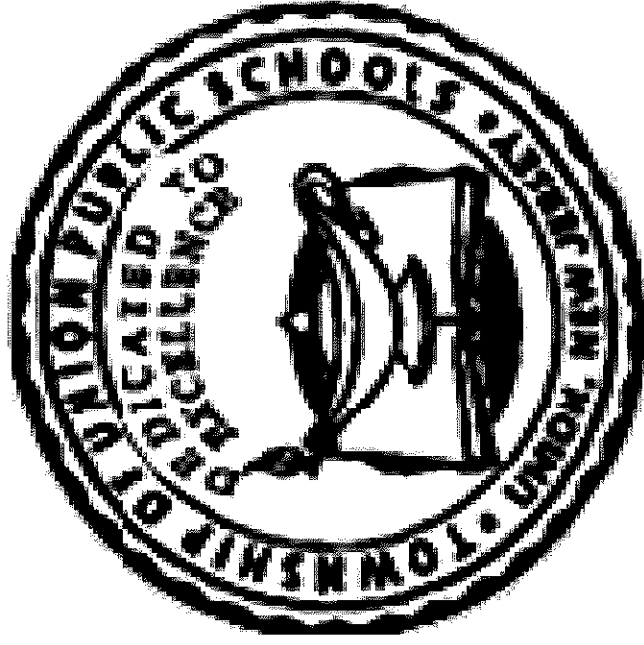
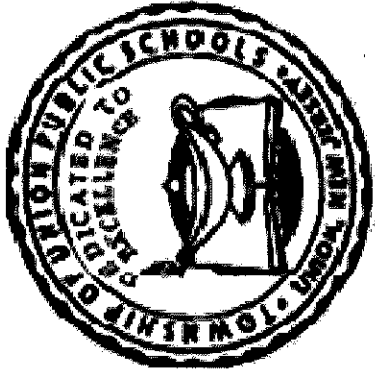


**TOWNSHIP OF UNION PUBLIC SCHOOLS**



**SS373 AP Comparative Government**  
**Curriculum Guide 2015**

Curriculum Guide Approved June 2015



## **Board Members**

**Francis "Ray" Perkins, President**

**Richard Galante, Vice President**

**David Arminio**

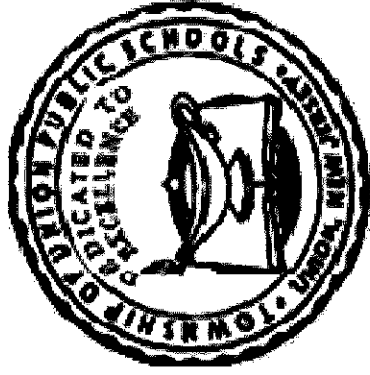
**Guy Francis**

**Lois Jackson**

**Thomas Layden**

**Vito Nufrio**

**Angel Salcedo**



**TOWNSHIP OF UNION PUBLIC SCHOOLS**  
Administration

District Superintendent ..... Mr. Martin Tatum  
Assistant Superintendent ..... Dr. Noreen Lishak  
Director of Curriculum K-12 ..... Dr. Noreen Lishak  
Director of Student Information/Technology .....Ms. Ann M.  
Hart  
Director of Athletics, Health, Physical Education and Nurses.....Ms. Linda  
Ionta

## DEPARTMENT SUPERVISORS

Language Arts/Social Studies 3-5 .....	Mr. Robert Ghiretti
Mathematics/Science 3-5 .....	Ms. Terri Mathews
Elementary Pre K-2 (All Subjects) .....	Ms. Maureen Corbett
Guidance K-12/SAC .....	Ms. Nicole Ahern
Language Arts/Library Services 6-12 .....	Ms. Mary Malyska
Math 6-12.....	Mr. Jason Mauriello
Science 6-12.....	Ms. Maureen Guilfoyle
Social Studies/Business 6-12.....	Ms. Libby Galante
World Language/ESL/Career Education/G&T/Technology.....	Ms. Yvonne Lorenzo
Art/Music .....	Mr. Ronald Rago

**Curriculum Committee**

**Christopher Faraone**

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## **Mission Statement**

The Township of Union Board of Education believes that every child is entitled to an education, designed to meet his or her individual needs, in an environment that is conducive to learning. State standards, federal and state mandates, and local goals or objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or when necessary removed in order for the district to maintain the appropriate educational setting.

## **Philosophy Statement**

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

## Statement of District Goals

**GOALS AND OBJECTIVES** The Township of Union Board of Education believes that through sound fiscal management, educational expertise and a positive attitude the district can maintain the quality and depth of its existing programs and prepare for the changing demands of the future. The board believes that the schools operate with participation from both the home and the community; and that through this partnership it is possible to identify and meet the needs of the individual student. The board believes that its major goal, as mandated by the citizens of Union Township, is to provide a formal educational program through which students are encouraged to acquire the knowledge, develop the skills and attitudes, and assume the responsibilities necessary for successful participation in our democratic society. The board adopts the following goals and objectives for the operation of the educational program of the school district:

- A. Develop reading, writing, speaking, listening, and mathematical skills;
- B. Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline;
- C. Acquire and use the skills and habits involved in critical and constructive thinking;
  - D. Develop a code of behavior based on moral and ethical principles;
    - E. To be able to work with others cooperatively;
- F. Acquire a knowledge and appreciation of the historical record of human achievements and failures and current societal issues;
- G. Acquire a knowledge and understanding of the physical and biological sciences;
- H. Efficient and effective participation in economic life and the development of skills to enter a specific field of work;
  - I. Appreciate and understand literature, art, music, and other cultural activities;
  - J. Develop an understanding of the historical and cultural heritage;
  - K. Develop a concern for the proper use and/or preservation of natural resources;
  - L. Develop basic skills in sports and other forms of recreation.

The board is dedicated to ensuring that all students in the district are provided with the necessary skills and competencies for achievement of the Core Curriculum Content Standards.) 2

A. All children should start school ready to learn: 1. Quality preschool opportunities shall be provided for all children, through collaboration between public schools and community agencies; 2. Parent education programs shall be designed and implemented by the district to assist parents in providing readiness experiences for their preschool children.



B. The high school graduation rate shall be at least 90 percent: 1. The district shall provide least restrictive, alternative programs for students who cannot succeed in the regular high school environment, including those students with disabilities; 2. The district shall provide dropout prevention programs for students at risk.

C. Students shall leave grades three through eight and 11 having demonstrated competency in challenging subject matter including language arts/literacy, mathematics, science, social studies, health and physical education, visual and performing arts and world languages: 1. The district shall implement the state-approved Core Curriculum Content Standards and appropriate assessments to enable students to succeed and to evaluate their performance; 2. The district shall provide staff development opportunities to ensure that teachers are adequately equipped to teach challenging and up-to-date subject matter and to implement effective teaching techniques. It shall monitor teaching staff members progress toward achievement of the required 100 clock hours of continuing education to ensure that they are obtaining and maintaining the skills to help all students achieve the Core Curriculum Content

#### Standards.

D. Students shall learn to use their minds well, so that they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy: 1. The district shall provide students with experiences in higher level thinking, information processing, the responsibilities of citizenship, and employability skills; 2. All students shall demonstrate competency in the skills identified in the cross-content workplace readiness standards; 3. All students shall demonstrate respect for racial, cultural, ethnic and religious diversity.

E. All students shall increase their achievement levels in science and mathematics to contribute to our country's ability to compete academically with all other countries of the world: 1. The district shall revise its curriculum offerings in science and mathematics according to state standards; 2. The district shall provide staff training in the teaching of mathematics and science at grades K-12 to increase teachers' understanding of and ability to teach these subjects.

F. District schools shall be free of drugs and violence and offer a safe, disciplined environment conducive to learning: 1. The district shall develop partnerships with parents to establish the responsibilities of each to create and maintain safe and healthy educational environments for all students; 2. The district shall provide programs and staffing to deal with students at risk; 3. The school and community shall expand their cooperative efforts to create drug and violence-free environments; 4. All students shall develop a positive view of self and learn to use effective interpersonal skills. File Code: 6010 GOALS AND OBJECTIVES (continued) 3 The board shall develop, in consultation with the superintendent and teaching staff members, a written annually approved curriculum.

This plan shall be reviewed and adopted annually and shall include an annually approved curriculum; an assessment of student needs; specific annual objectives based on identified needs and action plans to implement them; standards for assessing and evaluating the achievement of objectives; the establishment of reasonable student minimum proficiency levels in the areas addressed in the Core Curriculum Content Standards; an educational program consistent with these goals, objectives, standards and needs and evaluation of

student progress. Adopted: No date NJSBA Review/Update: April 2012 Readopted: April 29, 2014 Key Words Instructional Goals and Objectives, Goals and Objectives in Instruction Legal References: N.J.S.A. 18A:7A-10 Evaluation of performance of each school N.J.S.A. 18A:7C-2 Boards of education; establishment of standards N.J.S.A. 18A:7F-43 Comprehensive Education Improvement and Financing Act N.J.S.A. 18A:33-1 District to furnish suitable facilities; adoption of courses of study N.J.S.A. 18A:35-1 et seq.

Curriculum and Courses N.J.A.C. 6A:8-1.1 et seq. Standards and Assessment See particularly: N.J.A.C. 6A:8-1.2 through -1.3, -2.1, -3.1, -4.4 N.J.A.C. 6A:9-15.1 et seq. Required Professional Development for Teachers N.J.A.C. 6A:23A-1.1 et seq. Fiscal

accountability, efficiency and budgeting procedures See particularly: N.J.A.C. 6A:23A-19.1 et seq. N.J.A.C. 6A:26-1.1 et seq.

Educational Facilities N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts N.J.A.C. 6A:32-2.1 Definitions N.J.A.C. 6A:32-12.1 Reporting requirements N.J.A.C. 6A:32-12.2 School-level planning No Child Left Behind Act of 2001, Pub. L.

107-110, 20 U.S.C.A. 6301 et seq. Possible Cross References: \*1100 Communicating with the public \*1120 Board of education meetings \*1230 School-connected organizations \*1600 Relations between other entities and the district \*2131 Superintendent \*2240

Research, evaluation and planning \*3542 Food service 4010 Goals and objectives \*4111 Recruitment, selection and hiring \*4116

Evaluation \*4131/4131.1 Staff development; inservice education/visitations/conferences \*4211 Recruitment, selection and hiring

\*4231/4231.1 Staff development; inservice education/visitations/conferences \*5113 Absences and excuses File Code: 6010 GOALS

AND OBJECTIVES (continued) 4 \*5120 Assessment of individual needs \*5124 Reporting to parents/guardians 6000 Concepts and

roles in instruction 6011 Thorough and efficient/QEA \*6140 Curriculum adoption \*6141 Curriculum design/development \*6142

Subject fields \*6145 Extracurricular activities \*6147 Standards of proficiency 6152 Grouping \*6156 Instructional planning/scheduling

\*6160 Instructional services and resources \*6162.4 Community resources \*6164.2 Guidance services \*6164.4 Child study team

\*6171.1 Remedial instruction \*6171.2 Gifted and talented \*6171.4 Special education \*6300 Evaluation of the instructional program

\*Indicates policy is included in the Critical Policy Reference Manual.

## Course Description

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

## **Recommended Textbooks**

**Comparative Politics-Domestic Responses to Global Challenges**  
**By: Charles Hauss**

## Course Proficiencies

By using these six countries, the course can move the discussion of concepts from abstract definition to concrete example, noting that not all concepts will be equally useful in all country setting. The following sections provide general descriptions of the major themes and concepts of the course.

### Goals

Students successfully completing this course will:

- understand major comparative political concepts, themes, and generalizations
- have knowledge of important facts pertaining to the governments and politics of China, Great Britain, Iran, Mexico, Nigeria, and Russia
- understand typical patterns of political processes and behavior and their consequences
- be able to compare and contrast political institutions and processes across countries and to derive generalizations
- be able to analyze and interpret basic data relevant to comparative government and politics

## **Curriculum Units**

**Unit 1- Introduction**

**Unit 2- Industrialized Democracies**

**Unit 3- The crisis of Communism**

**Unit 4- The Global South**

**Unit 5-Conclusion**

**AP Test Prep**

**Pacing Guide – Course**

**Unit 1 Introduction/American overview – 3 weeks**

**Unit 2- Industrialize Democracies (UK, France, Germany, EU) 7 weeks**

**Unit 3- Crisis of Communism – (Russia, China) 6 weeks**

**Unit 4- The Global South – (Mexico, Nigeria, Iran) 9 weeks**

**Unit 5 – Conclusion/AP Review – 3 weeks**

**AP Test Prep- 1 week**

**Unit 1: Introduction**

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	<p>The beginning of a college comparative politics course and the beginning of most textbooks in comparative politics introduce students to the study of politics by explaining how political scientists study politics and why it is important for students to be informed about politics abroad. It is useful to distinguish between normative, or value-related, questions and empirical or factual questions at this early stage, and to emphasize that political scientists are interested in both sorts of question.</p>	<p><i>Text</i> <i>Handouts</i> <i>Articles</i></p>	<p>6.3.4.A1-4 6.3.4.B1 6.3.4.C1 6.3.4.D1 6.3.12.A1-2 6.3.8A.1-3 6.3.B.1 6.3.12.A1-2</p>
2.	<p>In explaining how political scientists divide up their field of study, it is important to make clear what comparative inquiry has to offer. We live in an interdependent world: what happens in Mexico, for example, impacts the United States. This point provides a good opportunity to introduce the theme of globalization and the general political and economic permeability of national borders.</p>	<p><i>Text</i> <i>Handouts</i> <i>Articles</i></p>	<p>6.3.4.A1-4 6.3.4.B1 6.3.4.C1 6.3.4.D1 6.3.12.A1-2 6.3.8A.1-3 6.3.B.1 6.3.12.A1-2</p>
3.	<p>It is here that teachers will want to contrast the concepts of state, nation, regime, and government—a lesson inevitably leading to discussions about legitimacy, authority, and bases of political power, as well as the differences between these concepts. Thus, students might learn that the “state” is generally used to refer to the political power exercised over a defined geographic territory through a set of public institutions, in contrast to the</p>	<p><i>Text</i> <i>Handouts</i> <i>Articles</i></p>	<p>6.3.4.A1-4 6.3.4.B1 6.3.4.C1 6.3.4.D1 6.3.12.A1-2 6.3.8A.1-3</p>



	<p>“nation,” which is often understood as a human community with a shared culture and history.</p>		<p>6.3.B.1 6.3.12.A1-2</p>
<p><b>4.</b></p>	<p>This course treats governments as collections of individuals who occupy political office or exercise state power, whereas regimes are treated as the sets of rules and institutions that control access to, and exercise of, political power and that typically endure from government to government. Regime change occurs when these rules and institutions are replaced. Students will need to grasp the conceptual differences between and similarities among types of political systems. Despite vast differences between economies and regime types, most countries face similar challenges, including those presented by the natural environment, social and ethnic diversity, economic performance, and the delivery of health care to citizens.</p>	<p><i>Text</i> <i>Handouts</i> <i>Articles</i></p>	<p>6.3.4.A1-4 6.3.4.B1 6.3.4.C1 6.3.4.D1 6.3.12.A1-2 6.3.8A.1-3 6.3.B.1 6.3.12.A1-2</p>

**Unit 2: Industrialized Democracies**

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
<p><b>1.</b></p>	<p>In this unit, students will compare and contrast two opposing political systems, processes, and public policies in the countries of Great Britain, France, Germany, and the European Union.</p>	<p><i>Text</i> <i>Handouts</i> <i>Articles</i></p>	<p>6.3.4.A1-4 6.3.4.B1 6.3.4.C1 6.3.4.D1 6.3.12.A1-2 6.3.8A.1-3 6.3.B.1 6.3.12.A1-2</p>

<p><b>2.</b></p>	<p><b>A. Great Britain:</b></p> <ol style="list-style-type: none"> <li>1. Historical Foundations—Discuss history of monarch and parliament, legitimacy in Great Britain, written and unwritten Constitution.</li> <li>2. Political Institutions—Describe the political institutions of Great Britain, political parties and their viewpoints, and the electoral process in this country.</li> <li>3. British Civil Society—Explain cleavages in Great Britain, political culture (deferentialism, civility, and pragmatism) attitudes, socialization, and political participation. Students will also examine interest groups and the media and how they interact with the government.</li> <li>4. Britain’s economy—Discuss effects of globalization and rising cost of NHS and the debate within Britain about how to continue various social welfare policies. Thatcherism vs. Third Way</li> <li>5. Role of Britain in the European Union—Discuss history, goals, institutions, and problems with EU membership (national sovereignty)</li> <li>6. Public Policy—Discuss current issues of Devolution (N. Ireland, Scotland, and Wales), funding NHS and education, and Britain’s growing problems of racism/immigration and terrorism. Discuss future plans to rid House of Lords of hereditary peers</li> </ol>	<p><i>Text</i> <i>Handouts</i> <i>Articles</i> <i>Internet</i> <i>Video</i></p>	<p><b>6.3.4.A1-4</b> <b>6.3.4.B1</b> <b>6.3.4.C1</b> <b>6.3.4.D1</b> <b>6.3.12.A1-2</b> <b>6.3.8A.1-3</b> <b>6.3.B.1</b> <b>6.3.12.A1-2</b></p>
<p><b>3.</b></p>	<p><b>B. France</b></p> <ol style="list-style-type: none"> <li>1. Historical Foundations—Discuss history of monarch and parliament, legitimacy in Great Britain, written and unwritten Constitution.</li> <li>2. Political Institutions—Describe the political institutions of France, political parties and their viewpoints, and the electoral process in this country.</li> <li>3. French Civil Society—Explain cleavages in French, political culture (deferentialism, civility, and pragmatism) attitudes, socialization, and political participation. Students will also examine interest groups and the media and how they interact with the government.</li> </ol>	<p><i>Text</i> <i>Handouts</i> <i>Articles</i> <i>Internet</i> <i>Video</i></p>	<p><b>6.3.4.A1-4</b> <b>6.3.4.B1</b> <b>6.3.4.C1</b> <b>6.3.4.D1</b> <b>6.3.12.A1-2</b> <b>6.3.8A.1-3</b> <b>6.3.B.1</b> <b>6.3.12.A1-2</b></p>

	<p>4. France's economy—Discuss effects of globalization and rising cost of security and the debate within France about how to continue various social welfare policies.</p> <p>5. Role of France in the European Union—Discuss history, goals, institutions, and problems with EU membership (national sovereignty)</p> <p>6. Public Policy—Discuss current issues of French Pursuit of Granduer (Policy of Head Scarves), education, and France's Foreign Policy.</p>		
<p><b>4.</b></p>	<p><b>C. Germany</b></p> <p>1. Historical Foundations—Discuss history of Kaiser, rise of Hitler, the third Reich, occupation and the two German States.</p> <p>2. Political Institutions—Describe the political institutions of Germany, political parties and their viewpoints, and the electoral process in this country.</p> <p>3. German Civil Society—Explain cleavages in German, political culture (deferentialism, civility, and pragmatism) attitudes, socialization, and political participation. Students will also examine interest groups and the media and how they interact with the government.</p> <p>4. German's economy—Discuss effects of globalization and rising cost of NHS and the debate within Britain about how to continue various social welfare policies.</p> <p>5. Role of German in the European Union—Discuss history, goals, institutions, and problems with EU membership (national sovereignty)</p> <p>6. Public Policy—Discuss current issues of the social Market economy, Federalism, Civil service, Corporatism.</p>	<p><i>Text</i> <i>Handouts</i> <i>Articles</i> <i>Internet</i> <i>Video</i></p>	<p><b>6.3.4.A1-4</b> <b>6.3.4.B1</b> <b>6.3.4.C1</b> <b>6.3.4.D1</b> <b>6.3.12.A1-2</b> <b>6.3.8A.1-3</b> <b>6.3.B.1</b> <b>6.3.12.A1-2</b></p>
<p><b>5.</b></p>	<p><b>D. European Union</b></p> <p>1. Historical Foundations—Discuss history of monarch and parliament, legitimacy in Great Britain, written and unwritten Constitution.</p> <p>2. Political Institutions—Describe the political institutions of the EU,</p>	<p><i>Text</i> <i>Handouts</i></p>	<p><b>6.3.4.A1-4</b> <b>6.3.4.B1</b> <b>6.3.4.C1</b></p>

	<p>political parties and their viewpoints, and the electoral process in this country.</p> <p>3. Role of the European Union—Discuss goals, institutions, and problems with EU membership (national sovereignty)</p> <p>6. Public Policy—Discuss current issues of European Union, and it's expanding Membership</p>	<p>Articles Youtube Videos</p>	<p>6.3.4.D1 6.3.12.A1-2 6.3.8A.1-3 6.3.B.1 6.3.12.A1-2</p>
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**Unit 3: Crisis of Communism**

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	<p>In this unit the students will analyze and evaluate in a comparative model Russia and China. As well as look at elements of a communist economic structure.</p>	<p>Text Handouts Articles</p>	<p>6.3.4.A1-4 6.3.4.B1 6.3.4.C1 6.3.4.D1 6.3.12.A1-2 6.3.8A.1-3 6.3.B.1 6.3.12.A1-2</p>
2.	<p>In this unit the students will analyze and evaluate in a comparative model Russia and China.</p> <p>A. Russia</p> <p>1. Historical foundations: Prelude to Revolution and the Communist Revolution, Stalinism and the collapse of the Soviet state, Democratization and the birth of democracy with the Constitution of 1993</p> <p>2. Russian Political Institutions- Discuss the political changes that resulted from the adoption of the Constitution of 1993. Describe the</p>	<p>Text Handouts Articles Internet Video</p>	<p>6.2.12.A.4a-e 6.2.12.A.5a-e 6.2.12.A.5a-e 6.2.12.A.6a-d 6.2.12.B.6<sup>a</sup> 6.2.12.C.6a 6.2.12.D.6a</p>

	<p>presidency, Parliament, federalism and the judiciary. Russian Civil Society-Explain the electoral process, political parties, political culture, political cleavages (ethnicity, geographic and ideological)</p> <p>3. Russia's Economy-Impact of free market strategies, privatization and the turn around the economy.</p> <p>4. Russian Public Policy-Discuss Russia's foreign policy, membership in the G-8 and NATO and response to globalization as well as ethnic unrest Readings:</p>		
<p><b>3.</b></p>	<p>B. China</p> <p>1. Historical Foundations- Evolution of the Chinese state, the rise of Communism and the Communist Revolution, the Great Leap Forward, the Cultural Revolution and China today.</p> <p>2. China's Political Institutions- Discuss the party state, nomenklatura, Politburo, Standing Committee, National People's Congress, President and Premier (CR-3)</p> <p>3. China's Civil Society- Discuss the issue of rule of law, Democracy movement and other forms of political participation, socio-economic and ethnic cleavages, freedom of press and Google.</p> <p>4. China's economy-Explain Privatization, Special Economic Zones and globalization.</p> <p>5. China's Public Policy-Describe China's response to public policy issues such as Falun Gung, AIDS, Rural-Urban division, and foreign policy</p>	<p>Text Handouts Articles Internet Video</p>	<p><b>6.2.12.A.4a-e</b> <b>6.2.12.A.5a-e</b> <b>6.2.12.A.5a-e</b> <b>6.2.12.A.6a-d</b> <b>6.2.12.B.6<sup>a</sup></b> <b>6.2.12.C.6a</b> <b>6.2.12.D.6a</b></p>

**Unit 4: The Global South**

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	<p>In this unit the students will analyze and evaluate in a comparative model Mexico, Nigeria, &amp; Iran.</p>	<p><i>Text</i> <i>Handouts</i> <i>Articles</i></p>	
2.	<p>A. Mexico:</p> <ol style="list-style-type: none"> <li>1. Historical Foundations-Discuss the history of colonialism and independence movement and the institutionalization of the Revolution in Mexico.</li> <li>2. Political Institutions- Describe the political institutions of Mexico, political parties and their viewpoints, especially the one party dominance and how it has changed since the Election of 2000. Discuss the electoral process and how it developed to support the PRI party and how democratization is changing the role of political parties in Mexico.</li> <li>3. Mexican Civil Society- Explain how democratization is occurring in Mexico since the election of 2000. Discuss the cleavages in Mexico, political culture (corporatism, patron-client politics and presidential dominance), attitudes, socialization and political participation. Students will also examine interest groups and how they interact with the government.</li> <li>4. Mexico's Economy- Describe Mexico's import substitution and the debt crisis and how it has led to economic reform through structural adjustment and new government policies. Explain the impact of the NAFTA agreement upon the emerging economy in Mexico.</li> <li>5. Discuss the US and Mexican relationship and the impact of NAFTA Public Policy- Discuss current issues of immigration, education,</li> </ol>	<p><i>Text</i> <i>Handouts</i> <i>Articles</i> <i>Internet</i> <i>Video</i></p>	<p><b>6.3.4.A1-4</b> <b>6.3.4.B1</b> <b>6.3.4.C1</b> <b>6.3.4.D1</b> <b>6.3.12.A1-2</b> <b>6.3.8A.1-3</b> <b>6.3.B.1</b> <b>6.3.12.A1-2</b></p>

	<p>NAFTA, IMF and World Bank loans</p> <p><b>B. Iran</b></p> <ol style="list-style-type: none"> <li>1. Describe Historical Foundations: Persia's ancient history, life and politics under the Shah, and the political changes that the Revolution of 1979 brought to Iran.</li> <li>2. Iranian Political Institutions—discuss how the political system represents a theocracy (Supreme Leader and Velayat e faqih, Guardian Council, Assembly of Religious Experts) the role of Islam, and who holds power in Iran (Supreme Leader vs. Presidency), elections, and political parties</li> <li>3. Iranian Civil Society—Explain cleavages (Reformists vs. Conservatives, class, language/ethnicity, and religion). Discuss political participation (Protests and voting), socialization, freedom of press/movies/internet, and gender issues in Iran.</li> <li>4. Iran's economy—Discuss concepts such as Least Developed Country, Dependency Theory, and Renter State. Analyze the impact of globalization and oil on Iran's economy from the 1980's until today. Discuss how Iran's economic policy often is tied to political power (Reformers pro-globalization, Conservatives, anti-globalization) Describe Iran's informal economy with bazaar merchants and bonyads.</li> <li>5. Iranian Public Policy—Discuss Iran's plans for nuclear power/weapons, War in Iraq, Iran's political and economic role in the Middle East today, gender roles in Iran, and U.S./Iran relations</li> </ol>	<p><b>6.3.4.A1-4</b>  <b>6.3.4.B1</b>  <b>6.3.4.C1</b>  <b>6.3.4.D1</b>  <b>6.3.12.A1-2</b>  <b>6.3.8A.1-3</b>  <b>6.3.B.1</b>  <b>6.3.12.A1-2</b></p> <p><i>Text</i>  <i>Handouts</i>  <i>Articles</i>  <i>Internet</i>  <i>Video</i></p>
<p><b>3.</b></p>	<p><b>C. Nigeria:</b></p> <ol style="list-style-type: none"> <li>1. Historical Foundations-Discuss the evolution of the Nigerian State by describing the period before colonization and the colonial rule. Independence movement and the creation of the republic form of government alternating with military rule.</li> </ol>	<p><b>6.3.4.A1-4</b>  <b>6.3.4.B1</b>  <b>6.3.4.C1</b>  <b>6.3.4.D1</b>  <b>6.3.12.A1-2</b></p> <p><i>Text</i>  <i>Handouts</i>  <i>Articles</i>  <i>Internet</i>  <i>Video</i></p>

	<p>2. Political Institutions-Describe the political institutions of Nigeria, federalism, Constitution of 1999, American style presidency, bicameral legislature and a supreme court. Students will examine political parties as well as the electoral process.</p> <p>3. Nigerian Civil Society-Explain the ethnic cleavages along with the geographic division, prebendalism, political socialization and participation. Students will examine interest groups, ethnic groups and political parties as a means of enabling political participation.</p> <p>4. Nigeria's economy-Discuss the effects of globalization upon Nigeria's economy along with a focus on IMF and the World Bank. Examine the parastatals organizations along with import substitution to analyze their impact on the economic development.</p> <p>5. Public Policy-Examine the current issues that are confronting the Nigerian government such as economic instability, former renter status, ethnic conflict and political uncertainty.</p>		<p>6.3.8A.1-3 6.3.B.1 6.3.12.A1-2</p>
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**Unit 5: Conclusion**

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Assessing the Big questions in comparative politics	Text Handouts Articles	6.3.4.A1-4 6.3.4.B1 6.3.4.C1 6.3.4.D1 6.3.12.A1-2 6.3.8A.1-3 6.3.B.1 6.3.12.A1-2



<p><b>2.</b></p>	<p>New paradigms, and systems theory revisited</p>	<p><i>Text</i> <i>Handouts</i> <i>Articles</i> <i>Internet</i> <i>Video</i></p>	<p><b>6.3.4.A1-4</b> <b>6.3.4.B1</b> <b>6.3.4.C1</b> <b>6.3.4.D1</b> <b>6.3.12.A1-2</b> <b>6.3.8A.1-3</b> <b>6.3.B.1</b> <b>6.3.12.A1-2</b></p>
<p><b>3.</b></p>	<p>Moving forward globally, impacts of globalization, reassess America's role</p>	<p><i>Text</i> <i>Handouts</i> <i>Articles</i> <i>Internet</i> <i>Video</i></p>	<p><b>6.3.4.A1-4</b> <b>6.3.4.B1</b> <b>6.3.4.C1</b> <b>6.3.4.D1</b> <b>6.3.12.A1-2</b> <b>6.3.8A.1-3</b> <b>6.3.B.1</b> <b>6.3.12.A1-2</b></p>

New Jersey Core Curriculum Content Standards Language Arts

Standard 6.RL.1-10 (Reading Literature)

Standard 6.RIT.1-10 (Reading Informational Text)

Standard 6.W.1-10 (Writing)

Standard 6.SL.1-6 (Speaking & Listening)

Standard 6.L.1-6 (Language)

New Jersey Scoring Rubric

**New Jersey Registered Holistic Scoring Rubric**

	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
<b>Score:</b>	1	2	3	4	5	6
<b>Content and Organization</b>	May lack opening and/ or closing	May lack opening and/ or closing	May lack opening and/ or closing	Generally has opening and/ or closing	Opening and closing	Opening and closing
	Minimal response to topic; uncertain focus	Attempts to focus May drift or shift focus	Usually has single focus	Single focus	Single focus Sense of unity and coherence Key ideas developed	Single, distinct focus Unified and coherent Well- developed
	No planning evident; disorganized	Attempts organization Few, if any, transitions between ideas	Some lapses or flaws in organization May lack some transitions between ideas	Ideas loosely connected Transitions evident	Logical progression of ideas Moderately fluent Attempts compositional risks	Logical progression of ideas Fluent, cohesive Compositional risks successful
<b>Usage</b>	Details random, inappropriate, or barely apparent	Details lack elaboration, i. e., highlight paper	Repetitious details Several unelaborated details	Uneven development of details	Details appropriate and varied	Details effective, vivid, explicit, and/ or pertinent
	No apparent control Severe/ numerous errors	Numerous errors	Errors/ patterns of errors may be evident	Some errors that do not interfere with meaning	Few errors	Very few, if any, errors

<b>Sentence Construction</b>	Assortment of incomplete and/ or incorrect sentences	Excessive monotony/ same structure Numerous errors	Little variety in syntax Some errors	Some variety Generally correct	Variety in syntax appropriate and effective Few errors	Precision and/or sophistication Very few, if any, errors
<b>Non-Scorable Responses</b>	<b>NR</b>	No Response	Student wrote too little to allow a reliable judgement of his/her writing.			
	<b>OT</b>	Off Topic/Off Task	Student did not write on the assigned topic/ task, or the student attempted to copy the prompt.			
	<b>NE</b>	Not English	Student wrote in a language other than English.			
	<b>WF</b>	Wrong Format	Student refused to write on the topic, or the writing task folder was blank.			
<b>Content/ Organization</b>		<b>Usage</b>		<b>Sentence Construction</b>		<b>Mechanics</b>
<ul style="list-style-type: none"> <li>Communicates intended message to intended audience</li> <li>Relates to topic</li> <li>Opening and closing</li> <li>Focused</li> <li>Logical progression of ideas</li> <li>Transitions</li> <li>Appropriate details and information</li> </ul>		<ul style="list-style-type: none"> <li>Tense formation</li> <li>Subject- verb agreement</li> <li>Pronouns usage/ agreement</li> <li>Word choice/ meaning</li> <li>Proper Modifiers</li> </ul>		<ul style="list-style-type: none"> <li>Variety of type, structure, and length</li> <li>Correct construction</li> </ul>		<ul style="list-style-type: none"> <li>Spelling</li> <li>Capitalization</li> <li>Punctuation</li> </ul>

## Language Arts Literacy Open-Ended Scoring Rubric

### Points Criteria

- 4** A 4-point response clearly demonstrates understanding of the task, completes all requirements, and provides an insightful explanation/opinion that links to or extends aspects of the text.
- 3** A 3-point response demonstrates an understanding of the task, completes all requirements, and provides some explanation/opinion using situations or ideas from the text as support.
- 2** A 2-point response may address all of the requirements, but demonstrates a partial understanding of the task, and uses text incorrectly or with limited success resulting in an inconsistent or flawed explanation.
- 1** A 1-point response demonstrates minimal understanding of the task, does not complete the requirements, and provides only a vague reference to or no use of the text.
- 0** A 0-point response is irrelevant or off-topic.