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| **7th Grade World Studies Lesson Plan**  **SE Asia Government and Economics**  **Diana Grafton** | | | | | | |
| **Standards/ Elements** | **SS7CG6 The student will compare and contrast various forms of government.**   1. Describe the ways government systems distribute power: unitary, confederation, and federal. 2. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic. 3. Describe the two predominant forms of democratic governments: parliamentary and presidential.   **SS7CG7 The student will demonstrate an understanding of national governments in Southern and Eastern Asia.**   1. Compare and contrast the federal republic of The Republic of India, the communist state of The People’s Republic China, and the constitutional monarchy of Japan, distinguishing the form of leadership and the role of the citizen in terms of voting rights and personal freedoms.   **SS7E8 The student will analyze different economic systems.**   1. Compare how traditional, command, market economies answer the economic questions of (1) what to produce, (2) how to produce, and (3) for whom to produce. 2. Explain how most countries have a mixed economy located on a continuum between pure market and pure command. 3. Compare and contrast the economic systems in China, India, Japan, and North Korea.   **SS7E9 The student will explain how voluntary trade benefits buyers and sellers in Southern and Eastern Asia.**   1. Explain how specialization encourages trade between countries. 2. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos. 3. Explain why international trade requires a system for exchanging currencies between nations.   **SS7E10 Describe factors that influence economic growth and examine their presence or absence in India, China, and Japan.**   1. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP). 2. Describe the role of natural resources in a country’s economy. 3. Describe the role of entrepreneurship. | | | | | |
| **Essential Questions** | * What are the similarities and differences between leadership, voting rights, and personal freedoms in the Federal Republic of India, The People’s Republic China, and Japan * How do the unitary, confederation, and federal government systems distribute power? * What is the role of the citizen in autocratic, oligarchic, and democratic governments? * What are the components of parliamentary and presidential governments? * What are the similarities and differences between the economic systems in China, India, Japan, and North Korea? * How does specialization encourage trade between countries? * What are the advantages and disadvantages of specialization on trade between countries in Southern and Eastern Asia? * How has trade impacted modern Japan? * If countries benefit from trade, why would they develop trade barriers? * How are tariffs, quotas, and embargos barriers to trade in Southern and Eastern Asia? * How are those barriers being overcome? * Why does international trade require a system for exchanging currencies between nations? * What issues are involved when exchanging international currencies? * How do various economic systems answer the three basic questions differently? * How do the traditional, command, and market economies of Southwest Asia countries answer the economic questions of (1) what to produce, (2) how to produce, and (3) for whom to produce? * Where are the economic systems of Southern and Eastern Asia located on a continuum between pure market and pure command? * What are the similarities and differences between the economic systems in China, India, Japan, and North Korea? * How does specialization encourage trade between countries? * What are the advantages and disadvantages of specialization on trade between countries in Southern and Eastern Asia? * How has trade impacted modern Japan? | | | | | |
| **Enduring Understandings** | * **Power, Authority, and Governance**- Students will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases**.** * **Production, Distribution, and Consumption** - The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society. | | | | | |
| **Essential Vocabulary** | * unitary * confederation * federal * autocratic * oligarchic * democratic * parliamentary * presidential * Cabinet * president * role of the citizen * voting rights * personal freedoms * National People’s Congress (China) * Chinese Communist Party * State Council * Chief of State * Diet * Emperor of Japan * Premier * Ceremonial functions/role * Federal Republic of India * People’s Republic China * Japan * communist state * constitutional monarchy * form of leadership * head of state * head of government * monarch * prime minister * Specialization * Over-specialization * Traditional Economy * Command Economy * Market Economy * Mixed economy * Continuum * pure market * pure command * state-run industries * private sector * agriculture * manufactured goods * self-sufficient * outsourcing | | | | | |
| **Learning Format**   * Whole Group * Cooperative Groups * Cooperative Pairs * Flexible Groups * Individual | | | **Technology Usage**   * Laptop/Computer/ Internet * Projector * Ecivics.org | | **Assessment**   * 4.5 Assessment * Warm-up Formative Questions * Friday Student-Teacher Conferences * Ticket Out The Door * Group Discussion | |
|  | | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Warm-Up/Hook** | | Formative Question: daily journal | Formative Question: daily journal | Formative Question: daily journal | Formative Question: daily journal | Formative Question: daily journal |
| **Instructional Activities/ Strategies** | | Government Stations  Government China  Government Japan  Government India  Multiple texts, graphic organizers critical thinking questions | Government Stations  Government China  Government Japan  Government India  Multiple texts, graphic organizers critical thinking questions | Government Stations  Government China  Government Japan  Government India  Multiple texts, graphic organizers critical thinking questions | Economic Stations  India, China,  Japan, and North Korea  Multiple texts, graphic organizers critical thinking questions | Economic Stations  India, China,  Japan, and North Korea  Multiple texts, graphic organizers critical thinking questions |
| **Differentiation** | | \* recorded material \* anchor activities \* varying organizers \* varied texts/supplementary materials \* varied journal prompts \* student generated questions \* small-group instruction \* whole group instruction \* varied questioning strategies | \* recorded material \* anchor activities \* varying organizers \* varied texts/supplementary materials \* varied journal prompts \* student generated questions \* small-group instruction \* whole group instruction\* varied questioning strategies | \* recorded material \* anchor activities \* varying organizers \* varied texts/supplementary materials \* varied journal prompts \* student generated questions \* small-group instruction \* whole group instruction \* varied questioning strategies | \* recorded material \* anchor activities \* varying organizers \* varied texts/supplementary materials \* varied journal prompts \* student generated questions \* small-group instruction \* whole group instruction\* varied questioning strategies | \* recorded material \* anchor activities \* varying organizers \* varied texts/supplementary materials \* varied journal prompts \* student generated questions \* small-group instruction \* whole group instruction\* varied questioning strategies |
| **Accommodations** | | Verbal and written directions, modified assignments, students may take frequent breaks, instruction broken into smaller parts, individual help from teacher | Verbal and written directions, modified assignments, students may take frequent breaks, instruction broken into smaller parts, individual help from teacher | Verbal and written directions, modified assignments, students may take frequent breaks, instruction broken into smaller parts, individual help from teacher, Test read aloud | Verbal and written directions, instruction broken into smaller parts, modified assignments, students may take frequent breaks | Verbal and written directions, modified assignments, students may take frequent breaks, instruction broken into smaller parts, individual help from teacher |