

Waples, *Comparative Government: Voices of the World for the AP® Course*

Pacing Guide: Semester long, daily classes

Note: This schedule is built on meeting every day for one semester, with 50-minute classes.

The number of days in the school year is an estimate.

Day	Section(s) Assigned	Topic	Teaching Ideas/Skills
1	1.1, 1.2	1.1	The story that opens the textbook is about Chimamanda Ngozi Adichie. You might begin class with her TED Talk, located here: https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?language=en .
	1.2	1.1	This is a good time to cover some basic concepts with students, like the differences between causation and correlation and normative and empirical statements. Ask students to brainstorm examples of each concept. Introduce the format of the concept application free response question. Skills 1.A-1.E, 3.A, 3.B, 3.D
2	1.3	1.1	Introduce data. Place students in groups representing each of the six countries and ask them to research key development indicators and share them with the other country groups. Lead a discussion about the term “development” and the various ways it can be measured. This TED video is useful in getting students to think about how development impacts opportunity. https://www.ted.com/talks/hans_rosling_the_magic_washing_machine?language=en Skills 3.A.-3.E
	1.4	1.1	Continue working with data. Place students in groups representing each of the six countries and ask them to look up key political indicators and share them with the other country groups. Lead a discussion about the advantages and disadvantages of using economic and political data to compare countries. Introduce students to the format of the quantitative reasoning question. Skills 3.A-3.E
3	2.1, 2.2	1.2, 1.3, 1.4	Focus on key concepts, such as state, government, nation, and regime. Be sure to place regime types on a continuum. Give students opportunities to practice using these terms with real world examples. Introduce students to the format of the argument essay. Skills 1.A -2.A , 5.A-5.D
4	2.3, 2.4	1.5, 1.6, 1.8, 1.9, 1.10	Focus on key concepts, such as sovereignty, authority, power, legitimacy, and stability. Ask students to find and share short news stories that illustrate these concepts. Skills 1.A, 1.D, 1.E

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5	2.5	1.7	Ask students to brainstorm the advantages and disadvantages of unitary and federal systems. Skill 1.A
6	3.1, 3.2	1.2-1.10	History sets the context for each country study, but do not spend too much time on it. Focus on the highlights, and begin the discussion of institutions of government, if you have time. A somewhat dated, but relevant, video about why Mexico matters can be found here: https://www.youtube.com/watch?v=krl2Z3Vru2o Skill 1.A
7	3.2	2.1-2.9	Finish Mexican political institutions As practice or homework ask students to draw a diagram of the structure of the Mexican government, using only their notes. A similar diagram is located on page 65. Skill 1.B
8	3.3	4.1-4.6	Mexico's mixed electoral system will be unfamiliar to students. Using election data from pages 73-74 in the textbook, ask student to explain why Mexico has a multi-party system. Skills 3.A, 3.B, 3.D
9	3.4, 3.5	3.1-3.9 5.1-5.9	To wrap up the study of Mexico, ask students to make a list of the 5 biggest problems facing Mexico and develop a policy proposal to alleviate them. If time allows, have students present their proposals to the class. Skill 1.E, 4.A, 4.B, 4.C
10	Unit 1 Review		Review for test covering Unit 1 and Mexico. Place students in groups and ask them to outline a practice argument essay.
11	Testing Day		Test covering Unit 1 and Mexico Skills depend on MCQs and FRQs
12	Flex Day*		This TED Video by Hans Rosling explains how to use the GapMinder website, which is a very useful website in comparing development: https://www.ted.com/talks/hans_rosling_let_my_dataset_change_your_mindset?language=en If there is time left after the TED talk, begin on Chapter 4. Skills 3.A, 3.B, 3.E
13	4.1, 4.2	2.1 – 2.5	Ask student the advantages and disadvantages of having a dual executive. Skills 1.A, 1.B
14	4.3	2.6, 2.7	Lead a discussion about how different legislative structures result in different types of representation and ask them to make a list of the advantages and disadvantages of unicameral and bicameral legislatures. Skills 1.A, 1.B

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15	5.1, 5.2	1.2-1.10	Democracy evolved in the UK over a long period of time, but this is not a history course. Focus on the events that lead to democratization. Ask students why the UK is classified as a liberal democracy even though the prime minister is not elected directly. Skills 1.A, 1.B, 1.D
16	5.2	2.1-2.9	Give students poster paper and ask them to draw an analogy to the structure of the British state, labeling key institutions. For example, if the analogy is a ship, the captain would be the prime minister and the queen would be the decorative figurehead. Skills 1.D
17	5.3	4.1-4.6	Show students a portion of Prime Minister’s Questions, which are available on YouTube. Ask students why debate is so lively even when the prime minister is likely to get his or her policies passed. Skills 1.D
18	5.4	3.1-3.9	Introduce students to the comparative analysis free response question, using Mexico and the UK as examples. Skills 2.A, 2.B
19	5.5	5.1-5.9	Now that students have studied Mexico and the UK, ask them to draw a Venn diagram with similarities and differences, focusing on regime type, institutions of government, and elections. Skills 2.A, 2.B
20	Unit 2 Review		Review for test covering Unit 2 and the UK
21	Testing Day		Test covering Unit 2 and the UK Skills depend on MCQs and FRQs
22	6.1, 6.2	3.1 – 3.6	Students struggle with the definition of civil society. Give students a list of organizations (both inside and outside of the government’s control and including political and non-political groups) and ask them to label those that constitute civil society organizations. Remind students that civil society organizations need not be political but must be outside of the government’s control. Ask students to discuss whether formal or informal political participation is more likely to lead to long term policy change. Skill 1.A, 1.C
23	6.3	3.7	Put students in small groups and ask them to develop a plan to expand civil rights and liberties in an illiberal or hybrid regime. Skill 1.E

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24	6.4	3.8, 3.9	Students may have a hard time understanding how political cleavages can strengthen society. Ask students about the social and political divisions that exist in your school. How do these divisions strengthen and weaken the culture of the school? Skills 1.A, 1.B
25	7.1, 7.2	1.2-1.10	Vladimir Putin exemplifies Russia’s long history of authoritarianism. Ask students to read a recent news article about President Putin, summarize it, and draw a conclusion about whether Putin’s regime will maintain its legitimacy. Skills 1.E, 4.A
26	7.2	2.1-2.9	Ask students to draw a “triple” Venn diagram with three overlapping circles to demonstrate the similarities between Russia (a semi-presidential system), the United Kingdom (a parliamentary system), and Mexico (a presidential system). Skills 2.A-2.C
27	7.3	4.1-4.6	Using the graph on page 220, ask students to explain how Russia’s mixed electoral system with a high threshold in the PR portion has limited political competition. Ask them how it differs from the mixed system used in Mexico. Skills 1.E, 3.A-3.D
28	7.4	3.1-3.9	Use the feature story in Chapter 6 about the Immortal Regiment as a starting point for a discussion about the Russian regime has used nationalism as a basis for legitimacy. Ask students about the benefits and dangers of nationalism from a national and international perspective. Skill 1.C
29	7.5	5.1-5.9	This is a good time to discuss population trends. Ask students to examine the population pyramid on page 228, identify potential population challenges facing the Russia state, and develop possible policy solutions. Skills 2.B, 2.C
30	Unit 3 Review		Review for test covering Unit 3 and Russia
31	Testing Day		Test covering Unit 3 and Russia Skills depend on MCQs and FRQs
32	Review for Midterm Exam		This is an excellent opportunity to play a review game, such as Jeopardy, or “trashketball” where teams of students earn points by answering a question correctly and then making a 1, 2, or 3 point shot with a tennis ball into a clean trash can.
33	Midterm Exam		Skills depend on MCQs and FRQs

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34	8.1	4.1, 4.2	Ask students to make a chart showing how the executive and legislatures are elected in Mexico, the UK, and Nigeria. In the last column, ask students to explain how the legislative election system impacts the number of viable parties in each country. Skills 1.C, 1.D, 1.E
35	8.2	4.3, 4.4	This is a good time to review the political parties students have studied so far. Put students in three groups representing Mexico, the UK and Russia and ask them to make a poster with information about major political parties for each country and their platforms. Skills 1.C, 1.D, 1.E
36	8.3	4.5, 4.6	Ask students to debate whether interest groups or social movements are more effective in achieving their goals, using examples from the countries they have studied so far. Skills 1.D, 1.E
37	9.1, 9.2	1.2-1.10	Your students may have little knowledge of Nigeria. Ask them to brainstorm a list of words that come to mind in thinking about Nigeria. Consider showing a short travel video, like the one found here: https://www.youtube.com/watch?v=tYXt3ko4sWM . Lead a discussion about why their perceptions of Nigeria may differ from reality. Skill 1.D
38	9.2	2.1-2.9	Compare the institutions of government in Nigeria and Mexico. In what respects are these presidential systems similar? Pages 65 and 278 can serve as references. Skill 2.B
39	9.3	4.1-4.6	Both the UK and Nigeria use SMD systems for electing the legislature. Ask students to explain why both countries have two party systems and why the election system in Mexico led to a multi-party system and the election system in Russia resulted in a single-party dominant system. Skills 1.D, 1.E, 3.A-3.
40	9.4, 9.5	3.1-3.9 5.1-5.9	If time allows, there is a somewhat dated but fascinating look at Nollywood can be found in this TED Talk by Franco Sacchi: https://www.ted.com/talks/franco_sacchi_a_tour_of_nollywood_nigeria_s_booming_film_industry?language=en Dr. Seya Oyesola provides an insight into a hospital in Nigeria in this TED Talk: https://www.ted.com/talks/seyi_oyesola_a_hospital_tour_in_nigeria?language=en How do the conditions shown in the video affect the legitimacy and stability of Nigeria?

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42	Unit 4 Review		Review for test covering Unit 4 and Nigeria
43	Testing Day		Test covering Unit 4 and Nigeria Skills depend on MCQs and FRQs
44	10.1	5.1	Ask students to debate whether multinational corporations pose a significant threat to local cultures and customs. Skill 1.C
45	10.2	5.2	Host a “globalization theater” festival. Place students in four groups focusing on (1) the history of globalization, (2) advantages of globalization, (3) disadvantages of globalization, and (4) the future of globalization and write a skit illustrating their assigned topic. Encourage them to bring costumes to the next class period when they will present their skits. Skill 1.C
46	10.3	5.3	Give students a little time to rehearse and have them present their “globalization theater” skits in class. Skill 1.C
47	11.1, 11.2	1.2-1.10	Eric X. Li offers a somewhat controversial viewpoint on legitimacy in China in this TED Talk: https://www.ted.com/talks/eric_x_li_a_tale_of_two_political_systems?language=en . Following the talk, ask students why human rights were omitted from the talk and why. Skills 1.D, 1.E
48	11.2	2.1-2.9	China has a system of dual rule. Using their notes, ask students to draw the organizational charts of the CCP and government, including lines of authority between the two governing groups. Student charts should be similar to the one found on page 344. Skills 1.D, 1.E
49	11.3	4.1-4.6	Ask students to brainstorm a list of the advantages and disadvantages for the Chinese state of holding direct elections for local officials at the township and village level. Skills 1.D, 1.E
50	11.4	3.1-3.9	Michael Anti describes the Great Firewall in this TED Talk: https://www.ted.com/talks/michael_anti_behind_the_great_firewall_of_china?language=en . WARNING: This talk contains offensive language, and it is recommended that you watch the video before showing it to students and bypass vulgar language. Skills 1.D, 1.E
51	11.5	5.1-5.9	For an interesting discussion of how China is and isn’t fighting climate change, see the TED Talk by Angel Hsu located here: https://www.ted.com/talks/angel_hsu_how_china_is_and_isn_t_fighting_pollution_and_climate_change?language=en Skills 1.D, 1.E

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52			Review for test covering the first half of Unit 5 and China
53	Testing Day		Test covering the first half of Unit 5 and China Skills depend on MCQs and FRQs
54	12.1	5.4, 5.5	This is an excellent time to review the economic policies in Mexico, the UK, Nigeria, Russia, and China. Students can make a chart, or groups of students can focus on each country. Skills 2.A-2.C
55	12.2	5.6	This is a good time to review the social policies in Mexico, the UK, Nigeria, Russia, and China. Students can make a chart, or groups of students can focus on each country. Skills 2.A-2.C
56	12.3	5.7	Ask students to debate the assumptions underlying the resource curse. Is having an abundant natural resource really a detriment to long term economic development? Ask students to use the course countries studied as evidence. Skills 2.A-2.C
57	13.1, 13.2	1.2-1.10	This video examines the complex geometry of Islamic art: https://www.youtube.com/watch?v=pg1NpMmPv48
58	13.2	2.1-2.9	Using only their notes, ask students to draw an organizational chart of Iran with key institutions of government and explaining how they relate to one another, similar to the chart on page 405 of the textbook. Skill 1.E
59	13.3	1.4-4.6	Iran is the only MMD system studied. Review the differences between SMD, MMD, and PR systems and do a quick review of legislative election systems in each country studied. Skills 1.C, 1. D, 1.E
60	13.4	3.1-3.9	Students can compare restrictions on civil rights and liberties in Russia, China, and Iran. Based on this comparison, ask students which state has been most effective in using government restrictions on civil liberties to maintain power.
61	13.5	5.1-5.9	Ask students to debate whether economic sanctions against Iran have been effective in undermining the state's legitimacy. Skill 1.E
62	Unit 5 Practice Test		Review for test covering the second half of Unit 5 and Iran
63	Testing Day		Test covering the second half of Unit 5 and Iran Skills depend on MCQs and FRQs
64	Flex day		

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65	Course Countries at-a-Glance		Review for AP® Exam
66			Review for AP® Exam
67			Review for AP® Exam
68			Review for AP® Exam
69			Review for AP® Exam
70			Administer Practice Test
71			Review Practice Test (Thursday or Friday before, so students still have time to study)
72			AP® Exam Day
73			The Create a Country Project allows groups of students to create a structure of government for an imaginary country. Students should consider (1) whether to make the system presidential, parliamentary, or semi-presidential, (2) whether it will be unitary or federal, (3) election systems, (4) structure and powers of the executive, legislature, and judiciary, and (5) any other information they want to include. Students should design an attractive flag!
74			Create a Country Project
75			Create a Country Project
76			Present the Create a Country Project

*Flex days are built into the schedule to account for unanticipated events.

A consideration to keep in mind is that once AP exams start, the chances of having all your kids in class on any given day decrease. You might want to ask your students what exams they are taking and adjust your planning accordingly. With the current exam schedule, there are only two days of testing before the AP Comparative exam.

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