

HPISD CURRICULUM  
 (SUBJECT, GRADE XX)

EST. NUMBER OF DAYS:10 DAYS

UNIT NAME	UNIT 5: COMPARATIVE POLITICAL AND ECONOMIC SYSTEMS A: COMPARATIVE POLITICS B: COMPARATIVE ECONOMIC SYSTEMS
	This unit covers the different forms of economic systems and types of governments found in the world today.
Unit Overview	A: Three different forms of economic systems
	B: Styles of governments found in the world today.
Generalizations/Enduring Understandings	A: Although the forms of government in Great Britain, Japan, Russia, and China differ, each government has a scope of responsibility laid out in its laws. The governments of Great Britain, Japan, Mexico, and Russia each have at least one popularly elected legislative body. Each government also protects the freedoms necessary for citizens to participate in government. In a parliamentary system, such as Japan's or Great Britain's, the legislative and executive powers are not divided between two branches of government. The violent history of Mexico and Russia has created an evolving constitutional republic. China evolved from a dictatorship based on an emperor to a dictatorship based on a single party.
	B: There are various distinctions between a free enterprise system, a socialist economic system, and a

	communist economic system.	
Concepts	A: Parliamentary government, constitutional republic, dictatorship	
	B: Capitalism, socialism, communism	
Guiding/Essential Questions	A: How does a capitalist/free enterprise system differ from a socialist economic system? Why does a true communist economic system have difficulty gaining success? How do the unitary governments of Great Britain and Japan differ from the federalist governments of Mexico and Russia? How did the original governments of Great Britain, Japan, Mexico, Russia, and China differ from their governments of today?	
	B: How does China sustain an authoritative government while embracing a market economy?	
Learning Targets	<b>Performance Levels</b>	<b>Learning Progressions (**Decision Point)</b>
	Prerequisite Students will identify and discuss the government style of five different countries selected by the teacher.  <b>Learning Target</b> <b>The student will compare the US form of government to various governmental styles around the world.</b>	<ul style="list-style-type: none"> <li>• Know Great Britain</li> <li>• Know Japan</li> <li>• Know Mexico</li> <li>• Know China</li> <li>• Know Russia</li> <li>• Understand a parliamentary system</li> <li>• Understand communism</li> <li>• Understand federalism</li> </ul>

		<ul style="list-style-type: none"> <li>• (***)Decision Point)</li> </ul>
	<p>Prerequisite Students will identify and recall major elements of capitalism, communism and socialism</p> <p><b>Learning Target</b> <b>The student will understand that although the American free enterprise system is rooted in classic Laissez-faire theory, government plays a major role in the nation's economic life—and so in the economic life of every person in this country.</b></p>	<ul style="list-style-type: none"> <li>• Know free enterprise system</li> <li>• Understand supply and demand</li> <li>• Know communism</li> <li>• Know Karl Marx</li> <li>• Understand collectivism</li> <li>• Know socialism</li> <li>• Understand the tax system of socialism</li> <li>• (***)Decision Point)</li> </ul>
<b>Formative Assessments</b>		
<b>Summative Assessments</b>		
	<b>TEKS</b>	<b>Specifications</b>
<b>TEKS (Grade Level) / Specifications</b>	<p>(4) Geography. The student understands why certain places or regions are important to the United States. The student is expected to:</p> <p>(A) identify the significance to the United States of the location and key natural resources of selected global places or regions; and</p>	<ul style="list-style-type: none"> <li>• NAFTA (Pearson)</li> <li>• European Union (Pearson)</li> <li>• OPEC (Pearson)</li> </ul>

	<p><b>(5) Economics. The student understands the roles played by local, state, and national governments in both the public and private sectors of the U.S. free enterprise system. The student is expected to:</b></p> <p>(C) compare the role of government in the U.S. free enterprise system and other economic systems;</p>	
	<p>(D) understand how government taxation and regulation can serve as restrictions to private enterprise.</p>	<ul style="list-style-type: none"> <li>• <b>Tariff (Pearson)</b></li> </ul>
	<p><b>(6) Economics. The student understands the relationship between U.S. government policies and the economy. The student is expected to:</b></p> <p>(A) examine how the U.S. government uses economic resources in foreign policy;</p>	<ul style="list-style-type: none"> <li>• <b>Sanctions (Pearson)</b></li> <li>• <b>Humanitarian Aid (Pearson)</b></li> </ul>
	<p>(B) understand the roles of the executive and legislative branches in setting</p>	<ul style="list-style-type: none"> <li>• <b>Treaties (Pearson)</b></li> <li>• <b>Executive Agreements (Pearson)</b></li> </ul>

	international trade and fiscal policies.	
	<p><b>(7) Government. The student understands the American beliefs and principles reflected in the U.S. Constitution and why these are significant. The student is expected to:</b></p> <p>(A) explain the importance of a written constitution;</p>	
	<p><b>9)Government. The student understands the concept of federalism. The student is expected to:</b></p> <p>(A) explain why the Founding Fathers created a distinctly new form of federalism and adopted a federal system of government instead of a unitary system;</p>	
	<p><b>(12) Government. The student understands the similarities and differences that exist among the U.S. system of government and other</b></p>	

	<p><b>political systems. The student is expected to:</b></p> <p>(A) compare the U.S. constitutional republic to historical and contemporary forms of government such as monarchy, a classical republic, authoritarian, socialist, direct democracy, theocracy, tribal, and other republics;</p>	
	<p>(B) analyze advantages and disadvantages of federal, confederate, and unitary systems of government; and</p>	
	<p>(C) analyze advantages and disadvantages of presidential and parliamentary systems of government.</p>	
<p><b>Processes and Skills</b></p>	<p><b>(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:</b></p>	

	(B) create a product on a contemporary government issue or topic using critical methods of inquiry;	
<b>Topics</b>	<b>A:</b> Great Britain, Japan, Mexico, Russia, China,	
	<b>B:</b> Capitalism, Socialism, Communism	
<b>Facts</b>		
<b>Language of Instruction</b>	<b>A:</b> Monarchy, by-election, coalition, minister, shadow cabinet, devolution, consensus, dissolution, prefecture, mestizo, nationalization, North American Free Trade Agreement (NAFTA), purge, soviets, perestroika, glasnost, Cultural Revolution,	
	<b>B:</b> Autonomous, factors of production, capital, capitalist, entrepreneur, free enterprise system, laws of supply and demand, monopoly, trust, laissez-faire theory, socialism, proletariat, bourgeoisie, welfare state, market economy, centrally planned economy, communism, five-year plan, collectivization, Gosplan, privatization, Great Leap Forward, commune	
<b>State Assessment Connections</b>		
<b>National Assessment Connections</b>		
<b>Resources</b>	<u>Magruder's American Government</u> , Chapter 22, 23	

