



Unit Title: Middle East History and Middle East Government and Economics

Enduring Understanding: Middle East Government and Economics

**Standards to Address in Unit:**

**Social Studies:**

**Government/Civics Understandings SS7CG4 The student will compare and contrast various forms of government.** a. Describe the ways government systems distribute power: unitary, confederation, and federal. b. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic. c. Describe the two predominant forms of democratic governments: parliamentary and presidential. **SS7CG5 The student will explain the structures of the national governments of Southwest Asia (Middle East).**

a. Compare the parliamentary democracy of the State of Israel, the monarchy of the Kingdom of Saudi Arabia, and the theocracy of the Islamic Republic of Iran, distinguishing the form of leadership and the role of the citizen in terms of voting rights and personal freedoms.

**Economic Understandings SS7E5 The student will 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 how most countries have a mixed economy located on a continuum between pure market and pure command.

c. Compare and contrast the economic systems in Israel, Saudi Arabia, and Turkey.

**SS7E6 The student will 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 embargos.

c. Explain the primary function of the Organization of Petroleum Exporting Countries (OPEC).

d. Explain why international trade requires a system for exchanging currencies between nations.

**SS7E7 The student will describe factors that influence economic growth and examine their presence or absence in Israel, Saudi Arabia, and Iran.**

a. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP).

b. Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP).

c. Explain the role of oil in these countries' economies.

d. Describe the role of entrepreneurship.

**SS7G8 The student will describe the diverse cultures of the people who live in Southwest Asia (Middle East).**

e. Evaluate how the literacy rate affects the standard of living.

**Common Core**

**L6-8RH7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in texts.

**L6-8WHST2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments or technical processes.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

**L6-8RST7:** Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

**L6-8WHST2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments or technical processes.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style and objective tone.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

**ASSESSMENTS:**

**Diagnostic:**

**Formative:**

Edmodo Polls  
Questions from Study Guide

**Summative:**

Current Events Blog Presentation

**Essential Questions:**

How do Government and Economics Systems influence a countries customs, history and standard of living?

**Vocabulary:** distribution, unitary, confederation, federal, citizen participation, autocratic, oligarchic, democratic, predominant, presidential democracy, parliamentary democracy, the monarchy, theocracy, personal freedoms, traditional, command, and market economies, Voluntary Trade, trade barriers, tariffs, quotas, embargos, Organization of Petroleum Exporting Countries (OPEC), human capital, gross domestic product (GDP), entrepreneurship, literacy rate, standard of living

**MONDAY**

**TUESDAY**

**WEDNESDAY**

**THURSDAY**

**FRIDAY**

<b>Objective</b>	<b>The student will analyze different Government systems.</b>	<b>The student will analyze current events in the Middle East.</b>			
<b>Warm-up</b> Getting students ready to learn	<b>Describe the Government and Economies in Israel, Turkey, Saudi Arabia, and Iran.</b>  <b>Homework check</b>	<b>Break into country groups and discuss article- 10 minutes.</b>			
<b>Lesson</b> Releasing students to do the work	<b>Check Study Guide</b>  <b>Review Game</b>	<b>Large group presentations.</b>			
<b>Wrap-up</b> Helping students make sense	<b>Tally Jeopardy Winners</b>	<b>Why is it important to consider current events when embarking on Thanksgiving Break?</b>			
<b>Home work</b>	<b>Skim read Economics Activity</b> <b>Blog Due Nov 20th</b>	<b>Happy Thanksgiving!</b>			
<b>Differentiation</b>	<b>Questions given are on different levels depending on needs of student.</b>	<b>Questions given are on different levels depending on needs of student.</b>			