



# ***Civics and Economics***

***History and Social Science Standards of Learning  
Curriculum Framework 2015***

Commonwealth of Virginia  
Board of Education  
Richmond, Virginia  
Approved January 2016

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**NOTICE**

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## INTRODUCTION

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The *History and Social Science Standards of Learning Curriculum Framework 2015*, approved by the Board of Education on January 28, 2016, is a companion document to the 2015 *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 standards and Curriculum Framework are not intended to encompass the entire curriculum for a given grade level or course, nor to prescribe how the content should be taught. School divisions are encouraged to incorporate the standards and Curriculum Framework into a broader, locally designed curriculum. The Curriculum Framework delineates in greater specificity the minimum content that all teachers should teach and all students should learn. Teachers are encouraged to go beyond the standards and select instructional strategies and assessment methods appropriate for their students. Additional details such as the names of historical figures whose study further enriches the standards and clarifies the concepts under investigation will be found in the Curriculum Framework.

The Curriculum Framework facilitates teacher planning by identifying essential understandings, knowledge, and skills. Together, these key elements provide the focus of instruction for each standard. The purpose of each section is explained below:

### **Standard of Learning Statement**

Each page begins with a Standard of Learning statement as a focus for teaching and learning. Students will apply social science skills to understand the interrelationships between the history, geography, economics, and civics content, as well as become actively engaged in their learning.

### **Essential Skills (Standard 1)**

The essential history and social science skills are outlined in Standard 1 for each grade level or course. Students use these skills to increase understanding of the history and social sciences content, including historical, geographic, political, and economic events or trends. The development of these skills is important in order for students to become better-informed citizens.

The first column for Standard 1 contains “Essential Understandings,” which are described below. The second column contains examples of how the skill may be applied in the classroom.

Note: The skills will not be assessed in isolation; rather, they will be assessed as part of the content in the *History and Social Science Standards of Learning*.

**Essential Understandings**

This column includes the fundamental background information necessary to acquire and apply the essential knowledge. The understandings should help students develop a sense of context, including why the essential knowledge is relevant to the standard; thus, teachers should use these understandings as a basis for lesson planning.

**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.

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

**STANDARD CE.1a**

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

**a) analyzing and interpreting evidence from primary and secondary sources, including charts, graphs, and political cartoons;**

Essential Understandings	Experiences may include but are not limited to the following:														
<p>Primary and secondary sources enable us to examine evidence closely and to place it in a broader context.</p> <p>An artifact is an object or tool that tells us about the people from the past.</p> <p>A primary source is an artifact, document, image, or other source of information that was created during the time under study.</p> <p>A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.</p> <p>Analyzing and interpreting includes identifying the important elements of information sources in order to make inferences and generalizations and draw conclusions.</p>	<ul style="list-style-type: none"> <li>• Use an analysis tool to analyze and interpret artifacts and primary and secondary sources.</li> </ul> <p><b>Sample Analysis Tool</b></p> <table border="1" data-bbox="632 537 1709 1138"> <thead> <tr> <th colspan="2" data-bbox="632 537 1709 597">Title of Informational Source:</th> </tr> <tr> <th data-bbox="632 597 1245 659">Key Elements</th> <th data-bbox="1245 597 1709 659">Evidence</th> </tr> </thead> <tbody> <tr> <td data-bbox="632 659 1245 721"><b>Observation:</b> What do you see?</td> <td data-bbox="1245 659 1709 721"></td> </tr> <tr> <td data-bbox="632 721 1245 807"><b>Source:</b> Who created the source?</td> <td data-bbox="1245 721 1709 807"></td> </tr> <tr> <td data-bbox="632 807 1245 893"><b>Context:</b> Where is the source located in terms of time and place?</td> <td data-bbox="1245 807 1709 893"></td> </tr> <tr> <td data-bbox="632 893 1245 998"><b>Historical Perspective:</b> Whose point of view does it represent?</td> <td data-bbox="1245 893 1709 998"></td> </tr> <tr> <td data-bbox="632 998 1245 1138"><b>Analysis:</b> What is the source’s impact on history?</td> <td data-bbox="1245 998 1709 1138"></td> </tr> </tbody> </table>	Title of Informational Source:		Key Elements	Evidence	<b>Observation:</b> What do you see?		<b>Source:</b> Who created the source?		<b>Context:</b> Where is the source located in terms of time and place?		<b>Historical Perspective:</b> Whose point of view does it represent?		<b>Analysis:</b> What is the source’s impact on history?	
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## STANDARD CE.1b

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by  
b) analyzing how political and economic trends influence public policy, using demographic information and other data sources;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Analysis includes identifying important trends based on demographic information and other data sources.</p> <p>Demographic information is often used by governments and businesses in the development of policies and decisions.</p> <p>Demographic information is presented in a variety of forms, including the following:</p> <ul style="list-style-type: none"><li>• Election data</li><li>• Economic data</li><li>• Census data</li></ul>	<ul style="list-style-type: none"><li>• Use data to determine how a current issue (e.g., immigration, civil rights) has changed over time and resulted in public policy actions.</li><li>• Determine how the role of the media changed over three different campaigns for an elected office. Analyze the political and economic trends that influenced the media coverage.</li><li>• Determine how the function of political institutions has changed over time due to the influence of public policy, demographics, and political ideals.</li><li>• Examine the role of media and its impact on public policy over time.</li></ul>

**STANDARD CE.1c**

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**  
**c) analyzing information to create diagrams, tables, charts, graphs, and spreadsheets;**

<b>Essential Understandings</b>	<b>Experiences may include but are not limited to the following:</b>
<p>Close examination and interpretation of various data and images are essential to making informed decisions.</p> <p>The type of information being presented determines the organizational format.</p>	<ul style="list-style-type: none"><li>• Organize the information presented in a founding document to illustrate the frequency with which a specific fundamental political principle is referenced. Make inferences and draw conclusions about the significance of that political principle.</li><li>• Organize information to illustrate the number and location of small businesses in a city, town, or county. Make inferences and draw conclusions about the reasons why those businesses are located in various areas, pinpointing specific political and economic reasons.</li><li>• Chart the daily activities of the governor of Virginia as reported by a newspaper, the executive branch Web site, or an Internet blogger. Organize the information to determine which role the governor fills most frequently.</li></ul>

## STANDARD CE.1d

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by  
d) determining the accuracy and validity of information by separating fact and opinion and recognizing bias;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Not all primary and secondary sources are reliable and accurate.</p> <p>The context from the time period of the primary or secondary source can influence the information included.</p> <p>It is critical to determine the accuracy and validity of information and recognize bias to draw informed conclusions, solve problems, and make informed decisions.</p> <p>Facts can be verified with evidence while opinions cannot.</p> <p>Bias is partiality in favor of or against one thing, person, or group compared with another.</p>	<ul style="list-style-type: none"><li>• Develop criteria or questions to evaluate a source. Consider the following when evaluating a source:<ul style="list-style-type: none"><li>○ Timeliness of the information</li><li>○ Importance of the information</li><li>○ Source of the information</li><li>○ Reliability, truthfulness, and correctness of the content</li><li>○ Reason the information exists</li></ul></li><li>• Select an event or issue. Explore multiple sources that report the same event or issue. Examine the information to determine the accuracy and validity of the sources. Events or issues may include the following:<ul style="list-style-type: none"><li>○ Presidential election</li><li>○ School board election</li><li>○ Action taken by local district court</li><li>○ Legislation passed by the Virginia General Assembly</li><li>○ Expansion of an Internet company</li><li>○ Foreign acquisition of an American company</li><li>○ Trade agreement between the United States and another nation</li></ul></li></ul>

**STANDARD CE.1e**

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**  
**e) constructing informed, evidence-based arguments from multiple sources;**

Essential Understandings	Experiences may include but are not limited to the following:
<p>Analyzing various types of sources with multiple points of view produces an understanding of ideas, concepts, and actions of individuals or groups.</p> <p>Critical evaluation and analysis of multiple resources influence interpretation of knowledge gained and the formation of opinions.</p> <p>Constructing an informed argument involves questioning the sources used.</p> <p>Evidence cited from multiple sources increases the validity of an argument.</p>	<ul style="list-style-type: none"><li>• Select an issue. Gather information from a variety of sources (e.g., executive orders; founding documents; foreign policy; political or business Web sites; social or political blogs) to argue the costs and benefits of<ul style="list-style-type: none"><li>○ a local community action involving the local school board</li><li>○ a state issue</li><li>○ a national issue</li><li>○ an international issue with local impact.</li></ul></li><li>• Gather information from a variety of sources, assume a particular perspective from one time period, and write a newspaper editorial persuading readers to adopt a chosen perspective.</li></ul>

**STANDARD CE.1f**

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**  
**f) determining multiple cause-and-effect relationships that impact political and economic events;**

Essential Understandings	Experiences may include but are not limited to the following:																		
<p>A cause-and-effect relationship is a relationship in which one event (the cause) makes another event (the effect) happen.</p> <p>Relationships can have multiple causes and effects.</p> <p>Determining relationships involves drawing conclusions about the causes and effects.</p> <p>The relationships (interactions) between people, places, and ideas have an enduring influence on political and economic decision making and events.</p> <p>Diversity creates a variety of perspectives, contributions, and challenges.</p> <p>Explaining includes justifying why the evidence credibly supports the claim.</p>	<ul style="list-style-type: none"> <li>• Compare charts, graphs, and/or maps to determine the role that diversity played in affecting the social, economic, and political structure of the United States.</li> <li>• Create flowcharts, storyboards, diagrams, or timelines to explore multiple causes and effects.</li> </ul> <p>Example:</p> <table border="1" data-bbox="653 581 1755 800"> <thead> <tr> <th colspan="3">Event: Addition of the Bill of Rights to the United States Constitution</th> </tr> <tr> <th>Cause</th> <th>Event</th> <th>Effect(s)</th> </tr> </thead> <tbody> <tr> <td>Debates between the Federalists and Anti-Federalists about the Constitution’s specific limits on government power</td> <td>Bill of Rights added to the United States Constitution</td> <td>Guarantee of individual rights Protections from state and federal infringements on individual rights</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• Determine how the choices of selected people or groups influenced United States history.</li> </ul> <p>Example:</p> <table border="1" data-bbox="653 932 1755 1122"> <thead> <tr> <th colspan="3">Event: Election of 1920</th> </tr> <tr> <th>Choice</th> <th>Event</th> <th>Effect</th> </tr> </thead> <tbody> <tr> <td>19th Amendment passed</td> <td>Election of 1920</td> <td>Total popular vote increased from 18.5 million to 26.8 million</td> </tr> </tbody> </table>	Event: Addition of the Bill of Rights to the United States Constitution			Cause	Event	Effect(s)	Debates between the Federalists and Anti-Federalists about the Constitution’s specific limits on government power	Bill of Rights added to the United States Constitution	Guarantee of individual rights Protections from state and federal infringements on individual rights	Event: Election of 1920			Choice	Event	Effect	19th Amendment passed	Election of 1920	Total popular vote increased from 18.5 million to 26.8 million
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**STANDARD CE.1g**

**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**  
**g) taking informed action to address school, community, local, state, national, and global issues;**

Essential Understandings	Experiences may include but are not limited to the following:
<p>Taking informed action includes implementing steps to influence change.</p> <p>Individuals and groups can influence the actions of others.</p> <p>Individual and/or group actions can make a difference in the community at all levels.</p>	<ul style="list-style-type: none"><li>• Research a local, state, national, or global issue. Create a timeline or graphic organizer to illustrate how that issue has changed over time. Develop a plan of action that addresses the current status of the issue and its impact on the community. The plan may include but is not limited to:<ul style="list-style-type: none"><li>○ Issue</li><li>○ Stakeholders involved</li><li>○ Action steps</li><li>○ Intended outcomes and potential impact on the community</li></ul></li></ul>

## STANDARD CE.1h

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by  
 h) using a decision-making model to analyze and explain the costs and benefits of a specific choice;

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<p>Decision-making models serve several purposes. They can help us</p> <ul style="list-style-type: none"> <li>• make decisions for the future</li> <li>• better understand the choices people faced in the past</li> <li>• analyze the outcomes of the decisions that people already made.</li> </ul> <p>Effective decision making requires weighing the expected costs and benefits and recommending solutions, using a decision-making model.</p> <p>Citizens manage their lives by making choices.</p> <p>Choices are based upon alternatives that seem to be the best because they involve the least cost and the greatest benefit.</p>	<ul style="list-style-type: none"> <li>• Use a PACED (Problem, Alternatives, Criteria, Evaluate, Decision) decision grid.           <table border="1" data-bbox="625 467 1917 854"> <thead> <tr> <th colspan="5" data-bbox="625 467 1917 505"><b>Problem:</b> Which of the following responsibilities of citizenship is most important (other than voting)?</th> </tr> <tr> <th data-bbox="625 508 1098 609"><b>Criteria</b></th> <th data-bbox="1102 508 1314 609">Helps one with voting decisions</th> <th data-bbox="1318 508 1518 609">Doesn't take much time</th> <th data-bbox="1522 508 1707 609">Greatest impact</th> <th data-bbox="1711 508 1917 609">Affects a lot of people</th> </tr> </thead> <tbody> <tr> <td data-bbox="625 612 1098 670">Communicating with government officials</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td data-bbox="625 673 1098 716">Participating in political campaigns</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td data-bbox="625 719 1098 761">Keeping informed about current issues</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td data-bbox="625 764 1098 823">Respecting differing opinions in a diverse society</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="5" data-bbox="625 826 1917 854"><b>Decision:</b></td> </tr> </tbody> </table> </li> <li>• Use a cost-benefit analysis chart.           <table border="1" data-bbox="625 919 1917 1369"> <thead> <tr> <th colspan="4" data-bbox="625 919 1917 956"><b>Decision:</b> Should the Electoral College system be used to elect the president of the United States?</th> </tr> <tr> <th data-bbox="625 959 1136 1052"><b>Costs</b></th> <th data-bbox="1140 959 1299 1052"><b>Level of Importance 1-5</b></th> <th data-bbox="1304 959 1755 1052"><b>Benefits</b></th> <th data-bbox="1759 959 1917 1052"><b>Level of Importance 1-5</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="625 1055 1136 1148">A candidate who has not earned a majority of the popular vote can become president</td> <td></td> <td data-bbox="1304 1055 1755 1148">Guarantees that states with small populations have some representation in the election process</td> <td></td> </tr> <tr> <td data-bbox="625 1151 1136 1243">Discourages voter turnout with the winner-take-all scenario</td> <td></td> <td data-bbox="1304 1151 1755 1243">Large-population states benefit because candidates make a special effort to win their electoral votes</td> <td></td> </tr> <tr> <td data-bbox="625 1247 1136 1339">Keeps third parties from having a greater influence in an election</td> <td></td> <td data-bbox="1304 1247 1755 1339">Winner-take-all nature gives the impression of a greater majority than the popular vote</td> <td></td> </tr> <tr> <td data-bbox="625 1343 1136 1369" style="text-align: right;"><b>Total</b></td> <td></td> <td data-bbox="1304 1343 1755 1369" style="text-align: right;"><b>Total</b></td> <td></td> </tr> </tbody> </table> </li> </ul>	<b>Problem:</b> Which of the following responsibilities of citizenship is most important (other than voting)?					<b>Criteria</b>	Helps one with voting decisions	Doesn't take much time	Greatest impact	Affects a lot of people	Communicating with government officials					Participating in political campaigns					Keeping informed about current issues					Respecting differing opinions in a diverse society					<b>Decision:</b>					<b>Decision:</b> Should the Electoral College system be used to elect the president of the United States?				<b>Costs</b>	<b>Level of Importance 1-5</b>	<b>Benefits</b>	<b>Level of Importance 1-5</b>	A candidate who has not earned a majority of the popular vote can become president		Guarantees that states with small populations have some representation in the election process		Discourages voter turnout with the winner-take-all scenario		Large-population states benefit because candidates make a special effort to win their electoral votes		Keeps third parties from having a greater influence in an election		Winner-take-all nature gives the impression of a greater majority than the popular vote		<b>Total</b>		<b>Total</b>	
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## STANDARD CE.1i

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

i) applying civic virtue and democratic principles to make collaborative decisions;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Civic virtue is the cultivation of habits of personal living that are viewed as important for the success of the community. Examples include but are not limited to:</p> <ul style="list-style-type: none"><li>• Voting</li><li>• Volunteering</li><li>• Organizing a community group</li><li>• Attending a city or school board meeting</li></ul> <p>Collaboration is necessary in order to be an effective learner and citizen.</p>	<ul style="list-style-type: none"><li>• Promote collaboration with others both inside and outside the classroom. Examples of collaboration may include the following:<ul style="list-style-type: none"><li>○ Socratic seminar</li><li>○ Two-way journaling</li><li>○ Digital media (e.g., videoconferences)</li></ul></li><li>• Explore the ethical and legal issues related to the access and use of information by<ul style="list-style-type: none"><li>○ properly citing authors and sources used in research</li><li>○ validating Web sites</li><li>○ reviewing written drafts so that the language and/or thoughts of others are given credit.</li></ul></li><li>• Provide other students with constructive feedback on written assignments via the peer-editing process.</li><li>• Include the use of proper reference citations and distinguish one’s own ideas from information created or discovered by others.</li></ul>

## STANDARD CE.1j

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by  
j) defending conclusions orally and in writing to a wide range of audiences, using evidence from sources.

Essential Understandings	Experiences may include but are not limited to the following:
<p>When presenting information in written and oral form, one should consider the purpose and point of view of the information, as well as the audience for whom it is intended.</p> <p>Information can be acquired from various sources.</p> <p>Research is the search for knowledge, using a variety of materials and sources in order to discover facts, answer questions, and draw conclusions.</p> <p>Students present, listen critically, and provide evidence to support opinions by</p> <ul style="list-style-type: none"><li>• distinguishing between fact and opinion</li><li>• comparing and contrasting viewpoints</li><li>• presenting a convincing argument</li><li>• paraphrasing and summarizing what is heard</li><li>• using language and vocabulary appropriate to audience, topic, and purpose</li><li>• organizing a presentation.</li></ul>	<ul style="list-style-type: none"><li>• Investigate the economic impact of littering in the local community. Determine the sources needed for the investigation, gather and analyze the data, and develop a position on the issue. Prepare a presentation for the student government association to persuade the council to get involved and support the chosen position.</li><li>• Investigate school transportation routes of the local school division. Research the history of transportation in the local community. Determine the sources to gather information and data. Determine what issues or concerns there are for school transportation. Prepare a presentation to deliver to the local school board about your concerns, and offer possible solutions.</li><li>• Survey campaign ads, both in print and on television or the Internet, for candidates running for a local, state, or national office. Create a guide for voters to use when making decisions on Election Day.</li><li>• Investigate a school issue that has a community impact. Prepare a brief speech to deliver to the civic league, school board, or school administration about your concerns, and offer possible solutions.</li></ul>

**STANDARD CE.2a**

The student will apply social science skills to understand the foundations of American constitutional government by

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

Essential Understandings	Essential Knowledge
<p>Fundamental political principles define and shape American constitutional government.</p>	<p><b>Fundamental political principles</b></p> <ul style="list-style-type: none"><li>• Consent of the governed: Citizens give authority to the government in exchange for the protection of their rights.</li><li>• Limited government: Government is not all-powerful and may do only those things the people have given it the power to do.</li><li>• Rule of law: Everyone, including government officials, must follow the law.</li><li>• Democracy: In a democratic system of government, the people rule.</li><li>• Representative government: In a representative system of government, the people elect public office holders to make laws and conduct government on the people's behalf.</li></ul>

## STANDARD CE.2b

The student will apply social science skills to understand the foundations of American constitutional government by

- b) **examining and evaluating the impact of the Magna Carta, charters of the Virginia Company of London, the Virginia Declaration of Rights, the Declaration of Independence, the Articles of Confederation, and the Virginia Statute for Religious Freedom on the Constitution of Virginia and the Constitution of the United States, including the Bill of Rights;**

Essential Understandings	Essential Knowledge
<p>American constitutional government is founded on concepts articulated in earlier documents.</p>	<p><b>Influence of earlier documents on the Constitution of the United States</b></p> <ul style="list-style-type: none"><li>• The Magna Carta established for the first time the principle that everyone including the king was subject to the law, and gave Englishmen basic rights and freedoms.</li><li>• The charters of the Virginia Company of London guaranteed the rights of Englishmen to the colonists.</li><li>• The Virginia Declaration of Rights served as a model for the Bill of Rights of the Constitution of the United States.</li><li>• The Declaration of Independence<ul style="list-style-type: none"><li>○ stated grievances against the king of Great Britain</li><li>○ declared the colonies’ independence from Great Britain</li><li>○ affirmed “certain unalienable rights” (life, liberty, and the pursuit of happiness)</li><li>○ affirmed the idea that all people are created equal.</li></ul></li><li>• The Articles of Confederation<ul style="list-style-type: none"><li>○ established the first form of national government for the independent states</li><li>○ maintained that major powers resided with individual states</li><li>○ created weak central government (e.g., no power to tax or enforce laws)</li><li>○ led to the writing of the Constitution of the United States.</li></ul></li><li>• The Virginia Statute for Religious Freedom stated freedom of religious beliefs and opinions.</li></ul> <p>The Constitution of the United States, including the Bill of Rights,</p> <ul style="list-style-type: none"><li>• established the structure of the United States government</li><li>• guaranteed equality under the law with majority rule and the rights of the minority protected</li><li>• affirmed individual worth and dignity of all people</li><li>• protected the fundamental freedoms of religion, speech, press, assembly, and petition.</li></ul>

**STANDARD CE.2c**

The student will apply social science skills to understand the foundations of American constitutional government by  
c) describing the purposes for the Constitution of the United States as stated in its Preamble;

Essential Understandings	Essential Knowledge
<p>The preamble of a constitution sets forth the goals and purposes to be served by the government.</p>	<p>The Preamble to the Constitution of the United States expresses the reasons the constitution was written.</p> <p><b>Purposes of United States government</b></p> <ul style="list-style-type: none"><li>• To form a more perfect union</li><li>• To establish justice</li><li>• To ensure domestic tranquility</li><li>• To provide for the common defense</li><li>• To promote the general welfare</li><li>• To secure the blessings of liberty</li></ul> <p>The Preamble to the Constitution of the United States begins, “We the People,” thereby establishing that the power of government comes from the people.</p>

**STANDARD CE.2d**

The student will apply social science skills to understand the foundations of American constitutional government by  
d) describing the procedures for amending the Constitution of Virginia and the Constitution of the United States.

Essential Understandings	Essential Knowledge
<p>The constitutions of Virginia and the United States can be amended through processes outlined in the constitutions.</p> <p>The Virginia and United States constitutions have been amended and revised several times.</p>	<p><b>Constitution of the United States</b></p> <ul style="list-style-type: none"><li>• The amendment process is complex.</li><li>• To date, there are 27 amendments to the Constitution of the United States.</li><li>• Amendment process:<ul style="list-style-type: none"><li>○ Proposal: action by Congress or convention of the states</li><li>○ Ratification: by the states</li></ul></li></ul> <p><b>Constitution of Virginia</b></p> <ul style="list-style-type: none"><li>• Amendment process:<ul style="list-style-type: none"><li>○ Proposal: action by General Assembly or constitutional convention</li><li>○ Ratification: by voters of Virginia</li></ul></li></ul>

**STANDARD CE.3a**

**The student will apply social science skills to understand citizenship and the rights, duties, and responsibilities of citizens by**

**a) describing the processes by which an individual becomes a citizen of the United States;**

<b>Essential Understandings</b>	<b>Essential Knowledge</b>
<p>A citizen is an individual with certain rights and duties under a government who, by birth or by choice, owes allegiance to that government.</p>	<p>The 14th Amendment to the Constitution of the United States defines citizenship as follows: “All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and the state wherein they reside.”</p> <p><b>Means of obtaining citizenship</b></p> <ul style="list-style-type: none"><li>• By birth</li><li>• By naturalization</li></ul> <p>Immigration and naturalization, particularly in the twentieth century, have led to an increasingly diverse society.</p> <p>To become a citizen through naturalization, a person must</p> <ul style="list-style-type: none"><li>• be at least 18 years old</li><li>• be a legal resident of the United States for 3–5 or more years</li><li>• be of good moral character and be loyal to the United States</li><li>• be able to read, write, and speak basic English</li><li>• pass a naturalization test</li><li>• take the <i>Oath of Allegiance</i> at a naturalization ceremony.</li></ul>

## STANDARD CE.3b

The student will apply social science skills to understand citizenship and the rights, duties, and responsibilities of citizens by  
b) describing the First Amendment freedoms of religion, speech, press, assembly, and petition, and the rights guaranteed by due process and equal protection of the laws;

Essential Understandings	Essential Knowledge
<p>The Constitution of the United States establishes and protects the citizens' fundamental rights and liberties.</p> <p>Few rights, if any, are considered absolute.</p>	<p><b>First Amendment freedoms</b></p> <ul style="list-style-type: none"><li>• Religion: Government may not establish an official religion, endorse an official religion, or unduly interfere with the free exercise of religion.</li><li>• Speech: Individuals are free to express their opinions and beliefs.</li><li>• Press: The press has the right to gather and publish information, including that which criticizes the government.</li><li>• Assembly: Individuals may peacefully gather.</li><li>• Petition: Individuals have the right to make their views known to public officials.</li></ul> <p>The Fifth and Fourteenth Amendments outline due process.</p> <p><b>Fifth Amendment</b></p> <ul style="list-style-type: none"><li>• The Fifth Amendment protects citizens from being held for committing a crime unless they have been charged by the police. It also guarantees due process, which means that the state and the country have to respect a citizen's legal rights.</li></ul> <p><b>Fourteenth Amendment</b></p> <ul style="list-style-type: none"><li>• The Fourteenth Amendment declares no state may deprive persons born or naturalized in the United States equal protection of the laws.</li></ul>

**STANDARD CE.3c**

The student will apply social science skills to understand citizenship and the rights, duties, and responsibilities of citizens by  
c) describing the duties of citizenship, including obeying the laws, paying taxes, defending the nation, and serving in court;

Essential Understandings	Essential Knowledge
<p>For government to be effective, citizens must fulfill their civic duties.</p>	<p><b>Duties of citizens</b></p> <ul style="list-style-type: none"><li>• Obey laws, including<ul style="list-style-type: none"><li>○ paying taxes</li><li>○ serving in the armed forces, if called</li><li>○ serving on a jury or as a witness in court, when summoned.</li></ul></li></ul> <p>Citizens who choose not to fulfill these civic duties face legal consequences.</p>

**STANDARD CE.3d**

The student will apply social science skills to understand citizenship and the rights, duties, and responsibilities of citizens by  
d) **examining the responsibilities of citizenship, including registering and voting, communicating with government officials, participating in political campaigns, keeping informed about current issues, and respecting differing opinions in a diverse society;**

Essential Understandings	Essential Knowledge
A basic responsibility of citizenship is to contribute to the common good.	Civic responsibilities are fulfilled by choice; they are voluntary.  <b>Responsibilities of citizens</b> <ul style="list-style-type: none"><li>• Register and vote</li><li>• Hold elective office</li><li>• Communicate with government officials to influence government actions</li><li>• Serve in voluntary, appointed government positions</li><li>• Participate in political campaigns</li><li>• Keep informed regarding current issues</li><li>• Respect others' right to an equal voice in government</li></ul>

**STANDARD CE.3e**

The student will apply social science skills to understand citizenship and the rights, duties, and responsibilities of citizens by  
e) evaluating how civic and social duties address community needs and serve the public good.

Essential Understandings	Essential Knowledge
<p>A democratic society requires the active participation of its citizens.</p>	<p><b>Ways for citizens to participate in community service</b></p> <ul style="list-style-type: none"><li>• Express concern about the welfare of the community as a whole (e.g., as related to environment, public health and safety, education).</li><li>• Volunteer and help to make the community a good place to work and live (e.g., by becoming involved with public service organizations, tutoring, volunteering in nursing homes).</li></ul>

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

The student will demonstrate 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 thoughtful decision making; and
- g) practicing service to the school and/or local community.

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

**STANDARD CE.5a**

The student will apply social science skills to understand the political process at the local, state, and national levels of government by

a) describing the functions of political parties;

Essential Understandings	Essential Knowledge
<p>Political parties play a key role in government and provide opportunities for citizens to participate in the political process.</p>	<p><b>Functions of political parties</b></p> <ul style="list-style-type: none"><li>• Recruiting and nominating candidates</li><li>• Educating the people about campaign issues</li><li>• Helping candidates win elections</li><li>• Monitoring actions of officeholders</li></ul>

**STANDARD CE.5b**

The student will apply social science skills to understand the political process at the local, state, and national levels of government by  
b) comparing and contrasting the similarities and differences of political parties;

Essential Understandings	Essential Knowledge
<p>A two-party system characterizes the American political process.</p> <p>Although third parties rarely win elections, they can play an important role in public politics.</p>	<p><b>Similarities between parties</b></p> <ul style="list-style-type: none"><li>• Organize to win elections</li><li>• Influence public policies</li><li>• Reflect both liberal and conservative views on the political spectrum</li><li>• Define themselves in a way that wins majority support by appealing to the center of the political spectrum</li></ul> <p><b>Differences between parties</b></p> <ul style="list-style-type: none"><li>• Stated in party platforms and reflected in campaigning</li></ul> <p><b>Third parties (e.g., Green Party, Constitution Party, Libertarian Party)</b></p> <ul style="list-style-type: none"><li>• Introduce new ideas and/or press for a particular issue</li><li>• Often take votes away from the two major parties</li><li>• Often revolve around a political personality (e.g., Theodore Roosevelt)</li></ul>

**STANDARD CE.5c**

The student will apply social science skills to understand the political process at the local, state, and national levels of government by  
c) analyzing campaigns for elective office, with emphasis on the role of the media;

Essential Understandings	Essential Knowledge
<p>Voters evaluate information presented in political campaigns to make informed choices among candidates.</p> <p>The media play an important role in the political process.</p>	<p><b>Strategies for evaluating campaign speeches, literature, and advertisements for accuracy</b></p> <ul style="list-style-type: none"><li>• Separating fact from opinion</li><li>• Detecting bias</li><li>• Evaluating sources</li><li>• Identifying propaganda</li></ul> <p><b>Mass media roles in elections</b></p> <ul style="list-style-type: none"><li>• Identifying candidates</li><li>• Emphasizing selected issues</li><li>• Writing editorials, creating political cartoons, publishing op-ed pieces, posting to social media and blogs</li><li>• Broadcasting different points of view</li></ul>

## STANDARD CE.5d

The student will apply social science skills to understand the political process at the local, state, and national levels of government by  
d) evaluating and explaining the role of campaign contributions and costs;

Essential Understandings	Essential Knowledge
Running for political office can be very expensive.	<p>Rising campaign costs</p> <ul style="list-style-type: none"><li>• require candidates to conduct extensive fund-raising activities</li><li>• limit opportunities to run for public office</li><li>• give an advantage to wealthy individuals who run for office</li><li>• encourage the development of political action committees (PACs) and Super PACs</li><li>• give issue-oriented special-interest groups increased influence.</li></ul> <p><b>Campaign finance reform</b></p> <ul style="list-style-type: none"><li>• Rising campaign costs have led to efforts to reform campaign finance laws.</li><li>• Limits have been placed on the amount individuals may contribute to political candidates and campaigns; however, individuals, business, and unions can donate unlimited amounts to PACs and Super PACs (<i>Citizens United v. Federal Election Commission</i>).</li></ul>

## STANDARD CE.5e

The student will apply social science skills to understand the political process at the local, state, and national levels of government by  
e) examining the history of and requirements for voter registration, and participating in simulated local, state, and/or national elections;

Essential Understandings	Essential Knowledge
<p>Through legislation and constitutional amendments, different American citizens have been granted the right to vote at different times.</p> <p>Voting is a basic responsibility of citizenship.</p> <p>Voter registration is required before a citizen may vote.</p>	<p><b>Legislation and constitutional amendments</b></p> <ul style="list-style-type: none"><li>• 15th Amendment</li><li>• 19th Amendment</li><li>• 23rd Amendment</li><li>• 24th amendment</li><li>• 26th Amendment</li><li>• Voting Rights Act of 1965</li></ul> <p>Only citizens who register may participate in primary and general elections.</p> <p><b>Qualifications to register to vote in Virginia</b></p> <ul style="list-style-type: none"><li>• Citizen of the United States</li><li>• Resident of Virginia and precinct</li><li>• At least 18 years of age by day of general election</li></ul> <p><b>How to register to vote in Virginia</b></p> <ul style="list-style-type: none"><li>• In person at the registrar’s office</li><li>• By mail (application obtained from the Department of Motor Vehicles, public libraries, state/local government offices, or other designated locations)</li><li>• Online</li></ul> <p>Voter registration is closed 22 days before elections.</p> <p><b>Factors in predicting which citizens will vote</b></p> <ul style="list-style-type: none"><li>• Education</li><li>• Age</li><li>• Income</li></ul> <p>The percentage of voters who participate in presidential elections is usually greater than the percentage of voters who participate in state and local elections.</p>

**STANDARD CE.5e (continued)**

The student will apply social science skills to understand the political process at the local, state, and national levels of government by  
e) examining the history of and requirements for voter registration, and participating in simulated local, state, and/or national elections;

Essential Understandings	Essential Knowledge
	<p><b>Reasons why citizens fail to vote</b></p> <ul style="list-style-type: none"><li>• Lack of interest (in candidates or issues)</li><li>• Failure to register</li><li>• Belief that vote does not count or will have no impact</li><li>• No time or too busy</li></ul> <p>Every vote is important.</p> <p>Students can participate in the democratic process by</p> <ul style="list-style-type: none"><li>• participating in campaigns</li><li>• participating in classroom and online simulations.</li></ul>

**STANDARD CE.5f**

The student will apply social science skills to understand the political process at the local, state, and national levels of government by  
f) describing the role of the Electoral College in the election of the president and vice president.

Essential Understandings	Essential Knowledge
<p>The Electoral College process is used to select the president and vice president of the United States.</p>	<p>The Electoral College casts the official vote for president and vice president.</p> <p>The number of electors of each state is based on each state’s congressional representation (the number of United States senators plus the number of representatives in the House).</p> <p><b>Electoral College process</b></p> <ul style="list-style-type: none"><li>• Each political party chooses its slate of electors.</li><li>• After the popular vote, the electors cast their official votes.</li><li>• Most states have a “winner-take-all” system that awards all electors to the winning presidential candidate.</li><li>• Candidates need 270 electoral votes to win, which favors the two-party system.</li></ul> <p>The winner-take-all system leads to the targeting of densely populated states for campaigning, although candidates must pay attention to less populated states and swing states whose electoral votes may make the difference in tight elections.</p> <p>In most states, the party that wins the popular vote has its slate of electors cast the official vote for the president.</p>

## STANDARD CE.6a

The student will apply social science skills to understand the American constitutional government at the national level by

a) describing the structure and powers of the national government;

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

## STANDARD CE.6b

The student will apply social science skills to understand the American constitutional government at the national level by  
b) explaining the principle of separation of powers and the operation of checks and balances;

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

**STANDARD CE.6c**

The student will apply social science skills to understand the American constitutional government at the national level by  
c) explaining and/or simulating the lawmaking process;

Essential Understandings	Essential Knowledge
<p>National laws are made by Congress.</p> <p>Citizens learn the lawmaking process and influence public policy through direct participation and/or simulation.</p> <p>The lawmaking process requires collaboration and compromise.</p>	<p><b>Legislative powers</b></p> <ul style="list-style-type: none"><li>• Expressed: Specifically listed in the Constitution of the United States</li><li>• Implied: Used to carry out expressed powers</li></ul> <p><b>The lawmaking process in Congress</b></p> <ul style="list-style-type: none"><li>• Introducing a bill in either house</li><li>• Working in committees</li><li>• Debating the bill on the floor</li><li>• Voting on the bill</li><li>• Sending the bill to the other house</li><li>• Repeating the process in the other house</li><li>• Sending the bill to the president</li></ul> <p>Elected officials in Congress write laws and take action in response to problems or issues.</p> <p>Individuals and interest groups help shape legislation.</p> <p>The formal powers of Congress are limited (denied powers) by the Constitution of the United States.</p>

**STANDARD CE.6d**

The student will apply social science skills to understand the American constitutional government at the national level by  
d) describing the roles and powers of the executive branch.

Essential Understandings	Essential Knowledge
<p>The executive branch plays a key role in the policymaking process.</p> <p>Presidential power has grown in the years since the Constitution was ratified, but there are limits on what the president can and cannot do.</p>	<p><b>Ways the executive branch influences policymaking</b></p> <ul style="list-style-type: none"><li>• Delivering an annual speech to Congress (State of the Union address)</li><li>• Proposing legislation</li><li>• Approving or vetoing legislation</li><li>• Appointing officials who help carry out the laws</li><li>• Issuing executive acts/orders</li><li>• Appealing directly through the media and communications with citizens</li></ul> <p>Cabinet departments, agencies, and regulatory groups execute the laws.</p> <p>The president exercises power as</p> <ul style="list-style-type: none"><li>• chief of state: ceremonial head of the government</li><li>• chief executive: head of the executive branch of government</li><li>• chief legislator: proposer of the legislative agenda</li><li>• commander-in-chief: head of the nation’s armed forces</li><li>• chief diplomat: American foreign policy leader</li><li>• chief of party: leader of the political party that controls the executive branch</li><li>• chief citizen: representative of all of the people.</li></ul>

**STANDARD CE.7a**

**The student will apply social science skills to understand the American constitutional government at the state level by**

**a) describing the structure and powers of the state government;**

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

## STANDARD CE.7b

The student will apply social science skills to understand the American constitutional government at the state level by  
b) explaining the relationship of state governments to the national government in the federal system;

Essential Understandings	Essential Knowledge
<p>The Constitution of the United States establishes the principle of federalism, which is the division of power between the states and the national government.</p> <p>The expansion of the national government's powers into areas traditionally reserved to the states has altered the relationship of states to the national government.</p>	<p>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.</p> <p>The Constitution of the United States denies certain powers to both the national and state governments.</p> <p>Some powers are shared between the national and state government (concurrent powers).</p> <p><b>Primary responsibilities of each level of government</b></p> <ul style="list-style-type: none"><li>• National: Conducts foreign policy, regulates commerce, and provides for the common defense</li><li>• State: Promotes public health, safety, education, and welfare</li></ul> <p>Tensions exist when federal mandates require state actions without adequate funding.</p>

**STANDARD CE.7c**

The student will apply social science skills to understand the American constitutional government at the state level by

c) explaining and/or simulating the lawmaking process;

Essential Understandings	Essential Knowledge
<p>Members of the Virginia General Assembly are elected to make state laws.</p> <p>Citizens learn the lawmaking process and influence public policy through direct participation and/or simulation.</p> <p>The lawmaking process requires collaboration and compromise.</p>	<p><b>The lawmaking process in the Virginia General Assembly</b></p> <ul style="list-style-type: none"><li>• Introducing a bill in either house</li><li>• Working in committees</li><li>• Debating the bill on the floor</li><li>• Voting on the bill</li><li>• Sending the bill to the other house</li><li>• Repeating the process in the other house</li><li>• Sending the bill to the governor</li></ul> <p>Elected officials in the Virginia General Assembly write laws and take action in response to problems or issues.</p> <p>Individuals and interest groups help shape legislation.</p> <p><b>The primary issues in the legislative process at the state level</b></p> <ul style="list-style-type: none"><li>• Education: To promote an informed and engaged citizenry (e.g., establish minimum standards for local schools)</li><li>• Public health: To promote and protect the health of its citizens</li><li>• Environment: To protect natural resources (e.g., improve water quality in the Chesapeake Bay)</li><li>• State budget: To approve a biennial (two-year) budget proposed by the governor</li><li>• Revenue: To levy and collect taxes</li></ul>

## STANDARD CE.7d

The student will apply social science skills to understand the American constitutional government at the state level by  
d) describing the roles and powers of the executive branch and regulatory boards.

Essential Understandings	Essential Knowledge
<p>The executive branch of the Virginia state government enforces the laws and plays a key role in the policymaking process.</p>	<p><b>Ways the executive branch influences policymaking</b></p> <ul style="list-style-type: none"><li>• Proposes biennial budget</li><li>• Proposes legislation</li><li>• Approves veto or line-item veto bills</li></ul> <p>The governor of Virginia exercises the formal powers granted by the Virginia Constitution.</p> <p>In carrying out both the formal and informal powers of the office, the governor fills several roles, including</p> <ul style="list-style-type: none"><li>• chief of state: ceremonial head of the state government</li><li>• chief legislator: proposer of the legislative agenda</li><li>• chief executive: head of the executive branch of state government</li><li>• party chief: leader of the political party that controls the executive branch</li><li>• commander-in-chief: head of the armed forces of the Commonwealth of Virginia</li><li>• chief citizen: representative of all Virginians.</li></ul> <p>Cabinet secretaries and departments, agencies, commissions, and regulatory boards</p> <ul style="list-style-type: none"><li>• administer laws and enforce laws</li><li>• create regulations to monitor aspects of business and the economy</li><li>• provide services.</li></ul>

**STANDARD CE.8a**

**The student will apply social science skills to understand the American constitutional government at the local level by**

**a) describing the structure and powers of the local government;**

Essential Understandings	Essential Knowledge
<p>The units of local governments in Virginia are created by the General Assembly.</p> <p>Local governments exercise legislative, executive, and judicial powers.</p>	<p><b>Structure</b> The units of local government in Virginia are counties, towns, and cities:</p> <ul style="list-style-type: none"> <li>• Counties               <ul style="list-style-type: none"> <li>○ Elected board of supervisors, which exercises legislative powers, enacting ordinances (local laws) and adopting an annual budget</li> <li>○ A manager may be hired by the elected legislative branch to oversee the operations of the local government</li> <li>○ Elected or appointed school board, which oversees the operation of the K–12 public schools in the county</li> </ul> </li> <li>• Towns (incorporated)               <ul style="list-style-type: none"> <li>○ Elected town council, which exercises legislative powers, enacting ordinances and adopting an annual budget</li> <li>○ A mayor is elected by either the voters or the town council members</li> <li>○ A manager may be hired by the elected legislative branch to oversee the operations of the local government</li> <li>○ Located within counties, and citizens receive and pay for services from both the town and county</li> </ul> </li> <li>• Cities               <ul style="list-style-type: none"> <li>○ Elected city council, which exercises legislative powers, enacting ordinances and adopting an annual budget</li> <li>○ A mayor is elected by either the voters or the city council members</li> <li>○ A manager may be hired by the elected legislative branch to oversee the operations of the local government</li> <li>○ Elected or appointed school board, which oversees the operation of the K–12 public schools in the city</li> </ul> </li> </ul> <p>Virginia local governments exercise defined and limited powers, including the powers to</p> <ul style="list-style-type: none"> <li>• enforce state and local laws</li> <li>• promote public health</li> <li>• protect public safety</li> <li>• educate children</li> <li>• protect the environment</li> <li>• regulate land use</li> <li>• levy and collect taxes.</li> </ul> <p>In every county and city, state courts resolve judicial disputes.</p> <p>The Virginia Constitution requires that voters in every locality elect a sheriff, a clerk of the circuit court, a commissioner of revenue, and a treasurer.</p>

**STANDARD CE.8b**

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The student will apply social science skills to understand the American constitutional government at the local level by  
b) explaining the relationship of local government to the state government;

Essential Understandings	Essential Knowledge
<p>The authority of local governments in Virginia is derived from the state.</p>	<p>All powers of local governments in Virginia are given to them by the Constitution of Virginia and acts of the General Assembly.</p> <p>Not all counties and cities are given the same powers. Cities have charters listing their powers.</p> <p>Counties and cities assist in the local implementation of state laws and programs.</p> <p>Local government derives its funding from its ability to raise revenue in addition to money that the state provides.</p>

**STANDARD CE.8c**

**The student will apply social science skills to understand the American constitutional government at the local level by**  
**c) explaining and/or simulating the lawmaking process.**

<b>Essential Understandings</b>	<b>Essential Knowledge</b>
<p>Counties, cities, and towns adopt and enforce ordinances to provide services for their residents.</p> <p>Citizens learn the lawmaking process and influence public policy through direct participation and/or simulation.</p> <p>The lawmaking process requires collaboration and compromise.</p>	<p>An elected board of supervisors is responsible for passing laws (ordinances) in counties.</p> <p>An elected council is the local legislative body in independent cities and incorporated towns.</p> <p>Individuals can have the greatest influence on the decisions made by local government officials by communicating their opinions and preferences to those officials.</p>

**STANDARD CE.9a**

The student will apply social science skills to understand the judicial systems established by the Constitution of Virginia and the Constitution of the United States by

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

Essential Understandings	Essential Knowledge
<p>The United States has a dual court system, which consists of state courts and federal courts.</p> <p>Federal courts have jurisdiction over federal laws.</p> <p>State courts have jurisdiction over state laws.</p> <p>The role of the judicial branch is to interpret laws.</p>	<p><b>Terms to know</b></p> <ul style="list-style-type: none"> <li>• jurisdiction: Authority to hear a case</li> <li>• original jurisdiction: Authority to hear a case first</li> <li>• appellate jurisdiction: Authority to review a decision of a lower court</li> <li>• felony: A serious crime</li> <li>• misdemeanor: A smaller or less serious offense</li> </ul> <p>The United States has a court system whose organization and jurisdiction are derived from the Constitution of the United States and federal laws.</p> <ul style="list-style-type: none"> <li>• U.S. Supreme Court: Justices, no jury; appellate jurisdiction; limited original jurisdiction</li> <li>• U.S. Court of Appeals: Judges, no jury; appellate jurisdiction</li> <li>• U.S. District Court: Judge, with or without jury; original jurisdiction</li> </ul> <p>Virginia, like each of the other 49 states, has its own separate court system whose organization and jurisdiction are derived from Virginia’s constitution and state laws.</p> <ul style="list-style-type: none"> <li>• Virginia Supreme Court: Justices, no jury; appellate jurisdiction; limited original jurisdiction</li> <li>• Court of Appeals of Virginia: Judges, no jury; appellate jurisdiction to review decisions of circuit courts</li> <li>• Circuit court: Judge, with or without jury; original jurisdiction for felony criminal cases and for certain civil cases; appellate jurisdiction from district courts</li> <li>• General district court, and juvenile and domestic relations court: Judge, no jury; original jurisdiction for misdemeanors and civil cases generally involving lower dollar amounts and original jurisdiction in juvenile and family cases</li> </ul>

**STANDARD CE.9b**

The student will apply social science skills to understand the judicial systems established by the Constitution of Virginia and the Constitution of the United States by

b) describing the exercise of judicial review;

Essential Understandings	Essential Knowledge
<p>The power of judicial review is an important check on the legislative and executive branches of government.</p>	<p>The supreme courts of the United States and Virginia determine the constitutionality of laws and acts of the legislative and executive branches of government. This power is called “judicial review.”</p> <p><i>Marbury v. Madison</i> established the principle of judicial review at the national level.</p> <p>The Constitution of the United States is the supreme law of the land.</p> <p>State laws must conform to the Virginia and United States constitutions.</p>

**STANDARD CE.9c**

The student will apply social science skills to understand the judicial systems established by the Constitution of Virginia and the Constitution of the United States by

c) comparing and contrasting civil and criminal cases;

Essential Understandings	Essential Knowledge
<p>Courts resolve two kinds of conflicts: civil and criminal.</p>	<p><b>Criminal case</b></p> <ul style="list-style-type: none"><li>• In a criminal case, a court determines whether a person accused of breaking the law is guilty or not guilty of a misdemeanor or a felony.</li></ul> <p><b>Procedure for criminal cases</b></p> <ul style="list-style-type: none"><li>• A person accused of a crime may be arrested if the police have probable cause.</li><li>• The case proceeds to an arraignment where probable cause is reviewed, an attorney may be appointed for the defendant, and a plea is entered.</li><li>• The accused may be committed to jail or released on bail.</li><li>• In a felony case, a preliminary hearing is conducted to see if there is probable cause. If probable cause is determined, a grand jury will determine if there is enough evidence to indict the accused.</li><li>• In a misdemeanor case, there is no preliminary hearing or grand jury. A trial date is set instead.</li><li>• A court date is set, and a trial is conducted.</li><li>• A guilty verdict may be appealed.</li></ul> <p><b>Civil case</b></p> <ul style="list-style-type: none"><li>• In a civil case, a court settles a disagreement between two parties to recover damages or receive compensation.</li></ul> <p><b>Procedure for civil cases</b></p> <ul style="list-style-type: none"><li>• The plaintiff files a complaint to recover damages or receive compensation.</li><li>• Cases can be heard by a judge or a jury.</li><li>• A ruling is issued.</li><li>• Cases can be appealed.</li></ul>

**STANDARD CE.9d**

The student will apply social science skills to understand the judicial systems established by the Constitution of Virginia and the Constitution of the United States by

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

Essential Understandings	Essential Knowledge
<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>Due process of law protects against unfair governmental actions and laws.</p>	<p><b>Term to know</b></p> <ul style="list-style-type: none"><li>• due process of law: The constitutional protection against unfair governmental actions and laws</li></ul> <p><b>Due process protections</b></p> <ul style="list-style-type: none"><li>• The 5th Amendment prohibits the national government from violating due process.</li><li>• The 14th Amendment prohibits state and local governments from violating due process.</li></ul> <p>The Supreme Court has extended the guarantees of the Bill of Rights, based upon the due process clause.</p>

**STANDARD CE.10a**

The student will apply social science skills to understand how public policy is made at the local, state, and national levels of government by  
a) examining the impact of the media on public opinion and public policy;

Essential Understandings	Essential Knowledge
<p>The media inform policymakers and influence public policy.</p>	<p><b>Ways the media play an important role in setting the public agenda</b></p> <ul style="list-style-type: none"><li>• Focusing public attention on selected issues</li><li>• Offering a forum in which opposing viewpoints are communicated</li><li>• Holding government officials accountable to the public</li></ul> <p>Government officials use the media to communicate with the public.</p> <p><b>Strategies for evaluating media</b></p> <ul style="list-style-type: none"><li>• Separating fact from opinion</li><li>• Detecting bias</li><li>• Evaluating sources</li><li>• Identifying propaganda</li></ul>

**STANDARD CE.10b**

The student will apply social science skills to understand how public policy is made at the local, state, and national levels of government by  
b) describing how individuals and interest groups influence public policy;

Essential Understandings	Essential Knowledge
Individuals and interest groups influence public policy.	<p><b>Term to know</b></p> <ul style="list-style-type: none"><li>• lobbying: Seeking to influence legislators to introduce or vote for or against a bill</li></ul> <p>Individuals can influence public policy by</p> <ul style="list-style-type: none"><li>• participating in politics (e.g., voting, campaigning, seeking office)</li><li>• joining interest groups.</li></ul> <p>Individuals and interest groups influence public policy by</p> <ul style="list-style-type: none"><li>• identifying issues</li><li>• making political contributions</li><li>• lobbying government officials</li><li>• expressing opinions (e.g., through lobbying, demonstrating, writing letters or e-mail, using social media).</li></ul>

**STANDARD CE.10c**

The student will apply social science skills to understand how public policy is made at the local, state, and national levels of government by  
c) describing the impact of international issues and events on local decision making.

Essential Understandings	Essential Knowledge
<p>Local governments may be required to formulate, adopt, and implement public policies in response to international issues and events.</p>	<p>International issues and events that would require policy decisions by local government officials could include the following:</p> <ul style="list-style-type: none"><li>• Public health concerns in the event of a pandemic</li><li>• Public safety in the event of an act of terrorism</li><li>• Economic development policies in response to the emerging global economy</li><li>• Policies to protect the environment (e.g., wildlife protection)</li></ul>

**STANDARD CE.11a**

The student will apply social science skills to understand how economic decisions are made in the marketplace by

- a) explaining that because of scarcity, consumers, producers, and governments must make choices, understanding that everyone’s choice has an opportunity cost;

Essential Understandings	Essential Knowledge
<p>Because of scarcity, consumers, producers, and government decision makers are forced to make choices.</p> <p>Whenever you make a choice, you are actually making two choices. This is because whenever you choose to do one thing, you are also choosing <i>not</i> to do something else. What you choose not to do is your opportunity cost.</p> <p>All choices have opportunity costs.</p>	<p>The problem of scarcity faces all individuals and organizations, including businesses and governments:</p> <ul style="list-style-type: none"> <li>• We have unlimited wants, but our resources are limited.</li> <li>• The goods and services we want exceed our ability to produce them.</li> <li>• Scarcity forces consumers, producers, and governments to make difficult choices.</li> </ul> <p><b>Scarcity</b> is the inability to satisfy all wants at the same time. All resources and goods are limited. Limited goods and resources require that choices be made.</p> <p><b>Resources</b> are factors of production that are used in the production of goods and services. Types of resources are natural, human, capital, and entrepreneurship.</p> <p><b>Choice</b> is selection of an item or action from a set of possible alternatives. Individuals must choose or make decisions about desired goods and services because these goods and services are limited.</p> <p><b>Opportunity cost</b> is what is given up when a choice is made (the second-best alternative). Individuals must consider the value of what is given up when making a choice.</p> <p><b>Production</b> is the combining of human, natural, capital, and entrepreneurship resources to make goods or provide services. Available resources and consumer preferences determine what is produced.</p> <p><b>Consumption</b> is the using of goods and services. Consumer preferences and price determine what is purchased and consumed.</p>

## STANDARD CE.11b

The student will apply social science skills to understand how economic decisions are made in the marketplace by

b) comparing and contrasting how traditional, free market, command, and mixed economies decide how to allocate their limited resources.

Essential Understandings	Essential Knowledge
<p>Every country must develop an economic system to determine how to use its limited productive resources.</p> <p>The key factor in determining the type of economy a country has is the extent of government involvement.</p> <p>The greater the amount of decision making that is left to the individual, the closer a system is to a free market system.</p> <p>The greater the amount of decision making that is left to a centralized authority, the closer the system is to a command system.</p>	<p><b>The basic questions of economics</b></p> <ul style="list-style-type: none"><li>• What will be produced?</li><li>• How will it be produced?</li><li>• For whom will it be produced?</li><li>• Each type of economy answers the basic questions differently.</li></ul> <p><b>Traditional economy</b></p> <ul style="list-style-type: none"><li>• Economic decisions are based on custom and historical precedent.</li><li>• People often perform the same type of work as their parents and grandparents, regardless of ability or potential.</li></ul> <p><b>Free market economy</b></p> <ul style="list-style-type: none"><li>• Private ownership of property/resources</li><li>• Profit motive</li><li>• Competition</li><li>• Consumer sovereignty</li><li>• Individual choice</li><li>• Minimal government involvement in the economy</li></ul> <p><b>Command economy</b></p> <ul style="list-style-type: none"><li>• Central ownership (usually by government) of property/resources</li><li>• Centrally planned economy</li><li>• Lack of consumer choice</li></ul> <p><b>Mixed economy</b></p> <ul style="list-style-type: none"><li>• Individuals and businesses are owners and decision makers for the private sector.</li><li>• The government is owner and decision maker for the public sector.</li><li>• The government's role is greater than in a free market economy and less than in a command economy.</li><li>• Most economies today, including the United States economy, are mixed economies.</li></ul>

## STANDARD CE.12a

The student will apply social science skills to understand the United States economy by

- a) describing the characteristics of the United States economy, including limited government, private property, profit, markets, consumer sovereignty, and competition;

Essential Understandings	Essential Knowledge
<p>The United States economy is primarily a free market economy but is characterized as a mixed economy.</p>	<p>The United States economy has characteristics of a free market economy, but because it has some aspects of command and traditional economies it is characterized as a mixed economy.</p> <p>Government intervenes in a market economy when the perceived benefits of a government policy outweigh the anticipated costs.</p> <p><b>Characteristics of the United States economy</b></p> <ul style="list-style-type: none"><li>• A market exists whenever buyers and sellers exchange goods and services.</li><li>• Free enterprise: Markets are generally allowed to operate without undue interference from the government. Prices are determined by supply and demand as buyers and sellers interact in the marketplace.</li><li>• Private property: Individuals and businesses have the right to own real and personal property as well as the means of production without undue interference from the government. The government provides a structure to define and enforce such property rights.</li><li>• Profit motive: Profit consists of earnings after all expenses have been paid. Individuals have the opportunity to create a business and earn profits.</li><li>• Competition: Rivalry between producers and/or between sellers of a good or service usually results in better-quality goods and services at lower prices.</li><li>• Consumer sovereignty: Consumers determine through purchases what goods and services will be produced.</li><li>• Government involvement in the economy is limited. Most decisions regarding the production of goods and services are made in the private sector.</li></ul>

## STANDARD CE.12b

The student will apply social science skills to understand the United States economy by

b) describing how in a market economy supply and demand determine prices;

Essential Understandings	Essential Knowledge
<p>Both buyers and sellers respond to price changes. When prices change, buyers change the quantity they are willing and able to buy and sellers change the quantity they are willing and able to bring to market.</p> <p>Neither supply nor demand alone can set the price.</p>	<p><b>Price</b></p> <ul style="list-style-type: none"><li>• Price is determined by the interaction of supply and demand.</li><li>• Price is the amount of money exchanged for a good or service.</li></ul> <p><b>Demand</b></p> <ul style="list-style-type: none"><li>• Demand is the amount of a good or service that consumers are willing and able to buy at different prices during a given time period.</li><li>• Law of demand: Consumers will buy more of a good or service at lower prices and less at higher prices.</li><li>• Higher prices for a good or service provide incentives for buyers to purchase less of that good or service.</li><li>• Lower prices for a good or service provide incentives for buyers to purchase more of that good or service.</li></ul> <p><b>Supply</b></p> <ul style="list-style-type: none"><li>• Supply is the amount of a good or service that producers are willing and able to offer for sale at each possible price during a given period of time.</li><li>• Law of supply: Producers will produce more when they can sell at a high price and will produce less when they can sell at a low price.</li><li>• Higher prices for a good or service provide incentives for producers to make or sell more of a good or service.</li><li>• Lower prices for a good or service provide incentives for producers to make or sell less of a good or service.</li></ul> <p><b>Equilibrium price</b></p> <ul style="list-style-type: none"><li>• Equilibrium price is the point where supply and demand meet.</li><li>• Everyone who wants to sell at that price can sell.</li><li>• Everyone who wants to buy at that price can buy.</li></ul>

**STANDARD CE.12c**

The student will apply social science skills to understand the United States economy by  
c) describing the types of business organizations and the role of entrepreneurship;

Essential Understandings	Essential Knowledge
<p>There are three basic ways that businesses organize to earn profits.</p> <p>Entrepreneurs play an important role in all three types of business organizations.</p>	<p><b>Basic types of business ownership</b></p> <ul style="list-style-type: none"><li>• Proprietorship: A form of business organization with one owner who takes all the risks and all the profits.</li><li>• Partnership: A form of business organization with two or more owners who share the risks and the profits.</li><li>• Corporation: A form of business organization that is authorized by law to act as a legal entity regardless of the number of owners. Owners share the profits. Owner liability is limited to the amount of their investment.</li></ul> <p><b>Entrepreneur</b></p> <ul style="list-style-type: none"><li>• A person who takes a risk to produce and sell goods and services in search of profit</li><li>• May establish a business according to any of the three types of organizational structures</li></ul> <p>Entrepreneurs increase competition by bringing new goods and services to market or by delivering products in innovative ways. They often foster technological progress and economic growth.</p>

## STANDARD CE.12d

The student will apply social science skills to understand the United States economy by

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

Essential Understandings	Essential Knowledge
<p>Resources, goods and services, and money flow continuously among households, businesses, and markets in the United States economy.</p>	<p>The circular flow diagram is a way of visualizing and categorizing activity within an economy. Goods, services, and resources flow in one direction. Money flows in the opposite direction.</p> <p><b>Economic flow (circular flow)</b></p> <ul style="list-style-type: none"><li>• Households own the resources used in production, sell the resources, and use the income to purchase products.</li><li>• Businesses buy resources; make products that are sold to individuals, other businesses, and the government; and use the profits to buy more resources.</li><li>• When households and businesses spend money, the income is used by households to purchase goods and services and by businesses to purchase resources.</li><li>• Governments use tax revenue from households and businesses to provide public goods and services.</li></ul>

**STANDARD CE.12e**

The student will apply social science skills to understand the United States economy by

e) explaining how financial institutions channel funds from savers to borrowers;

Essential Understandings	Essential Knowledge
<p>Private financial institutions help facilitate an exchange of money between savers and borrowers.</p>	<p><b>Private financial institutions</b></p> <ul style="list-style-type: none"><li>• Include banks and credit unions</li><li>• Receive deposits and make loans</li><li>• Encourage saving and investing by paying interest on deposits</li><li>• Help provide financial capital (money) to people/businesses to start or grow businesses</li></ul>

**STANDARD CE.12f**

The student will apply social science skills to understand the United States economy by

f) analyzing the relationship of Virginia and the United States to the global economy, with emphasis on the impact of technological innovations.

Essential Understandings	Essential Knowledge
<p>Virginia and the United States pursue international trade in order to increase wealth.</p>	<p><b>Term to know</b></p> <ul style="list-style-type: none"><li>• global economy: Worldwide markets in which the buying and selling of goods and services by all individuals, nations, and businesses takes place</li></ul> <p><b>Reasons that states and nations trade</b></p> <ul style="list-style-type: none"><li>• To obtain goods and services they cannot produce or cannot produce efficiently themselves</li><li>• To buy goods and services at a lower cost or a lower opportunity cost</li><li>• To sell goods and services to other countries</li><li>• To create jobs</li></ul> <p>Virginia and the United States specialize in the production of certain goods and services, which promotes efficiency and growth.</p> <p><b>Impact of technological innovations</b></p> <ul style="list-style-type: none"><li>• Innovations in technology (e.g., the Internet) contribute to the global flow of information, capital, goods, and services.</li><li>• The use of such technology also lowers the cost of production.</li></ul>

**STANDARD CE.13a**

The student will apply social science skills to understand the role of government in the United States economy by

a) examining competition in the marketplace;

Essential Understandings	Essential Knowledge
The government promotes and regulates marketplace competition.	<p><b>Ways the government promotes marketplace competition</b></p> <ul style="list-style-type: none"><li>• Establishing and enforcing antitrust legislation to discourage the development of monopolies</li><li>• Enacting policies that encourage global trade</li><li>• Supporting business start-ups</li></ul> <p><b>Government agencies that regulate and promote competition in the marketplace</b></p> <ul style="list-style-type: none"><li>• FCC (Federal Communications Commission)</li><li>• SEC (Securities and Exchange Commission)</li><li>• FTC (Federal Trade Commission)</li><li>• These agencies oversee the way individuals and companies do business.</li></ul>

## STANDARD CE.13b

The student will apply social science skills to understand the role of government in the United States economy by

b) explaining how and why government provides certain goods and services;

Essential Understandings	Essential Knowledge
<p>Government provides certain goods and services that individuals and businesses acting alone cannot provide efficiently.</p>	<p><b>Characteristics of most goods and services provided by government</b></p> <ul style="list-style-type: none"><li>• Provide benefits to many simultaneously</li><li>• Would not likely be available if individuals had to provide them</li><li>• Include such things as interstate highways, public schools, and national defense</li></ul> <p>Most economic decisions in the United States are made in the marketplace, but government also plays a role in the economy by providing goods and services that markets cannot provide efficiently.</p> <p><b>Ways governments pay for public goods and services</b></p> <ul style="list-style-type: none"><li>• Through tax revenue</li><li>• Through borrowed funds</li><li>• Through fees (e.g., park entrance fees)</li><li>• Through fines</li></ul>

**STANDARD CE.13c**

The student will apply social science skills to understand the role of government in the United States economy by

c) describing how local, state, and federal governments allocate their budgets and collect taxes to pay for goods and services they provide;

Essential Understandings	Essential Knowledge
<p>Every level of government—federal, state, and local—requires revenue to pay for goods and services provided by the government. Taxes and fees levied on individuals and businesses are the major source of this revenue.</p> <p>Local, state, and federal governments determine how best to use and allocate the money they collect.</p>	<p>In the United States, governments collect several different types of revenue or taxes from individuals and businesses:</p> <ul style="list-style-type: none"><li>• The income tax is a main source of revenue for the federal government.</li><li>• Income taxes and sales tax are key sources of revenue for state governments.</li><li>• Property and sales taxes are key sources of revenue for most local governments.</li></ul> <p><b>Income tax:</b> Payments made by individuals and corporations based on income received. <b>Sales tax:</b> A tax consumers pay on many items they purchase. It is a percentage of the sale price. <b>Property tax:</b> A tax levied on land and buildings. Property tax may also be levied on personal property, such as boats or cars.</p> <p>Federal government revenue pays for services such as national defense and homeland security, some medical expenditures such as Medicare, payments to Social Security recipients, and interest payments on the national debt.</p> <p>Most state and local government revenue is spent on education, public health and welfare, road construction and repair, and public safety, including police and fire departments.</p>

**STANDARD CE.13d**

The student will apply social science skills to understand the role of government in the United States economy by  
d) explaining the structure and main function of the Federal Reserve System and how it acts as the nation’s central bank;

Essential Understandings	Essential Knowledge
<p>The Federal Reserve System is our nation’s central bank.</p>	<p>As the central bank of the United States, the Federal Reserve System</p> <ul style="list-style-type: none"><li>• regulates banks to help ensure the soundness of the banking system and the safety of deposits</li><li>• influences the money supply and interest rates in the economy to keep inflation low and stable</li><li>• provides financial services to banks and the federal government.</li></ul> <p>The Federal Reserve System consists of a Board of Governors and 12 federal reserve banks.</p> <p>The chairperson is appointed by the president and approved by the Senate.</p>

**STANDARD CE.13e**

The student will apply social science skills to understand the role of government in the United States economy by

e) describing how governments regulate to protect consumers, labor, the environment, competition in the marketplace, and property rights;

Essential Understandings	Essential Knowledge
<p>The United States government passes laws and creates agencies to protect consumer rights and property rights, competition in the marketplace, labor, and the environment.</p>	<p>A property right is a legal claim of ownership. Government helps define and enforce property rights. Property ownership is protected by negotiated contracts that are enforceable by law. This process helps beneficial exchanges take place.</p> <p>Government agencies establish regulations that protect public health and safety, and promote competition.</p> <p>Consumers may take legal action against violations of consumer rights.</p> <p>Some government agencies that protect consumers, labor, or the environment include the following:</p> <ul style="list-style-type: none"><li>• Consumers<ul style="list-style-type: none"><li>○ CPSC (Consumer Product Safety Commission)</li><li>○ FDA (Food and Drug Administration)</li></ul></li><li>• Labor<ul style="list-style-type: none"><li>○ OSHA (Occupational Safety and Health Administration)</li><li>○ EEOC (Equal Employment Opportunity Commission)</li></ul></li><li>• Environment<ul style="list-style-type: none"><li>○ EPA (Environmental Protection Agency)</li></ul></li></ul>

**STANDARD CE.13f**

The student will apply social science skills to understand the role of government in the United States economy by  
f) explaining the role of government currency and analyzing the purpose of a money economy.

Essential Understandings	Essential Knowledge
<p>Money is anything that is generally accepted as a method of payment for goods and services.</p> <p>Money makes it easier to trade, borrow, save, and invest, and to compare the value of goods and services.</p>	<p>When the United States government issues coins and currency, people accept it in exchange for goods and services because they have confidence in the government.</p> <p>Money acts as a medium of exchange, making trade easier.</p> <p>Money acts as a store of value, making it easier to save and invest.</p> <p>Money acts as a measure of value, making it easier to compare the value of goods and services.</p> <p>The three types of money generally used in the United States are</p> <ul style="list-style-type: none"><li>• coins</li><li>• currency</li><li>• deposits in bank accounts that can be accessed by checks and debit cards.</li></ul>

**STANDARD CE.14a, b, c, d, e, f**

The student will apply social science skills to understand personal finance and career opportunities by

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

Essential Understandings	Essential Knowledge
<p>An awareness of personal talents, interests, and aspirations is needed to select a career.</p> <p>Attitudes and behaviors that support a strong work ethic enhance career success.</p> <p>There is a correlation among skills, education, and income.</p> <p>Changes in technology influence the abilities, skills, and education needed in the work force.</p>	<p>Human capital refers to the combination of a person’s education, knowledge, skill, experience, health, training, and talent. People develop their human capital through formal and informal education. People who have invested in their own human capital have the potential to produce more, earn more, and choose a career that is satisfying to them.</p> <p>Career planning starts with self-assessment.</p> <p>Employers seek employees who demonstrate the attitudes and behaviors of a strong work ethic.</p> <p>Higher skill and/or education levels generally lead to higher incomes.</p> <p>Supply and demand also influence job income.</p> <p>Employers seek individuals who have kept pace with technological changes by updating their skills.</p> <p>Technological advancements create new jobs in the workplace.</p> <p>Technology and information flows permit people to work across international borders. This structure creates competition from foreign workers for United States jobs but also may create opportunities for United States workers to work for companies based in other countries.</p> <p>Being fiscally responsible includes making careful spending decisions, saving and investing for the future, having insurance, keeping to a budget, and using credit wisely, as well as understanding how contracts, warranties, and guarantees can protect the individual.</p>