

HISTORY AND SOCIAL SCIENCE STANDARDS OF LEARNING
CURRICULUM FRAMEWORK 2008



Civics and Economics

Board of Education
Commonwealth of Virginia

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INTRODUCTION

The *History and Social Science Standards of Learning Curriculum Framework 2008*, approved by the Board of Education on July 17, 2008, is a companion document to the 2008 *History and Social Science Standards of Learning for Virginia Public Schools*. The Curriculum Framework amplifies the Standards of Learning by defining the content understandings, knowledge, and skills that are measured by the Standards of Learning assessments. The Curriculum Framework provides additional guidance to school divisions and their teachers as they develop an instructional program appropriate for their students. It assists teachers in their lesson planning by identifying the essential content understandings, knowledge, and intellectual skills that should be the focus of instruction for each standard. Hence, the framework delineates with greater specificity the content that all teachers should teach and all students should learn.

The Curriculum Framework consists of at least one framework page for every Standard of Learning. Each of these pages is divided into four columns, as described below:

Essential Understandings

This column includes the fundamental background information necessary for answering the essential questions and acquiring the essential knowledge. Teachers should use these understandings as a basis for lesson planning.

Essential Questions

In this column are found questions that teachers may use to stimulate student thinking and classroom discussion. The questions are based on the standard and the essential understandings, but may use different vocabulary and may go beyond them.

Essential Knowledge

This column delineates the key content facts, concepts, and ideas that students should grasp in order to demonstrate understanding of the standard. This information is not meant to be exhaustive or a limitation on what is taught in the classroom. Rather, it is meant to be the principal knowledge defining the standard.

Essential Skills

This column enumerates the fundamental intellectual abilities that students should have—what they should be able to do—to be successful in accomplishing historical and geographical analysis and achieving responsible citizenship.

The Curriculum Framework serves as a guide for Standards of Learning assessment development; however, assessment items may not and should not be verbatim reflections of the information presented in the Curriculum Framework.

STANDARD CE.1a, b, c, d, e, f, g, h

The student will develop the social studies skills responsible citizenship requires, including the ability to

- a) examine and interpret primary and secondary source documents;**
- b) create and explain maps, diagrams, tables, charts, graphs, and spreadsheets;**
- c) analyze political cartoons, political advertisements, pictures, and other graphic media;**
- d) distinguish between relevant and irrelevant information;**
- e) review information for accuracy, separating fact from opinion;**
- f) identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model;**
- g) formulate an informed, carefully reasoned position on a community issue;**
- h) select and defend positions in writing, discussion, and debate.**

The various skills identified in this standard are cited, as applicable, in the “Essential Skills” columns of the charts throughout this curriculum framework, with the exception of skill “h.” Students should have opportunities to practice writing, discussion, and debating skills, but these skills will not be assessed on the Standards of Learning test. All other skills listed above will be assessed on the test, and teachers should incorporate them into instruction throughout the year.

STANDARD CE.2a

The student will demonstrate knowledge of the foundations of American constitutional government by

- a) explaining the fundamental principles of consent of the governed, limited government, rule of law, democracy, and representative government.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|---|--|---|
| Fundamental political principles define and shape American constitutional government. | What are the fundamental political principles that have shaped government in the United States? | Fundamental political principles <ul style="list-style-type: none">• Consent of the governed: The people are the source of any and all governmental power.• Limited government: Government is not all-powerful and may do only those things the people have given it the power to do.• Rule of law: The government and those who govern are bound by the law, as are those who are governed.• Democracy: In a democratic system of government, the people rule.• Representative government: In a representative system of government, the people elect public officeholders to make laws and conduct government on the people's behalf. | Examine and interpret primary and secondary source documents. (CE.1a) Distinguish between relevant and irrelevant information. (CE.1d) |

STANDARD CE.2b

The student will demonstrate knowledge of the foundations of American constitutional government by

- b) explaining the significance of the charters of the Virginia Company of London, the Virginia Declaration of Rights, the Declaration of Independence, the Articles of Confederation, the Virginia Statute for Religious Freedom, and the Constitution of the United States, including the Bill of Rights.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|--|--|--|
| <p>American constitutional government is founded on concepts articulated in earlier documents, including the charters of the Virginia Company of London, the Virginia Declaration of Rights, the Declaration of Independence, the Articles of Confederation, and the Virginia Statute for Religious Freedom.</p> | <p>How does the Constitution of the United States of America reflect previous documents, including the charters of the Virginia Company of London, the Virginia Declaration of Rights, the Declaration of Independence, the Articles of Confederation, and the Virginia Statute for Religious Freedom?</p> | <p>Influence of earlier documents on the Constitution of the United States of America</p> <ul style="list-style-type: none"> • The charters of the Virginia Company of London guaranteed the rights of Englishmen to the colonists. • The Virginia Declaration of Rights served as a model for the Bill of Rights of the Constitution of the United States of America. • The Declaration of Independence <ul style="list-style-type: none"> – stated grievances against the king of Great Britain – declared the colonies’ independence from Great Britain – affirmed “certain unalienable rights” (life, liberty, and the pursuit of happiness) – established the idea that all people are equal under the law. • The Articles of Confederation <ul style="list-style-type: none"> – established the first form of national government for the independent states – maintained that major powers resided with individual states – created weak central government (e.g., no power to tax or enforce laws); led to the writing of the Constitution of the United States of America. • The Virginia Statute for Religious Freedom stated freedom of religious beliefs and opinions. <p>The Constitution of the United States of America, including the Bill of Rights,</p> <ul style="list-style-type: none"> • established the structure of the United States government • guaranteed equality under the law with majority rule and the rights of the minority protected • affirmed individual worth and dignity of all people • protected the fundamental freedoms of religion, speech, press, assembly, and petition. | <p>Examine and interpret primary and secondary source documents. (CE.1a)</p> <p>Distinguish between relevant and irrelevant information. (CE.1d)</p> <p>Review information for accuracy, separating fact from opinion. (CE.1e)</p> |

STANDARD CE.2c

The student will demonstrate knowledge of the foundations of American constitutional government by
c) identifying the purposes for the Constitution of the United States as stated in its Preamble.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|--|---|--|
| <p>The Preamble of a constitution sets forth the goals and purposes to be served by the government.</p> | <p>What are the purposes identified in the Preamble to the Constitution of the United States of America?</p> | <p>The Preamble to the Constitution of the United States of America expresses the reasons the constitution was written.</p> <p>Purposes of United States government</p> <ul style="list-style-type: none">• To form a more perfect union• To establish justice• To ensure domestic tranquility• To provide for the common defense• To promote the general welfare• To secure the blessings of liberty <p>The Preamble to the Constitution of the United States of America begins, “We the People,” thereby establishing that the power of government comes from the people.</p> | <p>Examine and interpret primary and secondary source documents. (CE.1a)</p> |

STANDARD CE.2d

The student will demonstrate knowledge of the foundations of American constitutional government by

d) identifying the procedures for amending the Constitution of Virginia and the Constitution of the United States.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|--|---|--|
| <p>The constitutions of Virginia and the United States can be amended through processes outlined in the constitutions.</p> <p>The Virginia constitution has been rewritten several times.</p> | <p>How can the Constitution of the United States be amended?</p> <p>How can the Constitution of Virginia be amended?</p> | <p>Constitution of the United States</p> <ul style="list-style-type: none">• The amendment process is complex.• To date, there are 27 amendments to the Constitution of the United States.• Amendment process:<ul style="list-style-type: none">– Proposal: action by Congress or convention– Ratification: by the states <p>Constitution of Virginia</p> <ul style="list-style-type: none">• Amendment process:<ul style="list-style-type: none">– Proposal: action by General Assembly or convention– Ratification: by voters of Virginia | <p>Examine and interpret primary and secondary source documents. (CE.1a)</p> |

STANDARD CE.3a

The student will demonstrate knowledge of citizenship and the rights, duties, and responsibilities of citizens by
a) describing the processes by which an individual becomes a citizen of the United States.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|---|---|--|
| <p>A citizen is an individual with certain rights and duties under a government and who, by birth or by choice, owes allegiance to that government.</p> | <p>How does an individual become a citizen?</p> | <p>The Fourteenth Amendment to the Constitution of the United States of America defines citizenship as follows: “All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and the state wherein they reside.”</p> <p>Means of obtaining citizenship</p> <ul style="list-style-type: none">• By birth• By naturalization <p>Immigration and naturalization, particularly in the twentieth century, have led to an increasingly diverse society.</p> <p>To become a citizen through naturalization, a person must demonstrate knowledge of American history and principles and the ability to read, speak, and write words in ordinary usage in the English language.</p> | <p>Examine and interpret primary and secondary source documents. (CE.1a)</p> <p>Create and explain maps, diagrams, tables, charts, graphs, and spreadsheets. (CE.1b)</p> <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (CE.1c)</p> <p>Review information for accuracy, separating fact from opinion. (CE.1e)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. (CE.1f)</p> |

STANDARD CE.3b

The student will demonstrate knowledge of citizenship and the rights, duties, and responsibilities of citizens by
 b) describing the First Amendment freedoms of religion, speech, press, assembly, and petition, and the rights guaranteed by due process and equal protection of the laws.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|---|---|--|
| <p>The Constitution of the United States of America establishes and protects the citizens’ fundamental rights and liberties.</p> <p>Few rights, if any, are considered absolute.</p> | <p>What fundamental rights and liberties are guaranteed in the First and Fourteenth Amendments to the Constitution of the United States of America?</p> | <p>First Amendment freedoms</p> <ul style="list-style-type: none"> • Religion: Government may not establish an official religion, endorse an official religion, or unduly interfere with the free exercise of religion. • Speech: Individuals are free to express their opinions and beliefs. • Press: The press has the right to gather and publish information, including that which criticizes the government. • Assembly: Individuals may peacefully gather. • Petition: Individuals have the right to make their views known to public officials. <p>Fourteenth Amendment</p> <ul style="list-style-type: none"> • Extends the due process protection to actions of the states | <p>Examine and interpret primary and secondary source documents. (CE.1a)</p> <p>Distinguish between relevant and irrelevant information. (CE.1d)</p> <p>Review information for accuracy, separating fact from opinion. (CE.1e)</p> |

STANDARD CE.3c

The student will demonstrate knowledge of citizenship and the rights, duties, and responsibilities of citizens by

c) describing the duties of citizenship, including obeying the laws, paying taxes, defending the nation, and serving in court.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|---|---|---|
| For government to be effective, citizens must fulfill their civic duties. | What civic duties are expected of all citizens? | <p>Duties of citizens</p> <ul style="list-style-type: none">• Obey laws• Pay taxes• Serve in the armed forces, if called• Serve on a jury or as a witness in court, when summoned <p>Citizens who choose not to fulfill these civic duties face legal consequences.</p> | <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (CE.1c)</p> <p>Distinguish between relevant and irrelevant information. (CE.1d)</p> <p>Review information for accuracy, separating fact from opinion. (CE.1e)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. (CE.1f)</p> |

STANDARD CE.3d

The student will demonstrate knowledge of citizenship and the rights, duties, and responsibilities of citizens by

d) **examining the responsibilities of citizenship, including registering and voting, communicating with government officials, participating in political campaigns, keeping informed about current issues, and respecting differing opinions in a diverse society.**

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|--|--|---|
| A basic responsibility of citizenship is to contribute to the common good. | What are the ways individuals demonstrate responsible citizenship? | <p>Civic responsibilities are fulfilled by choice; they are voluntary.</p> <p>Responsibilities of citizens</p> <ul style="list-style-type: none">• Register and vote• Hold elective office• Communicate with government officials to influence government actions• Serve in voluntary, appointed government positions• Participate in political campaigns.• Keep informed regarding current issues• Respect others' right to an equal voice in government | <p>Distinguish between relevant and irrelevant information. (CE.1d)</p> <p>Review information for accuracy, separating fact from opinion. (CE.1e)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. (CE.1f)</p> |

STANDARD CE.3e

The student will demonstrate knowledge of citizenship and the rights, duties, and responsibilities of citizens by
e) evaluating how civic and social duties address community needs and serve the public good.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|--|---|--|
| A democratic society requires the active participation of its citizens. | In what ways do citizens participate in community service? | Ways for citizens to participate in community service <ul style="list-style-type: none">• Volunteer to support democratic institutions (e.g., League of Women Voters).• Express concern about the welfare of the community as a whole (e.g., as related to environment, public health and safety, education).• Help to make the community a good place to work and live (e.g., by becoming involved with public service organizations, tutoring, volunteering in nursing homes). | Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. (CE.1f) |

STANDARD CE.4a, b, c, d, e, f, g

The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by

- a) practicing trustworthiness and honesty;
- b) practicing courtesy and respect for the rights of others;
- c) practicing responsibility, accountability, and self-reliance;
- d) practicing respect for the law;
- e) practicing patriotism;
- f) practicing decision making;
- g) practicing service to the school and/or local community.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|--|--|--|
| Thoughtful and effective participation in civic life depends upon the exercise of good citizenship. | How do individuals demonstrate thoughtful and effective participation in civic life? | <p>Personal traits of good citizens</p> <ul style="list-style-type: none"> • Trustworthiness and honesty • Courtesy and respect for the rights of others • Responsibility, accountability, and self-reliance • Respect for the law • Patriotism • Participation in the school and/or local community • Participation in elections as an informed voter <p>Effective participation in civic life can include</p> <ul style="list-style-type: none"> • formulating questions • analyzing information from a variety of sources • expressing a position • devising and implementing a plan • practicing thoughtful decision making in personal, financial, and civic matters (e.g., voting, civic issues). | Formulate an informed, carefully reasoned position on a community issue. (CE.1g) |

STANDARD CE.5a

The student will demonstrate knowledge of the political process at the local, state, and national levels of government by

a) describing the functions of political parties.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|--|---|---|
| <p>Political parties play a key role in government and provide opportunities for citizens to participate in the political process.</p> | <p>What roles do political parties play in the American political process?</p> | <p>Functions of political parties</p> <ul style="list-style-type: none">• Recruiting and nominating candidates• Educating the electorate about campaign issues• Helping candidates win elections• Monitoring actions of officeholders | <p>Create and explain maps, diagrams, tables, charts, graphs, and spreadsheets. (CE.1b)</p> <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (CE.1c)</p> <p>Review information for accuracy, separating fact from opinion. (CE.1e)</p> |

STANDARD CE.5b

The student will demonstrate knowledge of the political process at the local, state, and national levels of government by
 b) comparing the similarities and differences of political parties.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|--|--|---|
| <p>A two-party system characterizes the American political process.</p> <p>Although third parties rarely win elections, they can play an important role in public politics.</p> | <p>How are the two major political parties similar, and how do they differ?</p> <p>How do third parties differ from the two major parties?</p> | <p>Similarities between parties</p> <ul style="list-style-type: none"> • Organize to win elections • Influence public policies • Reflect both liberal and conservative views • Define themselves in a way that wins majority support by appealing to the political center <p>Differences between parties</p> <ul style="list-style-type: none"> • Stated in party platforms and reflected in campaigning <p>Third parties</p> <ul style="list-style-type: none"> • Introduce new ideas and/or press for a particular issue • Often revolve around a political personality (e.g., Theodore Roosevelt) | <p>Create and explain maps, diagrams, tables, charts, graphs, and spreadsheets. (CE.1b)</p> <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (CE.1c)</p> <p>Review information for accuracy, separating fact from opinion. (CE.1e)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. (CE.1f)</p> |

STANDARD CE.5c

The student will demonstrate knowledge of the political process at the local, state, and national levels of government by
 c) analyzing campaigns for elective office, with emphasis on the role of the media.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|--|--|---|
| <p>Voters evaluate information presented in political campaigns to make reasoned choices among candidates.</p> <p>The media play an important role in the political process.</p> | <p>How do citizens make informed choices in elections?</p> <p>How does the media play a role in the political process?</p> | <p>Strategies for evaluating campaign speeches, literature, and advertisements for accuracy</p> <ul style="list-style-type: none"> • Separating fact from opinion • Detecting bias • Evaluating sources • Identifying propaganda <p>Mass media roles in elections</p> <ul style="list-style-type: none"> • Identifying candidates • Emphasizing selected issues • Writing editorials, creating political cartoons, publishing op-ed pieces • Broadcasting different points of view | <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (CE.1c)</p> <p>Review information for accuracy, separating fact from opinion. (CE.1e)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. (CE.1f)</p> |

STANDARD CE.5d

The student will demonstrate knowledge of the political process at the local, state, and national levels of government by
d) examining the role of campaign contributions and costs.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|---|--|---|
| Running for political office is expensive. | How has the high cost of getting elected changed campaigning for public office? | <p>Rising campaign costs</p> <ul style="list-style-type: none">• require candidates to conduct extensive fund-raising activities• limit opportunities to run for public office• give an advantage to wealthy individuals who run for office• encourage the development of political action committees (PACs)• give issue-oriented special interest groups increased influence. <p>Campaign finance reform</p> <ul style="list-style-type: none">• Rising campaign costs have led to efforts to reform campaign finance laws.• Limits have been placed on the amount individuals may contribute to political candidates and campaigns. | <p>Create and explain maps, diagrams, tables, charts, graphs, and spreadsheets. (CE.1b)</p> <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (CE.1c)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. (CE.1f)</p> |

STANDARD CE.5e

The student will demonstrate knowledge of the political process at the local, state, and national levels of government by
 e) describing voter registration and participation.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|--|---|--|
| <p>Voting is a basic responsibility of citizenship.</p> <p>Voter registration is required before a citizen may vote.</p> <p>The number of citizens who register and vote is related to how important election issues are to citizens.</p> | <p>What are the qualifications for voter registration in Virginia?</p> <p>What factors influence voter registration and turnout?</p> | <p>Only citizens who register may participate in primary and general elections.</p> <p>Qualifications to register to vote in Virginia</p> <ul style="list-style-type: none"> • Citizen of the United States • Resident of Virginia and precinct • At least 18 years of age by day of general election <p>How to register to vote in Virginia</p> <ul style="list-style-type: none"> • In person at the registrar’s office, at the Division of Motor Vehicles, or at other designated sites • By mail-in application <p>Voter registration is closed 22 days before elections.</p> <p>Factors in predicting which citizens will vote</p> <ul style="list-style-type: none"> • Education • Age • Income <p>Reasons why citizens fail to vote</p> <ul style="list-style-type: none"> • Lack of interest • Failure to register <p>The percentage of voters who participate in presidential elections is usually greater than the percentage of voters who participate in state and local elections.</p> <p>Every vote is important.</p> | <p>Examine and interpret primary and secondary source documents. (CE.1a)</p> <p>Create and explain maps, diagrams, tables, charts, graphs, and spreadsheets. (CE.1b)</p> <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (CE.1c)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. (CE.1f)</p> |

STANDARD CE.5f

The student will demonstrate knowledge of the political process at the local, state, and national levels of government by
f) describing the role of the Electoral College in the election of the president and vice president.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|---|--|---|
| <p>The Electoral College process is used to select the president and vice president of the United States.</p> | <p>How does the Electoral College select the president and vice president of the United States?</p> | <p>Electoral College process</p> <ul style="list-style-type: none"> • A slate of electors for each state is chosen by popular vote. • Most states have a winner-take-all system. • The electors meet to vote for president and vice president. <p>The winner-take-all system leads to the targeting of densely populated states for campaigning, although candidates must pay attention to less populated states whose electoral votes may make the difference in tight elections.</p> <p>The number of electors of each state is based on the size of the state’s Congressional representation, which is based on the state’s population.</p> <p>The requirement for a majority vote to win in the Electoral College favors a two-party system.</p> | <p>Create and explain diagrams, tables, and charts. (CE.1b)</p> <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (CE.1c)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. (CE.1f)</p> |

STANDARD CE.5g

The student will demonstrate knowledge of the political process at the local, state, and national levels of government by
g) participating in simulated local, state, and/or national elections.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|---|--|------------------|
| <p>All citizens can learn the importance of the individual's participation in the political process either through direct involvement in campaigns or through simulations.</p> | <p>How can students under 18 participate in the democratic process?</p> | <p>Student participation in the democratic process can include</p> <ul style="list-style-type: none">• participating in campaigns• participating in classroom and online simulations. | |

STANDARD CE.6a

**The student will demonstrate knowledge of the American constitutional government at the national level by
a) describing the structure and powers of the national government.**

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|--|---|--|
| <p>The Constitution of the United States defines the structure and powers of the national government.</p> <p>The powers held by government are divided between the national government in Washington, D.C., and the governments of the 50 states.</p> | <p>What is the structure of the national government as set out in the United States Constitution?</p> <p>What are the powers of the national government?</p> | <p>Legislative, executive, and judicial powers of the national government are distributed among three distinct and independent branches of government.</p> <p>The legislative branch</p> <ul style="list-style-type: none"> • Consists of the Congress, a bicameral legislature consisting of the House of Representatives (435 members, based upon populations of the states) and the Senate (100 members—two per state) • Makes the laws of the nation • Approves the annual budget • Confirms presidential appointments • Raises revenue through taxes and other levies • Regulates interstate and foreign trade • Declares war <p>The executive branch</p> <ul style="list-style-type: none"> • Headed by the president of the United States, the chief executive officer of the nation • Executes the laws of the land • Prepares the annual budget for congressional action • Appoints cabinet officers, ambassadors, and federal judges • Administers the federal bureaucracy <p>The judicial branch</p> <ul style="list-style-type: none"> • Consists of the federal courts, including the Supreme Court, the highest court in the land • The Supreme Court exercises the power of judicial review. • The federal courts try cases involving federal law and questions involving interpretation of the Constitution of the United States. | <p>Examine and interpret primary and secondary documents (CE.1a)</p> <p>Create and explain diagrams, tables, and charts. (CE.1b)</p> |

STANDARD CE.6b

The student will demonstrate knowledge of the American constitutional government at the national level by
 b) explaining the principle of separation of powers and the operation of checks and balances.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|--|--|------------------|
| <p>The powers of the national government are separated among three branches of the government in ways that limit any one branch from abusing its power.</p> | <p>How do the separation of powers and the system of checks and balances protect against an abuse of power by any one branch of the national government?</p> | <p>Separation of powers The Constitution of the United States in Articles I, II, and III defines the powers of the legislative, executive, and judicial branches of the national government.</p> <p>Checks and balances Each of the three branches of the national government limits the exercise of power by the other two branches.</p> <p>The legislative branch</p> <ul style="list-style-type: none"> • The Congress checks the president when legislators <ul style="list-style-type: none"> – override presidential vetoes – impeach and convict a president. • The Congress checks the courts when legislators <ul style="list-style-type: none"> – confirm or refuse to confirm federal judges/justices – impeach and convict judges/justices. <p>The executive branch</p> <ul style="list-style-type: none"> • The president checks Congress when the president <ul style="list-style-type: none"> – proposes legislation – prepares an annual budget for Congress to approve – call special sessions of Congress – vetoes legislation Congress has passed. • The president checks the courts when the president appoints judges/justices. <p>The judicial branch</p> <ul style="list-style-type: none"> • The courts check Congress when judges/justices declare acts of Congress to be unconstitutional. • The courts check the president when judges/justices declare executive actions to be unconstitutional. | |

STANDARD CE.6c

The student will demonstrate knowledge of the American constitutional government at the national level by
 c) explaining and/or simulating the lawmaking process.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|--|---|---|
| <p>Officials who are elected to serve in the national legislature make laws.</p> <p>National laws are made by Congress.</p> <p>All citizens can learn the importance of the individual’s participation in the policymaking process through direct participation and simulations.</p> | <p>Which branch of the national government has the power to pass laws?</p> <p>How does Congress make laws?</p> <p>How can citizens learn the importance of the individual’s participation in the policymaking process?</p> | <p>Legislative powers</p> <ul style="list-style-type: none"> • Expressed: Specifically listed in the Constitution of the United States • Implied: Used to carry out expressed powers <p>The lawmaking process in Congress</p> <ul style="list-style-type: none"> • Introducing a bill by a Senator or Representative • Working in committees • Debating the bill on the floor of each house • Voting on the bill in each house • Sending the bill to the president to sign into law <p>Elected officials in Congress write laws and take action in response to problems or issues.</p> <p>Individuals and interest groups help shape legislation.</p> <p>The formal powers of Congress are limited by the Constitution of the United States.</p> <p>Citizens (including students) learn the importance of the legislative process through direct involvement and/or simulations.</p> | <p>Create and explain diagrams, tables, and charts. (CE.1b)</p> <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (CE.1c)</p> <p>Review information for accuracy, separating fact from opinion. (CE.1e)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. (CE.1f)</p> <p>Formulate an informed, carefully reasoned position on a community issue. (Note: Students should practice the legislative process through direct involvement and/or simulations.) (CE.1g)</p> |

STANDARD CE.6d

The student will demonstrate knowledge of the American constitutional government at the national level by
d) describing the roles and powers of the executive branch.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|---|--|---|
| <p>The executive branch plays a key role in the policymaking process.</p> <p>Presidential power is broad in both domestic and foreign affairs, but there are limits on what the president can and cannot do.</p> | <p>What are the roles and powers of the executive branch of the national government?</p> <p>What are the roles and powers of the president?</p> | <p>Ways the executive branch influences policymaking</p> <ul style="list-style-type: none"> • Proposing legislation in an annual speech to Congress (State of the Union Address) • Appealing directly to the people • Approving or vetoing legislation • Appointing officials who carry out the laws <p>Cabinet departments, agencies, and regulatory groups interpret and execute the laws.</p> <p>The president exercises power as</p> <ul style="list-style-type: none"> • chief of state: Ceremonial head of the government • chief executive: Head of the executive branch of government • chief legislator: Proposer of the legislative agenda • commander-in-chief: Head of the nation’s armed forces • chief diplomat: Architect of American foreign policy • chief of party: Leader of the political party that controls the executive branch • chief citizen: Representative of all of the people. <p>Presidential power has grown in the years since the Constitution was ratified.</p> | <p>Examine and interpret primary and secondary source documents. (CE.1a)</p> <p>Create and explain diagrams, tables, and charts. (CE.1b)</p> <p>Analyze political cartoons. (CE.1c)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. (CE.1f)</p> |

STANDARD CE.7a

The student will demonstrate knowledge of the American constitutional government at the state level by

a) describing the structure and powers of the state government.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|--|---|------------------|
| <p>The form of government of the Commonwealth of Virginia is established by the Virginia Constitution.</p> <p>Legislative, executive, and judicial powers are separated at the state level of government.</p> | <p>What is the structure of Virginia’s state government?</p> <p>What are some of the powers of the three branches of state government?</p> | <p>The Virginia Constitution distributes power among the legislative, executive, and judicial branches of the state government.</p> <p>The legislative branch is the General Assembly, a bicameral legislature—the House of Delegates and the Virginia Senate—that meets annually for a fixed number of days.</p> <p>The executive power is exercised by the governor, who is elected for a four-year term of office. The governor appoints members of the cabinet, who oversee specific functions of government.</p> <p>The lieutenant governor and the attorney general are executive branch officers who are elected for a four-year term of office.</p> <p>The judicial power is exercised by a court system that consists of four levels of courts:</p> <ul style="list-style-type: none">• Supreme Court• Court of appeals• Circuit courts• District courts (including small claims courts and juvenile and domestic relations courts) | |

STANDARD CE.7b

The student will demonstrate knowledge of the American constitutional government at the state level by
b) explaining the relationship of state governments to the national government in the federal system.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|---|--|---|
| <p>The Constitution of the United States of America establishes the principle of federalism, which is the division of power between the states and the national government.</p> <p>The expansion of the national government’s powers into areas traditionally reserved to the states has altered the relationship of states to the national government.</p> | <p>How does the Constitution of the United States of America outline the division and sharing of powers between the national and state governments?</p> | <p>The Constitution of the United States of America establishes a federal form of government in which the national government is supreme.</p> <p>The powers not given to the national government by the Constitution of the United States of America are reserved to the states.</p> <p>The Constitution of the United States of America denies certain powers to both the national and state governments.</p> <p>Primary responsibilities of each level of government</p> <ul style="list-style-type: none"> • National: Conducts foreign policy, regulates commerce, and provides for the common defense • State: Promotes public health, safety, and welfare <p>Tensions exist when federal mandates require state actions without adequate funding.</p> | <p>Create and explain diagrams, tables, and charts. (CE.1b)</p> <p>Distinguish between relevant and irrelevant information. (CE.1d)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. (CE.1f)</p> |

STANDARD CE.7c

The student will demonstrate knowledge of the American constitutional government at the state level by
 c) explaining and/or simulating the lawmaking process.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|---|---|---|
| <p>Members of the Virginia General Assembly are elected to make state laws.</p> <p>All citizens can learn the importance of the individual’s participation in the policymaking process through direct participation and simulations.</p> | <p>Which branch of the Virginia state government has the power to pass laws?</p> <p>How does the Virginia General Assembly make laws?</p> | <p>The lawmaking process in the Virginia General Assembly</p> <ul style="list-style-type: none"> • Introducing a bill • Working in committees • Debating the bill on the floor of each house • Voting on the bill in each house • Sending the bill to the governor to sign into law <p>Elected officials in the Virginia General Assembly write laws and take action in response to problems or issues.</p> <p>Individuals and interest groups help shape legislation.</p> <p>The primary issues in the legislative process at the state level</p> <ul style="list-style-type: none"> • Education: To promote an informed and engaged citizenry (i.e., establish minimum standards for local schools) • Public health: To promote and protect the health of its citizens (i.e., fund health benefits) • Environment: To protect natural resources (i.e., improve water quality in the Chesapeake Bay) • State budget: To approve a biennial (two year) budget prepared by the governor • Revenue: To levy and collect taxes | <p>Create and explain diagrams, tables, and charts. (CE.1b)</p> <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (CE.1c)</p> <p>Review information for accuracy, separating fact from opinion. (CE.1e)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. (CE.1f)</p> |

STANDARD CE.7d

The student will demonstrate knowledge of the American constitutional government at the state level by
d) describing the roles and powers of the executive branch and regulatory boards.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|--|---|--|
| <p>The executive branch of the Virginia state government enforces the laws and plays a key role in the policymaking process.</p> | <p>What are the roles and powers of the executive branch at the state level?</p> | <p>The governor of Virginia exercises the formal powers granted by the Virginia Constitution.</p> <p>In carrying out both the formal and informal powers of the office, the governor fills several roles, including</p> <ul style="list-style-type: none"> • chief of state • chief legislator • chief administrator • party chief • commander-in-chief. <p>Cabinet secretaries and departments, agencies, commissions, and regulatory boards</p> <ul style="list-style-type: none"> • administer laws • enforce laws • regulate aspects of business and the economy • provide services. | <p>Examine and interpret primary and secondary source documents. (CE.1a)</p> <p>Create and explain diagrams, tables, and charts. (CE.1b)</p> <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (CE.1c)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. (CE.1f)</p> |

STANDARD CE.8a

The student will demonstrate knowledge of the American constitutional government at the local level by

a) describing the structure and powers of the local government.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|--|---|------------------|
| <p>The units of local governments in Virginia are political subdivisions created by the General Assembly.</p> | <p>What are the units of local government in Virginia?</p> <p>Which officials are locally elected?</p> <p>Which powers do local government exercise?</p> | <p>The units of local government in Virginia are counties, towns, and cities. Local governments exercise legislative, executive, and judicial powers.</p> <p>Each Virginia county has an elected board of supervisors, which exercises legislative powers, enacting ordinances (local laws) and adopting an annual budget.</p> <p>Each Virginia county and city has an elected or appointed school board, which oversees the operation of the K–12 public schools in the county or city.</p> <p>Each Virginia incorporated town has an elected town council, which exercises legislative powers, enacting ordinances and adopting an annual budget. A mayor is elected either by the voters or the town council members.</p> <p>Each Virginia city has an elected city council, which exercises legislative powers, enacting ordinances and adopting an annual budget. A mayor is elected either by the voters or the city council members.</p> <p>In Virginia counties, towns, and cities, a manager may be hired by the elected legislative branch to oversee the operations of the local government.</p> <p>In every Virginia locality, state courts resolve judicial disputes. Judges of the circuit courts, district courts, juvenile and domestic relations courts, and small claims courts hear cases in each locality.</p> <p>The Virginia Constitution requires that voters in every locality elect a sheriff, a clerk of the circuit court, a commissioner of revenue, and a treasurer.</p> | |

STANDARD CE.8a (continued)

The student will demonstrate knowledge of the American constitutional government at the local level by
a) describing the structure and powers of the local government.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|---|------------------|
| | | <p>Virginia local governments exercise defined and limited powers, including the power to</p> <ul style="list-style-type: none">• enforce state and local laws• promote public health• protect public safety• educate children• protect the environment• regulate land use• levy and collect taxes. | |

STANDARD CE.8b

The student will demonstrate knowledge of the American constitutional government at the local level by
b) explaining the relationship of local government to the state government.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|---|---|------------------|
| <p>The authority of local governments in Virginia is derived from the state.</p> | <p>What is the relationship between the state government and local governments in Virginia?</p> | <p>All powers of local governments in Virginia are given to them by the Constitution of Virginia and acts of the General Assembly.</p> <p>Not all counties and cities are given the same powers. Cities have charters listing their powers.</p> | |

STANDARD CE.8c

The student will demonstrate knowledge of the American constitutional government at the local level by
c) explaining and/or simulating the lawmaking process.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|--|---|------------------|
| <p>Counties, cities, and towns adopt and enforce ordinances to provide services for their residents.</p> <p>All citizens can learn the importance of the individual's participation in the policymaking process through direct participation and simulations.</p> | <p>How do localities enact ordinances?</p> | <p>An elected board of supervisors is the local legislative body in counties and is responsible for passing laws (ordinances) for the county.</p> <p>An elected council is the local legislative body in independent cities and incorporated towns.</p> <p>Individuals can have the greatest influence on the decisions made by local government officials.</p> | |

STANDARD CE.9a

The student will demonstrate knowledge of how public policy is made at the local, state, and national levels of government by

a) examining the impact of the media on public opinion and public policy.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|---|---|--|
| The media informs policymakers and influences public policy. | What influence do the media have on public policy and policymakers? | <p>Ways the media play an important role in setting the public agenda</p> <ul style="list-style-type: none">• Focusing public attention on selected issues• Offering a forum in which opposing viewpoints are communicated• Holding government officials accountable to the public <p>Government officials use the media to communicate with the public.</p> | <p>Examine and interpret primary and secondary source documents. (CE.1a)</p> <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (CE.1c)</p> <p>Review information for accuracy, separating fact from opinion. (CE.1e)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. (CE.1f)</p> |

STANDARD CE.9b

The student will demonstrate knowledge of how public policy is made at the local, state, and national levels of government by
b) describing how individuals and interest groups influence public policy.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|--|--|---|
| Individuals and interest groups influence public policy. | How do individuals and interest groups influence policymakers? | <p>Terms to know</p> <ul style="list-style-type: none">• lobbying: Seeking to influence legislators to introduce or vote for or against a bill <p>Ways individuals influence public policy</p> <ul style="list-style-type: none">• Participating in politics (voting, campaigning, seeking office)• Expressing opinions (lobbying, demonstrating, writing letters)• Joining interest groups <p>Ways interest groups influence public policy</p> <ul style="list-style-type: none">• Identifying issues• Making political contributions• Lobbying government officials | <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (CE.1c)</p> <p>Review information for accuracy, separating fact from opinion. (CE.1e)</p> |

STANDARD CE.9c

The student will demonstrate knowledge of how public policy is made at the local, state, and national levels of government by
c) describing the impact of international issues and events on local decision making.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|---|--|---|
| <p>Local governments may be required to formulate, adopt, and implement public policies in response to international issues and events.</p> | <p>Which international issues and events would require local government officials to act?</p> | <p>International issues and events that would require policy decisions by local government officials could include the following:</p> <ul style="list-style-type: none">• Public health concerns in the event of a pandemic• Public safety in the event of an act of terrorism• Economic development policies in response to the emerging global economy• Policies to protect the environment (e.g., wildlife protection) | <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. (CE.1f)</p> |

STANDARD CE.10a

The student will demonstrate knowledge of the judicial systems established by the Constitution of Virginia and the Constitution of the United States by

a) describing the organization of the United States judicial system as consisting of state and federal courts with original and appellate jurisdiction.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|---|---|------------------|
| The judicial function is exercised in a dual court system, which consists of state courts and federal courts. | <p>How are federal courts organized, and what jurisdiction does each exercise?</p> <p>How are state courts organized, and what jurisdiction does each exercise?</p> | <p>The United States has a court system whose organization and jurisdiction are derived from the Constitution of the United States and federal laws.</p> <ul style="list-style-type: none">• U.S. Supreme Court: Justices, no jury; appellate jurisdiction; limited original jurisdiction• U.S. Court of Appeals: Judges, no jury; appellate jurisdiction• U.S. District Court: Judge, with or without jury; original jurisdiction <p>Virginia, like each of the other 49 states, has its own separate court system whose organization and jurisdiction are derived from Virginia's constitution and state laws.</p> <ul style="list-style-type: none">• Virginia Supreme Court: Justices, no jury; appellate jurisdiction; limited original jurisdiction• Court of Appeals of Virginia: Judges, no jury; appellate jurisdiction to review decisions of circuit courts• Circuit court: Judge, with or without jury; original jurisdiction for felony criminal cases and for certain civil cases; appellate jurisdiction from district courts• General district court, and juvenile and domestic relations court: Judge, no jury; original jurisdiction for misdemeanors in civil cases generally involving lower dollar amounts and original jurisdiction in juvenile and family cases | |

STANDARD CE.10b

The student will demonstrate knowledge of the judicial systems established by the Constitution of Virginia and the Constitution of the United States by

b) describing the exercise of judicial review.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|--------------------------|--|---|
| The power of judicial review is an important check on the legislative and executive branches of government. | What is judicial review? | <p>The supreme courts of the United States and Virginia determine the constitutionality of laws and acts of the executive branch of government. This power is called “judicial review.”</p> <p><i>Marbury v. Madison</i> established the principle of judicial review at the national level.</p> <p>The Constitution of the United States of America is the supreme law of the land.</p> <p>State laws must conform to the Virginia and United States constitutions.</p> | Examine and interpret primary and secondary source documents. (CE.1a) |

STANDARD CE.10c

The student will demonstrate knowledge of the judicial systems established by the Constitution of Virginia and the Constitution of the United States by

c) comparing and contrasting civil and criminal cases.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|---|--|------------------|
| Courts resolve two kinds of legal conflicts—civil and criminal. | How are criminal and civil cases similar and different? | <p>Criminal case</p> <ul style="list-style-type: none">• In a criminal case, a court determines whether a person accused of breaking the law is guilty or not guilty of a misdemeanor or a felony. <p>Procedure for criminal cases</p> <ul style="list-style-type: none">• A person accused of a crime may be arrested if the police have probable cause.• The accused may be committed to jail or released on bail.• The case proceeds to an arraignment where probable cause is reviewed, an attorney may be appointed for the defendant, and a plea is entered.• A court date is set, and a trial is conducted.• A guilty verdict may be appealed. <p>Civil case</p> <ul style="list-style-type: none">• In a civil case, a court settles a disagreement between two parties to recover damages or receive compensation. <p>Procedure for civil cases</p> <ul style="list-style-type: none">• The plaintiff files a complaint to recover damages or receive compensation.• Cases can be heard by a judge or a jury.• Cases can be appealed. | |

STANDARD CE.10d

The student will demonstrate knowledge of the judicial systems established by the Constitution of Virginia and the Constitution of the United States by

d) explaining how due process protections seek to ensure justice.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|---|--|--|
| <p>The right to due process of law is outlined in the 5th and 14th Amendments to the Constitution of the United States of America.</p> | <p>How do the due process protections ensure justice?</p> | <p>Terms to know</p> <ul style="list-style-type: none">• due process of law: The constitutional protection against unfair governmental actions and laws <p>Due process protections</p> <ul style="list-style-type: none">• The 5th Amendment prohibits the national government from acting in an unfair manner• The 14th Amendment prohibits state and local governments from acting in an unfair manner <p>The Supreme Court has extended the guarantees of the Bill of Rights, based upon the due process clause.</p> | <p>Examine and interpret primary and secondary source documents. (CE.1a)</p> |

STANDARD CE.11a

The student will demonstrate knowledge of how economic decisions are made in the marketplace by

a) applying the concepts of scarcity, resources, choice, opportunity cost, price, incentives, supply and demand, production, and consumption.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|--|---|---|
| <p>People make choices about how to use limited resources, decide the ownership of resources, and structure markets for the distribution of goods and services.</p> | <p>How do people deal with scarcity, resources, choice, opportunity cost, price, incentives, supply and demand, production, and consumption?</p> | <p>Scarcity is the inability to satisfy all wants at the same time. All resources and goods are limited. This requires that choices be made.</p> <p>Resources are factors of production that are used in the production of goods and services. Types of resources are natural, human, capital, and entrepreneurship.</p> <p>Choice is selection of an item or action from a set of possible alternatives. Individuals must choose or make decisions about desired goods and services because these goods and services are limited.</p> <p>Opportunity cost is what is given up when a choice is made—i.e., the highest valued alternative is forgone. Individuals must consider the value of what is given up when making a choice.</p> <p>Price is the amount of money exchanged for a good or service. Interaction of supply and demand determines price. Price determines who acquires goods and services.</p> <p>Incentives are things that incite or motivate. Incentives are used to change economic behavior.</p> <p>Supply and demand: Interaction of supply and demand determines price. Demand is the amount of a good or service that consumers are willing and able to buy at a certain price. Supply is the amount of a good or service that producers are willing and able to sell at a certain price.</p> <p>Production is the combining of human, natural, capital, and entrepreneurship resources to make goods or provide services. Resources available and consumer preferences determine what is produced.</p> <p>Consumption is the using of goods and services. Consumer preferences and price determine what is purchased and consumed.</p> | <p>Create and explain maps, diagrams, tables, charts, graphs, and spreadsheets. (CE.1b)</p> <p>Review information for accuracy, separating fact from opinion. (CE.1e)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. (CE.1f)</p> |

STANDARD CE.11b

The student will demonstrate knowledge of how economic decisions are made in the marketplace by
 b) comparing the differences among traditional, free market, command, and mixed economies.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|---|---|---|
| <p>Every country must develop an economic system to determine how to use its limited productive resources.</p> <p>The key factor in determining the type of economy a country has is the extent of government involvement.</p> | <p>What are the basic economic questions all societies must answer?</p> <p>What are the basic characteristics of traditional, free market, command, and mixed economies?</p> <p>How does each type of economy answer the three basic questions?</p> | <p>The three basic questions of economics</p> <ul style="list-style-type: none"> • What will be produced? • Who will produce it? • For whom will it be produced? <p>Each type of economy answers the three basic questions differently.</p> <p>Characteristics of major economic systems</p> <ul style="list-style-type: none"> • No country relies exclusively on markets to deal with the economic problem of scarcity. <p>Traditional economy</p> <ul style="list-style-type: none"> • Economic decisions are based on custom and historical precedent. • People often perform the same type of work as their parents and grandparents, regardless of ability or potential. <p>Free market economy</p> <ul style="list-style-type: none"> • Private ownership of property/resources • Profit motive • Competition • Consumer sovereignty • Individual choice • Minimal government involvement in the economy <p>Command economy</p> <ul style="list-style-type: none"> • Central ownership (usually by government) of property/resources • Centrally-planned economy • Lack of consumer choice <p>Mixed economy</p> <ul style="list-style-type: none"> • Individuals and businesses are owners and decision makers for the private sector. • Government is owner and decision maker for the public sector. • Government’s role is greater than in a free market economy and less than in a command economy. • Most economies today, including the United States, are mixed economies. | <p>Create and explain maps, diagrams, tables, charts, graphs, and spreadsheets. (CE.1b)</p> <p>Distinguish between relevant and irrelevant information. (CE.1d)</p> |

STANDARD CE.11c

The student will demonstrate knowledge of how economic decisions are made in the marketplace by
 c) describing the characteristics of the United States economy, including limited government, private property, profit, and competition.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|---|--|---|
| <p>The United States economy is primarily a free market economy; but because there is some government involvement it is characterized as a mixed economy.</p> <p>Government intervenes in a market economy when the perceived benefits of a government policy outweigh the anticipated costs.</p> | <p>What are the essential characteristics of the United States economy?</p> | <p>Characteristics of the United States economy</p> <ul style="list-style-type: none"> • Markets are generally allowed to operate without undue interference from the government. Prices are determined by supply and demand as buyers and sellers interact in the marketplace. • Private property: Individuals and businesses have the right to own real and personal property as well as the means of production without undue interference from the government. • Profit: Profit consists of earnings after all expenses have been paid. • Competition: Rivalry between producers and/or between sellers of a good or service usually results in better quality goods and services at lower prices. • Consumer sovereignty: Consumers determine through purchases what goods and services will be produced. Government involvement in the economy is limited. Most decisions regarding the production of goods and services are made in the private sector. | <p>Create and explain maps, diagrams, tables, charts, graphs, and spreadsheets. (CE.1b)</p> |

STANDARD CE.12a

The student will demonstrate knowledge of the structure and operation of the United States economy by
a) describing the types of business organizations and the role of entrepreneurship.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|--|--|---|
| <p>There are three basic ways that businesses organize to earn profits.</p> <p>Entrepreneurs play an important role in all three types of business organizations.</p> | <p>What are the basic types of profit-seeking business structures?</p> <p>What is an entrepreneur?</p> | <p>Basic types of business ownership</p> <ul style="list-style-type: none"> • Proprietorship: A form of business organization with one owner who takes all the risks and all the profits. • Partnership: A form of business organization with two or more owners who share the risks and the profits. • Corporation: A form of business organization that is authorized by law to act as a legal entity regardless of the number of owners. Owners share the profits. Owner liability is limited to the amount of their investment. <p>Entrepreneur</p> <ul style="list-style-type: none"> • A person who takes a risk to produce and sell goods and services in search of profit • May establish a business according to any of the three types of organizational structures | <p>Create and explain maps, diagrams, tables, charts, graphs, and spreadsheets. (CE.1b)</p> <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (CE.1c)</p> <p>Distinguish between relevant and irrelevant information. (CE.1d)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. (CE.1f)</p> |

STANDARD CE.12b

The student will demonstrate knowledge of the structure and operation of the United States economy by

b) explaining the circular flow that shows how consumers (households), businesses (producers), and markets interact.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|---|---|--|
| <p>Resources, goods and services, and money flow continuously among households, businesses, and markets in the United States economy.</p> | <p>How do resources, goods and services, and money flow among individuals, businesses, and governments in a market economy?</p> | <p>Economic flow (circular flow)</p> <ul style="list-style-type: none">• Individual and business saving and investment provide financial capital that can be borrowed for business expansion and increased consumption.• Individuals (households) own the resources used in production, sell the resources, and use the income to purchase products.• Businesses (producers) buy resources; make products that are sold to individuals, other businesses, and the government; and use the profits to buy more resources.• Governments use tax revenue from individuals and businesses to provide public goods and services. | <p>Examine and interpret primary and secondary source documents. (CE.1a)</p> <p>Distinguish between relevant and irrelevant information. (CE.1d)</p> <p>Review information for accuracy, separating fact from opinion. (CE.1e)</p> |

STANDARD CE.12c

The student will demonstrate knowledge of the structure and operation of the United States economy by
c) explaining how financial institutions channel funds from savers to borrowers.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|---|---|--|
| Private financial institutions act as intermediaries between savers and borrowers that include households and business investors. | How do financial institutions make the deposits of savers available to borrowers? | Private financial institutions <ul style="list-style-type: none">• Include banks, savings and loans, and credit unions• Receive deposits and make loans• Encourage saving and investing by paying interest on deposits | Review information for accuracy, separating fact from opinion. (CE.1e) |

STANDARD CE.12d

The student will demonstrate knowledge of the structure and operation of the United States economy by
d) examining the relationship of Virginia and the United States to the global economy, with emphasis on the impact of technological innovations.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|--|---|---|
| <p>Virginia and the United States pursue international trade in order to increase wealth.</p> | <p>Why do Virginia and the United States trade with other nations?</p> <p>What is the impact of technological innovation on world trade?</p> | <p>Terms to know</p> <ul style="list-style-type: none"> • global economy: Worldwide markets in which the buying and selling of goods and services by all nations takes place <p>Reasons that states and nations trade</p> <ul style="list-style-type: none"> • To obtain goods and services they cannot produce or cannot produce efficiently themselves • To buy goods and services at a lower cost or a lower opportunity cost • To sell goods and services to other countries • To create jobs <p>Virginia and the United States specialize in the production of certain goods and services, which promotes efficiency and growth.</p> <p>Impact of technological innovations</p> <ul style="list-style-type: none"> • Innovations in technology (e.g., the Internet) contribute to the global flow of information, capital, goods, and services. • The use of such technology also lowers the cost of production. | <p>Create and explain maps, diagrams, tables, charts, graphs, and spreadsheets. (CE.1b)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. (CE.1f)</p> |

STANDARD CE.13a

The student will demonstrate knowledge of the role of government in the United States economy by

a) examining competition in the marketplace.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|--|--|---|
| <p>The government promotes and regulates marketplace competition.</p> | <p>How does the United States government promote and regulate marketplace competition?</p> | <p>Ways the government promotes marketplace competition</p> <ul style="list-style-type: none"> • Enforcing antitrust legislation to discourage the development of monopolies • Engaging in global trade • Supporting business start-ups <p>Government agencies that regulate business</p> <ul style="list-style-type: none"> • FCC (Federal Communications Commission) • EPA (Environmental Protection Agency) • FTC (Federal Trade Commission) <p>These agencies oversee the way individuals and companies do business.</p> | <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (CE.1c)</p> <p>Review information for accuracy, separating fact from opinion. (CE.1e)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. (CE.1f)</p> |

STANDARD CE.13b

The student will demonstrate knowledge of the role of government in the United States economy by
b) explaining how government provides certain goods and services.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|--|---|---|
| <p>Government provides certain goods and services that individuals and businesses acting alone cannot provide efficiently.</p> | <p>What types of goods and services do governments provide?</p> <p>How do governments pay for the goods and services they provide?</p> | <p>Characteristics of most goods and services provided by government</p> <ul style="list-style-type: none">• Provide benefits to many simultaneously• Would not likely be available if individuals had to provide them• Include such things as interstate highways, postal service, and national defense <p>Ways governments pay for public goods and services</p> <ul style="list-style-type: none">• Through tax revenue• Through borrowed funds• Through fees (e.g., park entrance fees) | <p>Distinguish between relevant and irrelevant information. (CE.1d)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. (CE.1f)</p> |

STANDARD CE.13c

The student will demonstrate knowledge of the role of government in the United States economy by
 c) describing the impact of taxation, including an understanding of the reasons for the 16th Amendment, spending, and borrowing.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|---|---|--|
| <p>The government taxes, borrows, and spends to influence economic activity.</p> | <p>How does the government influence economic activity?</p> | <p>Government tax increases reduce the funds available for individual and business spending; tax decreases increase funds for individual and business spending.</p> <p>Increased government borrowing reduces funds available for borrowing by individuals and businesses; decreased government borrowing increases funds available for borrowing by individuals and businesses.</p> <p>Increased government spending increases demand, which may increase employment and production; decreased government spending reduces demand, which may result in a slowing of the economy.</p> <p>Increased government spending may result in higher taxes; decreased government spending may result in lower taxes.</p> <p>The 16th Amendment to the Constitution of the United States of America authorizes Congress to tax personal and business incomes.</p> | <p>Examine and interpret primary and secondary source documents. (CE.1a)</p> <p>Create and explain maps, diagrams, tables, charts, graphs, and spreadsheets. (CE.1b)</p> <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (CE.1c)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. (CE.1f)</p> |

STANDARD CE.13d

The student will demonstrate knowledge of the role of government in the United States economy by
d) explaining how the Federal Reserve System acts as the nation's central bank.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|---|--|--|
| The Federal Reserve System is our nation's central bank. | What is the role of the Federal Reserve System? | As the central bank of the United States, the Federal Reserve System <ul style="list-style-type: none">• has the duty to maintain the value of the national currency (dollar)• regulates banks to ensure the soundness of the banking system and the safety of deposits• manages the amount of money in the economy to try to keep inflation low and stable• acts as the federal government's bank. | Create and explain maps, diagrams, tables, charts, graphs, and spreadsheets. (CE.1b) Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. (CE.1f) |

STANDARD CE.13e

The student will demonstrate knowledge of the role of government in the United States economy by
e) describing the protection of consumer rights and property rights.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|--|--|---|
| <p>The United States government passes laws and creates agencies to protect consumer rights and property rights.</p> | <p>What is the role of the United States government in protecting consumer rights and property rights?</p> | <p>Individuals have the right of private ownership, which is protected by negotiated contracts that are enforceable by law.</p> <p>Government agencies establish guidelines that protect public health and safety.</p> <p>Consumers may take legal action against violations of consumer rights.</p> | <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. (CE.1f)</p> |

STANDARD CE.13f

The student will demonstrate knowledge of the role of government in the United States economy by

f) recognizing that government creates currency and coins and that there are additional forms of money.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|---|--|---|
| <p>Money is defined as anything that is generally accepted as a method of payment.</p> | <p>Why does the government issue currency and coins?</p> <p>Which government agencies are responsible for creating money?</p> | <p>When the United States government issues coins and currency, people accept it in exchange for goods and services because they have confidence in the government.</p> <p>Government issues money to facilitate this exchange.</p> <p>The three types of money generally used in the United States are</p> <ul style="list-style-type: none">• coins• Federal Reserve notes (currency)• deposits in bank accounts that can be accessed by checks and debit cards. | <p>Create and explain maps, diagrams, tables, charts, graphs, and spreadsheets. (CE.1b)</p> <p>Review information for accuracy, separating fact from opinion. (CE.1e)</p> |

STANDARD CE.14

The student will demonstrate knowledge of personal finance and career opportunities by

- a) identifying talents, interests, and aspirations that influence career choice;
- b) identifying attitudes and behaviors that strengthen the individual work ethic and promote career success;
- c) identifying abilities, skills, and education and the changing supply and demand for them in the economy;
- d) examining the impact of technological change and globalization on career opportunities;
- e) describing the importance of education to lifelong personal finances;
- f) examining the financial responsibilities of citizenship, including evaluating common forms of credit, savings, investments, purchases, contractual agreements, warranties, and guarantees.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|---|--|---|
| <p>An awareness of personal talents, interests, and aspirations is needed to select a career.</p> <p>Attitudes and behaviors that support a strong work ethic enhance career success.</p> <p>There is a correlation among skills, education, and income.</p> <p>Changes in technology influence the abilities, skills, and education needed in the workforce.</p> | <p>What is the role of self-assessment in career planning?</p> <p>What is the role of work ethic in determining career success?</p> <p>What is the relationship among skills, education, and income?</p> <p>What influence do advances in technology have on the workplace?</p> | <p>Career planning starts with self-assessment.</p> <p>Employers seek employees who demonstrate the attitudes and behaviors of a strong work ethic.</p> <p>Higher skill and/or education levels generally lead to higher incomes.</p> <p>Supply and demand also influence job income.</p> <p>Employers seek individuals who have kept pace with technological changes by updating their skills.</p> <p>Technological advancements create new jobs in the workplace.</p> <p>Technology and information flows permit people to work across international borders. This creates competition from foreign workers for United States jobs but also may create opportunities for United States workers to work for companies based in other countries.</p> <p>Being fiscally responsible includes making careful spending decisions, saving and investing for the future, having insurance, keeping to a budget, using credit wisely, as well as understanding how contracts, warranties, and guarantees can protect the individual.</p> | <p>Review information for accuracy, separating fact from opinion. (CE.1e)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. (CE.1f)</p> |