam

Topic #	Topic Title	Suggested Skills	Semester	Year
2.1	Parliamentary, Presidential, and Semi-Presidential Systems	1.B	16 Class Periods	32 Class Periods
2.2	Comparing Parliamentary, Presidential, and Semi-Presidential Systems	2.C		
2.3	Executive Systems	1.D		
2.4	Executive Term Limits	5.A		
2.5	Removal of Executives	4.B		
2.6	Legislative Systems	2.A		
2.7	Independent Legislatures	4.C		
2.8	Judicial Systems	1.E		
2.9	Independent Judiciaries	5.B		

## Unit 3 – Political Culture and Participation

- 11-18% of Multiple-Choice Section of the Exam

Topic #	Topic Title	Suggested Skills	Semester	Year
3.1	Civil Society	1.E	14 Class Periods	28 Class Periods
3.2	Political Culture	2.C		
3.3	Political Ideologies	1.C		
3.4	Political Values and Beliefs	3.C		
3.5	Nature and Role of Political Participation	3.D		
3.6	Forces that Impact Political Participation	5.B		
3.7	Civil Rights and Civil Liberties	4.A		
3.8	Political and Social Cleavages	2.A		
3.9	Challenges from Political and Social Cleavages	5.C		

**Unit 4 – Party and Electoral Systems and Citizen Organizations**

- 13-18% of Multiple-Choice Section of the Exam

Topic #	Topic Title	Suggested Skills	Semester	Year
4.1	Electoral Systems and Rules	2.A	9 Class Periods	18 Class Periods
4.2	Objectives of Election Rules	4.B		
4.3	Political Party Systems	3.B		
4.4	Role of Political Party Systems	2.C		
4.5	Impact of Social Movements and Interest Groups	5.D		
4.6	Pluralist and Corporatist Interests	4.C		

**Unit 5 – Political and Economic Changes and Development**

- 16-24% of Multiple-Choice Section of the Exam

Topic #	Topic Title	Suggested Skills	Standard Path: Instructional Periods	Alternate Path: Instructional Periods
5.1	Impact of Global Economic and Technological Forces	3.C	10 Class Periods	20 Class Periods
5.2	Political Responses to Global Market Forces	2.C		
5.3	Challenges from Globalization	1.D		
5.4	Policies and Economic Liberalization	3.D		
5.5	International and Supranational Organizations	4.B		
5.6	Adaptation of Social Policies	2.B		
5.7	Impact of Industrialization and Economic Development	5.D		
5.8	Causes and Effects of Demographic Change	3.E		
5.9	Impact of Natural Resources	4.C		

*The Unit at a Glance tables in the Unit Guides of the CED allow teachers to designate the number of days per topic.*

# Appendix E: Instructional Planning Calendar

August

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

### September

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

### October

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

### November

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

### December

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

### January

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

### February

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday



**March**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

**April**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

**May**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

**June**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

# Appendix F: Lesson Planning Template

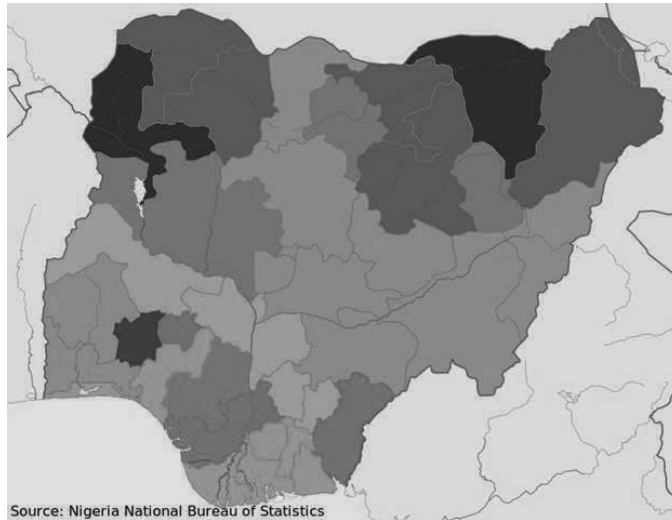
Instructional Strategy:		Topic Title	
UBD Components*	Big Idea:		
	Enduring		
	Learning		
	Essential		
Disciplinary Practices/Sub-Practices*:			
Materials:			
Time Allotted:			
Basic Procedures:			

\*Use shorthand to save space, i.e. Practice 2a or EU PAU.1



# Appendix G: Data Sheets – Nigeria

## EDUCATION IN NIGERIA



**English:** Nigeria Primary School Enrolment by state in 2013.

Source: Nigeria National Bureau of Statistics.

70 % - 80 %

60 % - 70 %

50 % - 60 %

40 % - 50 %

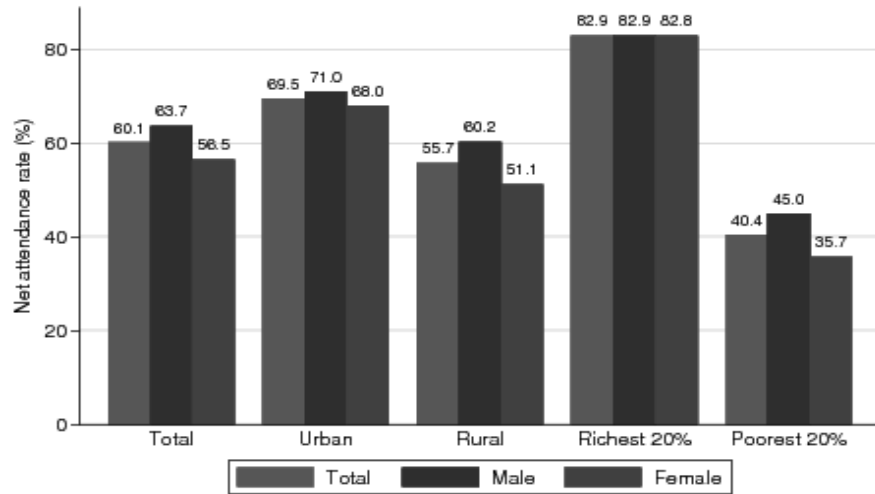
30 % - 40 %

20 % - 30 %

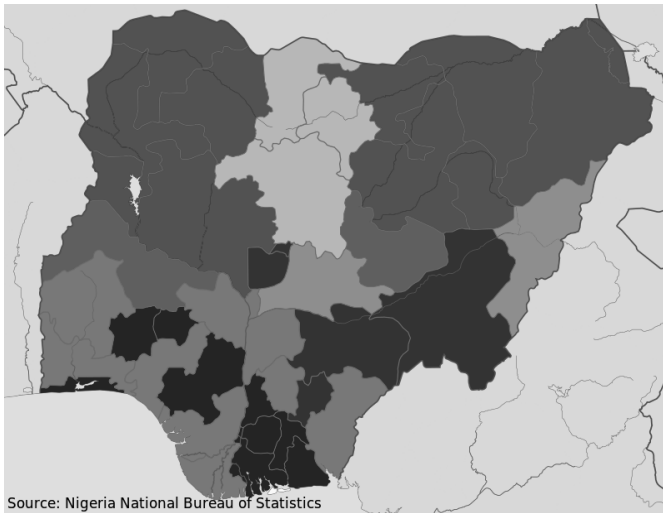
10 % - 20 %

*Source:* Original work by Uwe Dederig. Derivative work by ClosingTime. (Own work based on: File:Nigeria location map.svg.) [CC BY-SA 3.0 <http://creativecommons.org/licenses/by-sa/3.0>], via Wikimedia Commons.

Primary School Attendance Rate



Friedrich Huebler, October 2005, huebler.blogspot.com



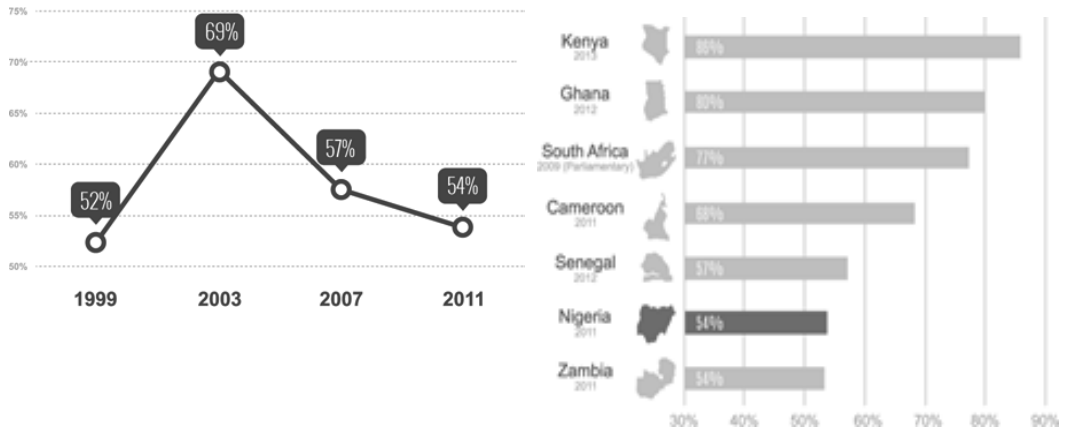
Female literacy rate in Nigeria by state in 2013

- ▬ > 90%
- ▬ 80-90%
- ▬ 70-80%
- ▬ 60-70%
- ▬ 50-60%
- ▬ 35-50%
- ▬ < 35%

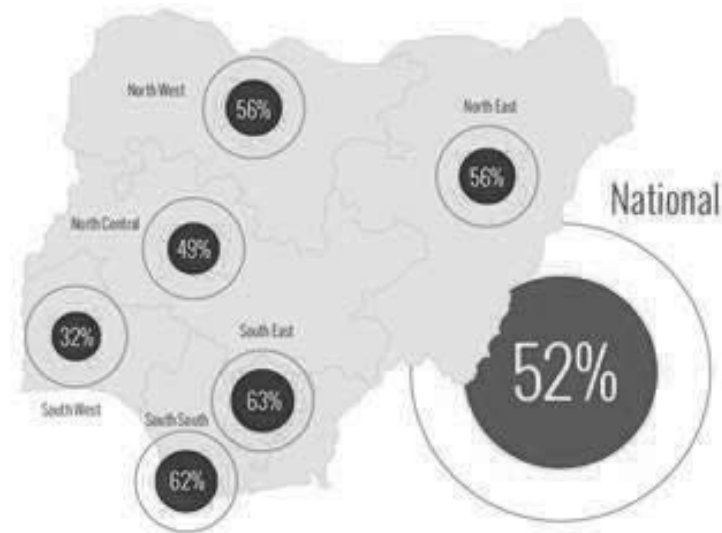
Source: Nigeria National Bureau of Statistics

Source: Original work by Uwe Dederig. Derivative work by ClosingTime. (Own work based on: File:Nigeria location map.svg.) [CC BY-SA 3.0 (<http://creativecommons.org/licenses/by-sa/3.0>)], via Wikimedia Commons.

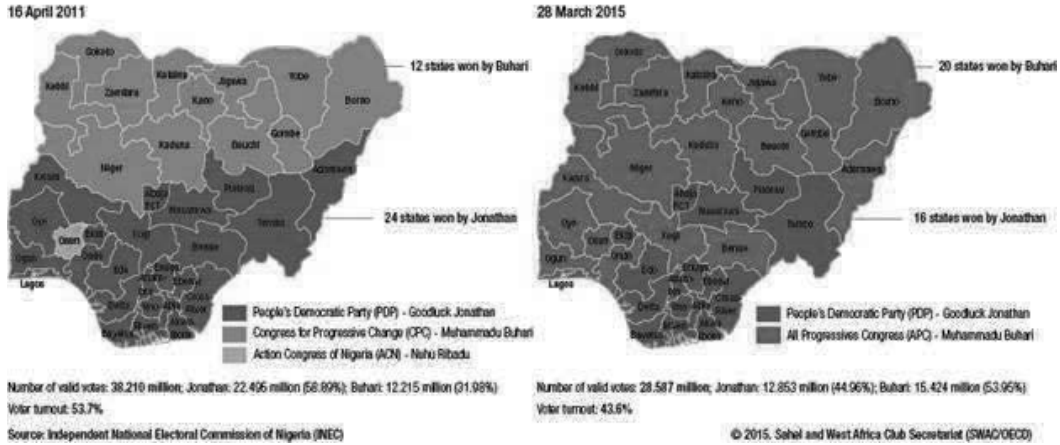
VOTER TURNOUT IN NIGERIA



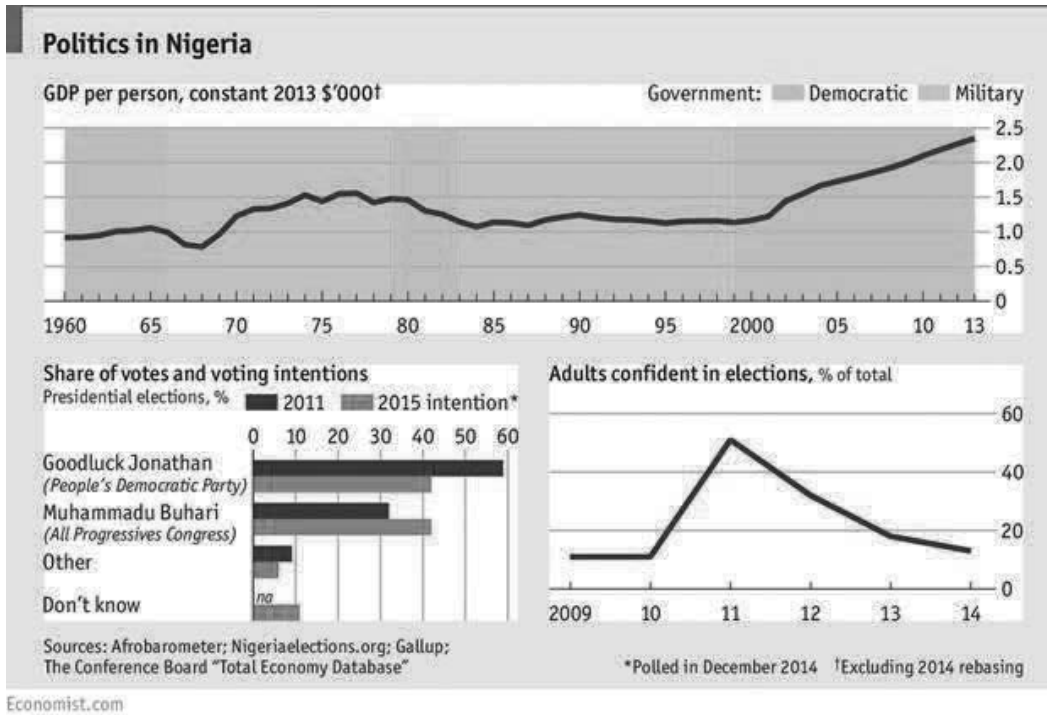
Source: "Nigerian Turnout in Context," Transition Monitoring Group, <http://www.tmgtowards2015.org/turnout.html>.



**Nigeria's presidential elections, winning parties by state**



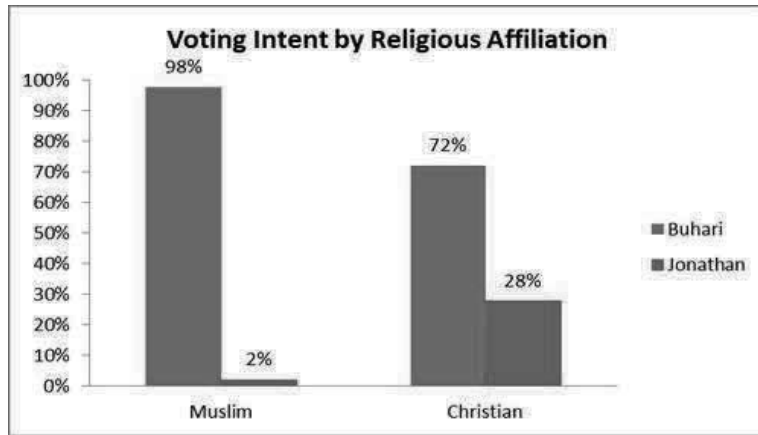
Source: Julia Wanjiru, "Nigeria is the Winner, West Africa, Too!" OECD Insights (2015, April 10), <http://oecdinsights.org/2015/04/10/nigeria-is-the-winner-west-africa-too/>.



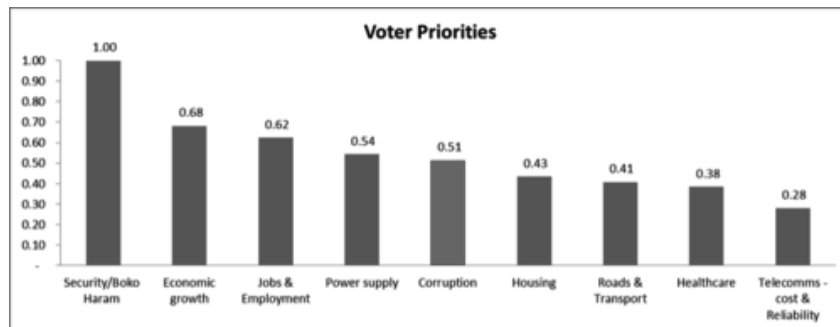
Source: J.R. and the Data Team, "A Powder Keg," *The Economist* (2015, April 1), <http://www.economist.com/blogs/graphicdetail/2015/04/nigeria-s-election>.



VOTER SURVEYS IN NIGERIA



Source: Malcolm Fabiyi and Adeleke Otunuga, “New Survey Confirms Buhari on Track to Win Presidential Elections by Heavy Margins, APC Likely to Sweep National Assembly Elections,” *Sahara Reporters* (2015, March 27), <http://saharareporters.com/2015/03/27/new-survey-confirms-buhari-track-win-presidential-elections-heavy-margins-apc-likely>.



Source: Malcolm Fabiyi and Adeleke Otunuga, “What Nigerians Want: Concluding Part of the 2015 Nigeria Electoral Survey,” *Sahara Reporters* (2015, May 27), <http://saharareporters.com/2015/05/27/what-nigerians-want-concluding-part-2015-nigeria-electoral-survey>.



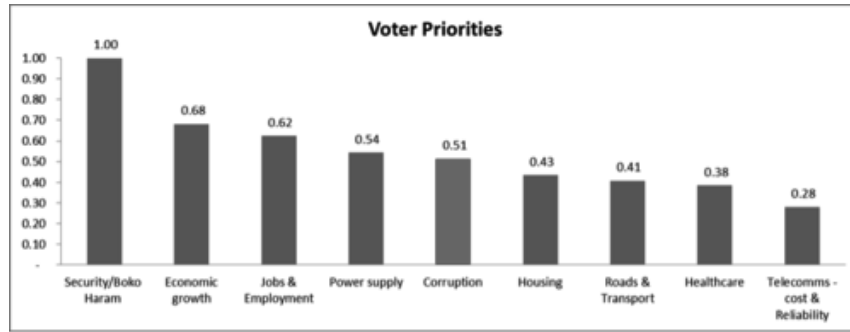
**Results from presidential election, 2011**  
● Jonathan win ● Buhari win ● ACN win

**Nigeria: States by party affiliation**  
Source: Independent National Electoral Commission



**States by party affiliation, 2015**  
● PDP or affiliated parties ● Main opposition APC

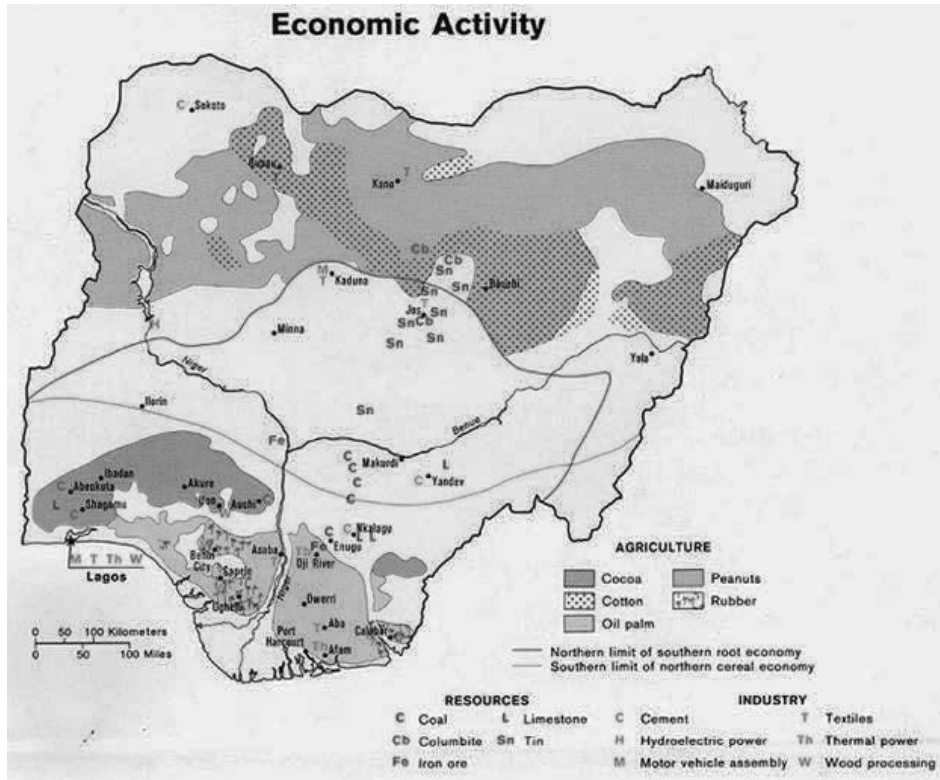




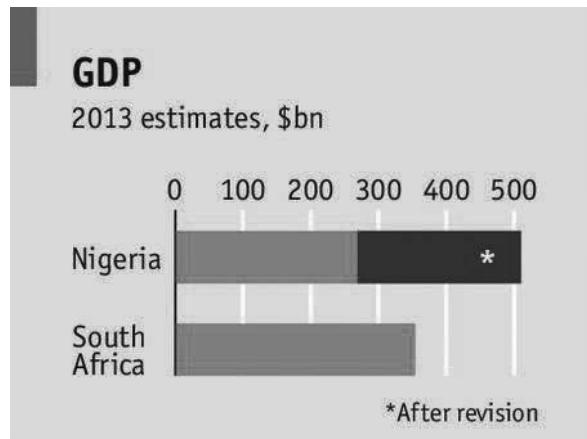
Source: Malcolm Fabiyi and Adeleke Otunuga, "What Nigerians Want: Concluding Part of the 2015 Nigeria Electoral Survey," *Sahara Reporters* (2015, May 27), <http://saharareporters.com/2015/05/27/what-nigerians-want-concluding-part-2015-nigeria-electoral-survey>.



Source: "The Other Caliphate," *The Economist* (2014, September 6), <http://www.economist.com/news/middle-east-and-africa/21615642-boko-haram-now-taking-territory-and-threatens-state-capital-other>.

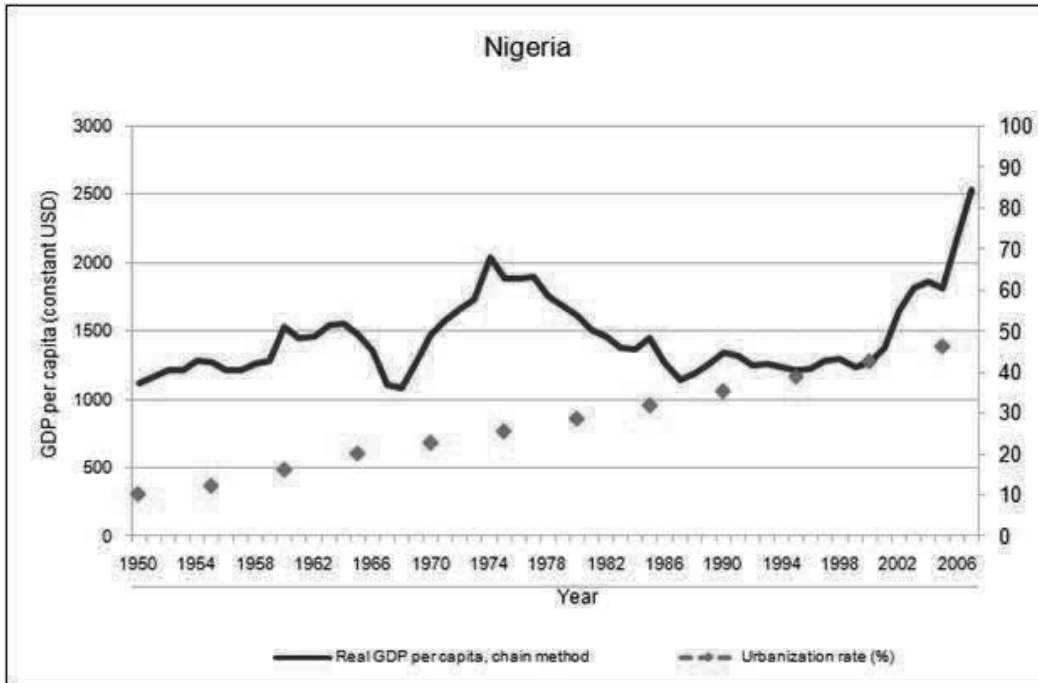


Source: "Agriculture in Nigeria," *Wikipedia*, [https://en.wikipedia.org/wiki/Agriculture\\_in\\_Nigeria](https://en.wikipedia.org/wiki/Agriculture_in_Nigeria).



Source: "Africa's New Number One," *The Economist* (2014, April 12), <http://www.economist.com/news/leaders/21600685-nigerias-suddenly-supersized-economy-indeed-wonder-so-are-its-still-huge>.

Nigeria's GDP per capita growth vs. urbanization rate.



Source: "Nigeria Economy," PB Works,  
<http://srvhsisa.pbworks.com/w/page/40979305/Nigeria%20Economy>.

**POVERTY IN NIGERIA**

Nigeria Poverty Profile

Jan 2012

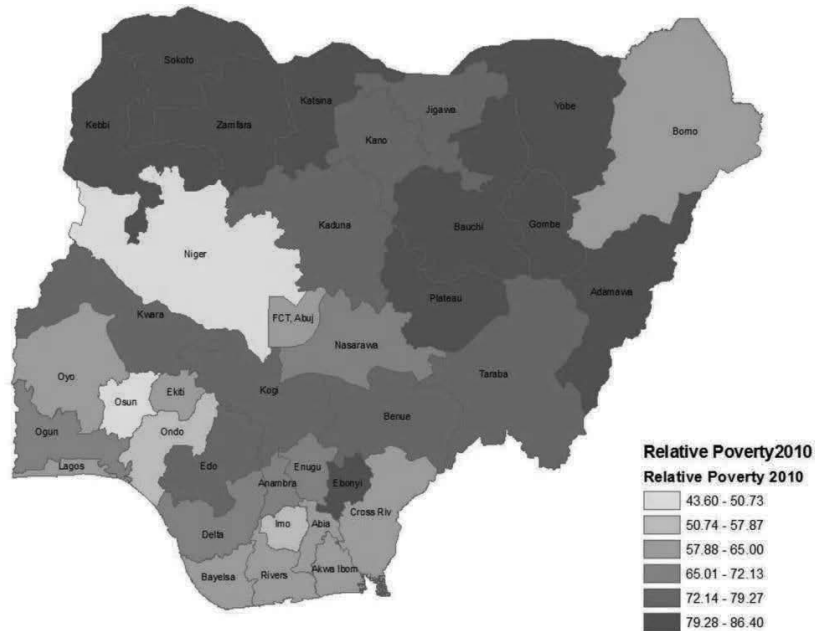


Figure 7 Relative Poverty Measure 2010

Sources: From "Nigeria Poverty Profile 2010," National Bureau of Statistics (2012): 24; Zainab Usman, "Poverty," <https://zainabusman.wordpress.com/tag/poverty/>.

**Topic:** \_\_\_\_\_

**Quantitative Statements**

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Qualitative Statements**

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_