



***Virginia and
United States
Government***

***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

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 GOVT.1a

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
 a) **planning inquiries by synthesizing information from diverse primary and secondary sources;**

Essential Understandings	Experiences may include but are not limited to the following:
<p>Inquiries result in the development of questions in response to identified issues.</p> <p>Synthesis involves combining processed information with other knowledge to logically reach a new interpretation and understanding of content.</p> <p>Evidence is evaluated, analyzed, and organized to support the development of a response to an identified issue.</p> <p>Proposed responses to identified issues and problems are developed based upon evidence found in a variety of sources.</p> <p>Historical information may be acquired from a variety of sources:</p> <ul style="list-style-type: none"> • Diaries • Interviews • Letters • Raw data • Court records and transcripts • Photographs • Journal articles that report the findings of original research • Newspaper articles reporting on current events • Autobiographies • Speeches • Creative works (novels, plays, poems, music, art) 	<ul style="list-style-type: none"> • Use a variety of information sources to do the following: <ul style="list-style-type: none"> ○ Collect and analyze data to explain major influences on voter turnout in three different localities in the Commonwealth. ○ Investigate and find examples in the United States Constitution to answer the question, “How does the Constitution guard against tyranny?” ○ Choose three pieces of voter legislation passed in the past 150 years. Examine contemporary sources to explain how each impacted citizen participation in elections. ○ Examine and analyze the geography of a location. Gather information about a specific geographic feature (e.g., the ocean, lakes, mountains, rivers) that may impact several countries, states, localities, or communities. Investigate and examine an issue or concern with the geographic feature, the types of legislation passed, and how bordering communities cooperated or had conflicts. • Review the United States Naturalization Test for citizenship to determine how the questions reflect the political philosophies outlined in the following: <ul style="list-style-type: none"> ○ Athenian democracy and the Roman republic ○ Declaration of Independence, Virginia Declaration of Rights, Virginia Statute of Religious Freedom, and the Bill of Rights ○ Constitution of the United States • Prepare a collection of primary and secondary sources that best relate to a unit of study. Examine the sources to do the following: <ul style="list-style-type: none"> ○ Make and record observations about the sources and generate questions about each item. ○ Determine commonalities and patterns in the themes of the sources, as well as how the sources connect to the overarching topic of the lesson. ○ Determine the local implications, impacts, and costs and benefits of the sources. ○ Develop a position.

STANDARD GOVT.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>Analyzing includes identifying important trends based on demographic information from data sources.</p> <p>Demographic information comes in a variety of forms.</p> <p>Demographic information is often used by governments and businesses in the development of policies and decisions.</p> <p>Demographic information can be used to identify trends and patterns over time.</p> <p>Demographic information is presented in a variety of forms, including</p> <ul style="list-style-type: none">• election data• economic data• census data.	<ul style="list-style-type: none">• Use census data, election data, and economic data to determine patterns and trends in various elections.• Use data to determine how a current issue (e.g., immigration, civil rights) has changed over time and resulted in public policy actions.• Use different types of maps from multiple perspectives to compare and contrast changes over time regarding a particular issue, such as<ul style="list-style-type: none">○ transportation legislation at the state and local level○ watershed legislation and its impact on local communities○ legislation that supports or prohibits strip mining in Appalachia.

STANDARD GOVT.1c

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
c) comparing and contrasting historical, cultural, economic, and political perspectives;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Close examination and interpretation of various data and images are essential to making informed decisions.</p> <p>The context of the time period influences a person’s perspective about an event or issue.</p> <p>Public perspectives on an issue evolve over time.</p>	<ul style="list-style-type: none">• Analyze an issue from a variety of perspectives (historical, cultural, economic, and political) to determine how the issue has evolved over time. Topics might include the following:<ul style="list-style-type: none">○ Equal Rights Amendment (ERA)○ Americans with Disability Act (ADA)○ Elementary and Secondary Education Act (ESEA)○ Civil Rights Act

STANDARD GOVT.1d

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
d) evaluating critically the quality, accuracy, and validity of information to determine misconceptions, fact and opinion, and 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">• Develop criteria or questions to evaluate a source. Consider the following when evaluating a source:<ul style="list-style-type: none">○ Timeliness of the information○ Importance of the information○ Source of the information○ Reliability, truthfulness, and correctness of the content○ Reason the information exists• 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 might include the following:<ul style="list-style-type: none">○ Presidential election○ School board election○ Action taken by a local district court○ Legislation passed by the Virginia General Assembly○ Expansion of an Internet company○ Foreign acquisition of an American company○ Trade agreement between the United States and another nation

STANDARD GOVT.1e

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
 e) **constructing informed, analytic arguments, using evidence from multiple sources to introduce and support substantive and significant claims;**

Essential Understandings	Experiences may include but are not limited to the following:
<p>Critical evaluation and analysis of multiple resources impact what we know and how opinions are formed.</p> <p>Citing evidence to support a claim or stance about a topic increases the credibility of the author.</p> <p>Constructing an informed argument involves questioning the sources:</p> <ul style="list-style-type: none"> • How is credibility of a source determined? • What is the context surrounding the source cited? • What evidence from the source supports the argument or claim being made? • Does evidence from more than one source support the argument or claim being made? <p>Analyzing various types of sources with multiple points of view produces a complete understanding of ideas, concepts, and actions of individuals or groups.</p>	<ul style="list-style-type: none"> • To construct an argument, consider the following: <ul style="list-style-type: none"> ○ Apply a variety of planning strategies to generate, gather, and organize ideas to address a specific audience and purpose. ○ Produce arguments in writing, developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions. ○ Organize ideas in a sustained and logical manner. ○ Clarify and defend the position with precise and relevant evidence, elaborating ideas clearly and accurately. ○ Adapt content, vocabulary, voice, and tone to audience, purpose, and situation. • 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), and argue the costs or benefits of the issue with regard to the following: <ul style="list-style-type: none"> ○ Local community action ○ State funding ○ Federal policies ○ International impact • Gathering information from a variety of sources, prepare an op-ed piece persuading readers to adopt a chosen perspective about <ul style="list-style-type: none"> ○ expanding the juvenile justice system ○ lowering the voting age to sixteen ○ providing monetary incentives for school attendance ○ using social media to increase voter turnout during interim elections.

STANDARD GOVT.1f

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
f) explaining how cause-and-effect relationships 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"> • Explain intended and unintended outcomes and the possible consequences of public policy as it relates to the following: <ul style="list-style-type: none"> ○ No Child Left Behind Act (NCLB) ○ Articles of Confederation ○ Campaign finance reform ○ North American Free Trade Agreement (NAFTA) ○ Supreme Court decisions dealing with civil rights • Apply a process for explaining indirect cause-and-effect relationships, such as the following: <ul style="list-style-type: none"> ○ Choose an established effect and brainstorm causes of that effect. ○ Categorize and organize the causes into direct or indirect causes. ○ Describe direct and indirect items separately. ○ Compare and contrast direct and indirect causes. ○ Identify the most important difference between the direct and indirect causes. ○ Draw conclusions about the impact on people, places, and events. ○ Discuss, defend, and refine conclusions. • Compare charts, graphs, and/or maps to determine the role diversity played in affecting the social, economic, and political structure of the United States. • Create flow charts, storyboards, diagrams, or timelines to explore multiple causes and effects. • Determine how the choices of selected people/groups impacted political and economic turning points in Virginia and United States history. • Draw conclusions about public policies, such as the following: <ul style="list-style-type: none"> ○ The addition of the Bill of Rights to the United States Constitution ○ The role of government in industrialization • Compare and contrast citizenship tests and processes from various countries with the United States to determine the following: <ul style="list-style-type: none"> ○ Similarities and differences in the processes to obtain citizenship ○ Liberties, rights, and protections of citizens established by the government ○ Duties and expectations of citizens (e.g., taxes, participation, voting)

STANDARD GOVT.1g

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
g) taking knowledgeable, constructive action, individually and collaboratively, 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">• Research a local, state, or national issue. Create a timeline or graphic organizer to illustrate how that issue has changed over time. Identify significant people, legislation, policy, or economic impacts that have contributed to the changes. Develop a plan of action that addresses the current status of the issue. Identify and explain current costs and benefits of people, events, legislation, or economic influences. The plan can include but is not limited to the following:<ul style="list-style-type: none">○ The issue○ Stakeholders involved○ Action steps○ Intended outcomes and potential impact on the community○ Evaluation of the intended and unintended consequences of the plan• Examine the United States Naturalization Test for citizenship and construct an argument that supports or challenges the assessment or the process as a valid reflection of the following:<ul style="list-style-type: none">○ Concepts of democracy○ Rights and privileges of a United States citizen○ Understanding the concept of thoughtful and effective participation in civic life

STANDARD GOVT.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 the costs and benefits of a specific choice, considering incentives and possible consequences;

Essential Understandings	Experiences may include but are not limited to the following:																																																							
<p>Decision-making models serve several purposes. They can help us</p> <ul style="list-style-type: none"> • make decisions for the future • better understand the choices people faced in the past • analyze the outcomes of the decisions that people already made. <p>Effective decision making requires comparing the expected costs and benefits of alternative choices.</p> <p>Choices have consequences, unintended and intended, to be considered when making a final decision.</p>	<ul style="list-style-type: none"> • Use a cost-benefit analysis chart: <table border="1" data-bbox="604 480 1940 979"> <thead> <tr> <th colspan="2" data-bbox="604 480 1940 513">Should the state legislature add lanes on U.S. Route 60 from the Midland Trail to Virginia Beach (303 miles)?</th> </tr> <tr> <th colspan="2" data-bbox="604 516 1940 540">BEFORE THE CHOICE WAS MADE</th> </tr> <tr> <th data-bbox="604 544 1270 576">Expected Costs</th> <th data-bbox="1274 544 1940 576">Expected Benefits</th> </tr> <tr> <td data-bbox="604 579 1270 620">The money required to build the lanes</td> <td data-bbox="1274 579 1940 620">Decreased traffic congestion through town</td> </tr> <tr> <td data-bbox="604 623 1270 664">Increased congestion while the lanes are being built</td> <td data-bbox="1274 623 1940 664"></td> </tr> <tr> <th colspan="2" data-bbox="604 667 1940 691">AFTER THE CHOICE WAS MADE—OUTCOME</th> </tr> <tr> <th data-bbox="604 695 1270 727">Unintended Consequences</th> <th data-bbox="1274 695 1940 727">Intended Consequences</th> </tr> <tr> <td data-bbox="604 730 1270 852">Fewer people may choose to carpool or use alternative transportation, and the number of cars on the road might increase to meet the capacity of the new lanes.</td> <td data-bbox="1274 730 1940 852">The lane is constructed.</td> </tr> <tr> <td data-bbox="604 855 1270 912">More people from outside the area might now choose this route, thus actually increasing congestion.</td> <td data-bbox="1274 855 1940 912"></td> </tr> <tr> <td data-bbox="604 915 1270 979">Congestion could ultimately remain the same, though the increased number of cars may increase pollution.</td> <td data-bbox="1274 915 1940 979"></td> </tr> </thead> </table> • Use a PACED (Problem, Alternatives, Criteria, Evaluate, Decision) decision grid: <table border="1" data-bbox="604 1068 1843 1414"> <thead> <tr> <th colspan="5" data-bbox="604 1068 1843 1101">Problem: Which state tax(es) should increase?</th> </tr> <tr> <th data-bbox="604 1104 863 1255" rowspan="2">Criteria / Alternatives</th> <th data-bbox="867 1104 1119 1255">Raises the most revenue</th> <th data-bbox="1123 1104 1413 1255">Does not affect too many voters</th> <th data-bbox="1417 1104 1640 1255">Takes a larger percentage of income from people in higher-income groups</th> <th data-bbox="1644 1104 1843 1255">Tax increase may go unnoticed</th> </tr> </thead> <tbody> <tr> <td data-bbox="604 1258 863 1291">Sales tax</td> <td data-bbox="867 1258 1119 1291"></td> <td data-bbox="1123 1258 1413 1291"></td> <td data-bbox="1417 1258 1640 1291"></td> <td data-bbox="1644 1258 1843 1291"></td> </tr> <tr> <td data-bbox="604 1294 863 1326">Gasoline tax</td> <td data-bbox="867 1294 1119 1326"></td> <td data-bbox="1123 1294 1413 1326"></td> <td data-bbox="1417 1294 1640 1326"></td> <td data-bbox="1644 1294 1843 1326"></td> </tr> <tr> <td data-bbox="604 1330 863 1362">Cigarette tax</td> <td data-bbox="867 1330 1119 1362"></td> <td data-bbox="1123 1330 1413 1362"></td> <td data-bbox="1417 1330 1640 1362"></td> <td data-bbox="1644 1330 1843 1362"></td> </tr> <tr> <td data-bbox="604 1365 863 1398">Income tax</td> <td data-bbox="867 1365 1119 1398"></td> <td data-bbox="1123 1365 1413 1398"></td> <td data-bbox="1417 1365 1640 1398"></td> <td data-bbox="1644 1365 1843 1398"></td> </tr> <tr> <th colspan="5" data-bbox="604 1401 1843 1414">Decision:</th> </tr> </tbody> </table> 	Should the state legislature add lanes on U.S. Route 60 from the Midland Trail to Virginia Beach (303 miles)?		BEFORE THE CHOICE WAS MADE		Expected Costs	Expected Benefits	The money required to build the lanes	Decreased traffic congestion through town	Increased congestion while the lanes are being built		AFTER THE CHOICE WAS MADE—OUTCOME		Unintended Consequences	Intended Consequences	Fewer people may choose to carpool or use alternative transportation, and the number of cars on the road might increase to meet the capacity of the new lanes.	The lane is constructed.	More people from outside the area might now choose this route, thus actually increasing congestion.		Congestion could ultimately remain the same, though the increased number of cars may increase pollution.		Problem: Which state tax(es) should increase?					Criteria / Alternatives	Raises the most revenue	Does not affect too many voters	Takes a larger percentage of income from people in higher-income groups	Tax increase may go unnoticed	Sales tax					Gasoline tax					Cigarette tax					Income tax					Decision:				
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STANDARD GOVT.1i

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

i) applying civic virtues 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 the following:</p> <ul style="list-style-type: none"> • Voting • Volunteering • Organizing a community group • Attending a city or school board meeting <p>Collaboration is necessary in order to be an effective learner and citizen.</p> <p>An effective and participatory democracy requires consideration of differing opinions, and collaboration and compromise among its participants.</p>	<ul style="list-style-type: none"> • Promote collaboration with others both inside and outside the classroom. Examples of collaboration may include the following: <ul style="list-style-type: none"> ○ Socratic seminar ○ Two-way journaling ○ Digital media (e.g., videoconferences) • Explore the ethical and legal issues related to the access and use of information by <ul style="list-style-type: none"> ○ properly citing authors and sources used in research ○ validating Web sites ○ reviewing written drafts so that the language and/or thoughts of others are given credit. • Provide other students with constructive feedback on written assignments via the peer-editing process. • Include the use of proper reference citations and distinguish one’s own ideas from information created or discovered by others. • Examine the United States Naturalization Test for citizenship to determine how the questions and the process to obtain citizenship reflect the civil liberties and civil rights as outlined in the following: <ul style="list-style-type: none"> ○ Preamble to the Constitution of the United States ○ Bill of Rights and First Amendment freedoms ○ Fifth and Fourteenth Amendments

STANDARD GOVT.1j

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

Essential Understandings	Experiences may include but are not limited to the following:
<p>Effective argumentation includes the establishment of a claim, supporting evidence from a variety of credible sources, and conclusions drawn by the author.</p> <p>Effective communication of ideas, opinions, and knowledge requires a variety of approaches and techniques.</p> <p>The skill of researching works in tandem with investigating in that students need to uncover material in order to adequately answer questions formulated when investigating.</p> <p>Students take more ownership over investigating and researching when they are able to choose the type of product to produce while asking the question: How can a person mirror the work of historians, geographers, political scientists, and economists?</p>	<ul style="list-style-type: none">• Select a political principle, ideal, or concept. Provide examples of how that principle, ideal, or concept is reflected in legislation, execution of laws, or interpretation by the courts.• Create a blog that explores the following impacts. Use evidence and data to support the argument.<ul style="list-style-type: none">○ Most valuable liberty: Freedom of speech or freedom of religion?○ Greatest impact on democracy: Rule of law or limited government?○ Most transformative legislation: Fair Labor Standards Act or Americans with Disabilities Act?○ Most influential role of a chief executive: Chief executive or commander in chief?• Select a local community concern. Determine the sources needed for the investigation. Develop a position about the concern. Gather and analyze the data. Prepare a presentation for the student government association to gain support for the chosen position.• Investigate transportation routes of the locality. Research the history of transportation in the local community. Determine the sources to gather information and data. Determine issues or concerns related to transportation. Prepare a three-minute speech to deliver to the local governing body about the concerns, and offer possible solutions.• 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 first-time voters to use when making decisions on Election Day.• Investigate a local issue that has a global impact. Prepare a three-minute speech to deliver to the civic league about your concerns, and offer possible solutions.

STANDARD GOVT.2a

The student will apply social science skills to understand the political philosophies that shaped the development of Virginia and United States constitutional government by

a) describing the development of Athenian democracy and the Roman republic to differentiate between a democracy and a republic;

Essential Understandings	Essential Knowledge
<p>The United States constitutional system incorporates democratic elements that were developed in Athens and Rome.</p>	<p>Democratic elements of the United States constitutional system borrowed from Athens and Rome</p> <ul style="list-style-type: none">• Athens: Direct democracy• Rome: Indirect (representative) democracy, republic

STANDARD GOVT.2b

The student will apply social science skills to understand the political philosophies that shaped the development of Virginia and United States constitutional government by

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

Essential Understandings	Essential Knowledge
<p>The United States and Virginia constitutional systems of government incorporated ideas from the Magna Carta, the English Petition of Rights, and the English Bill of Rights.</p>	<p>Magna Carta</p> <ul style="list-style-type: none">• Limited power of government• Fundamental rights• Trial by jury• Due process of law <p>English Petition of Rights</p> <ul style="list-style-type: none">• Early document supporting the idea that men have rights and establishing the concept of rule of law• Included basic rights:<ul style="list-style-type: none">○ Guarantee of trial by jury○ Protection against martial law○ Protection against quartering of troops○ Protection of private property <p>English Bill of Rights</p> <ul style="list-style-type: none">• Limited power of the monarch• No standing army in peacetime• Free elections• Right of petition• Parliamentary checks on power

STANDARD GOVT.2c

The student will apply social science skills to understand the political philosophies that shaped the development of Virginia and United States constitutional government by

c) evaluating the writings of Hobbes, Locke, and Montesquieu;

Essential Understandings	Essential Knowledge
<p>Principles of government and law developed by leading European political thinkers Thomas Hobbes, John Locke, and Montesquieu may be found in the Constitution of Virginia, the Declaration of Independence, and the Constitution of the United States.</p>	<p>Fundamental political principles</p> <ul style="list-style-type: none">• Limited government: John Locke (Constitution of Virginia, Constitution of the United States, Declaration of Independence)• Government’s authority coming only from the consent of the governed: Thomas Hobbes, John Locke (Declaration of Independence, Constitution of the United States)• Separation of powers: Montesquieu (Constitution of the United States, Constitution of Virginia)

STANDARD GOVT.2d

The student will apply social science skills to understand the political philosophies that shaped the development of Virginia and United States constitutional government by

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

Essential Understandings	Essential Knowledge
The charters of the Virginia Company of London extended the rights of Englishmen to the colonists.	The basic rights of Englishmen were guaranteed to the colonists by the charters of the Virginia Company of London. Examples of basic rights included <ul style="list-style-type: none">• land ownership• representation• the right to create a council to make their own laws.

STANDARD GOVT.2e

The student will apply social science skills to understand the political philosophies that shaped the development of Virginia and United States constitutional government by

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

Essential Understandings	Essential Knowledge
<p>The Declaration of Independence is an expression of natural rights philosophies.</p>	<p>Natural rights philosophies of John Locke and Jean-Jacques Rousseau expressed in the Declaration of Independence</p> <ul style="list-style-type: none">• Rousseau believed that all men are equal.• Locke believed that government is based on an agreement between people and their rulers (social contract). He felt that people have the right to life, liberty, and property.

STANDARD GOVT.2f

The student will apply social science skills to understand the political philosophies that shaped the development of Virginia and United States constitutional government by

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

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

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

The student will apply social science skills to understand the concepts of democracy by

- a) recognizing the fundamental worth and dignity of the individual;
- b) recognizing the equality of all citizens under the law;
- c) recognizing what defines a citizen and how noncitizens can become citizens;
- d) recognizing majority rule and minority rights;
- e) recognizing the necessity of compromise; and
- f) recognizing the freedom of the individual.

Essential Understandings	Essential Knowledge
<p>Concepts of democracy define and shape the meaning of United States citizenship.</p>	<p>Fundamental concepts of democracy</p> <ul style="list-style-type: none"> • Fundamental worth and dignity of the individual: All persons are entitled to life, liberty, and due process under the law. • Equality: All persons are entitled to equal rights and treatment under the law. • Citizenship: The common thread that connects all Americans, recognized by two principles: <ul style="list-style-type: none"> ○ A person receives American citizenship by virtue of being born in the United States ○ Citizenship on those born to at least one United States citizen anywhere in the world • Noncitizens: <ul style="list-style-type: none"> ○ All persons not meeting the principles of citizenship may become a United States citizen through the naturalization process. ○ The naturalization process is the way that a person not born in the United States voluntarily becomes a United States citizen. • Majority rule: The will of the majority as expressed through elections is fundamental to the American system. • Minority rights: The Constitution of the United States protects the rights of the few from oppression. • Compromise: The structure of the United States government necessitates compromise by all sides. • Individual freedom: All persons are born free, equal, and independent. <p>An analysis of current events demonstrates contemporary applications of these democratic concepts.</p>

STANDARD GOVT.4a

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

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

Essential Understandings	Essential Knowledge
<p>The debates over ratification of the Constitution of the United States focused on powers given to the national government and the protection of individual rights.</p>	<p>Ratification debates</p> <ul style="list-style-type: none">• Nine of thirteen states were needed to ratify the Constitution.• Anti-Federalist position<ul style="list-style-type: none">○ Suspicious of a strong central government○ Wanted Bill of Rights to protect personal liberties• Federalist position<ul style="list-style-type: none">○ Believed that a strong central government was the best way to protect freedom <p><i>The Federalist</i> (later known as <i>The Federalist Papers</i>) was a series of essays supporting adoption of the Constitution of the United States.</p>

STANDARD GOVT.4b

The student will apply social science skills to understand the Constitution of the United States by
b) evaluating the purposes for government stated in the Preamble;

Essential Understandings	Essential Knowledge
<p>The purposes for government are established in the Preamble to the Constitution of the United States.</p>	<p>Purposes for government as stated in the Preamble</p> <ul style="list-style-type: none">• To form a more perfect union• To establish justice• To ensure domestic tranquility• To provide for the common defense• To promote the general welfare• To secure the blessings of liberty

STANDARD GOVT.4c

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

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

Essential Understandings	Essential Knowledge
<p>The Constitution of the United States is based on fundamental principles that can be found in the writings of philosophers during the Age of Enlightenment.</p>	<p>Fundamental principles</p> <ul style="list-style-type: none">• Consent of the governed: People are the only source of governmental power.• Limited government: The government may do only those things that the people have given it the power to do.• Separation of powers: Government is divided into three branches—the legislative, executive, and judicial.• Checks and balances: This is a system whereby each branch of government exercises some control over the others.• Federalism: In this form of government, powers are divided between the national government and state governments.• Rule of law: The Constitution of the United States is supreme, and all individuals are accountable under the law.

STANDARD GOVT.4d

The student will apply social science skills to understand the Constitution of the United States by
d) defining the structure of the national government outlined in Article I, Article II, and Article III;

Essential Understandings	Essential Knowledge
<p>Articles I, II, and III of the Constitution of the United States establish three branches of government.</p>	<p>Organization of the national government</p> <ul style="list-style-type: none">• Article I establishes the legislative branch of the national government by setting forth the two houses of Congress to make laws.• Article II establishes the executive branch to carry out the laws passed by Congress.• Article III creates the United States Supreme Court and empowers Congress to establish lower federal courts to interpret the laws.

STANDARD GOVT.4e

The student will apply social science skills to understand the Constitution of the United States by
e) analyzing and explaining the amendment process.

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

STANDARD GOVT.5a, b, c, d

The student will apply social science skills to understand the federal system of government described in the Constitution of the United States by

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

Essential Understandings	Essential Knowledge
<p>The Constitution of the United States provides for a federal system of government in which power is shared between the states and the national government.</p>	<p>The Constitution of the United States establishes a federal form of government in which the national government is supreme (Supremacy Clause).</p> <p>The powers not given to the national government by the Constitution of the United States are reserved to the states or people (10th Amendment).</p> <p>Federalism is not a static relationship between levels of government. The distribution of power between the states and the national government is the source of considerable political debate.</p> <p>Powers of national government</p> <ul style="list-style-type: none"> • Expressed powers are those directly stated in the Constitution of the United States, such as the powers to levy and collect taxes, make war, and regulate trade among the states. • Implied powers are those reserved by the national government but not specifically listed; the source for implied powers is the elastic clause or “necessary and proper” clause (Article I, Section 8). • Inherent powers are those that the national government may exercise simply because it is the national government, such as establishment of diplomatic relations and regulation of immigration. <p>Areas where powers are shared</p> <ul style="list-style-type: none"> • Taxation • Transportation • Establishment of courts • Making of laws <p>Conflicts between the state and national authority in a federal system are found in concurrently held powers.</p> <p>Powers denied to both the national and state governments</p> <ul style="list-style-type: none"> • Ex post facto laws • Tax on exports

STANDARD GOVT.6a

The student will apply social science skills to understand local, state, and national elections by

a) describing the nomination and election process, including the organization and evolving role of political parties;

Essential Understandings	Essential Knowledge
<p>Political parties are organized to win elections.</p> <p>Party factions can control the election process by controlling candidate selection.</p> <p>At each level of government, candidates for elective office are chosen using a variety of nominating methods.</p>	<p>Political parties have national, state, and local organizations.</p> <p>Roles of political parties</p> <ul style="list-style-type: none">• Select candidates• Raise funds• Conduct campaigns• Identify important issues• Monitor the party in power <p>Each major political party seeks to define itself in ways that win majority support while remaining committed to core principles.</p> <p>The two major parties are coalitions of several factions and interest groups and recognize the importance of conducting campaigns that appeal to voters in the middle of the political spectrum, veering neither too far left nor too far right of the political center.</p> <p>A third party could form to highlight single issues in a given election or provide a long-term forum for minority views.</p> <p>Methods used by political parties to select candidates for national, state, and local offices include</p> <ul style="list-style-type: none">• direct primary• caucus• nominating convention• petition. <p>The two major political parties use a national nominating convention to select presidential and vice-presidential candidates.</p> <p>In Virginia, state and local party organizations determine which method of nomination will be used to select candidates. Once nominated, candidates campaign and go before the voters for election to office.</p> <p>In Virginia, 17-year-olds can register and vote in special elections or participate in the nominating process if their 18th birthday is on or before the general election.</p>

STANDARD GOVT.6b

The student will apply social science skills to understand local, state, and national elections by

b) examining campaign funding and spending, including the impact of Supreme Court decisions, the nationalization of campaign financing, and the role of issue groups;

Essential Understandings	Essential Knowledge
<p>Candidates must appeal to an increasing number of independent voters to win elections.</p> <p>Campaigning for political office is expensive. Recent laws and Supreme Court decisions have attempted to influence campaign financing.</p>	<p>Laws limit the amount individuals and groups may contribute to federal, state, and local candidates.</p> <p>The Federal Election Campaign Act</p> <ul style="list-style-type: none"> • Provides for a system of financing based on three principles: <ul style="list-style-type: none"> ○ Public funding of presidential elections ○ Limitations on the amounts presidential and congressional candidates may receive from contributors ○ Public disclosure of the amounts candidates spend to get elected • Legalized the creation of Political Action Committees (PACs) <p>Court cases impacting campaign financing</p> <ul style="list-style-type: none"> • <i>Citizens United v. FEC</i>: Deals with regulation of campaign financing by organizations; overturns portions of McCain-Feingold (Bipartisan Campaign Reform Act) • <i>Emily’s List v. FEC</i>: Challenges several Federal Election Commission regulations that restrict how nonprofits may spend and raise money to advance their preferred policy positions and candidates • <i>Free Speech v. FEC</i>: Challenged the constitutionality of the Federal Election Commission’s regulations, policies, and practices determining when a communication is advocacy, and when it is solicitation <p>In state and local campaigns, campaign contributions received by a candidate are unlimited but must be reported.</p> <p>Rising campaign costs require candidates to conduct extensive fundraising activities.</p> <p>Increasingly, fundraising is done online.</p>

STANDARD GOVT.6c

The student will apply social science skills to understand local, state, and national elections by

c) analyzing the influence of media coverage, campaign advertising, public opinion polls, social media, and digital communications on elections;

Essential Understandings	Essential Knowledge
<p>Media coverage, campaign advertising, public opinion polls, and Internet-based communications influence public opinions during a political campaign.</p>	<p>Influences on elections</p> <ul style="list-style-type: none">• Mass media (including the Internet) influence public opinion.• Campaign advertisements are used to persuade and/or mobilize the electorate.• Polling is used to measure public attitudes, target ads, and refine campaign strategies. <p>Internet-based communications include</p> <ul style="list-style-type: none">• campaign Web sites• e-mail communications with voters• use of social networking sites and blogging• online grassroots organizing.

STANDARD GOVT.6d

The student will apply social science skills to understand local, state, and national elections by

d) investigating and explaining the impact of reapportionment and redistricting on elections and governance;

Essential Understandings	Essential Knowledge
<p>Changes in population and resulting reapportionment have a political effect on legislative membership through national, state, and local elections.</p>	<p>Terms to know</p> <ul style="list-style-type: none">• reapportionment: Redistribution of the fixed number of seats in a legislative body (e.g., the 435 congressional seats)• redistricting: Redrawing the boundaries of legislative districts• gerrymandering: The process of redrawing district boundaries to benefit one political party or group of citizens <p>Reapportionment of congressional districts occurs after each census.</p> <p>In Virginia, the General Assembly’s majority party redraws state and congressional districts. Some states have removed legislators completely or partially from the process (e.g., by using nonpartisan commissions).</p> <p>United States Supreme Court cases in the early 1960s established the “one man, one vote” principle.</p>

STANDARD GOVT.6e

The student will apply social science skills to understand local, state, and national elections by

e) describing how amendments have extended the right to vote;

Essential Understandings	Essential Knowledge
<p>Amendments to the Constitution of the United States have extended the right of suffrage.</p>	<p>Amendments to the Constitution of the United States that extended suffrage</p> <ul style="list-style-type: none">• The 15th Amendment ensures the right to vote regardless of race.• The 19th Amendment grants women the right to vote.• The 23rd Amendment allows voters in Washington, D.C., to vote for the United States president and vice president.• The 26th Amendment gives the right to vote to citizens 18 years old and older.

STANDARD GOVT.6f

The student will apply social science skills to understand local, state, and national elections by
f) analyzing voter turnout in local, state, and national elections.

Essential Understandings	Essential Knowledge
<p>Analyzing trends among voter turnout provides data on the outcome of election results and potentially influences future campaigns.</p>	<p>Influences on voter turnout</p> <ul style="list-style-type: none">• Campaign issues• Candidates• Political efficacy• Voter attitudes toward government• Voter loyalty to political parties• Competitive and noncompetitive races <p>Education, age, and income are important factors in predicting which citizens will vote.</p> <p>More citizens vote in presidential elections than in state, local, and other national contests.</p> <p>Voter turnout can be limited when voters believe their vote has little impact.</p> <p>Voter apathy, dissatisfaction, and failure to meet voting requirements can contribute to a decline in voting.</p>

STANDARD GOVT.7a

The student will apply social science skills to understand the organization and powers of the national government by

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

Essential Understandings	Essential Knowledge
<p>The legislative branch of the national government is a bicameral body with committees playing a major role in the legislative process.</p> <p>The Constitution of the United States grants both expressed and implied powers to the legislative branch.</p> <p>The executive branch consists of the president, vice president, and the federal bureaucracy.</p> <p>The organization and powers of the judicial branch are derived from the Constitution of the United States and federal law.</p>	<p>The two houses of Congress</p> <ul style="list-style-type: none">• The Senate: 100 members, with each state having two senators• The House of Representatives: 435 members, with each state’s representation based on its population <p>Congressional committees</p> <ul style="list-style-type: none">• Committees are organized by subject matter.• Because of the large volume of work, committees are essential to the legislative process. <p>Expressed powers of Congress</p> <ul style="list-style-type: none">• Levy taxes• Borrow money• Regulate commerce• Coin money• Declare war• Establish Post Offices <p>Implied powers of Congress allow it to do all things “necessary and proper” to carry out its expressed powers.</p> <p>The executive branch is headed by the president and vice president, who are supported by the Executive Office, the Cabinet, and the federal bureaucracy.</p>

STANDARD GOVT.7a (continued)

The student will apply social science skills to understand the organization and powers of the national government by

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

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

STANDARD GOVT.7b

The student will apply social science skills to understand the organization and powers of the national government by
b) analyzing the relationships among the three branches in a system of checks and balances and separation of powers;

Essential Understandings	Essential Knowledge
<p>A constitutional system of checks and balances and separation of powers gives each of the three branches of government ways to limit the powers of the other branches.</p>	<p>Checks of the legislative branch</p> <ul style="list-style-type: none">• Over the executive branch:<ul style="list-style-type: none">○ To override presidential vetoes○ To impeach and convict a president○ To approve treaties○ To approve presidential appointments• Over the judicial branch:<ul style="list-style-type: none">○ To approve federal judges/justices○ To impeach and convict judges/justices <p>Checks of the executive branch</p> <ul style="list-style-type: none">• Over the legislative branch:<ul style="list-style-type: none">○ To veto acts of Congress○ To call special sessions of Congress• Over the judicial branch:<ul style="list-style-type: none">○ To appoint federal judges/justices <p>Checks of the judicial branch</p> <ul style="list-style-type: none">• Over the legislative branch:<ul style="list-style-type: none">○ To declare laws to be unconstitutional• Over the executive branch:<ul style="list-style-type: none">○ To declare executive actions to be unconstitutional <p>Separation of Powers</p> <ul style="list-style-type: none">• Government power is distributed among the three branches of government.• Each branch is independent of one another.• Although there is a separation of power, each branch participates in the functions of the other two through a system of checks and balances.

STANDARD GOVT.7c

The student will apply social science skills to understand the organization and powers of the national government by
c) investigating and explaining the ways individuals and groups exert influence on the national government.

Essential Understandings	Essential Knowledge
Individuals and groups exert influence on the national government.	<p>Ways individuals influence public policy</p> <ul style="list-style-type: none">• Participating in politics (e.g., voting, campaigning, seeking office)• Expressing opinions (e.g., lobbying, demonstrating, writing letters, blogging, speaking at public meetings, petitioning, meeting with public officials)• Joining interest groups or political parties• Donating money to support a particular cause <p>Ways interest groups/lobbyists influence public policy</p> <ul style="list-style-type: none">• Identifying issues• Stimulating interest in public affairs• Working to build a positive image for the group• Organizing individuals of like-minded interests• Providing useful information to government officials• Lobbying to persuade policymakers to share an interest group’s point of view• Making political contributions• Monitoring the policymaking and regulatory processes• Organizing communities of like interests

STANDARD GOVT.8a

The student will apply social science skills to understand the organization and powers of the state and local governments described in the Constitution of Virginia by

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

Essential Understandings	Essential Knowledge
<p>The Constitution of Virginia provides for legislative, executive, and judicial branches.</p> <p>Actions taken by state and local governments have direct impact on the everyday lives of Virginians.</p>	<p>Branches of Virginia government The executive branch consists of three statewide-elected officials:</p> <ul style="list-style-type: none">• The governor<ul style="list-style-type: none">○ is the chief executive officer of the state○ is responsible for<ul style="list-style-type: none">– overseeing the state bureaucracy– preparing the biennial state budget– overseeing the execution of state laws and policies– proposing legislation– appointing cabinet secretaries, the heads of various state agencies, and the members of policy-setting boards and commissions○ exercises veto power○ serves a four-year term but may not serve two consecutive terms.• The lieutenant governor<ul style="list-style-type: none">○ presides over the Virginia Senate○ exercises the powers of the governor if the governor is incapacitated temporarily○ serves the governor's unexpired term if the governor dies or otherwise can no longer fulfill the duties of the office.• The attorney general<ul style="list-style-type: none">○ serves the main function of being lawyer for the state○ issues nonbinding advisory opinions on legal issues○ defends the state in legal matters.

STANDARD GOVT.8a (continued)

The student will apply social science skills to understand the organization and powers of the state and local governments described in the Constitution of Virginia by

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

Essential Understandings	Essential Knowledge
	<p>The legislative branch of Virginia is known as the General Assembly. The General Assembly</p> <ul style="list-style-type: none">• is the oldest continuous legislative body in the Americas• is a bicameral (two-house) law-making body:<ul style="list-style-type: none">○ The Senate consists of 40 members who<ul style="list-style-type: none">– serve single-member districts based upon population– are elected to four-year terms.○ The House of Delegates consists of 100 members who<ul style="list-style-type: none">– represent single-member districts based upon population– serve two-year terms– confirm the governor’s appointments. <p>The General Assembly also</p> <ul style="list-style-type: none">• enacts laws• passes the budget• levies taxes to fund the budget. <p>The judicial branch consists of four levels of courts.</p> <ul style="list-style-type: none">• Judges are elected by the state legislature for a specific term.• The Supreme Court reviews decisions of lower state courts.• The court of appeals reviews lower court decisions and state commissions.• Circuit courts have original and appellate jurisdiction in civil and criminal cases.• General district courts have original jurisdiction in misdemeanor traffic cases and lesser civil cases.

STANDARD GOVT.8b

The student will apply social science skills to understand the organization and powers of the state and local governments described in the Constitution of Virginia by

b) examining the structure and powers of local governments (county, city, and town);

Essential Understandings	Essential Knowledge
<p>Virginia local governments vary in type, form of organization, and responsibilities.</p>	<p>Counties, independent cities, and incorporated towns are the three types of local governments in Virginia.</p> <p>Cities</p> <ul style="list-style-type: none">• Are separate government entities, independent of authority and taxing power of adjoining counties• Adopt and enforce ordinances• Set their own budget and tax rate• Provide services for their residents• An elected council is the local legislative body• A city manager can be appointed by the council to oversee daily operations <p>Counties</p> <ul style="list-style-type: none">• Adopt and enforce ordinances• An elected board of supervisors is generally responsible for the legislative and administrative affairs <p>Towns</p> <ul style="list-style-type: none">• Part of the county in which they are located• An elected council is the local legislative body• A town manager can be appointed by the council to oversee daily operations <p>An elected or appointed school board oversees the operation of the public schools in cities and counties.</p>

STANDARD GOVT.8c

The student will apply social science skills to understand the organization and powers of the state and local governments described in the Constitution of Virginia by

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

Essential Understandings	Essential Knowledge
<p>The authority of local governments in Virginia is derived from the Constitution of Virginia and the state government.</p> <p>Regional authorities are political subdivisions of the state and address needs that cross local government boundaries.</p>	<p>Dillon’s Rule: All power of the local government is derived from the state.</p> <p>Counties and cities, as administrative subdivisions of the state, assist in the local implementation of state laws and programs.</p> <p>Regional authorities</p> <ul style="list-style-type: none">• Created by the General Assembly• Serve one or more special functions<ul style="list-style-type: none">○ Transportation○ Water and waste disposal○ Jails• Boards and commissions<ul style="list-style-type: none">○ Establish policy○ Work collaboratively with government officials○ Oversee public institutions (e.g., Virginia’s public universities)

STANDARD GOVT.8d

The student will apply social science skills to understand the organization and powers of the state and local governments described in the Constitution of Virginia by

d) investigating and explaining the ways individuals and groups exert influence on state and local governments;

Essential Understandings	Essential Knowledge
Individuals and groups influence public policy at the state and local levels.	<p>Ways individuals influence public policy</p> <ul style="list-style-type: none">• Participating in politics (e.g., voting, campaigning, seeking office)• Expressing opinions (e.g., lobbying, demonstrating, writing letters, blogging, speaking at public hearings, petitioning, meeting with state and local officials)• Joining interest groups or political parties• Providing officials with accurate and detailed information <p>Ways groups influence public policy</p> <ul style="list-style-type: none">• Identifying issues• Stimulating interest in public affairs, including through the use of media• Working to build a positive image for the group• Organizing individuals of like-minded interests• Providing useful information to government officials• Lobbying to persuade policymakers to share the group’s point of view

STANDARD GOVT.8e

The student will apply social science skills to understand the organization and powers of the state and local governments described in the Constitution of Virginia by

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

Essential Understandings	Essential Knowledge
Citizens can exert a powerful influence on the policymaking process at the state and local levels.	Engaged individuals can have a great impact on policymakers. At the state and local levels, individuals can influence public policy through <ul style="list-style-type: none">• direct participation in public meetings• personal contact with elected officials• service on commissions and boards• membership in interest groups• advocacy within the community and across Virginia.

STANDARD GOVT.9a

The student will apply social science skills to understand the process by which public policy is made by

a) **defining public policy and determining how to differentiate public and private action;**

Essential Understandings	Essential Knowledge
<p>Public policy relates to government action or inaction in regard to a specific public need.</p>	<p>Public policy is a purposeful course of action produced in response to a perceived problem, discussed and developed through a political process, and implemented by a public agency.</p> <p>Private sector activity consists of actions taken by individuals, nonprofits, or corporations to fulfill a public need. Examples include utilities (e.g., electric, gas), food banks, American Red Cross, and Habitat for Humanity.</p> <p>Privatization of government services occurs when there is an identified public need that the government is willing to outsource and that the private sector is capable of and willing to provide. Examples include prisons, waste collection, and roads.</p>

STANDARD GOVT.9b

The student will apply social science skills to understand the process by which public policy is made by
b) examining different perspectives on the role of government;

Essential Understandings	Essential Knowledge
<p>Individual ideologies are shaped by a number of demographic factors.</p> <p>Political opinions about the role of government shape public policy.</p>	<p>Differences of opinion about the role of government are due primarily to ideology.</p> <p>An ideology is a set of basic beliefs about life, culture, government, and society. A person’s ideology provides a framework for looking at government and public policy. Ideology is shaped by demographic factors, including family, education, religion, socioeconomic status, race and ethnicity, gender, and region.</p> <p>Traditionally, mainstream American political perspective falls into three broad categories of opinion:</p> <ul style="list-style-type: none">• Conservative opinion generally believes that the role of government should be limited and that free enterprise and initiative should be promoted.• Moderate opinion generally represents middle ground between conservative and liberal positions.• Liberal opinion generally believes that the role of government should be active and that economic opportunity should be promoted. <p>Individuals may not always be consistent in their opinions about public policy. For example, a person may hold conservative views about the economy and liberal views about society.</p>

STANDARD GOVT.9c

The student will apply social science skills to understand the process by which public policy is made by

c) describing how the national government influences the public agenda and shapes public policy by examining examples such as the Equal Rights Amendment, the Americans with Disabilities Act (ADA), and Section 9524 of the Elementary and Secondary Education Act (ESEA) of 1965;

Essential Understandings	Essential Knowledge
<p>The laws enacted by the national government generally reflect the public agenda that is shaped by individuals, elected officials, political leaders, interest groups, and the print and electronic media.</p>	<p>Public policy is a purposeful course of action produced in response to a perceived problem, discussed and developed through a political process, and implemented by a public agency.</p> <p>Participants in the policy process include elected officials, political leaders, interest groups, the media, and individual citizens.</p> <p>These participants influence the public agenda and shape public policy by</p> <ul style="list-style-type: none">• attending political and governmental meetings• lobbying• working in campaigns• contributing money to candidates and funding causes• organizing public opinion, using social media• filing legal challenges• petitioning government• demonstrating• running for office. <p>The Equal Rights Amendment is a proposed amendment to the Constitution stating that equality of rights shall not be abridged by the government or any state based on gender.</p> <p>The Americans with Disabilities Act prohibits discrimination and ensures equal opportunity for persons with disabilities in employment, government services, public accommodations, commercial facilities, and transportation. The Individuals with Disabilities Education Act (IDEA) formerly Public Law 94-142, entitles children and young adults with disabilities access to a free appropriate public education (FAPE).</p> <p>Section 9524 of the Elementary and Secondary Education Act of 1965 states that local school divisions shall certify that there is no policy which prevents or denies participation in constitutionally protected prayer in public schools.</p>

STANDARD GOVT.9d

The student will apply social science skills to understand the process by which public policy is made by
d) describing how the state and local governments influence the public agenda and shape public policy;

Essential Understandings	Essential Knowledge
<p>In Virginia’s state and local governments, the public agenda is shaped by elected officials, political leaders, interest groups, the media, and individual citizens.</p> <p>The legislative acts of the state and local governments affect directly the everyday life of all Virginians.</p>	<p>State and local government officials and individual citizens can shape policy through</p> <ul style="list-style-type: none">• direct participation in public meetings• personal contact with elected officials• service on boards and commissions• advocacy within the community and across the state, individually or as a member of an interest group.

STANDARD GOVT.9e

The student will apply social science skills to understand the process by which public policy is made by
e) investigating and evaluating the process by which policy is implemented by the bureaucracy at each level;

Essential Understandings	Essential Knowledge
<p>Public policy is primarily implemented by bureaucracies at the national, state, and local levels.</p>	<p>Bureaucracy consists of government agencies responsible for the implementation, administration, and regulation of policy.</p> <p>At all levels of government, employees of public agencies conduct the day-to-day operation of government and carry out public policy.</p> <p>Bureaucracies shape the meaning of laws passed by legislatures through rule making and help to draft new bills for lawmakers. Some bureaucrats shape policy by providing information and advice to the executive branches of government.</p> <p>Levels of bureaucracy</p> <ul style="list-style-type: none">• National<ul style="list-style-type: none">○ Cabinet departments○ Office of the president○ Federal agencies• Virginia<ul style="list-style-type: none">○ Cabinet departments○ Office of the governor○ State agencies• Local<ul style="list-style-type: none">○ County/city agencies○ Regional authorities

STANDARD GOVT.9f

The student will apply social science skills to understand the process by which public policy is made by
f) analyzing how the incentives of individuals, interest groups, and the media influence public policy;

Essential Understandings	Essential Knowledge
Individuals, interest groups, and the media influence public policy.	<p>Ways individuals influence public policy</p> <ul style="list-style-type: none">• Participating in politics (e.g., voting, campaigning)• Expressing opinions (e.g., lobbying, demonstrating, writing letters)• Joining interest groups <p>Ways interest groups influence public policy</p> <ul style="list-style-type: none">• Identifying issues• Making political contributions• Lobbying government officials <p>Ways the media influence public opinion</p> <ul style="list-style-type: none">• Giving selective attention to issues• Shaping attitudes and beliefs• Providing information to policymakers <p>Types of interest groups</p> <ul style="list-style-type: none">• Economic• Public• Government• Religious• Civil rights• Ideological• Single issue

STANDARD GOVT.9g

The student will apply social science skills to understand the process by which public policy is made by
g) devising a course of action to address local and/or state issues.

Essential Understandings	Essential Knowledge
<p>Students acquire the knowledge and skills required to influence public policy by studying how others addressed issues of interest in their community or the state.</p>	<p>Students need to demonstrate the knowledge and skills responsible citizenship requires, including the ability to</p> <ul style="list-style-type: none">• formulate questions about state and/or local issues• acquire and analyze information from a variety of print and electronic sources• evaluate information• act within a group in a positive manner to resolve conflict and build trust• communicate a position effectively in writing, discussion, and debate• implement a course of action• evaluate the effectiveness of the action.

STANDARD GOVT.10a

The student will social science skills to understand the federal judiciary by

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

Essential Understandings	Essential Knowledge
<p>The United States has a court system whose jurisdiction is derived from the Constitution of the United States and federal laws.</p>	<p>Article III of the Constitution of the United States and federal laws establish the jurisdictions of the federal court.</p> <p>Congress created various federal courts beneath the United States Supreme Court.</p> <p>Types of jurisdiction</p> <ul style="list-style-type: none">• Original jurisdiction: The authority of a court to hear a case first• Appellate jurisdiction: The authority of a court to review decisions of a trial court• Exclusive jurisdiction: Refers to the power of a court to adjudicate a case to the exclusion of other courts solely based on the issue of the case• Concurrent jurisdiction: Congress allows some cases to be tried in either federal or state courts (e.g., cases between citizens of different states) <p>Jurisdiction of regular federal courts</p> <ul style="list-style-type: none">• United States Supreme Court: Appellate and limited original• United States Court of Appeals: Appellate• United States District Court: Original <p>The Supreme Court of the United States is the court of last resort. It hears appeals from federal, state, and special courts.</p>

STANDARD GOVT.10b

The student will apply social science skills to understand the federal judiciary by

- b) evaluating how the Marshall Court established the Supreme Court as an independent branch of government through its opinion in *Marbury v. Madison*;

Essential Understandings	Essential Knowledge
<p>The United States Supreme Court gained recognition as an equal branch of government as a result of John Marshall's judicial strategy.</p>	<p>Prior to the appointment of Chief Justice John Marshall, the Supreme Court had little power.</p> <p>In <i>Marbury v. Madison</i> (1803), Chief Justice John Marshall and the Supreme Court for the first time declared an act of Congress unconstitutional, thus establishing the power of judicial review.</p>

STANDARD GOVT.10c

The student will apply social science skills to understand the federal judiciary by

c) describing how the Supreme Court decides cases;

Essential Understandings	Essential Knowledge
<p>The Supreme Court hears cases and makes decisions based on the opinions of the majority of the justices.</p>	<p>Steps in deciding cases</p> <ul style="list-style-type: none">• Request for hearing: Writs of certiorari are filed or on appeal.• Acceptance of cases: The acceptance of cases is determined by the rule of four—four of the Supreme Court justices must agree to hear the case.• Briefs: Both sides of the case and any interested parties submit written information summarizing their points of view.• Oral arguments: Lawyers for each side present oral arguments. They are often questioned by the justices regarding their arguments.• Conference: Following oral arguments, justices meet to discuss the merits of the case. The decision of the court is determined by a majority vote.• Opinions: Justices are assigned to write the majority and minority opinions of the court. When all opinions have been written and the justices have determined which opinion they will support, the decision is announced in public. A justice who disagrees with that opinion may write a dissenting opinion.

STANDARD GOVT.10d

The student will apply social science skills to understand the federal judiciary by
d) comparing the philosophies of judicial activism and judicial restraint;

Essential Understandings	Essential Knowledge
<p>Supporters of the philosophies of judicial activism and judicial restraint disagree regarding the role of the federal judiciary.</p>	<p>Judicial activists believe federal courts should use the power of judicial review to resolve important societal issues. Since justices are not elected, they can make controversial decisions without fear of losing office (e.g., <i>Brown v. Board of Education</i>).</p> <p>Those in favor of judicial restraint argue that the Supreme Court should avoid ruling on constitutional issues whenever possible. When action is necessary, the Court should decide cases in as narrow a manner as possible (e.g., <i>Dred Scott</i>, <i>Plessy v. Ferguson</i>).</p>

STANDARD GOVT.10e

The student will apply social science skills to understand the federal judiciary by

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

Essential Understandings	Essential Knowledge
<p>The government’s public policy goals are expressed in legislative acts and executive actions that are subject to interpretation and review by the federal judiciary.</p>	<p>The United States Supreme Court’s exercise of the power of judicial review can invalidate legislative acts and executive actions that exceed the scope of powers granted by the Constitution of the United States.</p> <p>Federal courts, by interpreting and applying federal law to specific situations, provide meaning to legislative acts and executive actions.</p> <p>The United States Supreme Court defines the limits of government power and protects individual rights from governmental abuse.</p>

STANDARD GOVT.11a

The student will apply social science skills to understand civil liberties and civil rights by

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

Essential Understandings	Essential Knowledge
<p>The first 10 amendments to the Constitution of the United States, known as the Bill of Rights, outline American civil liberties.</p>	<p>Term to know</p> <ul style="list-style-type: none">• civil liberties: Freedoms upon which the government may not infringe <p>The Bill of Rights is composed of the first 10 amendments to the Constitution of the United States. The Bill of Rights guarantees the rights of individuals and expresses limitations on federal and state governments.</p> <p>First Amendment freedoms</p> <ul style="list-style-type: none">• Religion: Government may not establish an official religion, endorse an official religion, or unduly interfere with the free exercise of religion.• Speech: Individuals are free to express their opinions and beliefs.• Press: The press is free to gather and publish information, including that which criticizes the government.• Assembly: Individuals may peacefully gather.• Petition: Individuals have the freedom to make their views known to public officials. <p>Rights of the accused</p> <ul style="list-style-type: none">• The Bill of Rights protects citizens from<ul style="list-style-type: none">○ unreasonable search and seizures○ double jeopardy○ self-incrimination○ cruel and unusual punishment. <p>Ninth Amendment</p> <ul style="list-style-type: none">• Citizens have rights beyond what is specifically listed in the Constitution of the United States.

STANDARD GOVT.11b

The student will apply social science skills to understand civil liberties and civil rights by
b) analyzing due process of law expressed in the Fifth and Fourteenth Amendments;

Essential Understandings	Essential Knowledge
<p>The right to due process of law is outlined in the Fifth and Fourteenth Amendments to the Constitution of the United States.</p>	<p>Two types of due process of law</p> <ul style="list-style-type: none">• Procedural due process of law: The government must use fair proceedings.• Substantive due process of law: The laws under which the government acts must be constitutional. <p>Amendments protecting due process of law</p> <ul style="list-style-type: none">• The Fifth Amendment prohibits the national government from acting in an unfair or arbitrary manner.• The Fourteenth Amendment prohibits state and local governments from acting in an unfair or arbitrary manner.

STANDARD GOVT.11c

The student will apply social science skills to understand civil liberties and civil rights by

- c) explaining how the Supreme Court has applied most of the protections of the Bill of Rights to the states through a process of selective incorporation;

Essential Understandings	Essential Knowledge
<p>The selective incorporation of the Bill of Rights through the Fourteenth Amendment (due process clause) greatly enhances the protection of civil rights.</p>	<p>Beginning in the twentieth century, the Supreme Court used the Fourteenth Amendment (due process clause) to limit state actions, just as the Bill of Rights limits the national government.</p> <p>The Supreme Court has incorporated in the due process clause all of the provisions of the Bill of Rights except those of the Third, Seventh, and Tenth Amendments and the grand jury requirement of the Fifth Amendment.</p>

STANDARD GOVT.11d

The student will apply social science skills to understand civil liberties and civil rights by
d) investigating and evaluating the balance between individual liberties and the public interest;

Essential Understandings	Essential Knowledge
<p>The protection of civil liberties and civil rights, as guaranteed by the Constitution of the United States, is balanced by compelling public interest.</p>	<p>Few rights are considered absolute. At times, individual rights must be balanced against public interest.</p> <p>Limitations of rights</p> <ul style="list-style-type: none">• Some forms of speech are not protected (e.g., libel, slander, obscenity).• Speech that is a “clear and present danger” is not protected (e.g., shouting “Fire!” in a crowded building).• The press can be restricted when publication will cause serious and irreparable harm (e.g., breach of national security).

STANDARD GOVT.11e

The student will apply social science skills to understand civil liberties and civil rights by
e) examining how civil liberties and civil rights are protected under the law.

Essential Understandings	Essential Knowledge
<p>Some civil liberties and civil rights are protected by law.</p>	<p>The equal protection clause is contained in the 14th Amendment to the Constitution of the United States.</p> <p>The promise of equal protection under the law does not guarantee all people will be treated exactly the same.</p> <p>The government may classify or categorize people into groups for justifiable government goals (e.g., adults under 21 may not purchase alcohol).</p> <p>Examples of how civil liberties and civil rights are protected under the law:</p> <ul style="list-style-type: none">• Civil Rights Act of 1964• Voting Rights Act of 1965• Americans with Disabilities Act• Title IX of the Education Amendments of 1972

STANDARD GOVT.12a

The student will apply social science skills to understand the role of the United States in a changing world by

a) describing the responsibilities of the national government for foreign policy and national security;

Essential Understandings	Essential Knowledge
<p>American foreign policy consists of the official positions and actions that the national government takes in its relationships with other countries.</p> <p>One of the primary responsibilities of the national government is to protect its citizens.</p>	<p>Foreign policy powers of the executive branch</p> <ul style="list-style-type: none">• The president has primary responsibility for making foreign policy.• The president is the commander in chief of the armed forces.• The president and the executive branch negotiate, persuade, apply economic pressure, and threaten military intervention. <p>Foreign policy powers of other branches</p> <ul style="list-style-type: none">• Congress has the power to declare war and to appropriate funds.• The Senate has the power to confirm ambassadors and to ratify treaties.• The Supreme Court has the power to interpret treaties. <p>Key agencies in the foreign policy and national security arenas</p> <ul style="list-style-type: none">• State Department• National Security Council• Foreign Service• Department of Defense• Central Intelligence Agency• Department of Homeland Security• Federal Bureau of Investigation <p>Public opinion, special interests, international organizations, and foreign countries influence foreign policy and national security issues.</p> <p>Conventional diplomacy, foreign aid, economic sanctions, and military intervention abroad serve to protect American interests and promote national security.</p>

STANDARD GOVT.12b

The student will apply social science skills to understand the role of the United States in a changing world by
b) assessing the role of national interest in shaping foreign policy and promoting world peace;

Essential Understandings	Essential Knowledge
<p>United States foreign policy priorities reflect the political agenda of the time and can be fluid.</p>	<p>Foreign policy goals</p> <ul style="list-style-type: none">• Fulfilling a commitment to preserve a peaceful world• Promoting democratic values• Protecting nations from aggression• Encouraging market-oriented economies and free trade• Advancing international cooperation <p>Making foreign policy decisions requires balancing competing or contradictory foreign policy goals.</p> <p>Recent initiatives addressing foreign policy challenges</p> <ul style="list-style-type: none">• Trade imbalances with other countries• Curtailing human rights abuses• Controlling nuclear and biological arms• Determining the future of North Atlantic Treaty Organization (NATO)• Curbing drug traffic

STANDARD GOVT.12c

The student will apply social science skills to understand the role of the United States in a changing world by
c) examining the relationship of Virginia and the United States to the global economy, including trends in international trade.

Essential Understandings	Essential Knowledge
<p>The economies of Virginia and the United States depend on resources and markets around the world for the production and sale of goods and services.</p>	<p>Virginia and United States businesses have become multinational in their quest for resources, markets, and profits.</p> <p>In recent decades, the national government has worked to reduce barriers to international trade:</p> <ul style="list-style-type: none">• Free trade increases worldwide material standards of living.• The gains from free trade are not distributed equally, and some individuals or groups may lose more than they gain when trade barriers are reduced.• Despite mutual benefits from trade among people in different countries, many nations employ trade barriers to restrict free trade for national defense reasons, to protect key individuals, or because some companies and workers are hurt by free trade. <p>United States trade agreements</p> <ul style="list-style-type: none">• North American Free Trade Agreement (NAFTA): A free-trade zone of Canada, Mexico, and the United States intended to eliminate trade barriers, promote fair competition, and increase investment opportunities.• World Trade Organization (WTO): Established in 1995. Its role is administering trade agreements, handling disputes, and providing a venue for negotiating among its member nations.

STANDARD GOVT.13a, b, c, d

The student will apply social science skills to understand how world governments and economies compare and contrast with the government and the economy in the United States by

- a) describing the distribution of governmental power;
- b) explaining the relationship between the legislative and executive branches;
- c) comparing and contrasting the extent of participation in the political process; and
- d) comparing contrasting economic systems.

Essential Understandings	Essential Knowledge
<p>Participation in the political process reflects the degree to which governmental power is limited.</p> <p>Different economies have different degrees of government involvement.</p>	<p>The two most common ways to organize institutions of the central government</p> <ul style="list-style-type: none"> • A federal system of government (e.g., United States, Mexico): Powers are shared between levels of government; powers are separated and shared among the branches of the national government. • A unitary system of government (e.g., the United Kingdom, the People’s Republic of China): All governmental power is vested in the central government, which may choose to delegate some of its authority; this type of government often has a parliamentary system. The legislative branch holds both legislative and executive powers. The executive is chosen by the legislature. <p>Limited governments have restraints on power and encourage broad-based participation in the political process.</p> <p>Governments of unlimited power (authoritarian governments) place no limits on the power wielded by one person or small group.</p> <p>Economic systems vary based on the degree to which the government intervenes in the marketplace. In some countries, the government controls the means of production, goods, services, and resources.</p> <p>The key factor in determining the type of economy a country has is the extent of government involvement in economic decision making.</p>

STANDARD GOVT.14a

The student will apply social science skills to understand economic systems by

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

Essential Understandings	Essential Knowledge
<p>Every society must answer basic economic questions.</p>	<p>Basic economic questions</p> <ul style="list-style-type: none">• What goods and services should be produced?• How should they be produced?• For whom are they produced? <p>How a society answers these questions determines the type of economy it has.</p>

STANDARD GOVT.14b

The student will apply social science skills to understand economic systems by

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

Essential Understandings	Essential Knowledge
<p>The type of economy a country has is determined by the amount of government involvement in economic decision making.</p>	<p>Traditional economy</p> <ul style="list-style-type: none">• Economic decisions are based on custom and historical precedent.• People often perform the same type of work as their parents and grandparents, regardless of ability or potential. <p>Free market economy</p> <ul style="list-style-type: none">• A free market economy is characterized by private ownership of property/resources, profit motive, competition, consumer sovereignty, and individual choice.• Adam Smith was one of the founders of free market capitalism. <p>Command economy</p> <ul style="list-style-type: none">• A command economy is characterized by central ownership of property/resources, a centrally planned economy, and lack of consumer choice.• Karl Marx provided the ideological foundation for communist/centrally planned economies. <p>Mixed economy</p> <ul style="list-style-type: none">• Individuals and businesses make decisions for the private sector.• Government makes decisions for the public sector.• Government’s role is greater than in a free market economy and less than in a command economy.• Most economies today are mixed economies.

STANDARD GOVT.14c

The student will apply social science skills to understand economic systems by
c) evaluating the impact of the government’s role in the economy on individual economic freedoms.

Essential Understandings	Essential Knowledge
<p>Maintaining freedom of choice in the marketplace is the basis of the free-enterprise system. Government plays a limited but important role in the protection of individual economic freedoms.</p> <p>Individuals have the right to the basic economic freedoms enjoyed in a free market society. The government is responsible for protecting these freedoms.</p>	<p>The degree of economic freedom in a nation tends to be directly related to the degree of political freedom its citizens enjoy.</p> <p>Democratic nations</p> <ul style="list-style-type: none">• High degree of economic freedom• High degree of political freedom <p>Authoritarian nations</p> <ul style="list-style-type: none">• Limited economic freedom• Limited political freedom <p>Economic freedoms of individuals can include</p> <ul style="list-style-type: none">• ability to earn money• right to purchase property• right to spend incomes on goods and services• right to choose occupations or change jobs• right to make choices about where and how much to save• right to start new businesses and decide what to produce. <p>The government has created certain institutions and consumer-protection laws and agencies to protect these freedoms, including the following:</p> <ul style="list-style-type: none">• Consumer Product Safety Commission• Fair Labor Standards Act• Occupational Safety and Health Administration• Food and Drug Administration

STANDARD GOVT.15a

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

a) describing the provision of government goods and services that are not readily produced by the market;

Essential Understandings	Essential Knowledge
<p>Many public goods and services would not be available if they were not provided by the government.</p>	<p>Government-provided public goods and services benefit many but would not be available to everyone if individuals had to provide them.</p> <p>Taxes and/or fees pay for the production of government-provided goods and services.</p> <p>Examples of goods and services provided by the government</p> <ul style="list-style-type: none">• Infrastructure• Public health and safety• Public schools <p>Reasons why government provides public goods and services</p> <ul style="list-style-type: none">• It is more efficient and not likely that the good or service would be provided by private individuals in the marketplace.• The goods or services may benefit everyone, not only a purchaser.• The value of the goods or services is greater than individual consumers could afford.• It promotes economic equity.

STANDARD GOVT.15b

The student will apply social science skills to understand the role of government in the Virginia and United States economies by
b) **describing government’s establishment and maintenance of the rules and institutions in which markets operate, including the establishment and enforcement of property rights, contracts, consumer rights, labor-management relations, environmental protection, and competition in the marketplace;**

Essential Understandings	Essential Knowledge
<p>Political opinions differ about the role of government in a market economy.</p> <p>Protecting the environment is a public service.</p> <p>Property rights of an individual are relative and limited.</p> <p>Contracts are legally binding.</p> <p>The United States government creates laws and agencies to regulate production and exchange activities, conduct research, and establish guidelines for consumer rights and safety.</p>	<p>An important role for the government in the economy is to define, establish, and enforce property rights.</p> <p>In a free market economy, markets need a backdrop of a rule of law, in which the government enforces contracts and protects property rights, to function well.</p> <p>Individuals enter into agreements (contracts) with one another to buy and sell goods and services. Whether written or oral, these agreements are legally binding and can be enforced within the judicial system established by government.</p> <p>The government can intervene in labor-management relations and can regulate competition in the marketplace.</p> <p>To protect the environment, the government sets regulations and levies fees to ensure that the producer pays all costs resulting from polluting. The government can also subsidize pollution reduction efforts.</p> <p>Examples of government agencies created to protect</p> <ul style="list-style-type: none">• Consumers (e.g., Consumer Product Safety Commission regulates the safety of many products not covered by other agencies; the Food and Drug Administration regulates the safety of food, drugs, and cosmetics)• Labor (e.g., Occupational Safety and Health Administration)• The environment (e.g., Environmental Protection Agency)

STANDARD GOVT.15c

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

c) **investigating and describing the types and purposes of taxation that are used by local, state, and federal governments to pay for services provided by the government;**

Essential Understandings	Essential Knowledge
<p>The governments of Virginia and the United States finance their operations through the taxes that are collected from individuals and corporations.</p> <p>Different tax structures affect taxpayers differently and can be distinguished by whether the tax burden falls more heavily on those with higher or lower income levels.</p>	<p>Taxes and/or fees pay for the production of government-provided goods and services.</p> <p>The power to tax is the first among the expressed powers of Congress.</p> <p>Taxation is used to raise revenue; it is also used to regulate or discourage some activities.</p> <p>Tax policies can also be used to encourage certain activities.</p> <p>Income taxes paid by individuals and corporations are the largest single source of revenue today.</p> <p>Types of taxes</p> <ul style="list-style-type: none">• Individual income tax• Corporate income tax• Payroll taxes• Customs duties• Sales tax• Real estate and personal property taxes <p>A progressive tax takes a larger percentage of taxes from people in higher-income groups than from people in lower-income ones; the United States federal income tax is an example.</p> <p>A proportional tax, also called a flat tax, is one in which the same tax rate is paid by people at all income levels. People who earn more pay more, but they pay the same percentage rate. Property tax is an example of a proportional tax.</p> <p>A regressive tax applies in the same way to everyone, but the tax paid represents a larger share from lower-income groups than from higher-income groups. Sales tax is a regressive tax.</p>

STANDARD GOVT.15d

The student will apply social science skills to understand the role of government in the Virginia and United States economies by
d) analyzing how Congress can use fiscal policy to stabilize the economy;

Essential Understandings	Essential Knowledge
<p>Congress has a variety of fiscal tools for its use in influencing the economy.</p>	<p>Fiscal policy refers to how government taxing and spending policy can be used to influence the economy. In the short term, fiscal policy can be used to reduce the extremes of recession and inflation.</p> <p>Fiscal policies are decisions by the federal government to change spending and taxation levels in order to influence national levels of output, employment, and prices.</p> <p>Under conditions of slow growth or high unemployment, Congress can stimulate the economy by increasing federal spending and/or reducing taxes to promote more employment and output.</p> <p>When inflation is growing too rapidly, Congress may slow the economy by decreasing federal spending and/or increasing taxes, which tends to lower price levels and interest rates.</p>

STANDARD GOVT.15e

The student will apply social science skills to understand the role of government in the Virginia and United States economies by
e) describing the effects of the Federal Reserve’s monetary policy on price stability, employment, and the economy;

Essential Understandings	Essential Knowledge
<p>The Federal Reserve System serves as the United States’ central bank.</p> <p>Monetary policies are decisions by the Federal Reserve System that lead to changes in the supply of money, short-term interest rates, and the availability of credit.</p>	<p>Monetary policies are decisions by the Federal Reserve System that lead to changes in the availability and cost of money and credit in order to promote price stability, full employment, and sustainable economic growth.</p> <p>The Federal Reserve’s Open Market Committee is responsible for monetary policy decisions.</p> <p>The Federal Reserve conducts monetary policy by buying and selling government securities to influence the money supply and interest rates.</p> <p>In response to economic weakness, the Federal Reserve may implement monetary policy that helps to lower interest rates in order to stimulate employment and economic growth.</p> <p>Conversely, in response to an overheating economy, the Federal Reserve may implement monetary policy that aims to increase interest rates in order to restrain inflation.</p>

STANDARD GOVT.15f

The student will apply social science skills to understand the role of government in the Virginia and United States economies by
f) evaluating the trade-offs in government decisions.

Essential Understandings	Essential Knowledge
<p>Since economic resources are limited, the government must make choices about what it can and cannot fund.</p>	<p>A trade-off consists of giving up of one benefit or advantage in order to gain another regarded as more favorable.</p> <p>A trade-off is not an all-or-nothing decision and is not always monetary.</p> <p>When creating a new policy that requires funding, or evaluating an existing policy for funding, the government has to make choices to decrease resources from existing programs, raise taxes, or borrow money.</p>

STANDARD GOVT.16a, b, c, d, e, f, g, h, i, j

The student will apply social science skills to understand that in a democratic republic, thoughtful and effective participation in civic life is characterized by

- a) exercising personal character traits such as trustworthiness, responsibility, and honesty;
- b) obeying the law and paying taxes;
- c) serving as a juror;
- d) participating in the political process and voting in local, state, and national elections;
- e) performing public service;
- f) keeping informed about current issues;
- g) respecting differing opinions and the rights of others;
- h) practicing personal and fiscal responsibility;
- i) demonstrating the knowledge, skills, and attitudes that foster the responsible and respectful use of digital media; and
- j) practicing patriotism.

Essential Understandings	Essential Knowledge
Thoughtful and effective participation in civic life depends upon the exercise of good citizenship.	<p>Characteristics of a good citizen</p> <ul style="list-style-type: none"> • Trustworthiness and honesty • Courtesy • Respect for the rights of others • Responsibility • Accountability • Self-reliance • Respect for the law • Patriotism • Financial responsibility <p>Ways to participate thoughtfully and effectively in civic life</p> <ul style="list-style-type: none"> • Obey the law • Pay taxes • Serve as a juror • Register and vote • Perform public service • Keep informed • Respect the opinions of others • Practice personal and fiscal responsibility