

HISTORY AND SOCIAL SCIENCE STANDARDS OF LEARNING
CURRICULUM FRAMEWORK 2008



Virginia and United States Government

Board of Education
Commonwealth of Virginia

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by the
Virginia Department of Education
P. O. Box 2120
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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 GOVT.1 a, b, c, d, e, f, g

The student will demonstrate mastery of the social studies skills responsible citizenship requires, including the ability to

- a) analyze primary and secondary source documents;**
- b) create and interpret 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) evaluate 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) 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 “g.” Students should have opportunities to practice writing, discussing, debating, and defending positions, 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 GOVT.2a

The student will demonstrate knowledge of the political philosophies that shaped the development of Virginia and United States constitutional government by

a) describing the development of Athenian democracy and the Roman republic.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The United States constitutional system incorporates democratic elements that were developed in Athens and Rome.</p>	<p>What elements of the United States constitutional system evolved from Athens and Rome?</p>	<p>Democratic elements of the United States constitutional system borrowed from Athens and Rome</p> <ul style="list-style-type: none">• Athens: Direct democracy• Rome: Indirect (representative) democracy, republic	<p>Create and interpret diagrams, tables, and charts. (GOVT.1b)</p> <p>Distinguish between relevant and irrelevant information. (GOVT.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. (GOVT.1f)</p>

STANDARD GOVT.2b

The student will demonstrate knowledge of the political philosophies that shaped the development of Virginia and United States constitutional government by

b) explaining the influence of the Magna Carta, the English Petition of Rights, and the English Bill of Rights.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The United States constitutional system of government incorporated ideas from the Magna Carta, the English Petition of Rights, and the English Bill of Rights.</p>	<p>What elements of the Constitution of the United States are derived from the Magna Carta, the English Petition of Rights, and the English Bill of Rights?</p>	<p>Magna Carta</p> <ul style="list-style-type: none"> • Limited power of government • Fundamental rights <ul style="list-style-type: none"> – Trial by jury – Due process of law <p>English Petition of Rights</p> <ul style="list-style-type: none"> • Early document supporting the idea that men have rights and establishing the concept of rule of law • Included basic rights: <ul style="list-style-type: none"> – Guarantee of trial by jury – Protection against marshal law – Protection against quartering of troops – Protection of private property <p>English Bill of Rights</p> <ul style="list-style-type: none"> • Limited power of the monarch • No standing army in peacetime • Free elections • Right of petition • Parliamentary checks on power 	<p>Create and interpret diagrams, tables, and charts. (GOVT.1b)</p> <p>Distinguish between relevant and irrelevant information. (GOVT.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. (GOVT.1f)</p>

STANDARD GOVT.2c

The student will demonstrate knowledge of the political philosophies that shaped the development of Virginia and United States constitutional government by

c) examining the writings of Hobbes, Locke, and Montesquieu.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Principles of government and law developed by leading European political thinkers Thomas Hobbes, John Locke, and Montesquieu may be found in the Constitution of Virginia, the Declaration of Independence, and the Constitution of the United States.	What were the fundamental principles of American government and law developed by leading European political thinkers?	Fundamental political principles <ul style="list-style-type: none">• Limited government: John Locke (Constitution of Virginia, Constitution of the United States, Declaration of Independence)• Government's authority coming only from the consent of the governed: Thomas Hobbes, John Locke (Declaration of Independence, Constitution of the United States)• Separation of powers: Montesquieu (Constitution of the United States, Constitution of Virginia)	Analyze primary and secondary source documents. (GOVT.1a) Create and interpret tables and charts. (GOVT.1b)

STANDARD GOVT.2d

The student will demonstrate knowledge of the political philosophies that shaped the development of Virginia and United States constitutional government by

d) explaining the guarantee of the “rights of Englishmen” set forth in the charters of the Virginia Company of London.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
The charters of the Virginia Company of London extended the rights of Englishmen to the colonists.	Why are the charters of the Virginia Company of London significant?	The basic rights of Englishmen were guaranteed to the colonists by the charters of the Virginia Company of London.	Analyze primary and secondary source documents. (GOVT.1a)

STANDARD GOVT.2e

The student will demonstrate knowledge of the political philosophies that shaped the development of Virginia and United States constitutional government by

e) analyzing the natural rights philosophies expressed in the Declaration of Independence.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The Declaration of Independence is an expression of natural rights philosophies.</p>	<p>How are the natural rights philosophies expressed by John Locke and Jean-Jacques Rousseau reflected in the Declaration of Independence?</p>	<p>Natural rights philosophies of John Locke and Jean-Jacques Rousseau expressed in the Declaration of Independence</p> <ul style="list-style-type: none">• Rousseau believed that all men are equal.• Locke believed that government is based on an agreement between people and their rulers (“social contract”). He felt that people have the right to life, liberty, and property.	<p>Analyze primary and secondary source documents. (GOVT.1a)</p> <p>Create and interpret tables and charts. (GOVT.1b)</p>

STANDARD GOVT.2f

The student will demonstrate knowledge of the political philosophies that shaped the development of Virginia and United States constitutional government by

- f) examining George Mason’s Virginia Declaration of Rights, Thomas Jefferson’s Virginia Statute for Religious Freedom, and James Madison’s leadership role in securing adoption of the Bill of Rights by the First Congress.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Virginians played key roles in securing individual liberties.</p>	<p>What roles did George Mason, Thomas Jefferson, and James Madison play in the adoption of the Bill of Rights?</p>	<p>Virginia Declaration of Rights, by George Mason</p> <ul style="list-style-type: none"> • States that all Virginians should have certain rights, including freedom of religion and the press • Basis for the Bill of Rights of the Constitution of the United States <p>Virginia Statute for Religious Freedom, by Thomas Jefferson</p> <ul style="list-style-type: none"> • States that all people should be free to worship as they please • First time religious freedom was protected by law • Basis for the First Amendment to the Constitution of the United States, which guarantees religious freedom <p>James Madison, “Father of the Constitution”</p> <ul style="list-style-type: none"> • Kept detailed notes during the Constitutional Convention • Engineered compromises on the most difficult issues facing the delegates • Authored the “Virginia Plan,” which proposed a federal government of three separate branches (legislative, executive, and judicial) and became the foundation for the structure of the new government. • Authored much of the Bill of Rights 	<p>Analyze primary and secondary source documents. (GOVT.1a)</p>

STANDARD GOVT.3a, b, c, d, e

The student will demonstrate knowledge of the concepts of democracy by

- a) recognizing the fundamental worth and dignity of the individual;
- b) recognizing the equality of all citizens under the law;
- c) recognizing majority rule and minority rights;
- d) recognizing the necessity of compromise;
- e) recognizing the freedom of the individual.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Concepts of democracy define and shape the meaning of U.S. citizenship.</p>	<p>What concepts define the meaning of democracy as expressed in the United States constitutional system?</p>	<p>Fundamental concepts of democracy</p> <ul style="list-style-type: none"> • Fundamental worth and dignity of the individual: All persons are entitled to life, liberty, and due process under the law. • Equality: All persons are entitled to equal rights and treatment under the law. • Majority rule: The will of the majority as expressed through elections is fundamental to the American system. • Minority rights: The Constitution of the United States protects the rights of the few from oppression. • Compromise: The structure of the United States government necessitates compromise by all sides. • Individual freedom: All persons are born free, equal, and independent. <p>An analysis of current events demonstrates contemporary applications of these democratic concepts.</p>	<p>Create and interpret diagrams, tables, and charts. (GOVT.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. (GOVT.1f)</p>

STANDARD GOVT.4a

The student will demonstrate knowledge of the Constitution of the United States by

a) examining the ratification debates and *The Federalist*.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The debates over ratification of the Constitution of the United States focused on powers given to the national government.</p>	<p>How did the amount of power given to the national government polarize the ratification debates?</p>	<p>Ratification debates</p> <ul style="list-style-type: none"> • Nine of thirteen states were needed to ratify the Constitution. • Anti-Federalist position <ul style="list-style-type: none"> – Suspicious of a strong central government – Wanted Bill of Rights to protect personal liberties • Federalist position <ul style="list-style-type: none"> – Believed that a strong central government was the best way to protect freedom <p><i>The Federalist</i> was a series of essays supporting adoption of the Constitution of the United States.</p>	<p>Analyze primary and secondary source documents. (GOVT.1a)</p> <p>Create and interpret diagrams, tables, and charts. (GOVT.1b)</p>

STANDARD GOVT.4b

The student will demonstrate knowledge of the Constitution of the United States by

b) identifying the purposes for government stated in the Preamble.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
The purposes for government are established in the Preamble to the Constitution of the United States.	What is the significance of the Preamble to the Constitution of the United States?	Purposes for government as stated in the Preamble <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	Analyze primary and secondary source documents. (GOVT.1a)

STANDARD GOVT.4c

The student will demonstrate knowledge of the Constitution of the United States by

c) examining the fundamental principles upon which the Constitution of the United States is based, including the rule of law, consent of the governed, limited government, separation of powers, and federalism.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The Constitution of the United States is based on fundamental principles.</p>	<p>What are the fundamental principles contained in the Constitution of the United States?</p>	<p>Fundamental principles</p> <ul style="list-style-type: none"> • Consent of the governed: People are the only source of governmental power. • Limited government: The government may do only those things that the people have given it the power to do. • Separation of powers: Government is divided into three branches — the legislative, executive, and judicial. • Checks and balances: This is a system whereby each branch of government exercises some control over the others. • Federalism: In this form of government, powers are divided between the national government and state governments. • Rule of law: The Constitution of the United States is supreme, and all individuals are accountable under the law. 	<p>Analyze primary and secondary source documents. (GOVT.1a)</p> <p>Create and interpret diagrams, tables, and charts. (GOVT.1b)</p>

STANDARD GOVT.4d

The student will demonstrate knowledge of the Constitution of the United States by

d) illustrating the structure of the national government outlined in Article I, Article II, and Article III.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Articles I, II, and III of the Constitution of the United States establish three co-equal branches of government.	How does the Constitution of the United States organize the national government?	Organization of the national government <ul style="list-style-type: none">• Article I establishes the legislative branch of the national government by setting forth the two houses of Congress to make laws.• Article II establishes the executive branch to carry out the laws passed by Congress.• Article III creates the United States Supreme Court and empowers Congress to establish lower Federal Courts to interpret the laws.	Analyze primary and secondary source documents. (GOVT.1a)

STANDARD GOVT.4e

The student will demonstrate knowledge of the Constitution of the United States by

e) describing the amendment process.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The amendment process provides a way that the Constitution of the United States can remain responsive to the needs of a changing nation.</p> <p>To date, there have been 27 amendments to the Constitution.</p>	<p>What are the procedures to amend the Constitution of the United States?</p>	<p>Terms to know</p> <ul style="list-style-type: none">• amendment: A formal revision to the Constitution, responding to needs of a changing nation <p>National amendment procedure (Article V)</p> <ul style="list-style-type: none">• Proposing an amendment<ul style="list-style-type: none">– requires a two-thirds vote of both houses of Congress<i>or</i>– requires a national convention requested by two-thirds of the state legislatures.• Ratifying an amendment<ul style="list-style-type: none">– requires approval by three-fourths of the state legislatures<i>or</i>– requires acceptance by conventions in three-fourths of the states.	<p>Analyze primary and secondary source documents. (GOVT.1a)</p>

STANDARD GOVT.5a, b, c, d

The student will demonstrate knowledge of the federal system described in the Constitution of the United States by

- a) explaining the relationship of the state governments to the national government;
- b) describing the extent to which power is shared;
- c) identifying the powers denied state and national governments;
- d) examining the ongoing debate that focuses on the balance of power between state and national governments.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The Constitution of the United States provides for a federal system of government in which power is shared between the states and the national government.</p>	<p>What is the relationship of the state governments to the national government?</p> <p>How is power divided and shared between the national and state levels of government?</p> <p>What powers are denied to both national and state governments?</p>	<p>The Constitution of the United States 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 are reserved to the states or people (10th Amendment).</p> <p>Powers of national government</p> <ul style="list-style-type: none"> • Expressed powers are those directly stated in the Constitution of the United States, such as the power to levy and collect taxes, make war, and regulate trade among the states. • Implied powers are those reserved by the national government but not specifically listed; the source for implied powers is the elastic clause or “necessary and proper” clause (Article I, Sec. 8). • Inherent powers are those that the national government may exercise simply because it is the national government, such as establishment of diplomatic relations and regulation of immigration. <p>Areas where powers are shared</p> <ul style="list-style-type: none"> • Taxation • Education policy • Criminal justice laws <p>Conflicts between the state and national authority in a federal system are found in concurrently held powers.</p> <p>Powers denied to both the national and state governments</p> <ul style="list-style-type: none"> • Ex post facto laws • Tax on exports <p>Federalism is not a static relationship between levels of government. The distribution of power between the states and the national government is the source of considerable political debate.</p>	<p>Analyze primary and secondary source documents. (GOVT.1a)</p> <p>Create and interpret diagrams, tables, and charts. (GOVT.1b)</p> <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (GOVT.1c)</p> <p>Distinguish between relevant and irrelevant information. (GOVT.1d)</p> <p>Evaluate information for accuracy, separating fact from opinion. (GOVT.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. (GOVT.1f)</p>

STANDARD GOVT.6a

The student will demonstrate knowledge of local, state, and national elections by

a) describing the organization, role, and constituencies of political parties.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Political parties are organized to win elections.</p> <p>Party factions can control the election process by controlling candidate selection.</p>	<p>How do political parties organize to win elections?</p>	<p>Political parties have national, state, and local organizations.</p> <p>Roles of political parties</p> <ul style="list-style-type: none"> • Select candidates • Raise funds • Conduct campaigns • Identify important issues • Monitor the party in power <p>Each major political party seeks to define itself in ways that wins majority support while remaining committed to core principles.</p> <p>The two major parties are coalitions of several factions and interest groups and recognize the importance of conducting campaigns that appeal to voters in the middle of the political spectrum, veering neither too far left nor too far right of the political center.</p> <p>Third parties could form to highlight single issues in a given election or provide a long-term forum for minority views.</p>	<p>Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheet. (GOVT.1b)</p> <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (GOVT.1c)</p> <p>Distinguish between relevant and irrelevant information. (GOVT.1d)</p> <p>Evaluate information for accuracy, separating fact from opinion. (GOVT.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. (GOVT.1f)</p>

STANDARD GOVT.6b

The student will demonstrate knowledge of local, state, and national elections by
b) describing the nomination and election process.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>At each level of government, candidates for elective office are chosen by using a variety of nominating methods.</p> <p>Candidates must appeal to an increasing number of independent voters to win elections.</p>	<p>How do political parties nominate candidates for national, state, and local offices?</p> <p>How do the major political parties select presidential candidates?</p>	<p>Ways individuals may seek nomination for national, state, and local offices</p> <ul style="list-style-type: none"> • Caucus • Nominating convention • Petition • Direct primary <p>The two major political parties use a national nominating convention to select presidential and vice-presidential candidates.</p> <p>In Virginia, state and local party organizations determine which method of nomination will be used to select candidates. Once nominated, candidates campaign and go before the voters for election to office.</p> <p>Democracy requires that elections be free, honest, and accurate.</p> <p>In Virginia, 17-year-olds can register and vote in special elections or participate in the nominating process if their 18th birthday is on or before the general election.</p>	<p>Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheet. (GOVT.1b)</p> <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (GOVT.1c)</p> <p>Distinguish between relevant and irrelevant information. (GOVT.1d)</p>

STANDARD GOVT.6c

The student will demonstrate knowledge of local, state, and national elections by
 c) examining campaign funding and spending.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Campaigning for political office is expensive.</p>	<p>How has the high cost of getting elected affected campaign funding and spending?</p>	<p>Laws limit the amount individuals and groups may contribute to federal, state, and local candidates.</p> <p>The Federal Election Campaign Act</p> <ul style="list-style-type: none"> • Provides for a system of financing based on three principles: <ul style="list-style-type: none"> – Public funding of presidential elections – Limitations on the amounts presidential and congressional candidates may receive from contributors – Public disclosure of the amounts candidates spend to get elected <p>In state and local campaigns, campaign contributions received by a candidate are unlimited but must be reported.</p> <p>Rising campaign costs require candidates to conduct extensive fundraising activities.</p> <p>Increasingly, fundraising is done online.</p>	<p>Create and interpret diagrams, tables, and charts. (GOVT.1b)</p> <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (GOVT.1c)</p> <p>Evaluate information for accuracy, separating fact from opinion. (GOVT.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. (GOVT.1f)</p>

STANDARD GOVT.6d

The student will demonstrate knowledge of local, state, and national elections by

d) analyzing the influence of media coverage, campaign advertising, public opinion polls, and Internet-based communications on elections.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Media coverage, campaign advertising, public opinion polls, and Internet-based communications influence public opinions during a political campaign.</p>	<p>How do media coverage, campaign advertising, and public opinion polls influence national, state, and local elections?</p> <p>How will current and future elections be influenced by the use of Internet-based communications?</p>	<p>Influences on elections</p> <ul style="list-style-type: none"> • Mass media (including Internet) influence public opinion. • Campaign advertisements are used to persuade and/or mobilize the electorate. • Scientific polling is used to measure public attitudes, target ads, and refine campaign strategies. • Internet-based communications include <ul style="list-style-type: none"> – campaign Web sites – e-mail communications with voters – use of social networking sites and blogging – online grassroots organizing. 	<p>Analyze primary and secondary source documents. (GOVT.1a)</p> <p>Create and interpret diagrams, tables, charts, and spreadsheet. (GOVT.1b)</p> <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (GOVT.1c)</p> <p>Evaluate information for accuracy, separating fact from opinion. (GOVT.1e)</p>

STANDARD GOVT.6e

The student will demonstrate knowledge of local, state, and national elections by

e) examining the impact of reapportionment and redistricting on elections.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Changes in population and resulting reapportionment have a political effect on legislative membership through national, state, and local elections.	<p>How do demographic changes lead to reapportionment?</p> <p>What effect does reapportionment have on elections?</p> <p>What are some alternatives to legislative redistricting?</p>	<p>Terms to know</p> <ul style="list-style-type: none">• reapportionment: Redistribution of the fixed number of seats in a legislative body (e.g., the 435 Congressional seats)• redistricting: Redrawing the boundaries of legislative districts• gerrymandering: The process of redrawing district boundaries to benefit one political party or group of citizens <p>The Constitution of the United States requires reapportionment of Congressional districts following each census.</p> <p>In Virginia, the General Assembly’s majority party redraws state and Congressional districts. Some states have removed legislators completely or partially from the process (e.g., by using non-partisan commissions).</p> <p>United States Supreme Court cases in the early 1960s established the “one man, one vote” principle.</p>	<p>Create and interpret diagrams, tables, charts, and spreadsheet. (GOVT.1b)</p> <p>Analyze political cartoons. (GOVT.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. (GOVT.1f)</p>

STANDARD GOVT.6f

The student will demonstrate knowledge of local, state, and national elections by

f) identifying how amendments extend the right to vote.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Amendments to the Constitution of the United States have extended the right of suffrage.	How have amendments to the Constitution of the United States extended suffrage?	Amendments to the Constitution of the United States that extended suffrage <ul style="list-style-type: none">• The 15th Amendment ensures right to vote regardless of race.• The 17th Amendment provides for direct election of United States senators.• The 19th Amendment grants women the right to vote.• The 23rd Amendment allows voters in Washington, D.C., to vote for president and vice president.• The 26th Amendment gives the right to vote to citizens 18 years old and older.	Analyze primary and secondary source documents. (GOVT.1a) Create and interpret diagrams, tables, and charts. (GOVT.1b) Analyze political cartoons, political advertisements, pictures, and other graphic media. (GOVT.1c)

STANDARD GOVT.6g

The student will demonstrate knowledge of local, state, and national elections by
 g) analyzing voter turnout.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The extent of engagement in a political campaign can be measured by voter turnout.</p>	<p>What factors influence voter participation?</p>	<p>Influences on voter turnout</p> <ul style="list-style-type: none"> • Campaign issues • Candidates • Voter attitudes toward government • Voter loyalty to political parties • Competitive and noncompetitive races <p>Education, age, and income are important factors in predicting which citizens will vote.</p> <p>More citizens vote in presidential elections than in other national, state, and local contests, but the percentage of Americans voting in presidential elections was on the decline until the 2008 election.</p> <p>A voter’s belief that he/she has little impact on the outcome of an election tends to discourage voter turnout.</p> <p>Voter apathy, dissatisfaction, and failure to meet voting requirements can contribute to decline in voting.</p>	<p>Create and interpret diagrams, tables, charts, and spreadsheet. (GOVT.1b)</p> <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (GOVT.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. (GOVT.1f)</p>

STANDARD GOVT.6h

The student will demonstrate knowledge of local, state, and national elections by

h) evaluating the degree to which interest groups influence political life.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Interest groups help shape legislation by influencing legislators.	How do interest groups influence political life?	<p>Ways interest groups influence political life</p> <ul style="list-style-type: none">• Stimulate interest in public affairs• Serve as a vehicle for participation in the political process• Advance specific political, social, or economic issues• Contribute to political campaigns <p>The high cost of campaigning increases the influence of interest groups and political action committees (PACs).</p>	<p>Create and interpret diagrams, tables, charts, and spreadsheet. (GOVT.1b)</p> <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (GOVT.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. (GOVT.1f)</p>

STANDARD GOVT.6i

The student will demonstrate knowledge of local, state, and national elections by

i) participating in simulations of local, state, and/or national elections.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Students can learn the importance of the individual's participation in the political process through direct involvement in campaigns and/or simulations.	How can students under 18 participate in the democratic process?	Student participation in the democratic process can include the following: <ul style="list-style-type: none">• Participating in student elections and school governance• Volunteering to work in political campaigns• Registering and voting in a primary election (if the student turns 18 on or before the general election)• Participating in classroom and online simulations.	

STANDARD GOVT.7a

The student will demonstrate knowledge of the organization and powers of the national government by

a) examining the legislative, executive, and judicial branches.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The legislative branch of the national government is a bicameral body with committees playing a major role in the legislative process.</p> <p>The Constitution of the United States grants both expressed and implied powers to the legislative branch.</p> <p>The executive branch consists of the president, vice president, and the federal bureaucracy.</p> <p>The organization and powers of the judicial branch are derived from the Constitution of the United States and federal law.</p>	<p>How is Congress organized?</p> <p>How are committees organized, and what is their purpose?</p> <p>What are the expressed and implied powers?</p> <p>What are the three parts of the executive branch, and how are these positions filled?</p> <p>What are the expressed and implied powers of the executive branch?</p> <p>What is the organization and jurisdiction of the federal court system?</p>	<p>The two houses of Congress</p> <ul style="list-style-type: none"> • The Senate: 100 members, with each state having two senators • The House of Representatives: 435 members, with each state’s representation based on the population <p>Congressional committees</p> <ul style="list-style-type: none"> • Committees are organized by subject matter. • Because of the large volume of work, committees are essential to the legislative process. <p>Expressed powers of Congress</p> <ul style="list-style-type: none"> • Levy taxes • Borrow money • Regulate commerce • Coin money <p>Implied powers of Congress allow it to do all things “necessary and proper” to carry out its expressed powers.</p> <p>The executive branch is headed by the president and vice president, who are supported by the Executive Office, the Cabinet, and the federal bureaucracy.</p>	<p>Analyze primary and secondary source documents. (GOVT.1a)</p> <p>Create and interpret maps, diagrams, tables, charts, and spreadsheet. (GOVT.1b)</p> <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (GOVT.1c)</p>

STANDARD GOVT.7a (continued)

The student will demonstrate knowledge of the organization and powers of the national government by
 a) examining the legislative, executive, and judicial branches.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>Responsibilities of the president and vice president</p> <ul style="list-style-type: none"> • Overseeing the various parts of the executive branch • Enforcing laws • Issuing executive ordinances • Appointing and removing officials • Making treaties and executive agreements • Commanding the military <p>United States court system</p> <ul style="list-style-type: none"> • Supreme Court: <ul style="list-style-type: none"> – Nine justices, no jury – Hears appeals from lower federal courts and highest state courts – Has limited original jurisdiction • United States Court of Appeals: <ul style="list-style-type: none"> – Judges, no jury – Hears appeals from United States district courts and certain other federal courts and commissions • United States District Court: <ul style="list-style-type: none"> – Judge, with or without jury – Tries cases involving federal crimes and federal civil proceedings – Does not hear appeals 	

STANDARD GOVT.7b

The student will demonstrate knowledge of the organization and powers of the national government by
 b) analyzing the relationships among the three branches in a system of checks and balances.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>A constitutional system of checks and balances gives each of the three branches of government ways to limit the powers of the other branches.</p>	<p>How does the system of checks and balances protect against an abuse of power by any one branch of government?</p>	<p>Checks of the legislative branch</p> <ul style="list-style-type: none"> • over the executive branch: <ul style="list-style-type: none"> – To override presidential vetoes – To impeach and convict a president – To approve treaties – To approve presidential appointments • over the judicial branch: <ul style="list-style-type: none"> – To approve federal judges/justices – To impeach and convict judges/justices <p>Checks of the executive branch</p> <ul style="list-style-type: none"> • over the legislative branch: <ul style="list-style-type: none"> – To veto acts of Congress – To call special sessions of Congress • over the judicial branch: <ul style="list-style-type: none"> – To appoint federal judges/justices <p>Checks of the judicial branch</p> <ul style="list-style-type: none"> • over the legislative branch: <ul style="list-style-type: none"> – To declare laws to be unconstitutional • over the executive branch: <ul style="list-style-type: none"> – To declare executive actions to be unconstitutional 	<p>Analyze primary and secondary source documents. (GOVT.1a)</p> <p>Create and interpret diagrams, tables, and charts. (GOVT.1b)</p> <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (GOVT.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. (GOVT.1f)</p>

STANDARD GOVT.7c

The student will demonstrate knowledge of the organization and powers of the national government by
 c) examining the ways individuals and groups exert influence on the national government.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Individuals and groups exert influence on the national government.</p>	<p>How do individuals and groups exert influence on the national government?</p>	<p>Ways individuals influence public policy</p> <ul style="list-style-type: none"> • Participating in politics (e.g., voting, campaigning, seeking office) • Expressing opinions (e.g., lobbying, demonstrating, writing letters, blogging, speaking at public meetings, petitioning, meeting with public officials) • Joining interest groups or political parties <p>Ways interest groups/lobbyists influence public policy</p> <ul style="list-style-type: none"> • Identifying issues • Stimulating interest in public affairs • Working to build a positive image for the group • Organizing individuals of like-minded interests • Providing useful information to government officials • Lobbying to persuade policymakers to share an interest group’s point of view • Making political contributions • Monitoring the policymaking and regulatory processes • Organizing communities of like interests 	<p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (GOVT.1c)</p> <p>Distinguish between relevant and irrelevant information. (GOVT.1d)</p> <p>Evaluate information for accuracy, separating fact from opinion. (GOVT.1e)</p>

STANDARD GOVT.8a

The student will demonstrate knowledge of the organization and powers of the state and local governments described in the Constitution of Virginia by

a) examining the legislative, executive, and judicial branches.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The Constitution of Virginia provides for legislative, executive, and judicial branches.</p> <p>Actions taken by state and local governments have direct impact on the everyday lives of Virginians.</p>	<p>How are the three branches of the state government organized, and what are their essential duties?</p>	<p>Branches of Virginia government</p> <ul style="list-style-type: none"> • The executive branch consists of three statewide-elected officials: <ul style="list-style-type: none"> – The governor, who is the chief executive officer of the state, is responsible for overseeing the state bureaucracy, preparing the biennial state budget, overseeing the execution of state laws and policies, proposing legislation, and appointing cabinet secretaries, the heads of various state agencies, and the members of policy-setting boards and commissions. The governor can exercise veto power. Governors serve a four-year term but may not serve two consecutive terms. – The lieutenant governor’s main duty is to preside over the Virginia Senate. – The attorney general’s main function is to be the lawyer for the state. He/she issues non-binding advisory opinions on legal issues and defends the state in legal matters. • The legislative branch of Virginia is known as the General Assembly. It is the oldest continuous legislative body in the Americas. The General Assembly is a bicameral (two-house) law-making body. It confirms the governor’s appointments, enacts laws, passes the budget, and levies taxes to fund the budget. <ul style="list-style-type: none"> – The Senate consists of 40 members who serve single-member districts based upon population. Senators are elected to four-year terms. – The House of Delegates consists of 100 members representing single-member districts based upon population. Members serve two-year terms. 	<p>Create and interpret maps, diagrams, tables, and charts. (GOVT.1b)</p> <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (GOVT.1c)</p>

STANDARD GOVT.8a (continued)

The student will demonstrate knowledge of the organization and powers of the state and local governments described in the Constitution of Virginia by

a) examining the legislative, executive, and judicial branches.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none">• Virginia’s judicial branch consists of four levels of courts. Judges are elected by the state legislature for a specific term.<ul style="list-style-type: none">– Supreme Court reviews decisions of lower state courts.– Court of appeals reviews lower court decisions and state commissions.– Circuit courts have original and appellate jurisdiction in civil and criminal cases.– General district courts have original jurisdiction in misdemeanor traffic cases and lesser civil cases.– Juvenile and domestic relations courts have original jurisdiction in cases involving juveniles.	

STANDARD GOVT.8b

The student will demonstrate knowledge of the organization and powers of the state and local governments described in the Constitution of Virginia by

b) examining the structure and powers of local governments: county, city, and town.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Virginia local governments vary in type, form of organization, and responsibilities.</p>	<p>How are local governments in Virginia organized?</p>	<p>Counties, independent cities, and incorporated towns are the three types of local government in Virginia.</p> <p>Cities are separate governmental entities, independent of the authority and taxing power of adjoining counties.</p> <p>Incorporated towns are governmentally part of the county in which they are located.</p> <p>Counties and independent cities, as units of local government, adopt and enforce ordinances, set their own budget and tax rate, and provide services for their residents.</p> <p>An elected board of supervisors is generally responsible for the legislative and administrative affairs of the county.</p> <p>An elected council is the local legislative body in independent cities and incorporated towns.</p> <p>A city or town manager can be appointed by the council to oversee daily operations of the local government.</p> <p>An elected or appointed school board oversees the operation of the public schools.</p>	<p>Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheet. (GOVT.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. (GOVT.1f)</p>

STANDARD GOVT.8c

The student will demonstrate knowledge of the organization and powers of the state and local governments described in the Constitution of Virginia by

c) analyzing the relationship between state and local governments and the roles of regional authorities, governing boards, and commissions.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The authority of local governments in Virginia is derived from the Virginia Constitution and the state government.</p> <p>Regional authorities are political subdivisions of the state and address needs that cross local government boundaries.</p>	<p>What is the relationship between state and local governments?</p> <p>What is the relationship between regional authorities and commissions and the governing boards of localities?</p>	<p>Dillon’s Rule: All power of the local government is derived from the state.</p> <p>Counties and cities, as administrative subdivisions of the state, assist in the local implementation of state laws and programs.</p> <p>Regional authorities are created by the General Assembly to serve one or more special functions, such as planning for regional land use, transportation, water and waste-disposal systems, and facilities such as parks, libraries, and jails.</p> <p>Boards and commissions establish policy, work collaboratively with government officials, and oversee public institutions such as Virginia’s public universities.</p>	<p>Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheet. (GOVT.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. (GOVT.1f)</p>

STANDARD GOVT.8d

The student will demonstrate knowledge of the organization and powers of the state and local governments described in the Constitution of Virginia by

d) examining the ways individuals and groups exert influence on state and local governments.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Individuals and groups influence public policy at the state and local levels.</p>	<p>How do individuals and groups influence policymakers at the state and local levels?</p>	<p>Ways individuals influence public policy</p> <ul style="list-style-type: none"> • Participating in politics (e.g., voting, campaigning, seeking office) • Expressing opinions (e.g., lobbying, demonstrating, writing letters, blogging, speaking at public hearings, petitioning, meeting with state and local officials) • Joining interest groups or political parties • Providing officials with accurate and detailed information <p>Ways groups influence public policy</p> <ul style="list-style-type: none"> • Identifying issues • Stimulating interest in public affairs • Working to build a positive image for the group • Organizing individuals of like-minded interests • Providing useful information to government officials • Lobbying to persuade policymakers to share the group’s point of view 	<p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (GOVT.1c)</p> <p>Distinguish between relevant and irrelevant information. (GOVT.1d)</p> <p>Evaluate information for accuracy, separating fact from opinion. (GOVT.1e)</p>

STANDARD GOVT.8e

The student will demonstrate knowledge of the organization and powers of the state and local governments described in the Constitution of Virginia by

e) evaluating the effectiveness of citizen efforts to influence decisions of state and local governments by examining historical or contemporary events.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Citizens can exert a powerful influence on the policymaking process at the state and local levels.</p> <p>Case studies may be used to evaluate the effectiveness of citizen efforts to influence decisions of state and local governments.</p>	<p>How do individuals and groups successfully exert influence on the policymaking decisions of state and local elected officials?</p> <p>How can case studies be used to evaluate the effectiveness of citizen efforts to influence decisions of state and local governments?</p>	<p>Informed individuals can have a great impact on policymakers.</p> <p>At the state and local levels, individuals can influence public policy through</p> <ul style="list-style-type: none">• direct participation in public meetings• personal contact with elected officials• service on commissions and boards• membership in interest groups• advocacy within the community and across Virginia. <p>A contemporary or historical case study of a public policy debate provides the opportunity to evaluate the effectiveness of citizen efforts to influence decisions of state and local governments.</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. (GOVT.1f)</p>

STANDARD GOVT.9a

The student will demonstrate knowledge of the process by which public policy is made by

a) examining different perspectives on the role of government.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Individuals have different opinions about the role of government in shaping public policy.</p>	<p>How do individuals differ in their opinions about the role of government?</p>	<p>Differences of opinion about the role of government are due primarily to ideology.</p> <p>An ideology is a set of basic beliefs about life, culture, government, and society. A person’s ideology provides a framework for looking at government and public policy. Ideology is shaped by many factors, including family, education, religion, socio-economic status, race and ethnicity, gender, and region.</p> <p>Traditionally, American political perspective falls into three broad categories of opinion:</p> <ul style="list-style-type: none"> • Conservative opinion generally believes that the role of government should be limited and that free enterprise and initiative should be promoted. • Moderate opinion generally seeks middle ground between conservative and liberal positions. • Liberal opinion generally believes that the role of government should be active and that economic opportunity should be promoted. <p>Individuals may not always be consistent in their opinions about public policy. For example, a person may hold conservative views about the economy and liberal views about society.</p>	<p>Create and interpret diagrams, tables, and charts. (GOVT.1b)</p> <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (GOVT.1c)</p> <p>Evaluate information for accuracy, separating fact from opinion. (GOVT.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. (GOVT.1f)</p>

STANDARD GOVT.9b

The student will demonstrate knowledge of the process by which public policy is made by
 b) describing how the national government influences the public agenda and shapes public policy.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The laws enacted by the national government generally reflect the public agenda that is shaped by individuals, elected officials, political leaders, interest groups, and the print and electronic media.</p>	<p>How does government at the national level influence the public agenda and shape public policy?</p>	<p>Public policy is the action the government takes to address an issue, solve a problem, or meet the needs and wishes of the citizens.</p> <p>Participants in the policy process include elected officials, political leaders, interest groups, the media, and individual citizens.</p> <p>These participants influence the public agenda and shape public policy by</p> <ul style="list-style-type: none"> • attending political and governmental meetings • lobbying • working in campaigns • contributing money to candidates and funding causes • organizing public opinion • filing legal challenges • petitioning government • demonstrating • running for office. 	<p>Create and interpret diagrams, charts, and graphs. (GOVT.1b)</p> <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (GOVT.1c)</p> <p>Evaluate information for accuracy, separating fact from opinion. (GOVT.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. (GOVT.1f)</p>

STANDARD GOVT.9c

The student will demonstrate knowledge of the process by which public policy is made by
c) describing how the state and local governments influence the public agenda and shape public policy.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>In Virginia’s state and local governments, the public agenda is shaped by elected officials, political leaders, interest groups, the media, and individual citizens.</p> <p>The legislative acts of the state and local governments affect directly the everyday life of all Virginians.</p>	<p>How does government at the state and local levels shape public policy in Virginia?</p>	<p>State and local government officials and individual citizens can shape policy through</p> <ul style="list-style-type: none">• direct participation in public meetings• personal contact with elected officials• service on boards and commissions• advocacy within the community and across the state, individually or as a member of an interest group.	<p>Distinguish between relevant and irrelevant information. (GOVT.1d)</p> <p>Evaluate information for accuracy, separating fact from opinion. (GOVT.1e)</p>

STANDARD GOVT.9d

The student will demonstrate knowledge of the process by which public policy is made by
 d) describing the process by which policy is implemented by the bureaucracy at each level.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Public policy is primarily implemented by bureaucracies at the national, state, and local levels.</p>	<p>How do bureaucracies implement public policy?</p>	<p>At all levels of government, the bureaucracies conduct the day-to-day operation of government and carry out public policy. Bureaucracies shape the meaning of laws passed by legislatures through rule-making and help to draft new bills for lawmakers. Some bureaucrats shape policy by providing information and advice to the executive branches of government.</p> <p>Levels of bureaucracy</p> <ul style="list-style-type: none"> • National <ul style="list-style-type: none"> – Cabinet departments – Office of the president – Federal agencies • Virginia <ul style="list-style-type: none"> – Cabinet departments – Office of the governor – State agencies • Local <ul style="list-style-type: none"> – County/city agencies – Regional authorities 	<p>Create and interpret diagrams, tables, and charts. (GOVT.1b)</p> <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (GOVT.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. (GOVT.1f)</p>

STANDARD GOVT.9e

The student will demonstrate knowledge of how public policy is made by
 e) analyzing how individuals, interest groups, and the media influence public policy.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Individuals, interest groups, and the media influence public policy.</p>	<p>How do individuals, interest groups, and the media influence policymakers?</p>	<p>Ways individuals influence public policy</p> <ul style="list-style-type: none"> • Participating in politics (e.g., voting, campaigning) • Expressing opinions (e.g., 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>Ways the media influences public opinion</p> <ul style="list-style-type: none"> • Giving selective attention to issues • Shaping attitudes and beliefs • Providing information to policy-makers 	<p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (GOVT.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. (GOVT.1f)</p>

STANDARD GOVT.9f

The student will demonstrate knowledge of how public policy is made by
f) formulating and practicing a course of action to address local and/or state issues.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Students acquire the knowledge and skills required to influence public policy by studying how others addressed issues of interest in their community or the state.</p>	<p>What knowledge and skills do students need to demonstrate in order to influence public policy?</p>	<p>Students need to demonstrate the knowledge and skills responsible citizenship requires, including the ability to</p> <ul style="list-style-type: none">• formulate questions about state and/or local issues• acquire and analyze information from a variety of print and electronic sources• evaluate information• act within a group in a positive manner to resolve conflict and build trust• communicate a position effectively in writing, discussion, and debate• implement a course of action• evaluate the effectiveness of the action.	<p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (GOVT.1c)</p> <p>Distinguish between relevant and irrelevant information. (GOVT.1d)</p> <p>Evaluate information for accuracy, separating fact from opinion. (GOVT.1e)</p>

STANDARD GOVT.10a

The student will demonstrate knowledge of the operation of the federal judiciary by

a) describing the organization, jurisdiction, and proceedings of federal courts.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The United States has a court system whose jurisdiction is derived from the Constitution of the United States and federal laws.</p>	<p>From where do the regular federal courts derive their jurisdiction?</p> <p>What is the jurisdiction of each of the federal courts?</p>	<p>Article III of the Constitution of the United States and federal laws establish the jurisdictions of the federal courts.</p> <p>Types of jurisdiction</p> <ul style="list-style-type: none"> • Exclusive jurisdiction: Certain cases, such as bankruptcy and federal crimes, can be tried only in federal courts. • Concurrent jurisdiction: Congress allows some cases to be tried in either federal or state courts (e.g., cases between citizens of different states). • Original jurisdiction is the authority of a court to hear a case first. • Appellate jurisdiction is the authority of a court to review decisions of a trial court. <p>Jurisdiction of regular federal courts</p> <ul style="list-style-type: none"> • U.S. Supreme Court: Appellate and limited original • U.S. Court of Appeals: Appellate • U.S. District Court: Original <p>The Supreme Court of the United States is the court of last resort. It hears appeals from federal, state, and special courts.</p>	<p>Analyze primary and secondary source documents. (GOVT.1a)</p> <p>Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheet. (GOVT.1b)</p> <p>Distinguish between relevant and irrelevant information. (GOVT.1d)</p>

STANDARD GOVT.10b

The student will demonstrate knowledge of the operation of the federal judiciary by

b) examining how John Marshall established the Supreme Court as an independent, co-equal branch of government through his opinion in *Marbury v. Madison*.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
The United States Supreme Court gained recognition as an equal branch of government as a result of John Marshall's judicial strategy.	How did the Supreme Court gain status equal to the other two branches of the federal government?	<p>Prior to the appointment of Chief Justice John Marshall, the Supreme Court had little power.</p> <p>In <i>Marbury v. Madison</i> (1803), Chief Justice John Marshall and the Supreme Court for the first time declared an act of Congress unconstitutional, thus establishing the power of judicial review.</p>	<p>Analyze primary and secondary source documents. (GOVT.1a)</p> <p>Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheet. (GOVT.1b)</p> <p>Distinguish between relevant and irrelevant information. (GOVT.1d)</p>

STANDARD GOVT.10c

The student will demonstrate knowledge of the operation of the federal judiciary by

c) describing how the Supreme Court decides cases.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The Supreme Court hears cases and makes decisions based on the opinions of the majority of the justices.</p>	<p>How are Supreme Court cases decided?</p>	<p>Steps in deciding cases</p> <ul style="list-style-type: none">• Briefs: Both sides of the case and any interested parties submit written information summarizing their points of view.• Oral arguments: Lawyers for each side present oral arguments. They are often questioned by the justices regarding their arguments.• Conference: Following oral arguments, justices meet to discuss the merits of the case. The decision of the court is determined by a majority vote.• Opinions: Justices are assigned to write the majority and minority opinions of the court. When all opinions have been written and the justices have determined which opinion they will support, the decision is announced in public. A justice who disagrees with that opinion may write a dissenting opinion.	<p>Analyze primary and secondary source documents. (GOVT.1a)</p> <p>Evaluate information for accuracy, separating fact from opinion. (GOVT.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. (GOVT.1f)</p>

STANDARD GOVT.10d

The student will demonstrate knowledge of the operation of the federal judiciary by

d) comparing the philosophies of judicial activism and judicial restraint.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Supporters of the philosophies of judicial activism and judicial restraint disagree regarding the role of the federal judiciary.	How do the philosophies of judicial activism and judicial restraint relate to the federal judiciary's exercise of its authority?	<p>Judicial activists believe federal courts should use the power of judicial review to resolve important societal issues. Since justices are not elected, they can make controversial decisions without fear of losing office.</p> <p>Those in favor of judicial restraint argue that the Supreme Court should avoid ruling on constitutional issues whenever possible. When action is necessary, the Court should decide cases in as narrow a manner as possible.</p>	<p>Analyze primary and secondary source documents. (GOVT.1a)</p> <p>Evaluate information for accuracy, separating fact from opinion. (GOVT.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. (GOVT.1f)</p>

STANDARD GOVT.10e

The student will demonstrate knowledge of the operation of the federal judiciary by

e) evaluating how the judiciary influences public policy by delineating the power of government and safeguarding the rights of the individual.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The government’s public policy goals are expressed in legislative acts and executive actions that are subject to interpretation and review by the federal judiciary.</p> <p>The judicial philosophy of a president’s appointee to the U.S. Supreme Court can influence the decisions the Court makes.</p>	<p>How does the federal judiciary influence public policy expressed in legislative acts and executive actions?</p>	<p>The U.S. Supreme Court’s exercise of the power of judicial review can invalidate legislative acts and executive actions that exceed the scope of powers granted by the U.S. Constitution.</p> <p>Federal courts, by interpreting and applying federal law to specific situations, provide meaning to legislative acts and executive actions.</p> <p>The U.S. Supreme Court defines the limits of government power and protects individual rights from governmental abuse.</p>	<p>Analyze primary and secondary source documents. (GOVT.1a)</p> <p>Distinguish between relevant and irrelevant information. (GOVT.1d)</p> <p>Evaluate information for accuracy, separating fact from opinion. (GOVT.1e)</p>

STANDARD GOVT.11a

The student will demonstrate knowledge of civil liberties and civil rights by

a) examining the Bill of Rights, with emphasis on First Amendment freedoms.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The first ten amendments to the Constitution of the United States, known as the Bill of Rights, outline American civil liberties.</p>	<p>What is the Bill of Rights?</p> <p>What are the freedoms listed in the First Amendment to the Constitution of the United States?</p>	<p>Term to know</p> <ul style="list-style-type: none"> • civil liberties: Freedoms upon which the government may not infringe <p>The Bill of Rights is composed of the first ten amendments to the Constitution of the United States. The Bill of Rights guarantees the rights of individuals and expresses limitations on federal and state governments.</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 is free to gather and publish information, including that which criticizes the government. • Assembly: Individuals may peacefully gather. • Petition: Individuals have the freedom to make their views known to public officials. <p>Rights of the accused</p> <p>The Bill of Rights protects citizens from</p> <ul style="list-style-type: none"> • unreasonable search and seizures • double jeopardy • self-incrimination • cruel and unusual punishment. 	<p>Analyze primary and secondary source documents. (GOVT.1a)</p> <p>Distinguish between relevant and irrelevant information. (GOVT.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. (GOVT.1f)</p>

STANDARD GOVT.11b

The student will demonstrate knowledge of civil liberties and civil rights by

b) analyzing due process of law expressed in the 5th and 14th Amendments.

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.</p>	<p>How do the 5th and 14th Amendments to the Constitution of the United States protect due process of law?</p>	<p>Two types of due process of law</p> <ul style="list-style-type: none">• Procedural due process of law: The government must use fair proceedings.• Substantive due process of law: The laws under which the government acts must be constitutional. <p>Amendments protecting due process of law</p> <ul style="list-style-type: none">• The 5th Amendment prohibits the national government from acting in an unfair or arbitrary manner.• The 14th Amendment prohibits state and local governments from acting in an unfair or arbitrary manner.	<p>Analyze primary and secondary source documents. (GOVT.1a)</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. (GOVT.1f)</p>

STANDARD GOVT.11c

The student will demonstrate knowledge of civil liberties and civil rights by

c) explaining selective incorporation of the Bill of Rights.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The selective incorporation of the Bill of Rights through the 14th Amendment (due process of law clause) greatly enhances the protection of civil rights.</p>	<p>How did the Supreme Court use the 14th Amendment to extend the Bill of Rights protections to state proceedings?</p>	<p>Beginning in the twentieth century, the Supreme Court used the 14th Amendment (due process of law clause) to limit state actions, just as the Bill of Rights limits the national government.</p> <p>The Supreme Court has incorporated in the due process clause all of the provisions of the Bill of Rights except those of the 2nd, 3rd, 7th, and 10th Amendments and the grand jury requirement of the 5th Amendment.</p>	<p>Analyze primary and secondary source documents. (GOVT.1a)</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. (GOVT.1f)</p>

STANDARD GOVT.11d

The student will demonstrate knowledge of civil liberties and civil rights by
d) exploring the balance between individual liberties and the public interest.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The protection of civil liberties and civil rights, as guaranteed by the Constitution of the United States, is balanced by compelling public interest.</p>	<p>How does the public interest influence the liberties and rights of individuals?</p>	<p>Few rights, if any, are considered absolute.</p> <p>Limitations of rights</p> <ul style="list-style-type: none">• Some forms of speech are not protected (e.g., libel, slander, obscenity).• Speech that is a “clear and present danger” is not protected (e.g., shouting “Fire!” in a crowded building).• The press can be restricted when publication will cause serious and irreparable harm (e.g., breach of national security).	<p>Analyze primary and secondary source documents. (GOVT.1a)</p>

STANDARD GOVT.11e

The student will demonstrate knowledge of civil liberties and civil rights by
 e) explaining every citizen’s right to be treated equally under the law.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The equal protection guarantee of the 14th Amendment provides the basis for the safekeeping of civil rights.</p>	<p>How does the equal protection guarantee affect civil rights?</p>	<p>The equal protection clause is contained in the 14th Amendment to the Constitution of the United States.</p> <p>The promise of equal protection under the law does not guarantee all people will be treated exactly the same.</p> <p>The government may classify or categorize people into groups for justifiable government goals (e.g., adults under 21 may not purchase alcohol).</p> <p>Applications of the equal protection principle</p> <ul style="list-style-type: none"> • Civil Rights Movement: Congress passed a series of laws outlawing discrimination. • Affirmative Action: The government passed laws and implemented procedures to reverse the effects of years of discrimination primarily against women and minorities. 	<p>Analyze primary and secondary source documents. (GOVT.1a)</p> <p>Create and interpret maps, diagrams, tables, and charts. (GOVT.1b)</p> <p>Analyze political cartoons, pictures, and other graphic media. (GOVT.1c)</p> <p>Evaluate information for accuracy, separating fact from opinion. (GOVT.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. (GOVT.1f)</p>

STANDARD GOVT.12a

The student will demonstrate knowledge of the role of the United States in a changing world by
a) describing the responsibilities of the national government for foreign policy and national security.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>American foreign policy consists of the official positions and actions that the national government takes in its relationships with other countries.</p>	<p>How are foreign policy decisions made and implemented?</p> <p>How are American interests safeguarded at home and abroad?</p>	<p>The president has primary responsibility for making foreign policy. The president can negotiate, persuade, apply economic pressure, and threaten military intervention.</p> <p>Foreign policy powers of other branches</p> <ul style="list-style-type: none"> • Congress has the power to declare war and to appropriate funds. • The Senate has the power to confirm ambassadors and to ratify treaties. • The Supreme Court has the power to interpret treaties. <p>Key agencies in the foreign policy arena</p> <ul style="list-style-type: none"> • State Department • National Security Council • Foreign Service • Department of Defense • Central Intelligence Agency <p>Public opinion, special interests, international organizations, and foreign countries influence foreign policy and national security issues.</p> <p>The president is the commander-in-chief of the armed forces.</p> <p>Conventional diplomacy, foreign aid, economic sanctions, and military intervention abroad serve to protect American interests and promote national security.</p>	<p>Create and interpret diagrams, tables, and charts. (GOVT.1b)</p> <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (GOVT.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. (GOVT.1f)</p>

STANDARD GOVT.12b

The student will demonstrate knowledge of the role of the United States in a changing world by
b) assessing the role played by national interest in shaping foreign policy and promoting world peace.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
United States foreign policy priorities reflect American political values.	How does the national interest shape foreign policy decisions?	<p>Foreign policy goals</p> <ul style="list-style-type: none">• Fulfilling a commitment to preserve a peaceful world• Promoting democratic values• Protecting nations from aggression• Encouraging market-oriented economies and free trade• Safeguarding the global environment• Advancing international cooperation <p>Making foreign policy decisions requires balancing competing or contradictory foreign policy goals.</p>	<p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (GOVT.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. (GOVT.1f)</p>

STANDARD GOVT.12c

The student will demonstrate knowledge of the role of the United States in a changing world by
c) examining the relationship of Virginia and the United States to the global economy.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Total world production is greater when nations specialize in the production of those products that they can produced most efficiently.</p> <p>The economies of Virginia and the United States depend on resources and markets around the world for the production and sale of goods and services.</p>	<p>What is the nature of the relationship of Virginia and the United States to the global economy?</p>	<p>Virginia and United States businesses have become multinational in their quest for resources, markets, and profits.</p> <p>International trade provides Virginia and the United States with goods and services for which they do not possess absolute or comparative advantage.</p> <p>Virginia and the United States benefit when they produce goods and services for which they have a comparative advantage, and trade for other items.</p>	<p>Create and interpret maps, diagrams, tables, and charts. (GOVT.1b)</p> <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (GOVT.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. (GOVT.1f)</p>

STANDARD GOVT.12d

The student will demonstrate knowledge of the role of the United States in a changing world by
d) examining recent foreign policy and international trade initiatives since 1980.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The United States continues to face challenges to its security and economic well-being in the post-Cold War era.</p> <p>In recent decades, the national government has worked to reduce barriers to international trade.</p>	<p>What challenges shaped American foreign policy in the post-Cold War world?</p> <p>How has the national government worked to promote fair and free trade throughout the world?</p>	<p>Recent initiatives addressing foreign policy challenges</p> <ul style="list-style-type: none"> • Trading with China • Curtailing human rights abuses • Controlling nuclear and biological arms • Determining the future of NATO • Curbing drug traffic • Improving global environment <p>United States trade agreements</p> <ul style="list-style-type: none"> • North American Free Trade Agreement (NAFTA): A free-trade zone of Canada, Mexico, and the United States intended to eliminate trade barriers, promote fair competition, and increase investment opportunities • World Trade Organization (WTO): Established in 1995. Its role is administering trade agreements, handling disputes, and providing a venue for negotiating among its member nations. 	<p>Create and interpret maps, diagrams, tables, and charts. (GOVT.1b)</p> <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (GOVT.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. (GOVT.1f)</p>

STANDARD GOVT.13a, b, c, d

The student will demonstrate knowledge of how governments and economies in Mexico, the United Kingdom, and the People’s Republic of China compare with the government and the economy in the United States by

- a) describing the distribution of governmental power;
- b) explaining the relationship between the legislative and executive branches;
- c) comparing the extent of participation in the political process;
- d) comparing the degrees of government involvement in the economies.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Governments organize their institutions to serve the fundamental purposes for which government is established.</p> <p>Participation in the political process reflects the degree to which governmental power is limited.</p> <p>Different economies have different degrees of government involvement.</p>	<p>How are constitutional governments typically organized?</p> <p>How does participation in the political process reflect restraints on the power of government?</p>	<p>The two most common ways to organize institutions of the central government</p> <ul style="list-style-type: none"> • A federal system of government (United States and Mexico): Powers are shared between levels of government; powers are separated and shared among the branches of the national government. • A unitary system of government (the United Kingdom and the People’s Republic of China): All governmental power is vested in the central government, which may choose to delegate some of its authority; this type of government often has a parliamentary system. The legislative branch holds both legislative and executive powers. The executive is chosen by the legislature. <p>Limited governments have restraints on power and encourage broad-based participation in the political process.</p> <p>Governments of unlimited power (authoritarian governments) place no limits on the power wielded by one person or small group.</p> <p>Economies</p> <ul style="list-style-type: none"> • Mexico: Market economy with government ownership of some major industries • United Kingdom: Generally market economy and private ownership of property • People’s Republic of China: Command economy with an increasing importance for markets 	<p>Create and interpret diagrams, tables, and charts. (GOVT.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. (GOVT.1f)</p>

STANDARD GOVT.14a

The student will demonstrate knowledge of economic systems by

a) identifying the basic economic questions encountered by all economic systems.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Every society must answer three basic economic questions.	What are the basic economic questions every society must answer?	<p>Basic economic questions</p> <ul style="list-style-type: none">• What goods and services should be produced?• How should they be produced?• For whom are they produced? <p>How a society answers these questions determines the type of economy it has.</p>	<p>Create and interpret maps, diagrams, tables, and charts. (GOVT.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. (GOVT.1f)</p>

STANDARD GOVT.14b

The student will demonstrate knowledge of economic systems by

b) comparing the characteristics of traditional, free market, command, and mixed economies, as described by Adam Smith and Karl Marx.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The type of economy a country has is determined by the amount of government involvement in economic decision-making.</p>	<p>What are the basic characteristics of traditional, free market, command, and mixed economies?</p>	<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"> • A free market economy is characterized by private ownership of property/ resources, profit motive, competition, consumer sovereignty, and individual choice. • Adam Smith was one of the founders of free market capitalism. <p>Command economy</p> <ul style="list-style-type: none"> • A command economy is characterized by central ownership of property/resources, centrally-planned economy, and lack of consumer choice. • Karl Marx provided the ideological foundation for communist/centrally-planned economies. <p>Mixed economy</p> <ul style="list-style-type: none"> • Individuals and businesses make decisions for the private sector. • Government makes decisions 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 are mixed economies. 	<p>Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheet. (GOVT.1b)</p> <p>Distinguish between relevant and irrelevant information. (GOVT.1d)</p> <p>Evaluate information for accuracy, separating fact from opinion. (GOVT.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. (GOVT.1f)</p>

STANDARD GOVT.14c

The student will demonstrate knowledge of economic systems by

c) evaluating the impact of the government’s role in the economy on individual economic freedoms.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Maintaining freedom of choice in the marketplace is the basis of the free-enterprise system. Government plays a limited but important role in the protection of individual economic freedoms.</p> <p>Individuals have the right to the basic economic freedoms enjoyed in a free market society. The government is responsible for protecting these freedoms.</p>	<p>What are some economic freedoms?</p> <p>What is the government’s role in protecting these freedoms?</p>	<p>Economic freedoms of individuals</p> <ul style="list-style-type: none">• Ability to earn money• Right to purchase property• Right to spend incomes on goods and services• Right to choose occupations or change jobs• Right to make choices about where and how much to save• Right to start new businesses <p>The government has created certain consumer-protection laws and agencies.</p>	<p>Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheet. (GOVT.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. (GOVT.1f)</p>

STANDARD GOVT.14d

The student will demonstrate knowledge of economic systems by

d) explaining the relationship between economic freedom and political freedom.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>A strong relationship exists between the economic and political freedoms enjoyed by citizens of free and authoritarian nations.</p>	<p>To what degree are economic freedoms and political freedoms related in democratic and authoritarian nations?</p>	<p>The degree of economic freedom in a nation tends to be directly related to the degree of political freedom its citizens enjoy.</p> <p>Democratic nations</p> <ul style="list-style-type: none">• High degree of economic freedom• High degree of political freedom <p>Authoritarian nations</p> <ul style="list-style-type: none">• Limited economic freedom• Limited political freedom	<p>Distinguish between relevant and irrelevant information. (GOVT.1d)</p> <p>Evaluate information for accuracy, separating fact from opinion. (GOVT.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. (GOVT.1f)</p>

STANDARD GOVT.14e

The student will demonstrate knowledge of economic systems by

e) examining productivity and the standard of living as measured by key economic indicators.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Formulation of economic policies requires an understanding of accurate measures of the economy's performance.</p>	<p>What are the key economic indicators?</p>	<p>Indicators of economic performance</p> <ul style="list-style-type: none"> • Gross Domestic Product (GDP) is the total dollar value of all final goods and services produced in a year. • Consumer price index measures the monthly price changes of sample consumer goods and services. • Unemployment rate is the percentage of the labor force without jobs. • Balance of trade is the difference in dollar value between imports and exports. • Stock market averages are select groups of stocks whose performance is averaged, and over time, the averages serve as an indicator for the market. • Productivity is the amount of output per unit of input over a period of time. <p>Productivity and the standard of living are generally higher in economies that have limited government planning and limited control of the economy.</p>	<p>Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheet. (GOVT.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. (GOVT.1f)</p>

STANDARD GOVT.15a

The student will demonstrate knowledge of the United States market economy by

a) assessing the importance of entrepreneurship, the profit motive, and economic independence to the promotion of economic growth.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The entrepreneur sees an economic need and tries to fill it.</p> <p>Profit is an entrepreneur’s reward for taking a risk and succeeding.</p> <p>Entrepreneurs must have the freedom to start new business ventures but must accept the responsibilities of that freedom.</p>	<p>What is entrepreneurship?</p> <p>What is profit?</p> <p>What is the relationship between entrepreneurship and economic independence?</p>	<p>Entrepreneurship is the organizational abilities and risk-taking involved in starting a new business or introducing a new product.</p> <p>Entrepreneurs must be willing to take risks, handle rejection, survive financial uncertainty, and make personal sacrifices.</p> <p>Profit is the difference between the revenue received from the sale of a good or service and the costs of providing that good or service.</p> <p>Economic structures that provide freedom of choice encourage and have more entrepreneurship.</p>	<p>Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheet. (GOVT.1b)</p> <p>Analyze political cartoons, pictures, and other graphic media. (GOVT.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. (GOVT.1f)</p>

STANDARD GOVT.15b

The student will demonstrate knowledge of the United States market economy by

b) comparing types of business organizations.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
There are three basic ways that businesses organize to earn profits.	What are the basic types of profit-seeking business structures?	<p>Types of profit-seeking business structures</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. <p>In a corporation, owners share in the profit, and their liability is limited to the amount of their investment.</p>	<p>Create and interpret maps, diagrams, tables, and charts. (GOVT.1b)</p> <p>Distinguish between relevant and irrelevant information. (GOVT.1d)</p>

STANDARD GOVT.15c

The student will demonstrate knowledge of the United States market economy by

c) describing the factors of production.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The production of goods and services depends on four basic categories of resources, which are interdependent in the production process.</p>	<p>What are the four basic resources (factors of production), and how are they interdependent?</p>	<p>Factors of production</p> <ul style="list-style-type: none">• Labor, also called human resources, is any form of human effort used in the production of goods and services.• Capital is human-made resources (e.g., tools, buildings, equipment) used in the production of other goods and services.• Natural resources are items provided by nature that are used in the production of goods and services.• An entrepreneur is the risk-taker who organizes the other resources for production. <p>All production depends on natural resources, which need capital for conversion to usable goods and labor to make the conversion.</p>	<p>Create and interpret diagrams, tables, and charts. (GOVT.1b)</p> <p>Distinguish between relevant and irrelevant information. (GOVT.1d)</p>

STANDARD GOVT.15d

The student will demonstrate knowledge of the United States market economy by
 d) explaining the interaction of supply and demand.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
The interaction of supply and demand in a market economy determines price.	How do supply and demand interact to determine price?	(See chart below.)	Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheet. (GOVT.1b) Analyze political cartoons, political advertisements, pictures, and other graphic media. (GOVT.1c)

Essential Knowledge				
	Definition	Laws	Determinants	Equilibrium
Demand	Willingness and ability to buy various quantities of a good or service at various prices	Law of Demand: Quantity demanded varies inversely to price. If all else remains equal, the lower the price, the higher the quantity demanded, and the higher the price, the lower the quantity demanded.	Factors other than price influencing demand: substitutes, complements, number of demanders, consumer preference, income	Equilibrium is the point where supply and demand balance each other; below this point is a shortage, and above this point is a surplus.
Supply	Willingness and ability to provide various quantities of a good or service at various prices	Law of Supply: Quantity supplied varies directly with price. If all else remains equal, the lower the price, the lower the quantity supplied, and the higher the price, the higher the quantity supplied.	Factors other than price influencing supply: number of producers, technology, government policies, productivity of resources	Equilibrium is the point where supply and demand balance each other; below this point is a shortage, and above this point is a surplus.

STANDARD GOVT.15e

The student will demonstrate knowledge of the United States market economy by

e) illustrating the circular flow of economic activity.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Households, businesses, and government are interdependent in a market economy.</p> <p>Resources, goods and services, and money constantly flow in a market economy.</p>	<p>How do households, businesses, and government interact to sustain the operation of a market economy?</p>	<p>The interaction of households, businesses, and government are referred to as the “circular flow” of economic activity.</p> <ul style="list-style-type: none">• Households, which are owners of the factors of production, sell those resources to businesses .• Businesses use the resources to produce goods and services that households want.• Households use the money from the sale of resources to purchase goods and services.• Businesses use the money from the sale of goods and services to buy more productive resources.• Government taxation policies and regulations may speed up or slow down the flow of resources, goods and services, and money in a market economy.	<p>Create and interpret maps, diagrams, charts, and spreadsheet. (GOVT.1b)</p> <p>Distinguish between relevant and irrelevant information. (GOVT.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. (GOVT.1f)</p>

STANDARD GOVT.15f

The student will demonstrate knowledge of the United States market economy by

f) analyzing global economic trends and the relationship of Virginia and the United States to the global economy.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The economies of individual nations are interdependent.</p> <p>The economy of the United States depends on resources and markets around the world for the production and sale of goods and services.</p> <p>Total world production is greater when nations specialize in the production of those products that they can produce most efficiently.</p>	<p>How have enhanced information flows created an expansion of markets for businesses and consumers worldwide?</p> <p>How does technology facilitate working across borders?</p> <p>How does changing worldwide supply of and demand for limited natural resources affect their prices?</p> <p>How does immigration affect the supply of labor in the United States?</p> <p>What is a trade deficit?</p> <p>Who are the major trading partners for Virginia and the United States?</p>	<p>United States businesses have become multinational in their quest for productive resources, markets, and profits. United States firms may move factories to other countries to reduce costs (off-shoring).</p> <p>Advances in technology allow businesses to get skilled work, such as engineering and accounting, done by people who remain in their home countries (i.e., to outsource this work). This increases the supply of workers and holds wages and costs of production down. Immigration brings workers into the country and increases the supply of labor.</p> <p>As foreign countries develop and grow, they demand more products and natural resources, such as oil, pushing up prices.</p> <p>When the United States imports more goods and services than it exports, the difference is the trade deficit.</p> <p>Canada, Mexico, the European Union, China, and Japan are the major trading partners of the United States.</p>	<p>Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheet. (GOVT.1b)</p> <p>Analyze political cartoons, pictures, and other graphic media. (GOVT.1c)</p> <p>Distinguish between relevant and irrelevant information. (GOVT.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. (GOVT.1f)</p>

STANDARD GOVT.16a

The student will demonstrate knowledge of the role of government in the Virginia and United States economies by
a) analyzing the impact of fiscal and monetary policies on the economy.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Two major instruments for influencing economic activity are monetary and fiscal policies.</p>	<p>How do monetary and fiscal policies influence economic activity?</p>	<p>Changes in fiscal and monetary policies can stimulate or slow the economy.</p> <p>The Federal Reserve System serves as the United States central bank.</p> <p>The Federal Reserve Board controls monetary policy by changing the availability of loanable funds and/or adjusting interest rates.</p> <p>Three instruments of monetary policy are reserve requirements, discount rates, and open-market operations.</p> <p>The government can use fiscal policies such as changes in taxing, changes in spending, and the issue of government bonds to influence economic activity.</p>	<p>Analyze primary and secondary source documents. (GOVT.1a)</p> <p>Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheet. (GOVT.1b)</p> <p>Analyze political cartoons, pictures, and other graphic media. (GOVT.1c)</p> <p>Distinguish between relevant and irrelevant information. (GOVT.1d)</p> <p>Evaluate information for accuracy, separating fact from opinion. (GOVT.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. (GOVT.1f)</p>

STANDARD GOVT.16b

The student will demonstrate knowledge of the role of government in the Virginia and United States economies by
 b) describing the creation of government-provided goods and services that are not readily produced by the market.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Many public goods and services would not be available if they were not provided by the government.</p>	<p>What are the characteristics of public goods and services provided by government?</p> <p>Why and how does the government provide certain goods and services?</p>	<p>Government-provided public goods and services, sometimes called “collective” goods and services, benefit many but would not be available to everyone if individuals had to provide them.</p> <p>Taxes and/or fees pay for the production of government-provided goods and services.</p> <p>Examples of goods and services provided by the government</p> <ul style="list-style-type: none"> • Infrastructure • Public health and safety • Public schools <p>Reasons why government provides public goods and services</p> <ul style="list-style-type: none"> • It is more efficient. • The goods or services may benefit everyone, not only a purchaser. • The value of the goods or services is greater than individual consumers could afford. • It promotes economic equity. 	<p>Distinguish between relevant and irrelevant information. (GOVT.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. (GOVT.1f)</p>

STANDARD GOVT.16c

The student will demonstrate knowledge of the role of government in the Virginia and United States economies by

c) examining environmental issues, property rights, contracts, consumer rights, labor-management relations, and competition in the marketplace.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Protecting the environment is a public service.</p> <p>Property rights of an individual are relative and limited.</p> <p>Contracts are legally binding.</p> <p>The United States government creates laws and agencies to regulate production and exchange activities, conduct research, and establish guidelines for consumer rights and safety. The government can also intervene in labor-management relations and can regulate competition in the marketplace.</p>	<p>How does the government protect the environment?</p> <p>What is the role of the government in protecting property rights?</p> <p>What is the role of the government in the enforcement of legal contracts?</p> <p>How does the government protect consumer rights?</p> <p>What is the government's role in labor-management relations?</p> <p>How does the government regulate marketplace competition?</p>	<p>The government sets regulations and levies fees to ensure that the producer pays all costs resulting from polluting. The government also subsidizes pollution reduction efforts.</p> <p>Individuals have the right of private ownership, which is protected by negotiated contracts that are enforceable by law. However, the rights of a society as a whole rank above those of the individual.</p> <p>Individuals enter into agreements (contracts) with one another to buy and sell goods and services. Whether written or oral, these agreements are legally binding.</p> <p>Government agencies created to protect consumer safety and against fraud and deception</p> <ul style="list-style-type: none"> • The Consumer Product Safety Commission ensures safety of products other than food, drugs, and cosmetics • The Food and Drug Administration ensures the safety of food, drugs, and cosmetics <p>The government can intervene in labor-management relations and can regulate competition in the marketplace.</p>	<p>Analyze primary and secondary source documents. (GOVT.1a)</p> <p>Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheet. (GOVT.1b)</p> <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (GOVT.1c)</p> <p>Distinguish between relevant and irrelevant information. (GOVT.1d)</p> <p>Evaluate information for accuracy, separating fact from opinion. (GOVT.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. (GOVT.1f)</p>

STANDARD GOVT.16d

The student will demonstrate knowledge of the role of government in the Virginia and United States economies by
d) understanding the types and purposes of taxation.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The governments of Virginia and the United States finance the operations of government through the taxes that are collected from individuals and corporations.</p>	<p>What are the purposes of taxes collected by government on the state and federal levels?</p> <p>What types of taxes are collected by both levels of government?</p>	<p>The power to tax is the first among the expressed powers of Congress.</p> <p>Income taxes paid by individuals and corporations are the largest single source of revenue today.</p> <p>Taxation is used to raise revenue; it is also used to regulate or discourage some activities.</p> <p>Types of taxes</p> <ul style="list-style-type: none"> • Income tax: 16th Amendment • Individual income tax • Corporate income tax • Payroll taxes • Customs duties • Sales tax • Real estate and personal property taxes • Proportional tax (flat tax) 	<p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. (GOVT.1f)</p>

STANDARD GOVT.17a, b, c, d, e, f

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 financial responsibility.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Thoughtful and effective participation in civic life depends upon the exercise of good citizenship.	What are the characteristics of a good citizen?	<p>Characteristics of a good citizen</p> <ul style="list-style-type: none"> • Trustworthiness and honesty • Courtesy • Respect for the rights of others • Responsibility • Accountability • Self-reliance • Respect for the law • Patriotism • Financial responsibility 	<p>Distinguish between relevant and irrelevant information. (GOVT.1d)</p> <p>Evaluate information for accuracy, separating fact from opinion. (GOVT.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. (GOVT.1f)</p>

STANDARD GOVT.18a, b, c, d, e, f, g

The student will demonstrate that thoughtful and effective participation in civic life is characterized by

- a) obeying the law and paying taxes;
- b) serving as a juror;
- c) participating in the political process;
- d) performing public service;
- e) keeping informed about current issues;
- f) respecting differing opinions in a diverse society;
- g) practicing personal and fiscal responsibility.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Thoughtful and effective participation in civic life is essential to the nation's well-being.	How can citizens participate thoughtfully and effectively in civic life?	<p>Ways to participate thoughtfully and effectively in civic life</p> <ul style="list-style-type: none"> • Obey the law • Pay taxes • Serve as a juror • Register and vote • Perform public service • Keep informed • Respect the opinions of others • Practice personal and fiscal responsibility 	<p>Distinguish between relevant and irrelevant information. (GOVT.1d)</p> <p>Evaluate information for accuracy, separating fact from opinion. (GOVT.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. (GOVT.1f)</p>

STANDARD GOVT.19a

The student will explain the meaning of citizenship in the United States and how it relates to American civic life by

a) explaining how citizenship confers full membership in the American constitutional system.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Citizenship confers full membership in the American constitutional system.	What are the benefits of citizenship?	<p>To participate fully in civic and political life, individuals must be citizens of the United States and residents of their respective state and locality.</p> <p>Privileges reserved to citizens include the following:</p> <ul style="list-style-type: none">• Voting• Serving on a jury• Running for office	<p>Distinguish between relevant and irrelevant information. (GOVT.1d)</p> <p>Evaluate information for accuracy, separating fact from opinion. (GOVT.1e)</p>

STANDARD GOVT.19b

The student will explain the meaning of citizenship in the United States and how it relates to American civic life by

b) recognizing that American citizenship is defined by shared political and civic beliefs and values.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The American people come from different ethnic origins and different countries, but are united as Americans by the basic principles of a republican form of government, including limited government; individual rights to life, liberty, and the pursuit of happiness; and equality under the law.</p>	<p>What are the shared political and civic beliefs and values of the American people?</p>	<p>Shared political and civic beliefs and values</p> <ul style="list-style-type: none">• Popular sovereignty• Equal justice under the law• Equality of all people• Individual rights and liberties• Patriotism• Limited government• Representative government	<p>Distinguish between relevant and irrelevant information. (GOVT.1d)</p> <p>Evaluate information for accuracy, separating fact from opinion. (GOVT.1e)</p>

STANDARD GOVT.19c

The student will explain the meaning of citizenship in the United States and how it relates to American civic life by
c) describing how Americans are citizens of their locality, state, and nation.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>American citizens are citizens of the nation, their individual state, and the locality in which they reside.</p>	<p>How are Americans citizens of both the United States and their state and locality?</p>	<p>American citizenship provides individuals the right to full political and civic participation in the state and locality in which they reside. Certain requirements prescribing the length of time an individual must live in a community can impact such privileges as running for office and voting. Some privileges of citizenship can be denied for certain crimes.</p> <p>Certain individuals may maintain their official residency in a locality in which they do not currently reside (e.g., active duty military personnel).</p>	<p>Distinguish between relevant and irrelevant information. (GOVT.1d)</p> <p>Evaluate information for accuracy, separating fact from opinion. (GOVT.1e)</p>

STANDARD GOVT.19d

The student will explain the meaning of citizenship in the United States and how it relates to American civic life by
d) recognizing that noncitizens can become citizens.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Citizenship is obtained by birth and through naturalization.	How can noncitizens obtain citizenship?	<p>Noncitizens gain citizenship through the naturalization process. Congress determines the requirements for citizenship.</p> <p>Current requirements of citizenship include the following:</p> <ul style="list-style-type: none">• A period of continuous residence in the United States• Ability to read, write, speak, and understand words in ordinary usage in the English language• Belief in the principles of the Constitution• Good moral character <p>Requirements to obtain citizenship are not the same for all applicants (e.g., active duty military, spouses of citizens).</p>	<p>Distinguish between relevant and irrelevant information. (GOVT.1d)</p> <p>Evaluate information for accuracy, separating fact from opinion. (GOVT.1e)</p>