

Curriculum Map: World Government and Economics, Grade 12

Meadville Area Senior High School History Department

Course Description:

U.S. Government

Students will apply knowledge gain in a deeper understanding of the institutions of Governments. In addition, they draw on their studies of World and American history and geography and other societies to compare differences and similarities in world governmental systems today. This course is the culmination of history/social sciences classes to prepare students to solve societal problems, to understand and to participate in the governmental process, and to be a responsible citizen of the United States and the world.

Economics

The general objective of a high school economics course is for students to understand fundamental economic concepts, appreciate how the principal concepts of economics relate to each other and understand the structure of economic systems. Students will use economic concepts in a reasoned, careful manner in dealing with personal, community, national and global economic issues.

Unit Title: Forms of World Governments

Suggested time frame: 9 weeks

September, October, November (Thanksgiving)

Standards: 5.1.12.A, 5.1.12.B, 5.1.12.C, 5.1.12.E, 5.1.12.F, 5.1.12.H, 5.1.12.I, 5.1.12.J, 5.2.12.A., 5.2.12.B, 5.2.12.E, 5.2.12.G, 5.3.12.A, 5.3.12.B, 5.3.12.G, 5.3.12.K, 5.4.12.A, 5.4.12.B; C.1.2.1.1; C.1.2.1.2, C.1.2.1.3, C.1.2.2.1, C.1.2.2, C.1.3.1

Big Idea: Students will be able to distinguish and critique the structures of "politics" and "governments" within the world. Purposes government serves; Definition of nation and characteristics all nations share. (The origins of government Types of government Direct and Indirect democracies)

Essential Questions: What are and what roles do governmental alliances play within world government's interaction?

What are the fundamental differences between the government structures of the super powers (both militarily and economically) with in the world during the early 21st century?

Competency	Vocabulary	Strategy	Resource
<ul style="list-style-type: none"> • (SWBAT) - Identify the various forms of government. • (DOK) - Apply a concept in a new context; Revise final draft for meaning or progression of ideas; Apply internal consistency of text organization and structure to composing a full composition; Apply word choice, point of view, style to impact readers'/viewers' interpretation of a text 	Republic, Public policy, Sovereignty Force, Natural rights, Autocracy Monarchy, Divine Right, Dictatorship, Authoritarian, Totalitarian Democracy, Direct Democracy, Representative Democracy, Interdependence	Document Based Questions (DBQ), Talking to the Text, Think-Pair- Share, argumentative essays, expository essays, compare/contrast essays, anticipation guides, Problem Based Learning Projects, K-W-L, think aloud, graphic organizers, simulations, biographical sketches, vocabulary exercises, reciprocal teaching, creative writing (journals, newspapers, letters), map design, summarizing, debates, Answer-Cite-Explain Response (ACE), writing narratives, main idea and details exercises, Podcast documentaries, PowerPoints, speeches, class presentations, cross curricular lessons, historical inquiry actives, image/artifact analysis activities	Primary and secondary sources Maps Charts Video resources Field trip to local historical sites (i.e Court House, City Hall..etc.) Smartboard lessons Internet resources Images, Biographies, History textbooks Political cartoons

Unit Title: Analyzing of Word Governments

Suggested time frame: 9 weeks

November, December, January

Standards: 5.1.12.A, 5.1.12.B, 5.1.12.C, 5.1.12.E, 5.1.12.F, 5.1.12.H, 5.1.12.I, 5.1.12.J, 5.2.12.A, 5.2.12.B, 5.2.12.E, 5.3.12.A, 5.3.12.D, 5.3.12.K, 5.4.12.A, 5.4.12.B, 5.4.12.D; C.1.2.1.1, C.1.2.1.2, C.1.2.1.3, C.1.2.2.1, C.1.2.2, C.1.3.1

Big Idea: Students will be able to compare and draw conclusions of the structures of "politics" and "governments" within the world.

Essential Questions: What are examples of current conflicts in the world, and how do their government structures influence in the conflict.

What are the functions, structures and authority of the three major economic powers governmental units?

Competency	Vocabulary	Strategy	Resource
<ul style="list-style-type: none"> • (SWBAT) – Describe the function of the various forms of World Government. • (DOK) - Apply a concept in a new context; Revise final draft for meaning or progression of ideas; Apply internal consistency of text organization and structure to composing a full composition; Apply word choice, point of view, style to impact readers’/viewers’ interpretation of a text 	Amendments, Tyranny, Veto Power, Judicial Review, Unconstitutional, Federalism, Repealed, Tenure, Exclusionary rule, Civil Rights, Naturalization, Expatriation, Denaturalization, Immigrants, Aliens, Refugees, Electorate, Political Party, Plurality, Nomination, Primary, Canvasses, Solidarity, Independents, Ideology, Patronage	Document Based Questions (DBQ), Talking to the Text, Think-Pair- Share, argumentative essays, expository essays, compare/contrast essays, anticipation guides, Problem Based Learning Projects, K-W-L, think aloud, graphic organizers, simulations, biographical sketches, vocabulary exercises, reciprocal teaching, creative writing (journals, newspapers, letters), map design, summarizing, debates, Answer-Cite-Explain Response (ACE), writing narratives, main idea and details exercises, Podcast documentaries, PowerPoints, speeches, class presentations, cross curricular lessons, historical inquiry actives, image/artifact analysis activities	Primary and secondary sources Maps Charts Video resources Field trip to local historical sites (i.e Court House, City Hall..etc.) Smartboard lessons Internet resources Images, Biographies, History textbooks Political cartoons

Unit Title:

Fundamentals of Economics

Suggested time frame:

9 weeks

January, February, March

Standards:

6.1.12.A, 6.1.12.C, 6.4.12.B, 6.4.12.C, 6.2.12.H, 6.2.12.J, 6.2.12.H, 6.4.12.A, 6.4.12.B, 6.4.12.D, 6.5.12.C; C.1.2.1.1, C.1.2.1.2, C.1.2.1.3, C.1.2.2.1, C.1.2.2, C.1.3.1

Big Idea:

Students will be able interpret and differentiate between: FUNDAMENTAL ECONOMIC CONCEPTS, MICROECONOMIC CONCEPTS, and MACROECONOMIC CONCEPTS

Essential Questions:

The basic problem of economics is that everything that exists is limited. The fact that people do not have enough time, money, or other resources to meet to their every need (desire) leads to scarcity. Explain how fundamental economic concepts are a product of scarcity.

Effective decision-making requires comparing the additional costs of alternatives with the additional benefits. Most choices involve doing a little more or a little less of something; few choices are all or-nothing decisions. Analyze the best use of your (our) resource and how will you be able to use scarce resources more efficiently.

Competency	Vocabulary	Strategy	Resource
<ul style="list-style-type: none"> • (SWBAT) – Demonstrate understating (with use of examples) the of economic principals in the students own life. • (DOK) - Apply a concept in a new context; Revise final draft for meaning or progression of ideas; Apply internal consistency of text organization and structure to composing a full composition; Apply word choice, point of view, style to impact readers’/viewers’ interpretation of a text 	<p>Scarcity, Opportunity Cost and Trade-offs, Productivity, Economic Systems, Economic Institutions and Incentives, Exchange, Money, and Interdependence, Markets and Prices, Supply and Demand, Competition and Market structure, Income Distribution, Market Failures, The Role of Government, Gross National Product, Aggregate Supply, Aggregate Demand, Unemployment, Inflation and Deflation, Monetary Policy, Fiscal Policy</p>	<p>Document Based Questions (DBQ), Talking to the Text, Think-Pair- Share, argumentative essays, expository essays, compare/contrast essays, anticipation guides, Problem Based Learning Projects, K-W-L, think aloud, graphic organizers, simulations, biographical sketches, vocabulary exercises, reciprocal teaching, creative writing (journals, newspapers, letters), map design, summarizing, debates, Answer-Cite- Explain Response (ACE), writing narratives, main idea and details exercises, Podcast documentaries, PowerPoints, speeches, class presentations, cross curricular lessons, historical inquiry actives, image/artifact analysis activities</p>	<p>Primary and secondary sources Maps Charts Video resources Field trip to local historical sites (i.e Court House, City Hall..etc.) Smartboard lessons Internet resources Images, Biographies, History textbooks Political cartoons</p>

Unit Title: Forms of World Economic Systems

Suggested time frame: 9 weeks

March, April, May

Standards: 6.1.12.A, 6.4.12.B, 6.2.12.H, 6.2.12.D, 6.2.12.H, 6.2.12.J, 6.2.12.H, 6.4.12.A , 6.4.12.B, 6.4.12.D, 6.5.12.H; C.1.2.1.1, C.1.2.1.2, C.1.2.1.3, C.1.2.2.1, C.1.2.2, C.1.3.1

Big Idea: Students will be able to compare and draw conclusions of the structures of "politics" and "governments" within the world.

Essential Questions: What are the absolute and comparative advantage and barriers to trade?

What role does exchange rates (and the balance of payments) play in the equality (or inequality) of world trade?

What role does specie and commodities perform in the International aspects of growth and stability?

Competency	Vocabulary	Strategy	Resource
<ul style="list-style-type: none"> (SWBAT) – Conceptualize the terms purchasing power, factors of production, economic growth, disposable personal income, and standard of living. (DOK) - Apply a concept in a new context; Revise final draft for meaning or progression of ideas; Apply internal consistency of text organization and structure to composing a full composition; Apply word choice, point of view, style to impact readers’/viewers’ interpretation of a text 	<p>Least Developed Nations, <input type="text"/> Life Expectancy, Mixed Economy, <input type="text"/> Command Economy, Developing Nations, <input type="text"/> Developed Nations, <input type="text"/> Communism, <input type="text"/> Gross Domestic Product (GDP), Socialism, Economic growth, GDP per capita, Disposable personal income, Market Economy, <input type="text"/> Traditional Economy, <input type="text"/> Factors of production, Human Development Index (HDI), <input type="text"/> economy, scarcity, Standard of living, <input type="text"/> Literacy Rate, Purchasing power</p>	<p>Document Based Questions (DBQ), Talking to the Text, Think-Pair- Share, argumentative essays, expository essays, compare/contrast essays, anticipation guides, Problem Based Learning Projects, K-W-L, think aloud, graphic organizers, simulations, biographical sketches, vocabulary exercises, reciprocal teaching, creative writing (journals, newspapers, letters), map design, summarizing, debates, Answer-Cite-Explain Response (ACE), writing narratives, main idea and details exercises, Podcast documentaries, PowerPoints, speeches, class presentations, cross curricular lessons, historical inquiry actives, image/artifact analysis activities</p>	<p>Primary and secondary sources Maps Charts Video resources Field trip to local historical sites (i.e Court House, City Hall..etc.) Smartboard lessons Internet resources Images, Biographies, History textbooks Political cartoons</p>

