**Unit # 4 Topic: European Government & Economics**

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| **SS6CG3 Compare and contrast various forms of government.**  a. Explain citizen participation in autocratic and democratic governments. [i.e., role of citizens in choosing the leaders of the United Kingdom (parliamentary democracy), Germany (parliamentary democracy), and Russia (presidential democracy)].  b. Describe the two predominant forms of democratic governments: parliamentary and presidential.  **SS6E7 Analyze different economic systems.**  a. Compare how traditional, command, and market economies answer the economic questions of 1-what to produce, 2-how to produce, and 3-for whom to produce.  b. Explain that countries have a mixed economic system located on a continuum between pure market and pure command.  c. Compare the basic types of economic systems found in the United Kingdom, Germany, and Russia.  **SS6E8 Analyze the benefits of and barriers to voluntary trade in Europe.**  a. Explain how specialization encourages trade between countries.  b. Compare and contrast different types of trade barriers such as tariffs, quotas, and embargoes.  c. Explain why international trade requires a system for exchanging currencies between nations.  d. Describe the purpose of the European Union and the relationship between member nations.  **SS6E9 Describe factors that influence economic growth and examine their presence or absence in the United Kingdom, Germany, and Russia.**  a. Evaluate how literacy rates affect the standard of living.  b. Explain the relationship between investment in human capital goods (education and training) and gross domestic product (GDP per capita).  c. Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP per capita).  d. Describe the role of natural resources in a country’s economy.  e. Describe the role of entrepreneurship. | |
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| **Key TERMS the students will KNOW:**  Governments: autocratic, democratic, parliamentary democracy, presidential democracy  Civic/citizen participation, predominant, forms of government  Economics: traditional, command, market, economic questions, continuum, mixed, pure  Trade: specialization, trade barriers, tariff, quota, embargo, international trade, currency, exchange rate, European Union  Economic Impacts: literacy rate, standard of living, investment, human capital, GDP, per capita, capital, natural resources, entrepreneurship | **The CONCEPTS/SKILLS students will DO:**  Compare / Contrast  Explain  Describe  Analyze  Compare  Explain  Analyze  Explain  Compare/contrast  Describe  Describe |
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| **How will students demonstrate standard mastery? How will I measure proficiency? Does the unit need to be broken into mini-units? Which standards in each mini-unit?** | |

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| **What learning experiences will develop knowledge mastery?**  **Resources:** | **What learning experiences will develop conceptual mastery?** |
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| **Does this unit need to be broken into mini-units? What will the mini-units be?**  **What assessments will measure learning after each mini-unit?**  **Will there be a final summative unit that brings it together? If so, what?**  Multiple choice and constructed response test (100 x 3) | |