**Unit # 5 Topic: SW Asia Government, Civics, & Economics**

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| Standard **SS7CG3 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 Israel (parliamentary democracy), Saudi Arabia (autocratic monarchy), and Turkey (parliamentary democracy)]. b. Describe the two predominant forms of democratic governments: parliamentary and presidential. **Standard** **SS7E4 - 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 economic systems in Israel, Saudi Arabia, and Turkey. **Standard** **SS7E5 - Explain how voluntary trade benefits buyers and sellers in Southwest Asia (Middle East).** 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. Explain the primary function of the Organization of Petroleum Exporting Countries (OPEC). **Standard** **SS7E6 - Describe factors that influence economic growth and examine their presence or absence in Israel, Saudi Arabia, and Turkey.** 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. Explain how the distribution of oil has affected the development of Southwest Asia (Middle East). e. Describe the role of entrepreneurship.  |
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| **Key TERMS the students will KNOW:*****Government:*** autocratic, democratic, parliamentary, presidential democracies, autocratic monarchy, civic participation***Economic Systems:*** traditional, command, market, pure, mixed, continuum, economic questions***Trade:*** specialization, trade barriers, tariffs, quotas, embargoes, international trade, currency, exchange, OPEC***Economic Impact:*** economic growth, literacy rate, standard of living, investment, human capital, capital goods, GDP, oil, entrepreneurship | **The CONCEPTS/SKILLS students will DO:**Compare/Contrast Explain participation Describe formsAnalyze Compare how Explain Compare/ContrastExplain Explain how Compare/contrast types Explain why Explain functionDescribe and Examine |
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| **How will students demonstrate standard mastery? How will I measure proficiency?** |

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| **What learning experiences will develop knowledge mastery?** | **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?** |