**Unit # 7 Topic: Latin America – Government & Economics**

|  |  |
| --- | --- |
| **SS6CG1 Compare and contrast various forms of government**  a. Explain citizen participation in autocratic, and democratic governments. [i.e. the role of citizens in choosing the leaders of Mexico (presidential democracy), Cuba (autocratic), and Brazil (presidential democracy)].  b. Describe the two predominant forms of democratic governments: parliamentary and presidential.  **SS6E1 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 and contrast the basic types of economic systems found in Mexico, Cuba, and Brazil.  **SS6E2 Give examples of how voluntary trade benefits buyers and sellers in Latin America.**  a. Explain how specialization encourages trade between countries.  b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos.  c. Explain why international trade requires a system for exchanging currencies between nations.  d. Explain the functions of the North American Free Trade Agreement (NAFTA).  **SS6E3 Describe factors that influence economic growth and examine their presence or absence in Brazil, Cuba, and Mexico.**  a. Evaluate how literacy rates affect the standard of living.  b. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP per capita).  c. Explain the relationship between investment in capital goods (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. | |
|  | |
| **Key TERMS the students will KNOW:** | **The CONCEPTS/SKILLS students will DO:** |
| ***Government***: autocratic, democratic, presidential democracy, citizens, choosing leaders  ***Economic Systems***: traditional, command, market, pure, mixed, economic questions  ***Trade***: specialization, trade barriers, tariffs, quotas, embargos, international trade, currency exchange, NAFTA  ***Economic Impacts***: literacy rate, standard of living, human capital, capital goods, GDP, natural resources, entrepreneurship | **Compare/Contrast**  **Explain**  **Describe**  **Analyze**  **Compare/Contrast**  **Explain**  **Compare/Contrast**  **Explain**  **Describe factors** |
| **How will students demonstrate standard mastery? How will I measure proficiency?** | |

**Unit # Topic:**

|  |  |
| --- | --- |
| **What learning experiences will develop knowledge mastery?**  **Resources:** | **What learning experiences will develop conceptual mastery?** |
|  |  |
| **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?** | |