



Curriculum Framework

Civics and Economics

PWCS 2009-10

Part II

Content NEW to students this year is in BLUE Italics throughout the document

Commonwealth of Virginia
Board of Education
Richmond, Virginia
2001

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

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

- a) examine and interpret primary and secondary source documents;*
- b) create and explain maps, diagrams, tables, charts, graphs, and spreadsheets;*
- c) analyze political cartoons, political advertisements, pictures, and other graphic media;*
- d) distinguish between relevant and irrelevant information;*
- e) review information for accuracy, separating fact from opinion;*
- f) identify a problem and recommend solutions;*
- g) select and defend positions in writing, discussion, and debate.*

The skills identified in standard CE.1a-g are cited in the “Essential Skills” column of each chart for Civics and Economics with the exception of “g” (select and defend positions in writing, discussion, and debate). Students should have opportunities to practice writing, discussion, and debating skills, but these skills will not be assessed on the Standards of Learning test. All other skills will be assessed on the Standards of Learning test. Teachers should incorporate these skills into instruction throughout the year.

STANDARD CE.2a

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

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

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

STANDARD CE.2b

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

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

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>American constitutional government is founded on concepts articulated in earlier documents, including the charters of the Virginia Company of London, the Virginia Declaration of Rights, the Declaration of Independence, the Articles of Confederation, and the Virginia Statute for Religious Freedom.</p>	<p>How does the Constitution of the United States of America reflect previous documents, including the charters of the Virginia Company of London, the Virginia Declaration of Rights, the Declaration of Independence, the Articles of Confederation, and the Virginia Statute for Religious Freedom?</p>	<p>Influence of earlier documents on the Constitution of the United States of America</p> <ul style="list-style-type: none"> • Charters of the Virginia Company of London <ul style="list-style-type: none"> – Rights of Englishmen guaranteed to colonists • The Virginia Declaration of Rights <ul style="list-style-type: none"> – Served as a model for the Bill of Rights of the Constitution of the United States of America • Declaration of Independence <ul style="list-style-type: none"> – Stated grievances against the king of Great Britain – Declared the colonies’ independence from Great Britain – Affirmed “certain unalienable rights” (life, liberty, and the pursuit of happiness) – Established the idea that all people are equal under the law • Articles of Confederation <ul style="list-style-type: none"> – Established the first form of national government for the independent states – Maintained that major powers resided with individual states 	<p>Examine and interpret primary and secondary source documents. (CE.1a)</p> <p>Distinguish between relevant and irrelevant information. (CE.1d)</p> <p>Review information for accuracy, separating fact from opinion. (CE.1e)</p>

STANDARD CE.2b (continued)

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

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

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none"> – Weakness of central government (e.g., no power to tax and enforce laws)—Led to the writing of the Constitution of the United States of America • Virginia Statute for Religious Freedom <ul style="list-style-type: none"> – Freedom of religious beliefs and opinions • Constitution of the United States of America, including the Bill of Rights <ul style="list-style-type: none"> – Establishes the structure of the United States government – Guarantees equality under the law with majority rule and the rights of the minority protected – Affirms individual worth and dignity of all people – Protects the fundamental freedoms of religion, speech, press, assembly, and petition 	

STANDARD CE.2c

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

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The preamble of a constitution sets forth the goals and purposes to be served by the government.</p>	<p>What are the purposes identified in the Preamble to the Constitution of the United States of America?</p>	<p>The Preamble to the Constitution of the United States of America expresses the reasons the constitution was written.</p> <p>Purposes of U.S. government</p> <ul style="list-style-type: none">• To form a union• To establish justice• To ensure domestic peace• To provide defense <p>The Preamble to the Constitution of the United States of America begins, “We the people,” which establishes that the power of government comes from the people.</p>	<p>Examine and interpret primary and secondary source documents. (CE.1a)</p>

STANDARD CE.3a

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

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

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>A citizen is an individual with certain rights and duties under a government and who, by birth or by choice, owes allegiance to that government.</p>	<p>How does an individual become a citizen?</p>	<p>The Fourteenth Amendment to the Constitution of the United States of America defines citizenship: “All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and the state wherein they reside.”</p> <p>Means of obtaining citizenship</p> <ul style="list-style-type: none"> • Birth • Naturalization <p>Immigration and naturalization, particularly in the twentieth century, have led to an increasingly diverse society.</p> <p>To become a citizen through naturalization, a person must demonstrate knowledge of American history and principles and the ability to speak and write English.</p>	<p>Examine and interpret primary and secondary source documents. (CE.1a)</p> <p>Explain diagrams, tables, or charts. (CE.1b)</p> <p>Analyze political cartoons, pictures, and other graphic media. (CE.1c)</p> <p>Review information for accuracy, separating fact from opinion. (CE.1e)</p> <p>Identify a problem and recommend solutions. (CE.1f)</p> <p>Select and defend positions in writing, discussion, and debate. (CE.1g)</p>

STANDARD CE.3b

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

b) describing the First Amendment freedoms of religion, speech, press, assembly, and petition, and the rights guaranteed by due process and equal protection of the laws.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The Constitution of the United States of America establishes and protects the citizen's fundamental rights and liberties.</p> <p>Few rights, if any, are considered absolute.</p>	<p>What fundamental rights and liberties are guaranteed in the First and Fourteenth Amendments to the Constitution of the United States of America?</p>	<p>First Amendment freedoms</p> <ul style="list-style-type: none"> • Religion—Government may not establish an official religion, nor endorse, or unduly interfere with the free exercise of religion. • Speech—Individuals are free to express their opinions and beliefs. • Press—The press has the right to gather and publish information, including that which criticizes the government. • Assembly—Individuals may peacefully gather. • Petition—Individuals have the right to make their views known to public officials. <p>Fourteenth Amendment</p> <ul style="list-style-type: none"> • Extends the due process protection to actions of the states 	<p>Examine and interpret primary and secondary source documents. (CE.1a)</p> <p>Distinguish between relevant and irrelevant information. (CE.1d)</p> <p>Review information for accuracy, separating fact from opinion. (CE.1e)</p>

STANDARD CE.3c

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

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

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

STANDARD CE.3d

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

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

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

STANDARD CE.3e

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

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

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

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

- a) practicing trustworthiness and honesty;
- b) practicing courtesy and respect for the rights of others;
- c) practicing responsibility, accountability, and self-reliance;
- d) practicing respect for the law;
- e) practicing patriotism.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Thoughtful and effective participation in civic life depends upon the exercise of good citizenship.	How do individuals demonstrate thoughtful and effective participation in civic life?	<p>Personal traits of good citizens</p> <ul style="list-style-type: none"> • Trustworthiness and honesty • Courtesy and respect for the rights of others • Responsibility, accountability, and self-reliance • Respect for the law • Patriotism 	

STANDARD CE.5a

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

a) describing the functions of political parties.

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

STANDARD CE.5b

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

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

STANDARD CE.5c

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

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

STANDARD CE.5d

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

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Running for political office is expensive.</p>	<p>How has the high cost of getting elected changed campaigning for public office?</p>	<p>Rising campaign costs</p> <ul style="list-style-type: none"> • Require candidates to conduct extensive fund-raising activities • Limit opportunities to run for public office • Give an advantage to wealthy individuals who run for office • Encourage the development of political action committees (PACs) • Give issue-oriented special interest groups increased influence <p>Campaign finance reform</p> <ul style="list-style-type: none"> • Rising campaign costs have led to efforts to reform campaign finance laws. • Limits exist on the amount individuals may contribute to political candidates and campaigns. 	<p>Explain diagrams, tables, and charts. (CE.1b)</p> <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (CE.1c)</p> <p>Identify a problem and recommend solutions. (CE.1f)</p>

STANDARD CE.5e

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

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Voting is a basic responsibility of citizenship.</p> <p>Voter registration is required before a citizen may vote.</p> <p>The number of citizens who register and vote is related to how important election issues are to citizens.</p>	<p>What are the requirements for voter registration in Virginia?</p> <p>What factors influence voter turnout and registration?</p>	<p>Only citizens who register can participate in primary and general elections.</p> <p>Qualifications to register to vote in Virginia</p> <ul style="list-style-type: none"> • Citizen of the United States • Resident of Virginia and precinct • 18 years of age by day of general election <p>How to register in Virginia</p> <ul style="list-style-type: none"> • In person at the registrar's office, at the Division of Motor Vehicles, or at other designated sites • By mail application <p>Registration is closed 29 days before elections.</p> <p>Factors in predicting which citizens will vote</p> <ul style="list-style-type: none"> • Education • Age • Income <p>Why citizens fail to vote</p> <ul style="list-style-type: none"> • Lack of interest • Failure to register 	<p>Examine and interpret primary and secondary source documents. (CE.1a)</p> <p>Create and explain diagrams, tables, charts, and graphs. (CE.1b)</p> <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (CE.1c)</p> <p>Identify a problem and recommend solutions. (CE.1f)</p>

STANDARD CE.5e (continued)

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

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>The percentage of voters who participate in presidential elections is usually greater than the percentage of voters who participate in state and local elections.</p> <p>Every vote is important.</p>	

STANDARD CE.5f

The student will demonstrate knowledge of the political process at the local, state, and national levels of government by
f) describing the role of the electoral college in the election of the President and Vice President.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The electoral college process is used to select the President and Vice President of the United States.</p>	<p>How does the electoral college select the President and Vice President of the United States?</p>	<p>Electoral college process</p> <ul style="list-style-type: none">• The slate of electors for each state is chosen by popular vote.• The electors meet to vote for President and Vice President.• The winner-take-all system leads to the targeting of large states for campaigning, although candidates must pay attention to small states whose electoral votes may make the difference in tight elections. <p>The number of electors of each state is based on the state’s Congressional representation.</p> <p>The requirements for a majority vote to win in the electoral college favors a two-party system.</p>	<p>Create and explain maps, diagrams, tables, charts, graphs, and spreadsheets. (CE.1b)</p> <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (CE.1c)</p> <p>Identify a problem and recommend solutions. (CE.1f)</p>

STANDARD CE.6a

The student will demonstrate knowledge of the American constitutional government by

a) explaining the relationship of state governments to the national government in the federal system.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The Constitution of the United States of America establishes the principle of federalism, which is the division of power between the states and the national government.</p>	<p>How does the Constitution of the United States of America outline powers divided and shared among the national, state, and local levels of government?</p>	<p>The Constitution of the United States of America establishes a federal form of government in which the national government is supreme.</p> <p>The powers of the national government are either enumerated/expressed or implied in the Constitution of the United States of America.</p> <p>The powers not given to the national government by the Constitution of the United States of America are reserved for the states.</p> <p>The Constitution of the United States of America denies powers to both the national and state governments.</p> <p>The powers of the local governments in Virginia are derived from the state.</p> <p>Primary responsibilities of each level of government</p> <ul style="list-style-type: none"> • National—Conducts foreign policy, regulates commerce • State—Promotes public health, safety, and welfare 	<p>Create and explain diagrams and charts. (CE.1b)</p> <p>Distinguish between relevant and irrelevant information. (CE.1d)</p> <p>Identify a problem and recommend solutions. (CE.1f)</p>

STANDARD CE.6b

The student will demonstrate knowledge of the American constitutional government by
b) describing the structure and powers of local, state, and national governments.

Essential Understandings	Essential Questions	Essential Knowledge			Essential Skills																
<p>Legislative, executive, and judicial powers are separated at the state and national levels of government.</p> <p>All powers of local government in Virginia are created and controlled by the state.</p>	<p>What are the structure and powers of government at each level?</p>	<p>The powers and responsibilities of the legislative, executive, and judicial branches at both the national and state levels are limited.</p>			<p>Examine and interpret primary and secondary source documents. (CE.1a)</p> <p>Create and explain tables and charts. (CE.1b)</p>																
		<table border="1"> <thead> <tr> <th data-bbox="646 781 848 873">Branch of Government</th> <th data-bbox="848 781 1215 873">Local Government</th> <th data-bbox="1215 781 1535 873">Virginia Government</th> <th data-bbox="1535 781 1850 873">National Government</th> </tr> </thead> <tbody> <tr> <td data-bbox="646 873 848 976">Legislative</td> <td data-bbox="848 873 1215 976">Makes ordinances for community; approves annual budget; limits power to that delegated by the state</td> <td data-bbox="1215 873 1535 976">Makes laws for Virginia; approves biennial (two-year) budget; exercises power under the 10th amendment</td> <td data-bbox="1535 873 1850 976">Makes laws for nation; approves annual budget; approves presidential appointments</td> </tr> <tr> <td data-bbox="646 976 848 1122">Executive</td> <td data-bbox="848 976 1215 1122">Elected or appointed by the Board of Supervisors or City Council; city or county managers hired by local legislatures</td> <td data-bbox="1215 976 1535 1122">Executes laws of Virginia; prepares biennial budget for General Assembly; appoints cabinet officers and boards; administers state bureaucracy; grants pardons</td> <td data-bbox="1535 976 1850 1122">Executes law of the land; prepares annual budget for congressional action; appoints cabinet officers, ambassadors, and federal judges; administers federal bureaucracy</td> </tr> <tr> <td data-bbox="646 1122 848 1263">Judicial</td> <td data-bbox="848 1122 1215 1263">Local courts—Hear cases under the authority provided by state legislation</td> <td data-bbox="1215 1122 1535 1263">Supreme Court—Has power of judicial review over state laws Circuit courts—Try civil and criminal cases</td> <td data-bbox="1535 1122 1850 1263">Supreme Court—Has power of judicial review Federal courts—Try cases involving federal law and U.S. Constitutional questions</td> </tr> </tbody> </table>				Branch of Government	Local Government	Virginia Government	National Government	Legislative	Makes ordinances for community; approves annual budget; limits power to that delegated by the state	Makes laws for Virginia; approves biennial (two-year) budget; exercises power under the 10th amendment	Makes laws for nation; approves annual budget; approves presidential appointments	Executive	Elected or appointed by the Board of Supervisors or City Council; city or county managers hired by local legislatures	Executes laws of Virginia; prepares biennial budget for General Assembly; appoints cabinet officers and boards; administers state bureaucracy; grants pardons	Executes law of the land; prepares annual budget for congressional action; appoints cabinet officers, ambassadors, and federal judges; administers federal bureaucracy	Judicial	Local courts—Hear cases under the authority provided by state legislation	Supreme Court—Has power of judicial review over state laws Circuit courts—Try civil and criminal cases	Supreme Court—Has power of judicial review Federal courts—Try cases involving federal law and U.S. Constitutional questions
Branch of Government	Local Government	Virginia Government	National Government																		
Legislative	Makes ordinances for community; approves annual budget; limits power to that delegated by the state	Makes laws for Virginia; approves biennial (two-year) budget; exercises power under the 10th amendment	Makes laws for nation; approves annual budget; approves presidential appointments																		
Executive	Elected or appointed by the Board of Supervisors or City Council; city or county managers hired by local legislatures	Executes laws of Virginia; prepares biennial budget for General Assembly; appoints cabinet officers and boards; administers state bureaucracy; grants pardons	Executes law of the land; prepares annual budget for congressional action; appoints cabinet officers, ambassadors, and federal judges; administers federal bureaucracy																		
Judicial	Local courts—Hear cases under the authority provided by state legislation	Supreme Court—Has power of judicial review over state laws Circuit courts—Try civil and criminal cases	Supreme Court—Has power of judicial review Federal courts—Try cases involving federal law and U.S. Constitutional questions																		

STANDARD CE.6c

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

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Separating power among the legislative, executive, and judicial branches helps prevent any one branch from abusing its power.</p> <p>A system of checks and balances gives each of the three branches of government ways to limit the powers of the other branches.</p>	<p>How do the separation of power and checks and balances protect against an abuse of power by any one branch of the government?</p>	<p>Legislative powers over</p> <ul style="list-style-type: none"> • The executive branch <ul style="list-style-type: none"> – Overrides vetoes – Impeaches a President • The judicial branch <ul style="list-style-type: none"> – Approves federal judges – Impeaches federal judges <p>Executive powers over</p> <ul style="list-style-type: none"> • The legislative branch <ul style="list-style-type: none"> – Vetoes acts of Congress – Calls Congress into special session • The judicial branch <ul style="list-style-type: none"> – Appoints federal judges <p>Judicial powers over</p> <ul style="list-style-type: none"> • The legislative branch <ul style="list-style-type: none"> – Declares laws unconstitutional • The executive branch <ul style="list-style-type: none"> – Declares executive acts unconstitutional 	<p>Create and explain tables and charts. (CE.1b)</p>

STANDARD CE.6d

The student will demonstrate knowledge of the American constitutional government by
d) identifying the procedures for amending the Constitution of the United States of America.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The Constitution of the United States of America defines the process by which formal changes are made to the document.</p>	<p>How can the Constitution of the United States of America be amended?</p>	<p>Process for amending the Constitution of the United States of America</p> <ul style="list-style-type: none">• Action by Congress or convention• Ratification by the states <p>The amendment process is complex; to date, only 27 amendments have been added.</p>	<p>Examine and interpret primary and secondary source documents. (CE.1a)</p> <p>Identify a problem and recommend solutions. (CE.1f)</p>

STANDARD CE.7a

The student will demonstrate knowledge of how public policy is made at the local, state, and national levels of government by
a) explaining the lawmaking process.

<i>Essential Understandings</i>	<i>Essential Questions</i>	<i>Essential Knowledge</i>	<i>Essential Skills</i>
<p><i>Officials who are elected to serve in the state and national legislatures make laws.</i></p>	<p><i>How do the Virginia General Assembly and the United States Congress make laws?</i></p>	<p>Terms to know</p> <ul style="list-style-type: none"> • <i>Bicameral: Having two houses (e.g., the Senate and the House of Representatives)</i> <p><i>The Virginia General Assembly and the United States Congress are bicameral legislatures.</i></p> <p>Legislative powers</p> <ul style="list-style-type: none"> • <i>Expressed (specifically listed)</i> • <i>Implied (used to carry out expressed powers)</i> <p>The lawmaking process in national and state legislatures</p> <ul style="list-style-type: none"> • <i>Working in committees</i> • <i>Debating on the floor</i> • <i>Voting on a bill by both houses</i> • <i>Signing the bill into law by the President or governor</i> <p><i>Elected officials write laws and take action in response to problems or issues.</i></p> <p><i>Individuals and interest groups help shape legislation.</i></p>	<p><i>Create and diagrams, tables, and charts. (CE.1b)</i></p> <p><i>Analyze political cartoons, political advertisements, pictures, and other graphic media. (CE.1c)</i></p> <p><i>Review information for accuracy, separating fact from opinion. (CE.1e)</i></p> <p><i>Identify a problem and recommend solutions. (CE.1f)</i></p>

STANDARD CE.7b

The student will demonstrate knowledge of how public policy is made at the local, state, and national levels of government by
b) describing the roles and powers of the executive branch.

<i>Essential Understandings</i>	<i>Essential Questions</i>	<i>Essential Knowledge</i>	<i>Essential Skills</i>
<p><i>The executive branch plays a key role in the policymaking process.</i></p>	<p><i>What are the roles and powers of the executive branch at the state and national level?</i></p>	<p><i>The powers of the executive branch are defined in the Constitution of the United States of America and the Constitution of Virginia.</i></p> <p><i>The executive branch at the state and national levels carries out the law.</i></p> <p><i>Ways the executive branch influences policymaking</i></p> <ul style="list-style-type: none"> <i>• Proposing legislation in an annual speech to the legislature (State of the Commonwealth or State of the Union Address)</i> <i>• Appealing directly to the people</i> <i>• Approving or vetoing legislation</i> <i>• Appointing officials who carry out the laws</i> <p><i>Cabinet departments, agencies, and regulatory groups interpret and help with carrying out laws.</i></p>	<p><i>Examine and interpret primary and secondary source documents. (CE.1a)</i></p> <p><i>Create and explain tables and charts. (CE.1b)</i></p> <p><i>Analyze political cartoons. (CE.1c)</i></p> <p><i>Identify a problem and recommend solutions. (CE.1f)</i></p>

STANDARD CE.7c

The student will demonstrate knowledge of how public policy is made at the local, state, and national levels of government by
c) *examining the impact of the media on public opinion and public policy.*

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

STANDARD CE.7d

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

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

STANDARD CE.8a

The student will demonstrate knowledge of the judicial systems established by the Constitution of Virginia and the Constitution of the United States of America by
a) *describing the organization and jurisdiction of federal and state courts.*

<i>Essential Understandings</i>	<i>Essential Questions</i>	<i>Essential Knowledge</i>	<i>Essential Skills</i>
<p><i>The judicial function is exercised in a dual court system, which consists of state courts and federal courts.</i></p>	<p><i>How are state courts organized, and what jurisdiction does each exercise?</i></p> <p><i>How are federal courts organized, and what jurisdiction does each exercise?</i></p>	<p><i>Virginia, like each of the other forty-nine states, has its own court system whose organization and jurisdiction are derived from Virginia’s constitution and state laws.</i></p> <p>Virginia Court System</p> <div data-bbox="930 605 1560 756" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;">Virginia Supreme Court (Justices/no jury)</p> <ul style="list-style-type: none"> • Court of final appeal (Appellate jurisdiction) • Limited original jurisdiction </div> <div data-bbox="930 777 1560 909" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;">Court of Appeals of Virginia (Judges/no jury)</p> <ul style="list-style-type: none"> • Appellate jurisdiction from circuit courts </div> <div data-bbox="930 930 1560 1071" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;">Circuit Court (Judge and jury)</p> <ul style="list-style-type: none"> • Original jurisdiction for felony criminal cases and for certain civil cases • Appellate jurisdiction from district courts </div> <div data-bbox="930 1092 1560 1312" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">General District Court (Judge)</p> <ul style="list-style-type: none"> • Original jurisdiction of misdemeanors • Civil cases generally involving lower dollar amounts <p style="text-align: center;">Juvenile and Domestic Relations District Court (Judge/no jury)</p> <ul style="list-style-type: none"> • Juvenile and family cases </div> <p><i>Magistrates issue search warrants, subpoenas, arrest warrants, and summons and set bail.</i></p>	<p><i>Create and explain diagrams, tables, charts, and graphs. (CE.1b)</i></p> <p><i>Distinguish between relevant and irrelevant information. (CE.1d)</i></p>

STANDARD CE.8a (continued)

The student will demonstrate knowledge of the judicial systems established by the Constitution of Virginia and the Constitution of the United States of America by
a) describing the organization and jurisdiction of federal and state courts.

<i>Essential Understandings</i>	<i>Essential Questions</i>	<i>Essential Knowledge</i>	<i>Essential Skills</i>
		<p><i>The United States has a separate court system whose organization and jurisdiction are derived from the Constitution of the United States of America and federal laws.</i></p> <p><i>United States Court System</i></p> <div data-bbox="934 618 1564 716" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;"><i>U.S. Supreme Court</i> <i>(Justices/no jury)</i> <i>Jurisdiction: Appellate and Limited Original</i></p> </div> <div data-bbox="934 753 1564 850" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;"><i>U.S. Court of Appeals</i> <i>(Justices/no jury)</i> <i>Jurisdiction: Appellate</i></p> </div> <div data-bbox="934 888 1564 985" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;"><i>U.S. District Court</i> <i>(Judge with jury)</i> <i>Jurisdiction: Original</i></p> </div>	

STANDARD CE.8b

The student will demonstrate knowledge of the judicial systems established by the Constitution of Virginia and the Constitution of the United States of America by
b) describing the exercise of judicial review.

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

STANDARD CE.8c

The student will demonstrate knowledge of the judicial systems established by the Constitution of Virginia and the Constitution of the United States of America by
c) *explaining court proceedings in civil and criminal cases.*

<i>Essential Understandings</i>	<i>Essential Questions</i>	<i>Essential Knowledge</i>	<i>Essential Skills</i>
<i>Courts resolve two kinds of legal conflicts—civil and criminal.</i>	<i>What is the basic process for bringing civil and criminal cases to trial?</i>	<p><i>Criminal law</i> <i>In a criminal case, a court determines whether a person accused of breaking the law is guilty or not guilty of a misdemeanor or a felony.</i></p> <p><i>Civil law</i> <i>In a civil case, a court settles a disagreement between two parties.</i></p> <p><i>Criminal procedure in felony cases</i></p> <ul style="list-style-type: none"><i>• A person accused of a crime may be arrested if the police have probable cause.</i><i>• The accused may be committed to jail or released on bail.</i><i>• The case proceeds to an arraignment where probable cause is reviewed, the defendant may be appointed an attorney, and a plea is entered.</i><i>• A court date is set and a trial is conducted.</i><i>• A guilty verdict may be appealed to the Court of Appeals or directly to the Supreme Court in certain cases.</i>	<p><i>Create and explain diagrams, tables, and charts. (CE.1b)</i></p> <p><i>Distinguish between relevant and irrelevant information. (CE.1d)</i></p> <p><i>Identify a problem and recommend solutions. (CE.1f)</i></p>

STANDARD CE.8c (continued)

The student will demonstrate knowledge of the judicial systems established by the Constitution of Virginia and the Constitution of the United States of America by
c) *explaining court proceedings in civil and criminal cases.*

<i>Essential Understandings</i>	<i>Essential Questions</i>	<i>Essential Knowledge</i>	<i>Essential Skills</i>
		<p><i>Procedure for civil cases</i></p> <ul style="list-style-type: none"><i>• The plaintiff files a complaint to recover damages or receive compensation.</i><i>• Case can be heard by judge or jury.</i><i>• Case can be appealed to the Court of Appeals and the Supreme Court.</i> <p><i>Procedure for cases involving juveniles</i></p> <ul style="list-style-type: none"><i>• Judges have greater latitude in handling juvenile cases.</i><i>• Juveniles who commit serious crimes can be tried as adults.</i>	

STANDARD CE.8d

The student will demonstrate knowledge of the judicial systems established by the Constitution of Virginia and the Constitution of the United States of America by
d) *explaining how due process protections seek to ensure justice.*

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

STANDARD CE.9a

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

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

<i>Essential Understandings</i>	<i>Essential Questions</i>	<i>Essential Knowledge</i>	<i>Essential Skills</i>
<i>People make choices about how to use limited resources, decide the ownership of resources, and structure markets for the distribution of goods and services.</i>	<i>How do people deal with scarcity, resources, choice, opportunity cost, price, incentives, supply and demand, production, and consumption?</i>	<p><i>Scarcity is the inability to satisfy all wants at the same time. All resources and goods are limited. This requires that choices be made.</i></p> <p><i>Resources are factors of production that are used in the production of goods and services. Types of resources are natural, human, capital, and entrepreneurship.</i></p> <p><i>Choice is selecting an item or action from a set of possible alternatives. Individuals must choose/make decisions about desired goods and services because these goods and services are limited.</i></p> <p><i>Opportunity cost is what is given up when a choice is made—the highest valued alternative forgone. Individuals must consider the value of what is given up when making a choice.</i></p> <p><i>Price is the amount of money exchanged for a good or service. Interaction of supply and demand determines price. Price determines who acquires goods and services.</i></p>	<p><i>Create and explain maps, diagrams, tables, charts, graphs, and spreadsheets. (CE.1b)</i></p> <p><i>Review information for accuracy, separating fact from opinion. (CE.1e)</i></p> <p><i>Identify a problem and recommend solutions. (CE.1f)</i></p>

STANDARD CE.9a (continued)

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

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

<i>Essential Understandings</i>	<i>Essential Questions</i>	<i>Essential Knowledge</i>	<i>Essential Skills</i>
		<p><i>Incentives</i> <i>Incentives are things that incite or motivate. Incentives are used to change economic behavior.</i></p> <p><i>Supply and demand</i> <i>Interaction of supply and demand determines price. Demand is the amount of a good or service that consumers are willing and able to buy at a certain price. Supply is the amount of a good or service that producers are willing and able to sell at a certain price.</i></p> <p><i>Production</i> <i>Production is the combining of human, natural, capital, and entrepreneurship resources to make goods or provide services. Resources available and consumer preferences determine what is produced.</i></p> <p><i>Consumption</i> <i>Consumption is using goods and services. Consumer preferences and price determine what is purchased.</i></p>	

STANDARD CE.9b

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

<i>Essential Understandings</i>	<i>Essential Questions</i>	<i>Essential Knowledge</i>	<i>Essential Skills</i>
<p><i>The type of economy is determined by the extent of government involvement in economic decision making.</i></p>	<p><i>What are the basic characteristics of free market, command, and mixed economies?</i></p>	<p><i>Characteristics of major economic systems</i></p> <ul style="list-style-type: none"> • <i>Free market</i> <ul style="list-style-type: none"> – <i>Private ownership of property/resources</i> – <i>Profit</i> – <i>Competition</i> – <i>Consumer sovereignty</i> – <i>Individual choice</i> • <i>Command economy</i> <ul style="list-style-type: none"> – <i>Central ownership of property/resources</i> – <i>Centrally-planned economy</i> – <i>Lack of consumer choice</i> • <i>Mixed economy</i> <ul style="list-style-type: none"> – <i>Individuals and businesses as decision makers for the private sector</i> – <i>Government as decision maker for the public sector</i> – <i>A greater government role than in a free market economy</i> – <i>Most common economic system today</i> 	<p><i>Create and explain maps, diagrams, tables, and charts. (CE.1b)</i></p> <p><i>Distinguish between relevant and irrelevant information. (CE.1d)</i></p>

STANDARD CE.9c

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

c) describing the characteristics of the United States economy, including free markets, private property, profit, and competition.

<i>Essential Understandings</i>	<i>Essential Questions</i>	<i>Essential Knowledge</i>	<i>Essential Skills</i>
<i>The United States economy is a mixed economy.</i>	<i>What are the essential characteristics of the United States economy?</i>	<p><i>In the United States private individuals, businesses, and government share economic decision making.</i></p> <p><i>Characteristics of the United States economy</i></p> <ul style="list-style-type: none"><i>• Free markets—Markets are allowed to operate without undue interference from the government.</i><i>• Private property—Individuals and businesses have the right to own personal property as well as the means of production without undue interference from the government.</i><i>• Profit—Profit consists of earnings after all expenses have been paid.</i><i>• Competition—Rivalry between producers/sellers of a good or service results in better quality goods and services at a lower price.</i><i>• Consumer sovereignty—Consumers determine through purchases, what goods and services will be produced.</i>	<i>Create and explain maps, diagrams, tables, charts, graphs, and spreadsheets. (CE.1b)</i>

STANDARD CE.10a

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

a) describing the types of business organizations and the role of entrepreneurship.

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

STANDARD CE.10b

The student will demonstrate knowledge of the structure and operation of the United States economy by
b) explaining the circular flow that shows how consumers (households), businesses (producers), and markets interact.

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

STANDARD CE.10c

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

c) explaining how financial institutions encourage saving and investing.

<i>Essential Understandings</i>	<i>Essential Questions</i>	<i>Essential Knowledge</i>	<i>Essential Skills</i>
<i>Private financial institutions act as intermediaries between savers and borrowers.</i>	<i>How do financial institutions encourage saving and investing?</i>	<i>Characteristics of private financial institutions</i> <ul style="list-style-type: none"><i>• Include banks, savings and loans, credit unions, and securities brokerages</i><i>• Receive deposits and make loans</i><i>• Encourage saving and investing by paying interest on deposits</i>	<i>Review information for accuracy, separating fact from opinion. (CE.1e)</i>

STANDARD CE.10d

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

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

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

STANDARD CE.11a

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

a) examining competition in the marketplace.

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

STANDARD CE.11b

*The student will demonstrate knowledge of the role of government in the United States economy by
b) explaining the creation of public goods and services.*

<i>Essential Understandings</i>	<i>Essential Questions</i>	<i>Essential Knowledge</i>	<i>Essential Skills</i>
<i>Government provides public goods and services that individuals acting alone could not provide efficiently.</i>	<i>What are public goods and services? How do governments produce public goods and services?</i>	<i>Characteristics of public goods and services</i> <ul style="list-style-type: none"><i>• Include such items as interstate highways, postal service, and national defense</i><i>• Provide benefits to many simultaneously</i><i>• Would not be available if individuals had to provide them</i> <i>Ways governments produce public goods and services</i> <ul style="list-style-type: none"><i>• Through tax revenue</i><i>• Through borrowed funds</i>	<i>Distinguish between relevant and irrelevant information. (CE.1d) Identify a problem and recommend solutions. (CE.1f)</i>

STANDARD CE.11c

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

c) describing the impact of taxation, including an understanding of the reasons for the 16th Amendment, spending, and borrowing.

<i>Essential Understandings</i>	<i>Essential Questions</i>	<i>Essential Knowledge</i>	<i>Essential Skills</i>
<i>The government taxes, borrows, and spends to influence economic activity.</i>	<i>How does the government influence economic activity?</i>	<i>Government tax increases reduce the funds available for private and business spending; tax decreases increase funds for private and business spending.</i> <i>Increased government borrowing reduces funds available for borrowing by individuals and businesses; decreased government borrowing increases funds available for borrowing by individuals and businesses.</i> <i>Increased government spending increases demand, which may increase employment and production; decreased spending reduces demand, which may result in a slowing of the economy.</i> <i>Increased government spending may result in higher taxes; decreased government spending may result in lower taxes.</i> <i>The 16th Amendment to the Constitution of the United States of America authorizes Congress to tax incomes (personal and business).</i>	<i>Examine and interpret primary and secondary source documents. (CE.1a)</i> <i>Create and explain diagrams, tables, and charts. (CE.1b)</i> <i>Analyze political cartoons. (CE.1c)</i> <i>Identify a problem and recommend solutions. (CE.1f)</i>

STANDARD CE.11d

*The student will demonstrate knowledge of the role of government in the United States economy by
d) explaining how the Federal Reserve System regulates the money supply.*

<i>Essential Understandings</i>	<i>Essential Questions</i>	<i>Essential Knowledge</i>	<i>Essential Skills</i>
<i>The Federal Reserve System, acting as the central bank, regulates the money supply.</i>	<i>What is the role of the Federal Reserve System in maintaining a stable economy?</i>	<p><i>The Federal Reserve System (Fed) is the central bank of the United States.</i></p> <p><i>Federal Reserve banks act as a banker's bank by issuing currency and regulating the amount of money in circulation.</i></p> <p><i>To slow the economy, the Federal Reserve Bank restricts the money supply, causing interest rates to rise; to stimulate the economy the Fed increases the money supply, causing interest rates to decline.</i></p> <p><i>Ways the Federal Reserve Bank slows the economy</i></p> <ul style="list-style-type: none"><i>Increases the reserve requirement</i><i>Raises the discount rate</i><i>Sells government securities</i> <p><i>Ways the Federal Reserve Bank stimulates the economy</i></p> <ul style="list-style-type: none"><i>Lowers the reserve requirement</i><i>Lowers the discount rate</i><i>Purchases government securities</i>	<p><i>Create and explain maps, diagrams, tables, and charts. (CE.1b)</i></p> <p><i>Identify a problem and recommend solutions. (CE.1f)</i></p>

STANDARD CE.11e

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

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

STANDARD CE.12

The student will demonstrate knowledge of career opportunities by

- a) identifying talents, interests, and aspirations that influence career choice;
- b) identifying attitudes and behaviors that strengthen the individual work ethic and promote career success;
- c) identifying skills and education that careers require;
- d) examining the impact of technological change on career opportunities.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>An awareness of individual talents, interests, and aspirations is needed to select a career.</p> <p>Attitudes and behaviors that support a strong work ethic enhance career success.</p> <p>There is a correlation between skills, education, and income.</p> <p>Changes in technology influence the abilities, skills, and education needed in the marketplace.</p>	<p>What is the role of self-assessment in career planning?</p> <p>What is the role of work ethic in determining career success?</p> <p>What is the relationship between skills, education, and income?</p> <p>What influence do advances in technology have on the workplace?</p>	<p>Career planning starts with self-assessment.</p> <p>Employers seek employees who demonstrate the attitudes and behaviors of a strong work ethic.</p> <p>Higher skill(s) and/or education level(s) generally lead to higher incomes.</p> <p>Supply and demand also influence job income.</p> <p>Employers seek individuals who have kept pace with technological change/skills.</p> <p>Technological advancements create new jobs in the workplace.</p>	<p>Review information for accuracy, separating fact from opinion. (CE.1e)</p> <p>Identify a problem and recommend solutions. (CE.1f)</p>