



SPRING GROVE AREA SCHOOL DISTRICT



PLANNED COURSE OVERVIEW

Course Title: Comparative Politics (College in the High School Course #208) Grade Level(s): 11 - 12 Units of Credit: 1.0 high school credit; 3.0 college credits Classification: Elective	Length of Course: 15 cycles Periods Per Cycle: 6 Length of Period: 43 minutes Total Instructional Time: 64.5 hours
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Course Description

Comparative Politics introduces students to the political institutions and politics of both democratic and non-democratic countries. This course examines the organizational structures of various political systems and how political problems are solved. Special attention is given to constitutions, parliaments, political leaders, elections, social and economic policies, political culture, history, and geography. The countries studied include the United Kingdom, France, Germany, Russia, and China.

Instructional Strategies, Learning Practices, Activities, and Experiences

Independent Reading Homework Bell Ringers Essay Response	Reading and Writing Practice Guided Group Practice Guided Individual Practice Media Analysis	Primary Source Analysis Teacher Demonstrations Constructive Response
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Assessments

Essays Short Answer Response Primary Source Documents	Homework Reading Responses Independent Project	Group Project Final Exam Media Responses
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Materials/Resources

Powell, Jr. G. Bingham, Russell J. Dalton and Kaare Strom. Comparative Politics Today 11th Edition. Boston, MA: Pearson 2015.

Adopted: 5/16/16

Revised:

GP 208 Comparative Government	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Compare and contrast key factors relating to the function of democratic and non-democratic governments.</p> <p>Approx. # of Class Sessions - 12</p>	<ul style="list-style-type: none"> • The Study of Comparative Politics • Democracy and Non-Democracy • Government Institutions <p>5.1.12.A - Evaluate the major arguments advanced for the necessity of government.</p> <p>5.1.12.B - Analyze the sources, purposes, and functions of law.</p> <p>5.1.12.C - Evaluate the importance of the principles and ideals of civic life.</p> <p>5.1.12.D - Analyze the principles and ideals that shape the government of Pennsylvania and apply them to the government. (The Charter of 1681, Charter of Privileges, PA Constitution, its revisions and Amendments)</p> <p>5.1.12.E - Evaluate the principles and ideals that shape the United States and compare them to documents of government.</p> <p>5.1.12.F - Analyze and assess the rights of the people as listed in the Pennsylvania Constitution and the Constitution of the United States.</p> <p>5.1.12.G - Analyze and interpret the role of the United States Flag in civil disobedience and in patriotic activities.</p> <p>5.1.12.H - Analyze the competing positions held by the framers of the basic documents of government of Pennsylvania and United States.</p> <p>5.1.12.I - Analyze historical examples of the importance of the rule of law explaining the sources, purposes, and functions of law.</p> <p>5.1.12.J - Analyze how the law promotes the common good and protects individual rights.</p> <p>5.1.12.K - Analyze the roles of symbols and holidays in society.</p>

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Compare and contrast key factors relating to the function of democratic and non-democratic governments. (continued)	5.1.12.L - Analyze Pennsylvania and United States court decisions that have affected principles and ideals of government in civic life. (Civil rights, Commerce, Judicial review, Federal supremacy) 5.2.12.A - Evaluate an individual's civic rights, responsibilities, and duties in various governments. 5.3.12.K - Evaluate the strengths and weaknesses of various systems of government. (Autocracy, Democracy, Oligarchy, Republic) 8.1.12.A: Evaluate chronological thinking: Sequential order of historical narrative; Continuity and change; Context for events.

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<p>Analyze how history and geography impact the political development of the countries studied.</p> <p>Approx. # of Class Sessions - 12</p>	<ul style="list-style-type: none"> • Political Culture and Socialization 5.2.12.B - Evaluate citizens' participation in government and civic life. 5.2.12.C - Interpret the causes of conflict in society and analyze techniques to resolve those conflicts. 5.2.12.D - Evaluate political leadership and public service in a republican form of government. 5.2.12.E - Analyze how participation in civic and political life leads to the attainment of individual and public goals. 5.2.12.F - Evaluate how individual rights may conflict with or support the common good. 5.2.12.G - Evaluate what makes a competent and responsible citizen. 5.3.12.A - Analyze and evaluate the structure, organization, and operation of the local, state, and national governments including domestic and national policy-making. 5.3.12.B - Analyze the responsibilities and powers of the national government. 5.3.12.C - Evaluate the process of how a bill becomes the law on federal, state, and local levels. 5.3.12.D - Evaluate how independent government agencies create, amend, and enforce regulations.

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<p>Identify the powers of key government institutions within each country studied and evaluate their role in the policy making process.</p> <p>Approx. # of Class Sessions - 12</p>	<ul style="list-style-type: none"> • Policy Formation <p>5.2.12.G - Evaluate what makes a competent and responsible citizen.</p> <p>5.3.12.A - Analyze and evaluate the structure, organization, and operation of the local, state, and national governments including domestic and national policy-making.</p> <p>5.3.12.B - Analyze the responsibilities and powers of the national government.</p> <p>5.3.12.C - Evaluate the process of how a bill becomes the law on federal, state, and local levels.</p> <p>5.3.12.D - Evaluate how independent government agencies create, amend, and enforce regulations.</p>

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<p>Compare and contrast different methods of elections and how these influence both the formation of political parties and interest groups and in the development of public policy.</p> <p>Approx. # of Class Sessions - 18</p>	<ul style="list-style-type: none"> ● Political Parties, Interest Groups, and Citizen Action ● Electoral Systems <p>5.3.12.E - Evaluate the roles of political parties in election campaigns.</p> <p>5.3.12.F - Evaluate the elements of the election process.</p> <p>5.3.12.G - Evaluate how the government protects or curtails individual rights and analyze the impact of supporting or opposing those rights.</p> <p>5.3.12.H - Evaluate the impact of interest groups on the political process.</p> <p>5.3.12.I - Evaluate how and why government raises money to pay for its operations and services.</p> <p>5.3.12.J - Evaluate the role of media in political life in the United States and explain the role of the media in setting the public agenda.</p> <p>5.3.12.K - Evaluate the strengths and weaknesses of various systems of government. (Autocracy, Democracy, Oligarchy, Republic)</p> <p>8.1.12.A - Evaluate chronological thinking: Sequential order of historical narrative; Continuity and change; Context for events.</p> <p>8.1.12.B - Synthesize and evaluate historical sources: Literal meaning of historical passages; Data in historical and contemporary maps, graphs, and tables; Different historical perspectives; Data presented in maps, graphs, and tables; Visual data presented in historical evidence.</p> <p>8.1.12.C - Evaluate historical interpretation of events: Impact of opinions on the perception of facts; Issues and problems in the past; Multiple points of view; Illustrations in historical stories and sources; Connections between causes and results; Author or source of historical narratives' points of view; Central issue.</p>

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Compare and contrast different methods of elections and how these influence both the formation of political parties and interest groups and in the development of public policy. (continued)	<p>8.1.12.D - Synthesize historical research: Historical event (time and place); Facts, folklore, and fiction; Historical questions; Primary sources; Secondary sources; Conclusions (e.g., Senior Projects, research papers, debates); Credibility of evidence.</p> <p>1.1.12.A - Apply appropriate strategies to construct meaning through interpretation and to analyze and evaluate author's use of techniques and elements of fiction and nonfiction for rhetorical and aesthetic purposes.</p> <p>1.1.12.B - Use context clues, knowledge of root words and word origins as well as reference sources to decode and understand new words.</p>

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<p>Analyze how citizens of various countries are socialized into a political system and how this system shapes the behavior of citizens and government leaders within the countries studied.</p> <p>Approx. # of Class Sessions - 12</p>	<ul style="list-style-type: none"> • United Kingdom of Great Britain and Northern Ireland • France • Germany • Russia • China <p>5.4.12.A - Analyze the impact of international economic, technological and cultural developments on the government of the United States.</p> <p>5.4.12.B - Analyze the United States' interaction with other nations and governmental groups in world events.</p> <p>5.4.12.C - Compare how past and present United States' policy interests have changed over time and analyze the impact on future international relationships.</p> <p>5.4.12.D - Explain how foreign policy is developed and implemented.</p> <p>5.4.12.E - Compare the purposes and functions of international organizations. (Governmental (e.g., NATO, World Court, OAS); Non-governmental (e.g., International Red Cross, Amnesty International, World Council of Churches)) based upon economic indicators.</p> <p>6.1.12.D - Describe historical examples of expansion, recession, and depression internationally.</p> <p>6.4.12.B - Analyze the relationships between trade, competition, and productivity.</p> <p>6.4.12.C - Evaluate how a nation might benefit by lowering or removing trade barriers.</p> <p>6.4.12.D - Explain how the location of resources, transportation, and communication networks and technology have affected international economic patterns.</p> <p>6.4.12.E - Analyze how United States consumers and producers participate in the global production and consumption of goods or services.</p>

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<p>Analyze how citizens of various countries are socialized into a political system and how this system shapes the behavior of citizens and government leaders within the countries studied. (continued)</p>	<p>6.4.12.G - Evaluate characteristics and distribution of international economic activities. (Primary - extractive industries (i.e., farming, fishing, forestry, mining); Secondary - materials processing industries (i.e., manufacturing); Tertiary - service industries (e.g., retailing, wholesaling, finance, real estate, travel and tourism)</p> <p>7.1.12.B - Analyze the location of places and regions.</p> <p>7.1.12.B.1 - Changing regional characteristics (e.g., short- and long-term climate shifts; population growth or decline; political instability).</p> <p>7.1.12.B.2 - Criteria to define a region (e.g., the reshaping of south Florida resulting from changing migration patterns; the US-Mexico border changes as a function of NAFTA; metropolitan growth in the Philadelphia region).</p> <p>7.1.12.B.3 - Cultural change (e.g., influence on people's perceptions of places and regions)</p> <p>7.3.12.B.1 - Cultural conflicts (e.g., over language (Canada), over political power (Spain), over economic opportunities (Mexico)).</p> <p>7.3.12.B.2 - Forces for cultural convergence (e.g., the diffusion of foods, fashions, religions, language).</p> <p>7.3.12.D - Analyze the significance of human activity in shaping places and regions by their economic characteristics.</p> <p>7.3.12.D.1 - Changes in spatial distribution of economic activities at the global scale (e.g., patterns of agriculture, forestry, mining, retailing, manufacturing, services).</p> <p>7.3.12.D.2 - Forces that are reshaping business (e.g., the information economy, business globalization, the development of off-shore activities).</p> <p>7.3.12.D.3 - Effects of changes and movements in factors of production (e.g., resources, labor, capital).</p>

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Analyze how citizens of various countries are socialized into a political system and how this system shapes the behavior of citizens and government leaders within the countries studied. (continued)	<p>8.4.12.A.1 - Political and Military Leaders (e.g., Askia Daud, Simon Bolivar, Napoleon Bonaparte, Mao Zedong)</p> <p>8.4.12.A.2 - Cultural and Commercial Leaders (e.g., Chinua Achebe, Gabriel Garcia Marquez, Akira Kurosa, Christopher Columbus)</p> <p>8.4.12.A.3 - Innovators and Reformers (e.g., Nelson Mandela, Louis-Joseph Papineau, Mohandas Gandhi, Alexander Fleming)</p> <p>8.4.12.B - Evaluate historical documents, material artifacts and historic sites important to world history since 1450.</p> <p>8.4.12.B.1 - Documents, Writings and Oral Traditions (e.g., Declaration of the International Conference on Sanctions Against South Africa; Monroe Doctrine, Communist Manifesto, Luther's Ninety-five Theses)</p> <p>8.4.12.B.2 - Artifacts, Architecture and Historic Places (e.g., Robben Island, New York World Trade Center, Hiroshima Ground Zero Memorial, Nazi concentration camps)</p> <p>8.4.12.B.3 - Historic districts (e.g., Timbuktu, Centre of Mexico City and Xochimilco, Taj Mahal and Gardens, Kremlin and Red Square)</p> <p>8.4.12.C - Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation, and roles of women since 1450: Africa; Americas; Asia; Europe.</p> <p>8.4.12.B.3 - Historic districts (e.g., Timbuktu, Centre of Mexico City and Xochimilco, Taj Mahal and Gardens, Kremlin and Red Square)</p> <p>8.4.12.D - Evaluate how conflict and cooperation among social groups and organizations impacted world history from 1450 to Present in Africa, Americas, Asia, and Europe: Domestic Instability; Ethnic and Racial Relations; Labor Relations; Immigration and Migration; Military Conflicts.</p>