7th Grade Social Studies
Economics & Government Unit Information

Milestones Domain/Weight: Economics 25% | Government/Civics 20%

Purpose/Goal(s): These standards appear at the beginning of each Civics/Government and Economics section. The intent of the standards is to lay a foundation for students to understand the basic organization of governments and economies before attempting to compare them. The elements dealing with unitary, confederation, and federal systems focus on the ways in which government systems distribute power—the relationship between the national or central government and the smaller governmental divisions (states, provinces, counties and cities). The elements dealing with autocratic, oligarchic, and democratic types of governments focus on how citizen participation is determined.

The goal of the economic standard is to acquaint students with the three major types of economic systems. The second element helps students understand how every country’s economy is a blend of command and market economies. Additionally, students will explain the importance of voluntary trade and how it benefits countries and the factors that most influence economic growth in a nation.

Content Map: Economics and Government Content Map

Economics Content from the Teacher Notes

Prerequisites: Elementary Economic Standards | Elementary Government Standards
Students have also been exposed to these standards in 6th grade SS

Unit Length: Approximately 20 Days

Economics & Gov’t Study Guide | Economics & Gov’t Study Guide KEY

Click on the links below for resources by Essential Question:

EQ 1: How do economic systems answer the questions of what, how, and for whom to produce?

EQ 2: What factors encourage and/or hinder voluntary trade?

EQ 3: What factors influence economic growth?

EQ 4: How do government systems distribute power and determine citizen participation?

EQ 5: How do presidential and parliamentary governments differ?

Review Items for Economics and Government
## TCSS 7th SS Economics & Government Unit

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| Review: What is economics? Standard: SS7E1 The student will analyze different economic systems. | Loss  
Profit  
Taxes  
Good  
Supply  
Demand  
Barter  
Scarcity  
Service  
Economics  
Producer  
Consumer  
Specialization  
Entrepreneur  
Opportunity Cost  
Interdependence  
Free enterprise  
*Essential Vocabulary listed in the GPS Standards  
**Supplemental Vocabulary listed in the state frameworks and/or other state document | The resources below are set up in a model lesson format. The ppt provides guidance for the entire lesson including activating, teaching and summarizing strategies. The activities listed below the ppt are used during the lesson and are identified in the ppt for use where they are most likely appropriate. The resources can be used as an entire lesson or pulled out for use separately.  
- **What is Economics? ppt review** - See “Notes” on ppt slides for suggested instructional approaches where applicable or view the What is Economics ppt Notes  
- **What is Economics? Review Notes** – Students should record important information on their notes during the lesson  
- **Economic Terms Review**  
- **Economic Terms Review: Quad Cluster**  
- **Economics Rap | Music to Economics Rap** | N/A This essential question reviews economic concepts students should have previously learned |
### Essential Question and Standard(s)

1. How do economic systems answer the questions of what, how, and for whom to produce?

**Standard(s):**
- SS7E1a, SS7E5a, SS7E8a
  - [Standard Breakdown]
  - 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

- SS7E1b, SS7E5b, SS7E8b
  - [Standard Breakdown]
  - Explain how most countries have a mixed economy located on a continuum between pure market and pure command.

### Vocabulary

- **Essential**
  - Mixed
  - Market
  - Command
  - Produce
  - Traditional
  - Continuum
  - Pure market
  - Pure command
  - Economic systems

- **Essential Vocabulary** listed in the GPS Standards

- **Supplemental Vocabulary** listed in the state frameworks and/or other state document

### Resources [Back to Top]

- The Enduring Understanding for this lesson: **Production, Distribution & Consumption**

- The resources below are set up in a model lesson format. The ppt provides guidance for the entire lesson including activating, teaching and summarizing strategies. The activities listed below the ppt are used during the lesson and are identified in the ppt for use where they are most likely appropriate. The resources can be used as an entire lesson or pulled out for use separately.
  - Scarce Candy Activating Strategy
  - Economic Systems ppt - See “Notes” on ppt slides for suggested instructional approaches where applicable or view the Economic Systems ppt Notes
  - Economic Systems Vocabulary Break: Production, Consumption, Distribution
  - Economic Systems Foldable – Students should use the foldable to record and summarize important information from the lesson
  - Economic Systems Quotes
  - Economic Systems Continuum Activity
  - Activity Suggestions:
    - Use students to make a "human" economic continuum where students are given information and then line up on the continuum accordingly
    - Make an Economic Continuum "clothes line" to use throughout the year
  - Name that Economic System Review
  - Economic Freedom Chart

### Assessment

- SS7E1a-b, E5a-b, E8a-b Economic Systems Sample Assessment Items
## Essential Question and Standard(s)

2. What factors encourage and/or hinder voluntary trade?

**Standard(s):**
- SS7E2a, SS7E6a, SS7E9a
  - [Standard Breakdown]
  - Explain how specialization encourages trade between countries. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos.

- SS7E2b, SS7E6b, SS7E9b
  - [Standard Breakdown]
  - Explain why international trade requires a system for exchanging currencies between nations

## Vocabulary

- **Essential**
  - Tariff
  - Trade
  - Quota
  - Embargo
  - Currency
  - Exchange
  - Trade barrier
  - Specialization
  - International trade

- **Supplemental**
  - Exchange rate

*Essential Vocabulary listed in the GPS Standards

**Supplemental Vocabulary listed in the state frameworks and/or other state document

## Resources

- The Enduring Understanding for this lesson: **Production, Distribution & Consumption**

- The resources below are set up in a model lesson format. The ppt provides guidance for the entire lesson including activating, teaching and summarizing strategies. The activities listed below the ppt are used during the lesson and are identified in the ppt for use where they are most likely appropriate. The resources can be used as an entire lesson or pulled out for use separately.

  - **Factors of Voluntary Trade ppt** - See “Notes” on ppt slides for suggested instructional approaches where applicable or view the Factors of Voluntary Trade ppt Notes
  
  - **Factors of Voluntary Trade Graphic Organizer** – Students should use the graphic organizer to record and summarize important information from the lesson
  
  - **Trading Game**
  
  - **Specialization Activities**
    - Specialized Bags Activity
    - Card Specialty Activity
  
  - **Trade Barrier Identification Activity**
  
  - **Factors of Voluntary Trade Summarizing Activity**
  
  - **Additional Resources**
    - Specialization and House Building Song - After showing this example, students can create their own song with other examples of specialization
    - To illustrate the act of currency exchange: [http://www.gocurrency.com/](http://www.gocurrency.com/)
  
  - **Acceleration**
    - U.S. Sugar Policy: A Sweet Deal?

## Assessment

- SS7E2a-b, E6a-b, E9a-b Trade Sample Assessment Items
### Essential Question and Standard(s)

3. What factors influence economic growth?

**Standard(s):**

SS7E3a, SS7E7a, SS7E10a  
**Standard Breakdown**

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

SS7E3b, SS7E7b, SS7E10b  
**Standard Breakdown**

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

SS7E3c, SS7E7c, SS7E10c  
**Standard Breakdown**

- Describe the role of natural resources in a country’s economy

SS7E3d, SS7E7d, SS7E10d  
**Standard Breakdown**

- Describe the role of entrepreneurship

SS7G4c, SS7G8e, SS7G12c  
**Standard Breakdown**

- Evaluate how the literacy rate affects the standard of living

### Vocabulary

- **Essential**
  - Investment
  - Literacy rate
  - Distribution
  - Natural resources
  - Standard of living
  - Entrepreneurship
  - Capital [physical]
  - Human capital
  - Gross Domestic Product (GDP)

- **Supplemental**
  - Land
  - Labor

*Essential Vocabulary listed in the GPS Standards

**Supplemental Vocabulary listed in the state frameworks and/or other state document

### Resources

- **The Enduring Understanding for this lesson:** Production, Distribution & Consumption

The resources below are set up in a model lesson format. The ppt provides guidance for the entire lesson including activating, teaching and summarizing strategies. The activities listed below the ppt are used during the lesson and are identified in the ppt for use where they are most likely appropriate. The resources can be used as an entire lesson or pulled out for use separately.

- **Factors of Economic Growth ppt** See “Notes” on ppt slides for suggested instructional approaches where applicable or view the Factors of Economic Growth ppt Notes
- **Factors of Economic Growth Graphic Organizer** - Students should use the graphic organizer to record and summarize important information from the lesson
- **What is GDP?** Video clip 5:01 [linked in ppt]
- **GDP Demonstration** - Give a student or students a balloon and ask them to try and blow it up while plugging their noses. The students will find it difficult. Now allow them to blow the balloons up with their noses unplugged. They will discover that with greater oxygen, the balloons are able to expand. The balloon can be thought of as the economy. With increased productivity (a greater supply of oxygen), they were able to make the economy (the balloon) grow. Greater productivity creates economic growth.
- **Concept Attainment: Natural Resources**
- **Natural Resource Map 1 | Natural Resource Map 2**
- **Capital Shuffle Activity**
- **My Capital Investment Task**
- **List of Entrepreneurs**
- **Traits of Entrepreneurs**
- **Famous Entrepreneurs Scavenger Hunt**
- **Economic Factors Cube** [Summarizing or Culminating Task]
- **The Human Capital Report:** [https://youtu.be/l-K8kGvJX94](https://youtu.be/l-K8kGvJX94)

### Assessment

- **SS7E3a-d, E7a-d, E10a-d Sample Assessment Items**
- **G4c, G8e, G12c Sample Assessment Items**
## Essential Question and Standard(s)

4. How do government systems distribute power and determine citizen participation?

Standard:

SS7CG1a, SS7CG4a, SS7CG6a  
[Standard Breakdown]

Describe the ways government systems distribute power: unitary, confederation, and federal

SS7CG1b, SS7CG4b, SS7CG6b  
[Standard Breakdown]

Explain how governments determine citizen participation: autocratic, oligarchic, and democratic

## Vocabulary

- **Essential**
  - Unitary
  - Federal
  - Democratic
  - Autocratic
  - Oligarchic
  - Confederation

- **Supplemental**
  - Cities
  - States
  - Regions
  - Counties
  - Provinces
  - Communism
  - Independent
  - Inheritance
  - Central authority
  - Regional authority
  - Voluntary association

*Essential Vocabulary listed in the GPS Standards

**Supplemental Vocabulary listed in the state frameworks and/or other state document

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The Enduring Understanding for this lesson: **Governance and Production, Distribution & Consumption**

The resources below are set up in a model lesson format. The ppt provides guidance for the entire lesson including activating, teaching and summarizing strategies. The activities listed below the ppt are used during the lesson and are identified in the ppt for use where they are most likely appropriate. The resources can be used as an entire lesson or pulled out for use separately.

- Government Distribution of Power & Citizen Participation ppt - See “Notes” on ppt slides for suggested instructional approaches where applicable or view the Government Distribution of Power & Citizen Participation ppt Notes
- Government Distribution of Power & Citizen Participation Graphic Organizer - Students should use the graphic organizer to record and summarize important information from the lesson
- Government Distribution of Power Continuum Labeling Task
- Government Distribution of Power & Citizen Participation Summarizer
- You Tube Video on where government is located (unitary, confederation federal): https://www.youtube.com/watch?v=SL6eGwP0JTg
- You Tube Video on the types of citizen participation/distribution of who has the power (autocracy, oligarchy, democracy): https://www.youtube.com/watch?v=vdh9xo47OWM
- Formative Assessment

## Assessment

- SS7CG1a-b, 4a-b, 6a-b

Government Systems Sample Assessment Items
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<tr>
<td>5. How do presidential and parliamentary governments differ?</td>
<td>Essential* Democratic Presidential Parliamentary</td>
<td>The Enduring Understanding for this lesson: Governance and Production, Distribution &amp; Consumption</td>
<td>SS7CG1c, 4c, 6c Democratic Governments Sample Assessment Items</td>
</tr>
<tr>
<td><strong>Standard:</strong> SS7CG1c, SS7CG4c, SS7CG6c [Standard Breakdown] Describe the two predominant forms of democratic governments: parliamentary and presidential</td>
<td>Supplemental** President Cabinet Prime Minister Head of State Head of Government Separation of Powers Checks and Balances Legislature/Legislative Executive Branch/Power</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Essential Vocabulary listed in the GPS Standards</td>
<td></td>
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</tr>
<tr>
<td><strong>Supplemental</strong> Vocabulary listed in the state frameworks and/or other state document</td>
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- **Types of Democracy ppt** - See “Notes” on ppt slides for suggested instructional approaches where applicable or view the Types of Democracy ppt Notes
- **Types of Democracy Activity**
- **Types of Democracy Notes** - Students should use the graphic organizer to record and summarize important information from the lesson
- Summarizing Strategy: Move Over Emeril...List the Main Ingredients of a Parliamentary Democracy and the Main Ingredients of a Presidential Democracy
Review Items for Economics and Government

- Economics and Government BINGO
- Economics and Government Reciprocal Learning
- Economics and Government Vocabulary Cards
SS7E1, SS7E5, SS7E8: 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.  

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<th>Know:</th>
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<th>Do:</th>
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</table>
| ▪ Every nation has people with wants and needs, and must decide how to utilize their resources to produce goods and services to meet them.  
▪ The basic economic questions that every nation must ask include: what to produce, how to produce, and for whom to produce?  
▪ Traditional Economy - the basic questions are answered based on the past (ancestors).  
▪ Command Economy - the government makes all decisions  
▪ Market Economy - the people or citizens make all decisions  
▪ Mixed Economy – a combination; government and citizens make decisions  
▪ An economic continuum is used to represent modern economic systems  
▪ The economic continuum depicts the amount of government control of economic activity | ▪ More government control shifts the country to the “command” side of the continuum.  
▪ Less government control shifts the country to the “market” side of the continuum.  
▪ It is impossible for government to make every decision therefore no pure command economy (100% government) exists.  
▪ There is at least some level of government involvement in all modern economies therefore no pure market economy (0% government) exists. | ▪ Explain the basic economic questions that every nation must answer  
▪ (DOK 1)  
▪ Compare and contrast economic systems of various nations (DOK 2)  
▪ Utilize an economic continuum to represent economic systems of various countries, based on characteristics listed in available texts (DOK 3)  
▪ Relate knowledge from several sources (DOK 3) |
SS7E2, SS7E6, SS7E9: The student will explain how voluntary trade benefits buyers and sellers in Africa.

a. Explain how specialization encourages trade between countries. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos.

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

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<tr>
<td>Specialization occurs when one nation can produce a good or service at a lower opportunity cost than another nation.</td>
<td>Specialization allows countries to produce goods or services more efficiently.</td>
<td>Analyze the impact specialization has made on various countries (DOK 3)</td>
</tr>
<tr>
<td>Countries specialize in what they do best.</td>
<td>Specialization can increase trade between nations.</td>
<td>Compare and contrast tariffs, quotas, and embargos (DOK 2)</td>
</tr>
<tr>
<td>Specialization is when a country does something very well.</td>
<td>Specialization can have positive and negative effects on an economy.</td>
<td>Determine the rationale for implementing a trade barrier (DOK 3)</td>
</tr>
<tr>
<td>A tariff is a tax on imported goods</td>
<td>Tariffs and Quotas can increase the price of imported goods.</td>
<td>Identify the appropriate trade barrier based on characteristics provided in the text or in a chart (DOK 2)</td>
</tr>
<tr>
<td>A quota is a limit on imported goods</td>
<td>Increased prices on imported goods allow domestic producers to compete more effectively in the market.</td>
<td>Describe the important of foreign exchange (DOK 1)</td>
</tr>
<tr>
<td>An embargo cuts off trade with another country</td>
<td>An embargo is used when a country has political differences, in an effort to persuade a change in behavior (terrorism, communism, etc.)</td>
<td></td>
</tr>
<tr>
<td>Many countries have their own form of currency</td>
<td>International business requires a system of exchange.</td>
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SS7E3, SS7E7, SS7E10: The student will describe factors that influence economic growth and examine their presence or absence

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

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**Knowledge (Know):**
- Gross Domestic Product is the total value of all goods and services produced in a country in a year.
- The term “Human Capital” refers to the education and training of the workers in a country.
- Investing means to utilize resources with the goal or expectation of increasing their value.

**Understanding (Understand):**
- There should be a positive correlation between investments in human capital and gross domestic product.
- Changes in Gross Domestic Product can indicate the growth or decline of a nation’s economy.

**Doing (Do):**
- Evaluate information presented in a chart or graph to determine the relationship between investments in human capital and GDP (DOK 3).
- Explain the relationship between investment in human capital and GDP (DOK 2) – compare/contrast.

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

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**Knowledge (Know):**
- Gross Domestic Product is the total value of all goods and services produced in a country in a year.
- The term “capital” refers to the tools, equipment, or machinery used by a country to produce goods and services.
- Investing means to utilize resources with the goal or expectation of increasing their value.

**Understanding (Understand):**
- There should be a positive correlation between investments in capital and gross domestic product.
- Changes in Gross Domestic Product can indicate the growth or decline of a nation’s economy.

**Doing (Do):**
- Evaluate information presented in a chart or graph to determine the relationship between investments in capital and GDP (DOK 3).
- Explain the relationship between investment in capital and GDP (DOK 2).
### SS7E3, SS7E7, SS7E10: The student will describe factors that influence economic growth and examine their presence or absence.

#### c. Describe the role of natural resources in a country’s economy

**Know:**
- Natural resources are used to produce goods and services.

**Understand:**
- More natural resources result in more goods and services in a nation.
- More goods and services result in an increase of standard of living in a nation.
- Countries that lack natural resources are more likely to have fewer goods and services and must seek alternative solutions to meet the wants and needs of its people.

**Do:**
- Evaluate charts and graphs to determine the effect natural resources have on a nation’s economy (DOK 3)

### SS7E3, SS7E7, SS7E10: The student will describe factors that influence economic growth and examine their presence or absence.

#### d. Describe the role of entrepreneurship

**Know:**
- Entrepreneurs take risks to start a business.

**Understand:**
- Entrepreneurs create jobs when they start businesses.
- Entrepreneurs have a significant impact on economic growth.

**Do:**
- Describe the role of entrepreneurs in the economic development of a nation (DOK 1)
- Explain the significance of developing a positive environment for entrepreneurs (DOK 3)

### SS7CG1, SS7CG4, SS7CG7: 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.

<table>
<thead>
<tr>
<th>Know:</th>
<th>Understand:</th>
<th>Do:</th>
</tr>
</thead>
</table>
| - Unitary System - Power is located in a central authority  
- Confederation - Power is located in a regional (local) authority  
- Federal - Power is shared between a central and regional authority  
- Autocracy – One person has power  
- Oligarchy – Small group has power  
- Democracy – Citizens have power | - A government may have aspects of more than one system therefore the focus should be on characteristics in general.  
- Unitary, Confederation, Federal – these terms refer to WHERE power is located  
- Autocracy, Oligarchy, Democracy – These terms refer to WHO has power,  
- The concept of citizen participation in government can be represented on a continuum.  
- Citizens do not participate in the government in an autocratic system  
- Citizens have very little participation in an oligarchic system  
- Citizens participate in a democratic system of government by voting | - Describe how power is distributed in a unitary, confederation, and federal system (DOK 1)  
- Evaluate characteristics listed in a text or chart and identify the appropriate government term (DOK 2)  
- Explain how the concept of citizen participation can be represented on a continuum (DOK 3) |

SS7CG1, SS7CG4, SS7CG7: The student will compare and contrast various forms of government.

c. Describe the two predominant forms of democratic governments: parliamentary and presidential.

<table>
<thead>
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| - Parliamentary System – Citizens exercise power by voting for members of the legislative branch of government  
- Presidential System – Citizens exercise power by voting for the leader of the executive branch AND members of the legislative branch of government  
- The head of government is the individual with true authority  
- The head of state is a ceremonial leader | - A government may have aspects of more than one system therefore the focus should be on characteristics in general.  
- The head of government can be titled “Prime Minister” or “President” in a parliamentary system.  
- The head of state can be titled “Prime Minister” or “President” in a parliamentary system.  
- The head of government is always titled “President” in a presidential system. | - Evaluate characteristics listed in text or chart format to identify the type of democracy (DOK 1)  
- Describe the similarities and differences of parliamentary and presidential forms of democracy (DOK 2) |
SSG4c, SSG8e, SSG12c. Evaluate how the literacy rate affects the standard of living

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<tbody>
<tr>
<td>• Literacy rate is the ability to read and write</td>
<td>• There should be a positive correlation between the literacy rate and standard of living in a nation.</td>
<td>• Evaluate graphs and charts to determine how the literacy rate affects the standard of living and overall economic development in a nation (DOK 2)</td>
</tr>
<tr>
<td>• Standard of Living is used to indicate the average living conditions in various nations.</td>
<td>• Literacy rate and the standard of living indicate the health of a nation's economy.</td>
<td>• Evaluate the literacy rate in a country and make predictions about the standard of living (DOK 2)</td>
</tr>
</tbody>
</table>

TCSS 7th SS Economics & Government Breakdown of Standards