

**TOWNSHIP OF UNION PUBLIC SCHOOLS**



**Advanced Placement  
Comparative Government**

**July 21, 2020**

## **Mission Statement**

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

## **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 to formulate 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.

# Course Description

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.

# Curriculum Units/Pacing Guide

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

# Unit Standards Overview

Overview	Standards	Unit Skills Focus	Content-Specific Practices (when applicable)
<p>Unit 1 Introduction</p>	<p>6.3.12.A.1-4  6.3.12.B.1  6.3.12.C.1  6.3.12.D.1  6.3.12.A.1-2  6.3.12.A.1-3</p>	<p>Examine how political scientists study politics.</p> <p>Examine why it is important to be informed about politics abroad.</p> <p>Understand how globalization and the general economic permeability affect national borders.</p> <p>Contrast the concepts of state, nation, regime, and government.</p> <p>Understand the conceptual differences between and similarities among different types of political systems</p>	<ul style="list-style-type: none"> <li>● Annotations and close reading activities</li> <li>● Classroom Discussions, Socratic seminars, and Debates</li> <li>● Analysis of graphic organizers and notes</li> <li>● Annotated Timelines</li> <li>● Teacher and student led PowerPoint Presentations</li> <li>● Class Trips to applicable historical sites/monuments</li> </ul>

<p><b>Suggested Resources</b> Provide links to specific resources/activities</p>	<p>Textbook: <u>Comparative Politics: Domestic Responses to Global Challenges.</u>  <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>  <a href="http://www.njamistadcurriculum.net/history/units">http://www.njamistadcurriculum.net/history/units</a>  <a href="http://teachingamericanhistory.org/toolkits/">http://teachingamericanhistory.org/toolkits/</a>  <a href="http://teachinghistory.org/">http://teachinghistory.org/</a>  <a href="https://studentsofhistory.org/google-classroom-history/">https://studentsofhistory.org/google-classroom-history/</a>  <a href="https://www.cnn.com/cnn10">https://www.cnn.com/cnn10</a>  <a href="https://www.icivics.org/">https://www.icivics.org/</a>  <a href="https://www.readworks.org/">https://www.readworks.org/</a>  <a href="https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies">https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies</a>  <a href="https://sheg.stanford.edu/">https://sheg.stanford.edu/</a>  <a href="http://www.lgbtqhistory.org/course/high-school-lesson-plans-history-frameworks/">http://www.lgbtqhistory.org/course/high-school-lesson-plans-history-frameworks/</a></p>		<ul style="list-style-type: none"> <li>● Definitions of key terms and concepts</li> <li>● Individual/Group Presentations</li> <li>● Document Based Question analysis and essays</li> <li>● Written responses to queries</li> <li>● Summary and Analysis of Videos/Documentaries/Films</li> <li>● Summary and analysis of guest speakers</li> </ul>
<p>Unit 2 Industrialized Democracies</p>	<p>6.3.12.A.1-4 6.3.12.B.1 6.3.12.C.1 6.3.12.D.1</p>	<p>Compare and contrast two opposing political systems, processes, and public policies in Great Britain, France, Germany, and the European Union.</p> <p>Examine the political system of Great Britain: Historical foundations, political institutions, economy, and public policy.</p> <p>Examine the political system of France: Historical foundations, political institutions, economy, and public policy.</p> <p>Examine the political system of Germany: Historical foundations, political institutions, economy, and public policy.</p> <p>Examine the political system of the European Union: Historical foundations, political institutions, economy, and public policy.</p>	

<p><b>Suggested Resources</b>  <i>Provide links to specific resources/ activities</i></p>	<p>Textbook: <u>Comparative Politics: Domestic Responses to Global Challenges.</u>  <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>  <a href="http://www.njamistadcurriculum.net/history/units">http://www.njamistadcurriculum.net/history/units</a>  <a href="http://teachingamericanhistory.org/toolkits/">http://teachingamericanhistory.org/toolkits/</a>  <a href="http://teachinghistory.org/">http://teachinghistory.org/</a>  <a href="https://studentsofhistory.org/google-classroom-history/">https://studentsofhistory.org/google-classroom-history/</a>  <a href="https://www.cnn.com/cnn10">https://www.cnn.com/cnn10</a>  <a href="https://www.icivics.org/">https://www.icivics.org/</a>  <a href="https://www.readworks.org/">https://www.readworks.org/</a>  <a href="https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies">https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies</a>  <a href="https://sheg.stanford.edu/">https://sheg.stanford.edu/</a></p>		
<p><b>Unit 3</b>  <b>Crisis of Communism</b></p>	<p>6.3.12.A.1-4  6.3.12.B.1  6.3.12.C.1  6.3.12.D.1  6.2.12.A.4a-e  6.2.12.A.5a-e  6.2.12.A.6a-d  6.2.12.B.6  6.2.12.C.6a  6.2.12.D6a</p>	<p>Analyze and evaluate a comparative model in Russia.</p> <p>Analyze and evaluate a comparative model in China.</p> <p>Examine the elements of a communist structure in Russia: Historical foundations, political institutions, economy, public policy.</p> <p>Examine the elements of a communist structure in China: Historical foundations, political institutions, economy, public policy.</p>	

<p><b>Suggested Resources</b>  <i>Provide links to specific resources/activities</i></p>	<p>Textbook: <u>Comparative Politics: Domestic Responses to Global Challenges.</u>  <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>  <a href="http://www.njamistadcurriculum.net/history/units">http://www.njamistadcurriculum.net/history/units</a>  <a href="http://teachingamericanhistory.org/toolkits/">http://teachingamericanhistory.org/toolkits/</a>  <a href="http://teachinghistory.org/">http://teachinghistory.org/</a>  <a href="https://studentsofhistory.org/google-classroom-history/">https://studentsofhistory.org/google-classroom-history/</a>  <a href="https://www.cnn.com/cnn10">https://www.cnn.com/cnn10</a>  <a href="https://www.icivics.org/">https://www.icivics.org/</a>  <a href="https://www.readworks.org/">https://www.readworks.org/</a>  <a href="https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies">https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies</a>  <a href="https://sheg.stanford.edu/">https://sheg.stanford.edu/</a></p>		
<p>Unit 4  The Global South</p>	<p>6.3.12.A.1-4   6.3.12.B.1   6.3.12.C.1   6.3.12.D.1</p>	<p>Analyze and evaluate a comparative model in Mexico.</p> <p>Analyze and evaluate a comparative model in Nigeria.</p> <p>Analyze and evaluate a comparative model in Iran.</p> <p>Examine the elements of the political system in Mexico:  Historical foundations, political institutions,  economy, public policy.</p> <p>Examine the elements of the political system in Nigeria:  Historical foundations, political institutions, economy, public  policy.</p> <p>Examine the elements of the political system in Iran:  Historical foundations, political institutions, economy, public  policy.</p>	



<p><b>Suggested Resources</b>  <i>Provide links to specific resources/ activities</i></p>	<p>Textbook: <u>Comparative Politics: Domestic Responses to Global Challenges.</u>  <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>  <a href="http://www.njamistadcurriculum.net/history/units">http://www.njamistadcurriculum.net/history/units</a>  <a href="http://teachingamericanhistory.org/toolkits/">http://teachingamericanhistory.org/toolkits/</a>  <a href="http://teachinghistory.org/">http://teachinghistory.org/</a>  <a href="https://studentsofhistory.org/google-classroom-history/">https://studentsofhistory.org/google-classroom-history/</a>  <a href="https://www.cnn.com/cnn10">https://www.cnn.com/cnn10</a>  <a href="https://www.icivics.org/">https://www.icivics.org/</a>  <a href="https://www.readworks.org/">https://www.readworks.org/</a>  <a href="https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies">https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies</a>  <a href="https://sheg.stanford.edu/">https://sheg.stanford.edu/</a></p>		
<p><b>Unit 5</b>  Conclusion</p>	<p>6.3.12.A.1-4  6.3.12.B.1  6.3.12.C.1  6.3.12.D.1</p>	<p>Analyze and assess the “big” questions in comparative politics.</p> <p>Examine new paradigms and systems theory.</p> <p>Assess the impacts of globalization and reassess America’s role</p>	

<p><b>Suggested Resources</b> <i>Provide links to specific resources/activities</i></p>	<p>Textbook: <u>Comparative Politics: Domestic Responses to Global Challenges.</u> <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> <a href="http://www.njamistadcurriculum.net/history/units">http://www.njamistadcurriculum.net/history/units</a> <a href="http://teachingamericanhistory.org/toolkits/">http://teachingamericanhistory.org/toolkits/</a> <a href="http://teachinghistory.org/">http://teachinghistory.org/</a> <a href="https://studentsofhistory.org/google-classroom-history/">https://studentsofhistory.org/google-classroom-history/</a> <a href="https://www.cnn.com/cnn10">https://www.cnn.com/cnn10</a> <a href="https://www.icivics.org/">https://www.icivics.org/</a> <a href="https://www.readworks.org/">https://www.readworks.org/</a> <a href="https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies">https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies</a> <a href="https://www.tolerance.org/magazine/publications/best-practices-for-serving-lgbtq-students/appendix-b-lgbtq-historical-figures">https://www.tolerance.org/magazine/publications/best-practices-for-serving-lgbtq-students/appendix-b-lgbtq-historical-figures</a> <a href="https://sheg.stanford.edu/">https://sheg.stanford.edu/</a></p>	
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# Curricular Units

## Unit 1: Introduction

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

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

possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.		Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers	
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Unit 1 Assessment Plan	
Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,	Tests, Quizzes, Projects

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

Unit 1 Connections	
NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the <a href="#">NJ Technology Standards</a>	Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the <a href="#">NJ Career Readiness Practices</a>
8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.  8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation.

<p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p>	<p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>
<p style="text-align: center;"><b>21st Century Skills</b></p> <p style="text-align: center;"><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the <a href="#">21st Century Life and Skills</a></p>	<p style="text-align: center;"><b>Interdisciplinary Connections</b></p> <p style="text-align: center;"><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i> Refer to the <a href="#">NJ Student Learning Standards</a></p>
<p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p>English: Research and writing prompts on the different governments around the world.</p> <p>Math: Statistical analysis of the different forms of government</p>

<b>Unit 2: Industrialized Democracies</b>			
<b>Content Standards</b>	<b>Critical Knowledge &amp; Skills</b> (“Unpacked” Standards)	<b>Content-Specific Practices</b> (when applicable)	<b>Standard Mastery Examples</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
<p>6.3.12.A.1 Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate</p>	<p>Compare and contrast two opposing political systems, processes, and public policies in Great Britain, France, Germany,</p>	<p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers</p>	<p><b>Define Key Terms</b></p> <p><b>Analyze Primary Resources</b></p> <p><b>Discuss Differing</b></p>

<p>government officials.</p> <p><b>6.3.12.A 2</b> Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.</p> <p><b>6.3.12.B.1</b> Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.</p> <p><b>6.3.12.C.1</b> Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.</p> <p><b>6.3.12.D.1</b> Analyze the impact of</p>	<p>and the European Union.</p> <p>Examine the political system of Great Britain: Historical foundations, political institutions, economy, and public policy.</p> <p>Examine the political system of France: Historical foundations, political institutions, economy, and public policy.</p> <p>Examine the political system of Germany: Historical foundations, political institutions, economy, and public policy.</p> <p>Examine the political system of the European Union: Historical foundations, political institutions, economy, and public policy.</p>	<p>and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led</p> <p>PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Perspectives</p> <p>Answer DBQs</p> <p>Create Presentations and PowerPoints</p> <p>Class Debates</p> <p>Analyze Various Forms of Media</p> <p>Persuasive speeches</p> <p>Student created Infomercials or digital collages</p>
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<p>current governmental practices and laws affecting national security and/or individual civil rights/privacy.</p>			
<p><b>6.3.12.A.1</b> Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.</p> <p><b>6.3.12.A.2</b> Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.</p> <p><b>6.3.12.B.1</b> Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.</p>	<p>What political situations promote or hinder citizen involvement?</p> <p>What historical examples exist, which demonstrate governments' progression toward democracy over time?</p> <p>What events and actions tend to spark government change?</p>	<p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p><b>Define Key Terms</b></p> <p><b>Analyze Primary Resources</b></p> <p><b>Discuss Differing Perspectives</b></p> <p><b>Answer DBQs</b></p> <p><b>Create Presentations and PowerPoints</b></p> <p><b>Class Debates</b></p> <p><b>Analyze Various Forms of Media</b></p>



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

<b>Unit 2 Suggested Modifications/Accommodations/Extension Activities</b>		
<b>English Language Learners (ELL)</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<b>Special Education / 504</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<b>Gifted and Talented</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
a. Read written instructions b. Students may be provided with note organizers/study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed.	a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary.	a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. greatsocialstudies.com (Enrichment Activities)

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

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

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

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

<p>explain the reasons for their spread in Europe and Asia.</p> <p><b>6.2.12.A.5a</b> Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, conflicts in the Middle East).</p> <p><b>6.2.12.A.6.a</b> Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.</p> <p><b>6.2.12.C.6.a</b> Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.</p> <p><b>6.2.12.D.6.a</b> Assess the role of increased personal and business electronic communications in creating a “global” culture, and evaluate the impact on traditional cultures and values.</p>	<p>institutions, economy, public policy.</p> <p>Examine the elements of a communist structure in China: Historical foundations, political institutions, economy, public policy.</p> <p>What events and actions tend to spark government change?</p>	<p>Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p>Discuss Differing Perspectives</p> <p>Answer DBQs</p> <p>Create Presentations and PowerPoints</p> <p>Class Debates</p> <p>Analyze Various Forms of Media</p> <p>Media analyses and historical accuracy of film reflection papers</p>
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Unit 3 Assessment Plan	
Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,	Tests, Quizzes, Projects

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

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

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

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

<p>officials.</p> <p>6.3.12.A 2 Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.</p> <p>6.3.12.B.1 Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.</p> <p>6.3.12.C.1 Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a</p>	<p>Analyze and evaluate a comparative model in Iran.</p> <p>What political situations promote or hinder citizen involvement?</p> <p>What historical examples exist, which demonstrate governments' progression toward democracy over time?</p> <p>Examine the elements of the political system in Mexico: Historical foundations, political institutions, economy, public policy.</p> <p>Examine the elements of the political system in Nigeria: Historical foundations, political institutions, economy, public policy.</p> <p>Examine the elements of the political system in Iran: Historical foundations, political institutions, economy, public policy.</p> <p>What events and actions tend to spark government change?</p>	<p>Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p>Answer DBQs</p> <p>Create Presentations and PowerPoints</p> <p>Class Debates</p> <p>Analyze Various Forms of Media</p> <p>Advanced Placement style essay comparing causes, forms, and impact of corruption in Nigeria to that of Mexico and Russia</p> <p>Charts comparing interests and parties in Nigeria with those in previously studied nations</p>
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plan of action.			
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Unit 4 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
a. Read written instructions b. Students may be provided with note organizers/study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect student when not on task. f. Students may use a bilingual dictionary. g. Pair Visual Prompts with Verbal Presentations	a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary. E. Student may complete assessments in alternate setting when requested.	a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. greatsocialstudies.com (Enrichment Activities)

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



results.	
<b>21st Century Skills</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the <a href="#">21st Century Life and Skills</a>	<b>Interdisciplinary Connections</b> <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i> Refer to the <a href="#">NJ Student Learning Standards</a>
<p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p>English: Research and writing prompts on the different governments around the world.</p> <p>Math: Statistical analysis of the different forms of government</p>

<b>Unit 5: Conclusion</b>			
Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
<p>6.3.12.A.1 Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.</p> <p>6.3.12.A.2 Compare current case</p>	<p>Analyze and assess the "big" questions in comparative politics.</p> <p>Examine new paradigms and systems theory.</p> <p>Assess the impacts of globalization and reassess America's role</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable</p>	<p><b>Define Key Terms</b></p> <p><b>Analyze Primary Resources</b></p> <p><b>Discuss Differing Perspectives</b></p> <p><b>Answer DBQs</b></p>

<p>studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.</p> <p>6.3.12.B.1 Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.</p> <p>6.3.12.C.1 Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.</p> <p>6.3.12.D.1 Analyze the impact of current governmental</p>	<p>How do we affirm individual and group identities, while at the same time respecting and appreciating outside groups?</p> <p>What actions can individuals and groups take to impact their society and governing system?</p> <p>What methods of participation are legitimate and what methods are illegitimate?</p> <p>Why should citizens participate?</p>	<p>historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p>Create Presentations and PowerPoints</p> <p>Class Debates</p> <p>Analyze Various Forms of Media</p> <p>Historical accuracy analysis and reflection papers on in class film viewings</p> <p>Personal reaction/reflection papers on in class film viewings.</p> <p>Group controversial policy debates</p> <p>Controversial issue speeches and papers</p>
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practices and laws affecting national security and/or individual civil rights/ privacy.			
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Unit 5 Assessment Plan	
Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides	Tests, Quizzes, Projects

Unit 5 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
<ul style="list-style-type: none"> <li>a. Read written instructions</li> <li>b. Students may be provided with note organizers/study guides to reinforce key topics.</li> <li>c. Model and provide examples</li> <li>d. Extended time on assessments when needed.</li> <li>e. Establish a non-verbal cue to redirect student when not on task.</li> <li>f. Students may use a bilingual dictionary.</li> <li>g. Pair Visual Prompts with Verbal Presentations</li> <li>h. Highlight Key Words &amp; Phrases</li> </ul>	<ul style="list-style-type: none"> <li>a. Students may be provided with note organizers / study guides to reinforce key topics.</li> <li>b. Extended time on assessments when needed.</li> <li>c. Preferred seating to be determined by student and teacher.</li> <li>d. Provide modified assessments when necessary.</li> <li>e. Student may complete assessments in alternate setting when requested.</li> </ul>	<ul style="list-style-type: none"> <li>a. Use of Higher Level Questioning Techniques</li> <li>b. Extension/Challenge Questions</li> <li>c. Provide Assessments at a Higher Level of Thinking</li> <li>d. greatsocialstudies.com (Enrichment Activities)</li> </ul>

Unit 5 Connections	
NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the <a href="#">NJ Technology Standards</a>	Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the <a href="#">NJ Career Readiness Practices</a>
<p>8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>

<p>use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p>	<p>CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity.</p>
<p style="text-align: center;"><b>21st Century Skills</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the <a href="#">21st Century Life and Skills</a></p>	<p style="text-align: center;"><b>Interdisciplinary Connections</b> <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i> Refer to the <a href="#">NJ Student Learning Standards</a></p>
<p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p>English: Research and writing prompts on the different governments around the world.</p> <p>Math: Statistical analysis of the different forms of government</p>