Grade Eight
History and Social Science: Civics and Economics

Curriculum for Loudoun County Public Schools

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This curriculum document for Social Science is organized to help teachers plan and carry out their instruction conceptually, so that students can see patterns and connections among and between ideas and points of information. In this document, each unit’s learning outcomes or objectives are listed first, followed by a conceptual mind map connecting the content. Following the mind map in each unit is a more linear and traditional textual outline with references to points of content that students must learn in Civics and Economics. Each section of the unit outline is framed by important conceptual questions that serve as a foundation for the teaching and learning of that section. All conceptual questions appear in *italics*.

There are four units in the curriculum. Since the foundations of the units are conceptual, they take in and call for the study of *more than* just the Virginia SOLs for Civics and Economics. SOL connections are listed in *red* on the “Objectives” page, and appear also in the branches of each unit’s mind map. This means that when teachers focus on the objectives, and the concepts organized in the mind maps, they will include instruction in these particular SOLs *in addition to* the more complete concepts described and indicated. It does *not* mean that instruction in only those particular SOLs listed will adequately prepare students to understand the relevant concepts, ideas, or regions required by our curriculum.

For this course, Unit I is meant to last approximately 8 weeks so that students get a solid footing in fundamentals, and devote sufficient and opportune time to the election process. The foundation for Service Learning projects should be laid here, but it is perfectly acceptable, and expected, to have Service Learning activities carry on through other units during the remainder of the year. Unit II, on the sovereignty of the people, is meant to last 7 weeks. Unit III is meant to last 9 weeks and should include activities that, for example, ask students to replicate “check and balance” activities. Finally, Unit IV is meant to last 9 weeks and focus on Economics, and the US in the world economy. Within each unit, recommendations are made for teachers to focus on particular academic skills.

We hope teachers find that the concepts contained and explained in this document serve as a productive mental framework for students and for themselves. This instructional layout and approach offers cognitive structures that are essential to the solid comprehension of our curriculum content.

At the end of this unit, students will be able to:

1. Describe the legal requirements for becoming a citizen of the United States. (Includes: CE.3a,d; CE.4d))
2. Describe the human characteristics of a citizen who works to help determine the “public good,” and give examples of each characteristic. (Includes: CE.3e; CE.4a,b,c,e,f)
3. List and describe the behaviors which help make a citizen a responsible decision-maker. Includes: CE.3d; CE.4f)
4. Explain the role of service and civic involvement in our communities by participating in BOTH a Service Learning project and a simulated election process. (Includes: CE.4g; CE.5g)
5. Explain how elections work at three levels of American government—including the role of citizens, parties, interest groups, money, and the media. (Includes: CE.5a,b,c,d,e,g)
6. Explain how citizens, when organized, can influence a national election for president, but do not directly choose the president. (Includes: CE.5f)

Suggested skills to emphasize in this unit: SS1-Construct and evaluate...; SS2-Use reference sources...; SS3-Identify and analyze viewpoint...; SS6-Form and defend positions...; SS8-Recognize different points of view; SS10-Understand cause-effect...; CES1-Analyze political cartoons...; CES2-Identify specific social...; CES3-Analyze current events...; CS1-Review information...; CS2-Distinguish between relevant and irrelevant...
UNIT I--CITIZENSHIP: WHAT IS MY ROLE IN A DEMOCRACY?

Citizenship: What is My Role in a Democracy?

Becoming a Citizen
- CE.3a
  - Obedying Laws CE.4d
    - Paying Taxes
    - Jury
    - Military

As a Legal Status
- Duties CE.3c
- As a Contributor to Public Good

Help to Determine “public good” CE.3e
- Participate
  - Be Trustworthy CE.4a
    - Respect Others CE.4b
  - Be Personally Responsible CE.4c
  - Develop Patriotism CE.4e
  - Be a Responsible Decision Maker CE.4f
  - Vote CE.4d
    - Campaign CE.4d
    - Stay Informed CE.4d
    - Respect Different Viewpoints CE.4d
  - Carry out Community Service CE.4g

Know How the System Works
- Elections
  - Parties CE.5c, CE.5b
  - Spend, Contribute Money CE.5d
  - Affecting and Using Media CE.5c
  - Interests Groups
  - Spend, Contribute Money CE.5d
  - Affecting and Using Media CE.5c
  - Voting CE.5c, CE.5g
  - Role of the Media CE.5c
  - Campaign Work CE.5c
  - Contribute Money CE.5d
  - Process: The Electoral College CE.5f
    - Example: Bush vs. Gore
A. CITIZENSHIP

WHAT DOES IT MEAN TO BE AN ACTIVE CITIZEN IN THE DEMOCRATIC UNITED STATES?

A.1 AS A LEGAL STATUS

A.1.1 Becoming a Citizen  CE.3a

A.1.2 Duties  CE.3c

Obeying Laws  CE.4d

Paying Taxes

Jury

Military

A.2 AS A CONTRIBUTOR TO PUBLIC GOOD

A.2.1 Help to Determine "public good"  CE.3e

Participate

Be Trustworthy  CE.4a

Respect Others  CE.4b

Be Personally Responsible  CE.4c

Develop Patriotism  CE.4e

Be Responsible Decision-Maker  CE.4f

Vote  CE.3d

Campaign  CE.3d

Stay Informed  CE.3d

Respect Different Viewpoints  CE.3d

Carry out Community Service  CE.4g
A.2.2 Know How the System Works

Elections

Parties CE.5a; .5b
Spend, Contribute Money CE.5d
Affecting and Using Media CE.5c

Interest Groups

Spend, Contribute Money CE.5d
Affecting and Using Media CE.5c

Voting CE.5e; .5g
Role of the Media CE.5c

Campaign Work CE.5c
Contribute Money CE.5d

Process: The Electoral College CE.5f

Example: Bush vs. Gore
SOLs and Skills Forming the Content of this Unit:

CE.3 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;

The Fourteenth Amendment to the Constitution of the United States of America defines citizenship as follows: “All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and the state wherein they reside.”

Means of obtaining citizenship
- By birth
- By naturalization

Immigration and naturalization, particularly in the twentieth century, have led to an increasingly diverse society. To become a citizen through naturalization, a person must demonstrate knowledge of American history and principles and the ability to read, speak, and write words in ordinary usage in the English language.

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

Duties of citizens
- Obey laws
- Pay taxes
- Serve in the armed forces, if called
- Serve on a jury or as a witness in court, when summoned

Citizens who choose not to fulfill these civic duties face legal consequences.

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;

Civic responsibilities are fulfilled by choice; they are voluntary.

Responsibilities of citizens
- Register and vote
- Hold elective office
- Communicate with government officials to influence government actions
- Serve in voluntary, appointed government positions
- Participate in political campaigns.
- Keep informed regarding current issues
- Respect others’ right to an equal voice in government

e) evaluating how civic and social duties address community needs and serve the public good.

Ways for citizens to participate in community service
- Volunteer to support democratic institutions (e.g., League of Women Voters).
- Express concern about the welfare of the community as a whole (e.g., as related to environment, public health and safety, education).
- Help to make the community a good place to work and live (e.g., by becoming involved with public service organizations, tutoring, volunteering in nursing homes).
CE.4 The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by

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

Effective participation in civic life can include

- formulating questions
- analyzing information from a variety of sources
- expressing a position
- devising and implementing a plan
- practicing thoughtful decision making in personal, financial, and civic matters (e.g., voting, civic issues).

CE.5 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;

**Functions of political parties**
- Recruiting and nominating candidates
- Educating the electorate about campaign issues
- Helping candidates win elections
- Monitoring actions of officeholders

b) comparing the similarities and differences of political parties;

**Similarities between parties**
- 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

**Differences between parties**
- Stated in party platforms and reflected in campaigning

**Third parties**
- Introduce new ideas and/or press for a particular issue
- Often revolve around a political personality (e.g., Theodore Roosevelt)

c) analyzing campaigns for elective office, with emphasis on the role of the media;

**Strategies for evaluating campaign speeches, literature, and advertisements for accuracy**
- Separating fact from opinion
• Detecting bias
• Evaluating sources
• Identifying propaganda

Mass media roles in elections
• Identifying candidates
• Emphasizing selected issues
• Writing editorials, creating political cartoons, publishing op-ed pieces
• Broadcasting different points of view

d) examining the role of campaign contributions and costs;
Rising campaign costs
• 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.

Campaign finance reform
• Rising campaign costs have led to efforts to reform campaign finance laws.
• Limits have been placed on the amount individuals may contribute to political candidates and campaigns.

e) describing voter registration and participation;
Only citizens who register may participate in primary and general elections.

Qualifications to register to vote in Virginia
• Citizen of the United States
• Resident of Virginia and precinct
• At least 18 years of age by day of general election

How to register to vote in Virginia
• In person at the registrar’s office, at the Division of Motor Vehicles, or at other designated sites
• By mail-in application

Voter registration is closed 22 days before elections.

Factors in predicting which citizens will vote
• Education
• Age
• Income

Reasons why citizens fail to vote
• Lack of interest
• Failure to register
The percentage of voters who participate in presidential elections is usually greater than the percentage of voters who participate in state and local elections. Every vote is important.

f) **describing the role of the Electoral College in the election of the president and vice president;**

**Electoral College process**
- A slate of electors for each state is chosen by popular vote.
- Most states have a winner-take-all system.
- The electors meet to vote for president and vice president.

The winner-take-all system leads to the targeting of densely populated states for campaigning, although candidates must pay attention to less populated states whose electoral votes may make the difference in tight elections. The number of electors of each state is based on the size of the state’s Congressional representation, which is based on the state’s population. The requirement for a majority vote to win in the Electoral College favors a two-party system.

g) **participating in simulated local, state, and/or national elections.**

Student participation in the democratic process can include:
- participating in campaigns
- participating in classroom and online simulations.
<table>
<thead>
<tr>
<th>Skill</th>
<th>Step 1</th>
<th>Step 2</th>
<th>Step 3</th>
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<td>SS1: Construct and evaluate arguments. <em>Model Lesson Attached</em></td>
<td>Identify an argument and supporting evidence</td>
<td>Use facts and references to validate arguments</td>
<td>Write or express orally a statement on a topic, and support it with facts in an attempt to advance a point of view</td>
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<td>SS2: Use reference sources to gather information about a topic.</td>
<td>Identify valid reference sources</td>
<td>Cite valid reference sources according to rules of citation (MLA)</td>
<td>Extract the main points from reference sources and put these points into your own words.</td>
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<td>SS3: Identify and analyze viewpoint, context, bias, and main idea in primary and secondary sources.</td>
<td>Distinguish between primary and Secondary sources, and define “viewpoint,” “context,” “bias,” and “main idea.”</td>
<td>Identify the main idea of a passage, or the main purpose of an artifact.</td>
<td>Define the context from which the main idea emerged by describing the factors that may have influenced the author or creator.</td>
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<td>SS6: Form and defend positions in writing, discussion and debate</td>
<td>Articulate a personal opinion about a selected issue</td>
<td>Research and summarize, from information gathered in primary and secondary sources, material that would influence opinion on a particular topic.</td>
<td>Articulate and support an informed opinion through verbal or written expression.</td>
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<td>Identify multiple varying points of view regarding an issue or topic under study.</td>
<td>Summarize each point of view in your own words, and identify historical or experiential factors that might contribute to it.</td>
<td>Evaluate each point of view—including your own—for bias or perspective, and develop possible reasons for why bias might exist.</td>
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<td>SS10: Understand cause and effect relationships in world events, the economy, government, and individual decision making processes.</td>
<td>Be able to predict possible consequences of actions in personal life.</td>
<td>Given a current event, be able to identify specific consequences that could result from it, and define these events and consequences in terms of cause and effect.</td>
<td>Be able to identify cause and effect in current events, government decisions, and the economy.</td>
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<td>CES1: Analyze political cartoons, political advertisements, pictures, and other graphic media to understand the message being presented.</td>
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<td>During a guided discussion or written assignment, explain the idea being conveyed in an advertisement, cartoon, or picture.</td>
<td>Independently articulate the point being made in a cartoon, advertisement, picture, or graphic representation.</td>
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<td><strong>CES2:</strong> Identify specific social and economic problems and address them with possible solutions.</td>
<td>Students will be able to identify socio-economic phenomena as potential “problems.”</td>
<td>Students will explain <em>why</em> a set of conditions create a problem.</td>
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<td>Summarize the key issue or conflict in the news article.</td>
<td>Articulate the personal impact of this article and theorize on its local, state, national, or world impact.</td>
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<td><strong>CS1:</strong> Review information for accuracy, separating fact from opinion</td>
<td>Identify information that can be checked or verified.</td>
<td>Recognize “clue words” or superlatives that indicate opinion statements.</td>
<td>Distinguish between facts and opinions, making informed decisions on the validity of a statement or a position.</td>
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<td><strong>CS2:</strong> Distinguish between relevant and irrelevant information.</td>
<td>Identify facts that relate to a general topic being studied.</td>
<td>Separate irrelevant or extraneous facts from those that pertain to an issue within a topic.</td>
<td>Read a passage and make relevant applications from that passage to the pertinent issue.</td>
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At the end of this unit, students will be able to:

1. Define and give examples of the concept known as the “sovereignty of the people.”  (Includes: CE.2a)
2. Describe the connections between the foundational US legal documents and the principle of the sovereignty of the people.  (Includes: CE.2b)
3. Explain how the principles and aims described in the Preamble to the Constitution work to secure individual rights.  (Includes: CE.2a,c; CE.3b)
4. Explain how public policy in the US is made and affected by individuals, groups, and the media, and show how the process is connected to the Preamble to the Constitution.  (Includes: CE.2c; CE.9a,b)
5. Explain how international and natural events can affect government policies in the US as the government seeks to “promote the general welfare.”  (Includes: CE.2c; CE.9c)
6. Explain how the amendable US Constitution can protect the sovereignty of the people, and describe how the amendment process works.  (Includes: CE.2d)

Suggested skills to emphasize in this unit: SS1-Construct and evaluate…; SS4-Interpret and make generalizations…; SS8-Recognize..different points of view; SS10-Understand cause-effect…; CES1-Analyze political cartoons…; CES2-Identify specific social…; CES3-Analyze current events…; CS6-Compare and contrast…; CS12-Understand and use new vocabulary.
A. CONSTITUTIONAL PRINCIPLES

HOW IS THE “SOVEREIGNTY OF THE PEOPLE” EXPRESSED IN FOUNDATIONAL US DOCUMENTS, AND HOW IS THAT SOVEREIGNTY PUT INTO ACTION IN THE UNITED STATES?

A.1 STEMMING FROM PRECURSORS TO THE CONSTITUTION  CE.2B

A.1.1 Virginia Company Charter
A.1.2 Virginia Declaration of Rights

Bill of Rights

A.1.3 Virginia Statute on Religious Freedom
A.1.4 Declaration of Independence
A.1.5 Articles of Confederation

A.2 STATED AIMS: THE PREAMBLE  CE.2C

A.2.1 "Establish Justice" and "Secure the Blessings of Liberty"

Individual Rights  CE.2a

1st and 14th Amendments  CE.3b
Limited Government
Consent of the Governed

Democracy
Representation

A.2.2 "Promote the General Welfare"

Government Policy FOR and FROM the People

Individual Needs, Wants, and Interests Add Up!

Organized Groups  CE.9b
Media Coverage  CE.9a

Individual Contacts  CE.9b

Media Influences  CE.9a

International Events  CE.9c

Examples: Trade and Immigration

Security Threats

Natural Events or Accidents

Examples: Oil Spills, Weather Disasters

A.3  FLEXIBILITY

A.3.1  Amendment Process  CE.2d
CE.2 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;
Fundamental political principles
• Consent of the governed: The people are the source of any and all governmental power.
• Limited government: Government is not all-powerful and may do only those things the people have given it the power to do.
• Rule of law: The government and those who govern are bound by the law, as are those who are governed.
• Democracy: In a democratic system of government, the people rule.
• Representative government: In a representative system of government, the people elect public officeholders to make laws and conduct government on the people’s behalf.

b) explaining the significance of the charters of the Virginia Company of London, the Virginia Declaration of Rights, the Declaration of Independence, the Articles of Confederation, the Virginia Statute for Religious Freedom, and the Constitution of the United States, including the Bill of Rights;
Influence of earlier documents on the Constitution of the United States of America
• The charters of the Virginia Company of London guaranteed the rights of Englishmen to the colonists.
• The Virginia Declaration of Rights served as a model for the Bill of Rights of the Constitution of the United States of America.
• The Virginia Statute for Religious Freedom stated freedom of religious beliefs and opinions.

The Constitution of the United States of America, including the Bill of Rights,
• established the structure of the United States government
• guaranteed equality under the law with majority rule and the rights of the minority protected
• affirmed individual worth and dignity of all people
• protected the fundamental freedoms of religion, speech, press, assembly, and petition.

c) identifying the purposes for the Constitution of the United States as stated in its Preamble;
The Preamble to the Constitution of the United States of America expresses the reasons the constitution was written.

Purposes of United States government
• 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

The Preamble to the Constitution of the United States of America begins, “We the People,” thereby establishing that the power of government comes from the people.

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

Constitution of the United States

The amendment process is complex.

To date, there are 27 amendments to the Constitution of the United States.

Amendment process:

– Proposal: action by Congress or convention
– Ratification: by the states

Constitution of Virginia

Amendment process:

– Proposal: action by General Assembly or convention
– Ratification: by voters of Virginia

CE.3 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;

First Amendment freedoms

– Religion: Government may not establish an official religion, endorse an official religion, or unduly interfere with the free exercise of religion.
– Speech: Individuals are free to express their opinions and beliefs.
– Press: The press has the right to gather and publish information, including that which criticizes the government.
– Assembly: Individuals may peacefully gather.
– Petition: Individuals have the right to make their views known to public officials.

Fourteenth Amendment

Extends the due process protection to actions of the states

CE.9 The student will demonstrate knowledge of how public policy is made at the local, state, and national levels of government by

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

Ways the media play an important role in setting the public agenda

– Focusing public attention on selected issues
– Offering a forum in which opposing viewpoints are communicated
– Holding government officials accountable to the public

Government officials use the media to communicate with the public.

b) describing how individuals and interest groups influence public policy;

Terms to know

– lobbying: Seeking to influence legislators to introduce or vote for or against a bill
Ways individuals influence public policy
- Participating in politics (voting, campaigning, seeking office)
- Expressing opinions (lobbying, demonstrating, writing letters)
- Joining interest groups

Ways interest groups influence public policy
- Identifying issues
- Making political contributions
- Lobbying government officials

c) describing the impact of international issues and events on local decision making.
International issues and events that would require policy decisions by local government officials could include the following:
- Public health concerns in the event of a pandemic
- Public safety in the event of an act of terrorism
- Economic development policies in response to the emerging global economy
- Policies to protect the environment (e.g., wildlife protection)
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<td><strong>SS4:</strong> Interpret and make generalizations about documents to show the links between them.</td>
<td>Read documents studied and be able to analyze parts as guided by the teacher.</td>
<td>Interpret the documents and make generalizations about each.</td>
<td>Analyze, interpret, and make generalizations about multiple documents and articulate their similarities and connections.</td>
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<td><strong>CS6:</strong> Compare and Contrast ideas presented in passages.</td>
<td>Students will be able to identify the main idea and supporting details of a passage.</td>
<td>Students will identify the main idea and details of more than one passage and evaluate how they are similar and how they differ using a graphic organizer (ex-Venn Diagram).</td>
<td>Students will independently identify ideas presented in passages. They will then articulate the similarities and differences, either orally or in writing.</td>
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<td><strong>CS12:</strong> Understand and use new vocabulary.</td>
<td>Identify words that are not understood.</td>
<td>Use context clues to guess the meanings of new words, and verify their meanings within a teacher-directed glossary exercise.</td>
<td>Students will incorporate new vocabulary in writing and speaking.</td>
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At the end of this unit, students will be able to:

1. Explain what it means to be in the “executive” branch at all three levels of government. What is the job of the “executive”?  
   (Includes: CE.6d; CE.7d)
2. Explain what it means to be in the “legislative” branch at all three levels of government. What is the job of the “legislature”?  
   (Includes: CE.6c; CE.7c; CE.8c)
3. Explain what it means to be in the “judicial” branch at all three levels of government. What is the job of the “judiciary”?  
   (Includes: CE.10b,c)
4. Explain why and how the framers of the Constitution designed three branches of government. What is the purpose of the three branches and what are some examples of how they interact?  
   (Includes: CE.6b; CE.10a)
5. Describe the differences between civil and criminal cases in the judicial realm, and explain how due process requirements work to protect rights and make the judicial system a fair one.  
   (Includes CE.10c,d)
6. Describe the powers of the three levels of government in the United States, explain what “federalism” is, and explain how the three levels interact by providing examples of their interaction.  
   (Includes: CE.6a; CE.7a,b; CE.8a,b; CE.10a)

Suggested skills to emphasize in this unit: SS2-Use reference sources…; SS3-Identify and analyze viewpoint…; SS6-Form and defend positions…; SS8-Recognize..different points of view; SS9-Understand and use basic…; SS10-Understand cause and effect…; CES2-Identify specific social…; CES3-Analyze current events…; All Cognitive Skills for writing assessment.
A. PRINCIPLES AT THE NATIONAL LEVEL
   WHAT ARE THE FOUNDATIONAL PRINCIPLES CONTAINED IN THE US CONSTITUTION, AND WHAT DO THEY LOOK LIKE “IN ACTION” AT THE NATIONAL LEVEL?

A.1 SEPARATION OF POWERS; FEDERAL STRUCTURE CE.6B

A.1.1 Executive CE.6a

   Duties/Functions CE.6d

A.1.2 Legislative CE.6a

   Process/Function CE.6c

A.1.3 Judicial CE.6a

   Organization & Jurisdiction CE.10a

   Process

   Judicial Review CE.10b

   Civil vs. Criminal CE.10c

   Due Process CE.10d

B. PRINCIPLES AT THE STATE LEVEL
   WHAT ARE THE FOUNDATIONAL PRINCIPLES IN BOTH THE NATIONAL AND STATE CONSTITUTIONS, AND HOW DO THOSE PRINCIPLES INTERACT IN PRACTICE?

B.1 FEDERAL RELATIONSHIP TO NATIONAL GOVERNMENT; STATES' RIGHTS; SEPARATION OF POWERS CE.7B

B.1.1 Structures and Powers CE.7a

   Legislative CE.7c

   Process

   Executive CE.7d

   Duties
C. PRINCIPLES AT THE LOCAL LEVEL

WHAT FOUNDATIONAL PRINCIPLES DO LOCAL, STATE, AND NATIONAL GOVERNMENTS HAVE IN COMMON, AND WHAT DO THOSE PRINCIPLES LOOK LIKE “IN ACTION” AT ALL THREE LEVELS?

C.1 RELATIONSHIP TO STATE; DEMOCRATIC PROCESS CE.8B

C.1.1 Structures and Powers CE.8a

Legislative CE.8c

Process

Examples: Leesburg Town Council

Executive CE.8c

Example: Mayor
CE.6 The student will demonstrate knowledge of the American constitutional government at the national level by
a) describing the structure and powers of the national government;
Legislative, executive, and judicial powers of the national government are distributed among three distinct and independent branches of government.

The legislative branch
- Consists of the Congress, a bicameral legislature consisting of the House of Representatives (435 members, based upon populations of the states) and the Senate (100 members—two per state)
- Makes the laws of the nation
- Approves the annual budget
- Confirms presidential appointments
- Raises revenue through taxes and other levies
- Regulates interstate and foreign trade
- Declares war

The executive branch
- Headed by the president of the United States, the chief executive officer of the nation
- Executes the laws of the land
- Prepares the annual budget for congressional action
- Appoints cabinet officers, ambassadors, and federal judges
- Administers the federal bureaucracy

The judicial branch
- Consists of the federal courts, including the Supreme Court, the highest court in the land
- The Supreme Court exercises the power of judicial review.
- The federal courts try cases involving federal law and questions involving interpretation of the Constitution of the United States.

b) explaining the principle of separation of powers and the operation of checks and balances;

Separation of powers
The Constitution of the United States in Articles I, II, and III defines the powers of the legislative, executive, and judicial branches of the national government.

Checks and balances
Each of the three branches of the national government limits the exercise of power by the other two branches.

The legislative branch
- The Congress checks the president when legislators
  - override presidential vetoes
  - impeach and convict a president.
- The Congress checks the courts when legislators
  - confirm or refuse to confirm federal judges/justices
  - impeach and convict judges/justices.
The executive branch
- The president checks Congress when the president
  - proposes legislation
  - prepares an annual budget for Congress to approve
  - call special sessions of Congress
  - vetoes legislation Congress has passed.
- The president checks the courts when the president appoints judges/justices.

The judicial branch
- The courts check Congress when judges/justices declare acts of Congress to be unconstitutional.
- The courts check the president when judges/justices declare executive actions to be unconstitutional.

c) explaining and/or simulating the lawmaking process;

Legislative powers
- Expressed: Specifically listed in the Constitution of the United States
- Implied: Used to carry out expressed powers

The lawmaking process in Congress
- Introducing a bill by a Senator or Representative
- Working in committees
- Debating the bill on the floor of each house
- Voting on the bill in each house
- Sending the bill to the president to sign into law
Elected officials in Congress write laws and take action in response to problems or issues. Individuals and interest groups help shape legislation. The formal powers of Congress are limited by the Constitution of the United States. Citizens (including students) learn the importance of the legislative process through direct involvement and/or simulations.

d) describing the roles and powers of the executive branch.

Ways the executive branch influences policymaking
- Proposing legislation in an annual speech to Congress (State of the Union Address)
- Appealing directly to the people
- Approving or vetoing legislation
- Appointing officials who carry out the laws
Cabinet departments, agencies, and regulatory groups interpret and execute the laws.

The president exercises power as
- chief of state: Ceremonial head of the government
- chief executive: Head of the executive branch of government
- chief legislator: Proposer of the legislative agenda
- commander-in-chief: Head of the nation’s armed forces
- chief diplomat: Architect of American foreign policy
- chief of party: Leader of the political party that controls the executive branch
The student will demonstrate knowledge of the American constitutional government at the state level by

a) describing the structure and powers of the state government;
The Virginia Constitution distributes power among the legislative, executive, and judicial branches of the state government. The legislative branch is the General Assembly, a bicameral legislature—the House of Delegates and the Virginia Senate—that meets annually for a fixed number of days. The executive power is exercised by the governor, who is elected for a four-year term of office. The governor appoints members of the cabinet, who oversee specific functions of government. The lieutenant governor and the attorney general are executive branch officers who are elected for a four-year term of office. The judicial power is exercised by a court system that consists of four levels of courts:
- Supreme Court
- Court of appeals
- Circuit courts
- District courts (including small claims courts and juvenile and domestic relations courts)

b) explaining the relationship of state governments to the national government in the federal system;
The Constitution of the United States of America establishes a federal form of government in which the national government is supreme. The Constitution of the United States of America denies certain powers to both the national and state governments.

Primary responsibilities of each level of government
- National: Conducts foreign policy, regulates commerce, and provides for the common defense
- State: Promotes public health, safety, and welfare

Tensions exist when federal mandates require state actions without adequate funding.

c) explaining and/or simulating the lawmaking process;
The lawmaking process in the Virginia General Assembly
- Introducing a bill
- Working in committees
- Debating the bill on the floor of each house
- Voting on the bill in each house
- Sending the bill to the governor to sign into law

Elected officials in the Virginia General Assembly write laws and take action in response to problems or issues. Individuals and interest groups help shape legislation.

The primary issues in the legislative process at the state level
- Education: To promote an informed and engaged citizenry (i.e., establish minimum standards for local schools)
- Public health: To promote and protect the health of its citizens (i.e., fund health benefits)
- Environment: To protect natural resources (i.e., improve water quality in the Chesapeake Bay)
- State budget: To approve a biennial (two year) budget prepared by the governor
- Revenue: To levy and collect taxes
d) describing the roles and powers of the executive branch and regulatory boards.

The governor of Virginia exercises the formal powers granted by the Virginia Constitution. In carrying out both the formal and informal powers of the office, the governor fills several roles, including:

- chief of state
- chief legislator
- chief administrator
- party chief
- commander-in-chief.

Cabinet secretaries and departments, agencies, commissions, and regulatory boards:

- administer laws
- enforce laws
- regulate aspects of business and the economy
- provide services.

**CE.8** The student will demonstrate knowledge of the American constitutional government at the local level by

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

The units of local government in Virginia are counties, towns, and cities. Local governments exercise legislative, executive, and judicial powers.

Each Virginia county has an elected board of supervisors, which exercises legislative powers, enacting ordinances (local laws) and adopting an annual budget. Each Virginia county and city has an elected or appointed school board, which oversees the operation of the K–12 public schools in the county or city. Each Virginia incorporated town has an elected town council, which exercises legislative powers, enacting ordinances and adopting an annual budget. A mayor is elected either by the voters or the town council members. Each Virginia city has an elected city council, which exercises legislative powers, enacting ordinances and adopting an annual budget. A mayor is elected either by the voters or the city council members.

In Virginia counties, towns, and cities, a manager may be hired by the elected legislative branch to oversee the operations of the local government.

In every Virginia locality, state courts resolve judicial disputes. Judges of the circuit courts, district courts, juvenile and domestic relations courts, and small claims courts hear cases in each locality.

The Virginia Constitution requires that voters in every locality elect a sheriff, a clerk of the circuit court, a commissioner of revenue, and a treasurer.

Virginia local governments exercise defined and limited powers, including the power to:

- enforce state and local laws
- promote public health
- protect public safety
- educate children
- protect the environment
- regulate land use
- levy and collect taxes.

b) explaining the relationship of local government to the state government;

All powers of local governments in Virginia are given to them by the Constitution of Virginia and acts of the General Assembly. Not all counties and cities are given the same powers. Cities have charters listing their powers.

c) explaining and/or simulating the lawmaking process.

An elected board of supervisors is the local legislative body in counties and is responsible for passing laws (ordinances) for the county.
An elected council is the local legislative body in independent cities and incorporated towns. Individuals can have the greatest influence on the decisions made by local government officials.

CE.10  The student will demonstrate knowledge of the judicial systems established by the Constitution of Virginia and the Constitution of the United States by
a) describing the organization of the United States judicial system as consisting of state and federal courts with original and appellate jurisdiction;
   The United States has a court system whose organization and jurisdiction are derived from the Constitution of the United States and federal laws.
   • U.S. Supreme Court: Justices, no jury; appellate jurisdiction; limited original jurisdiction
   • U.S. Court of Appeals: Judges, no jury; appellate jurisdiction
   • U.S. District Court: Judge, with or without jury; original jurisdiction

   Virginia, like each of the other 49 states, has its own separate court system whose organization and jurisdiction are derived from Virginia’s constitution and state laws.
   • Virginia Supreme Court: Justices, no jury; appellate jurisdiction; limited original jurisdiction
   • Court of Appeals of Virginia: Judges, no jury; appellate jurisdiction to review decisions of circuit courts
   • Circuit court: Judge, with or without jury; original jurisdiction for felony criminal cases and for certain civil cases; appellate jurisdiction from district courts
   • General district court, and juvenile and domestic relations court: Judge, no jury; original jurisdiction for misdemeanors in civil cases generally involving lower dollar amounts and original jurisdiction in juvenile and family cases

b) describing the exercise of judicial review;
   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.”
   *Marbury v. Madison* established the principle of judicial review at the national level.
   The Constitution of the United States of America is the supreme law of the land.
   State laws must conform to the Virginia and United States constitutions.

c) comparing and contrasting civil and criminal cases;
   **Criminal case**
   • 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.

   **Procedure for criminal cases**
   • A person accused of a crime may be arrested if the police have probable cause.
   • The accused may be committed to jail or released on bail.
   • The case proceeds to an arraignment where probable cause is reviewed, an attorney may be appointed for the defendant, and a plea is entered.
   • A court date is set, and a trial is conducted.
   • A guilty verdict may be appealed.

   **Civil case**
   • In a civil case, a court settles a disagreement between two parties to recover damages or receive compensation.

   **Procedure for civil cases**
   • The plaintiff files a complaint to recover damages or receive compensation.
   • Cases can be heard by a judge or a jury.
• Cases can be appealed.

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

Terms to know

• due process of law: The constitutional protection against unfair governmental actions and laws

Due process protections

• The 5th Amendment prohibits the national government from acting in an unfair manner
• The 14th Amendment prohibits state and local governments from acting in an unfair manner

The Supreme Court has extended the guarantees of the Bill of Rights, based upon the due process clause.
<table>
<thead>
<tr>
<th>Skill</th>
<th>Step 1</th>
<th>Step 2</th>
<th>Step 3</th>
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<tbody>
<tr>
<td>SS2: Use reference sources to gather information about a topic.</td>
<td>Identify valid reference sources</td>
<td>Cite valid reference sources according to rules of citation (MLA)</td>
<td>Extract the main points from reference sources and put these points into your own words.</td>
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<tr>
<td>SS3: Identify and analyze viewpoint, context, bias, and main idea in primary and secondary sources.</td>
<td>Distinguish between primary and Secondary sources, and define “viewpoint,” “context,” “bias,” and “main idea.”</td>
<td>Identify the main idea of a passage, or the main purpose of an artifact.</td>
<td>Define the context from which the main idea emerged by describing the factors that may have influenced the author or creator.</td>
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<tr>
<td>SS6: Form and defend positions in writing, discussion and debate</td>
<td>Articulate a personal opinion about a selected issue</td>
<td>Research and summarize, from information gathered in primary and secondary sources, material that would influence opinion on a particular topic.</td>
<td>Articulate and support an informed opinion through verbal or written expression.</td>
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<tr>
<td>SS8: Recognize and respect differing points of view.</td>
<td>Identify multiple varying points of view regarding an issue or topic under study.</td>
<td>Summarize each point of view in your own words, and identify historical or experiential factors that might contribute to it.</td>
<td>Evaluate each point of view—including your own—for bias or perspective, and develop possible reasons for why bias might exist.</td>
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<tr>
<td>SS9: Understand and use basic social science vocabulary.</td>
<td>Identify key social science terms in context.</td>
<td>Define key social studies terms using reference sources.</td>
<td>Apply key social science terms in writing, presentation, and discussion.</td>
</tr>
<tr>
<td>SS10: Understand cause and effect relationships in world events, the economy, government, and individual decision making processes.</td>
<td>Be able to predict possible consequences of actions in personal life.</td>
<td>Given a current event, be able to identify specific consequences that could result from it, and define these events and consequences in terms of cause and effect.</td>
<td>Be able to identify cause and effect in current events, government decisions, and the economy.</td>
</tr>
<tr>
<td>CES2: Identify specific social and economic problems and address them with possible solutions.</td>
<td>Students will be able to identify socio-economic phenomena as potential “problems.”</td>
<td>Students will explain why a set of conditions create a problem.</td>
<td>Students will be able to independently develop realistic solutions to problems identified.</td>
</tr>
<tr>
<td>CES3: Analyze current events for their impact on the student and the world.</td>
<td>Identify a news article that relates to Civics and/or Economics.</td>
<td>Summarize the key issue or conflict in the news article.</td>
<td>Articulate the personal impact of this article and theorize on its local, state, national, or world impact.</td>
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<tr>
<td>CS1: Review information for accuracy, separating fact from opinion</td>
<td>Identify information that can be checked or verified.</td>
<td>Recognize “clue words” or superlatives that indicate opinion statements.</td>
<td>Distinguish between facts and opinions, making informed decisions on the validity of a statement or a position.</td>
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<tr>
<td>Course</td>
<td>Description</td>
<td>Knowledge Acquisition</td>
<td>Application/Practice</td>
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<td><strong>CS2:</strong></td>
<td>Distinguish between relevant and irrelevant information.</td>
<td>Identify facts that relate to a general topic being studied.</td>
<td>Separate irrelevant or extraneous facts from those that pertain to an issue within a topic.</td>
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<tr>
<td><strong>CS3:</strong></td>
<td>Understand, summarize, and communicate the main idea of reading and presentations.</td>
<td>Recognize the main idea of readings and presentations.</td>
<td>Use Inspiration, webs, or other forms of graphic organizers to organize and summarize information from a reading. Then, make a statement about the main idea, citing supporting information.</td>
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<td><em>Model Lesson Attached</em></td>
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<td>Demonstrate understanding of main idea by writing a persuasive paper where student summarizes the topic in a convincing manner, adding supportive ideas to enhance main idea.</td>
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<td><strong>CS4:</strong></td>
<td>Understand the effect of tone in reading and writing.</td>
<td>Students will define tone as a manner of speaking or writing.</td>
<td>Students will identify and explain tone used in readings and primary sources.</td>
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<td>Students will identify the tone of an author and articulate and explain the impact it has.</td>
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<td><strong>CS5:</strong></td>
<td>Recognize words that signal contrasting ideas.</td>
<td>Identify contrast words. (e.g. however, whereas…).</td>
<td>Separate the contrasting ideas into different parts and restate them in your own words.</td>
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<td>Rejoin the contrasting ideas in a sentence parallel to the original.</td>
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<td><strong>CS6:</strong></td>
<td>Compare and Contrast ideas presented in passages.</td>
<td>Students will be able to identify the main idea and supporting details of a passage.</td>
<td>Students will identify the main idea and details of more than one passage and evaluate how they are similar and how they differ using a graphic organizer (e.g. Venn Diagram).</td>
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<td>Students will independently identify ideas presented in passages. They will then articulate the similarities and differences, either orally or in writing.</td>
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<td><strong>CS7:</strong></td>
<td>Understand how authors use examples to support the main idea in a passage.</td>
<td>Students will be able to identify examples used to illustrate the main idea in writing and speech.</td>
<td>Students will be able to explain why the examples are used in a particular passage.</td>
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<td>Students will be able to generate and incorporate examples to support points in their own writing and speaking.</td>
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<td><strong>CS8:</strong></td>
<td>Recognize the purpose of different writing strategies</td>
<td>List and define different writing strategies</td>
<td>Identify the use of a writing strategy in a written work</td>
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<td><strong>CS9:</strong></td>
<td>Implement different writing strategies to make a point.</td>
<td>Recognize key words designed to begin a writing prompt. (e.g. “compare” “analyze”…).</td>
<td>Apply a writing strategy in one’s written work</td>
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<td><strong>CS10:</strong></td>
<td>Determine an author’s purpose and perspective</td>
<td>Identify the thesis and supporting facts</td>
<td>Identify the author’s historical, political, cultural and economic background</td>
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<tr>
<td>CS11: Make connections between information in different parts of a passage</td>
<td>Determine the topic of each paragraph in a passage</td>
<td>Identify the supporting facts in each paragraph</td>
<td>Connect ideas and evidence from each paragraph to summarize a passage.</td>
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<tr>
<td>CS12: Understand and use new vocabulary. <em>Model Lesson Attached</em></td>
<td>Identify words that are not understood.</td>
<td>Use context clues to guess the meanings of new words, and verify their meanings within a teacher-directed glossary exercise.</td>
<td>Students will incorporate new vocabulary in writing and speaking.</td>
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<tr>
<td>CS13: Understand how negative words, suffixes, and prefixes affect sentences.</td>
<td>Identify negative words, suffixes and prefixes in sentences.</td>
<td>Determine what the negative word, suffix or prefix means.</td>
<td>Be able to rewrite or reword sentences with negative words, suffixes, and prefixes to modify the meaning of the sentence.</td>
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<tr>
<td>CS14: Understand and re-word complex sentences.</td>
<td>Recognize a complex and/or compound sentence.</td>
<td>Break complex/compound sentences into component phrases.</td>
<td>Reconstruct the sentence to make a parallel statement in your own words.</td>
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<tr>
<td>CS15: Understand sentences that deal with abstract ideas.</td>
<td>Understand the difference between concrete and abstract ideas and be able to provide examples.</td>
<td>Compare and contrast concrete and abstract vocabulary.</td>
<td>Rephrase statements of abstract ideas into your own words.</td>
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<tr>
<td>CS16: Understand and/or use a word in a new or different context.</td>
<td>Identify and discuss words that are familiar, but seem to be misused or out of place.</td>
<td>Be able to state the familiar meaning of a word, and explain why it seems misused in the current context.</td>
<td>Be able to use familiar words in new contexts when writing and speaking.</td>
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<tr>
<td>CS17: Organize and manage information to solve multi-step problems.</td>
<td>Understand what a graphic organizer is. Complete graphic organizers in a teacher-led activity.</td>
<td>Organize information into teacher-provided graphic organizers.</td>
<td>Create or choose a proper graphic organizer to arrange information logically and to make a coherent statement or conclusion.</td>
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<tr>
<td>CS18: Be precise and clear in your writing.</td>
<td>Understand and use basic writing conventions. (e.g. correct grammar--including subjects and verbs.)</td>
<td>Write concise sentences using relevant vocabulary and proper sentence structure.</td>
<td>Be able to express thoughts in coherent factual sentences that build upon and support each other to make a point.</td>
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<tr>
<td>CS19: Follow conventions of writing by structuring a cohesive paragraph and/or essay with topic sentence supporting evidence, and conclusion.</td>
<td>Using a graphic organizer, identify the topic sentence, supporting evidence, and conclusion in a paragraph or essay</td>
<td>Using the graphic organizer, and with the topic sentence, evidence, and conclusion identified, draft an organized paragraph or essay.</td>
<td>Write a well-structured paragraph or essay using a graphic organizer and previous drafts.</td>
</tr>
<tr>
<td>CS20: Recognize written work as an idea owned by an author.</td>
<td>Define plagiarism and be able to provide examples of it.</td>
<td>Identify ideas in a specific passage that belong to the author of the passage.</td>
<td>Produce a written assignment with appropriate citations and proper credit given to sources.</td>
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</table>
At the end of this unit, students will be able to:

1. Explain how different economic systems get products and resources to wherever they are wanted or needed. (Includes: CE.11b)
2. Explain how certain principles such as supply and demand, price, choice, etc. operate in a pure market economy. (Includes: CE.11a)
3. Describe characteristics that make the United States a mixed economy—property rights, profit, limited government, etc. (Includes: CE.11c)
4. Explain the roles of different businesses, consumers, and banks in the US economy. (Includes: CE.12a,b,c)
5. Describe ways in which the US Government acts upon the economy—for consumers, producers, and financial institutions—and explain why the government takes these actions. (Includes: CE.13a-f)
6. Identify and describe the needs and demands a person has to face as he/she enters the US workforce. (Includes CE.14a,b,c)
7. Describe the responsibilities of an independent person in the US economy—including the role of becoming informed and educated on economic matters. (Includes: CE.14e,f)
8. Describe the ways in which the US and Virginia are affected by the global economy, and the role of technology in the modern world economic system. (Includes: CE.12d; CE.14d)

Suggested skills to emphasize in this unit: SS2-Use reference sources…; SS5-Use maps, diagrams, tables, etc.…; SS6-Form and defend positions…; SS7-Analyze…human movement; SS9-Understand and use basic…; SS10-Understand cause and effect…; CES2-Identify specific social…; CES3-Analyze current events…; CS1-Review information for accuracy…; CS12-…new vocabulary; CS17-…multi-step problems.
A. ROLE OF GOVERNMENT

A.1 TRADITIONAL: Low Complexity, No Government Involvement

*Ex: Bartering*

A.2 MARKET: Highly Complex, Little or No Government Involvement CE.11a

*Producers and Consumers*

Supply

*Resources*

Scarcity

Demand

*Scarcity*

Choice

Opportunity Cost

Price & Incentives

A.3 MIXED: Highly Complex, Some Government Involvement

*The United States*

Limited Government Role CE.11c

Establishing Property Rights CE.11e

*Types of Legal Business Organizations* CE.12a

Bank Regulation and the FED CE.13d

*Produces "Money"* CE.13f
Affecting Savings & Borrowing  CE.12c

Consumer Protection  CE.13e

Anti-Trust: Maintaining Competition  CE.11c, .13a

Taxation  CE.13c

Spending and Borrowing
Effects on Demand, Availability of Money

Producer of Goods & Services  CE.13b

Examples: Military, Public Parks

Processes

Circular Flow: The Details  CE.12b

Technology  CE.12d

Allowing Virginia and US to Compete in the World

The Labor Market: Supply & Demand of People and Work

Responsibilities of Individuals

Being Educated and Staying Informed  CE.14e,f

Credit Ratings

Saving & Investing

Purchasing

Warranties, Guarantees

Signing Contracts

New Global Economy

Role of Technology  CE.14d

International Competition: Developing Relevant Skills and Behaviors  CE.14a,b,c
A.1.4 COMMAND: Complete Government Control

*Examples*

North Korea

Cuba
SOLs and Skills Forming the Content of this Unit:

CE.11 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;

- **Scarcity** is the inability to satisfy all wants at the same time. All resources and goods are limited. This requires that choices be made.
- **Resources** are factors of production that are used in the production of goods and services. Types of resources are natural, human, capital, and entrepreneurship.
- **Choice** is selection of an item or action from a set of possible alternatives. Individuals must choose or make decisions about desired goods and services because these goods and services are limited.
- **Opportunity cost** is what is given up when a choice is made—i.e., the highest valued alternative is forgone. Individuals must consider the value of what is given up when making a choice.
- **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.
- **Incentives** are things that incite or motivate. Incentives are used to change economic behavior.
- **Supply and demand**: Interaction of supply and demand determines price. Demand is the amount of a good or service that consumers are willing and able to buy at a certain price. Supply is the amount of a good or service that producers are willing and able to sell at a certain price.
- **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.
- **Consumption** is the using of goods and services. Consumer preferences and price determine what is purchased and consumed.

b) comparing the differences among traditional, free market, command, and mixed economies;

The three basic questions of economics
- What will be produced?
- Who will produce it?
- For whom will it be produced?

Each type of economy answers the three basic questions differently.

**Characteristics of major economic systems**
- No country relies exclusively on markets to deal with the economic problem of scarcity.

**Traditional economy**
- 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.

**Free market economy**
- Private ownership of property/resources
- Profit motive
- Competition
- Consumer sovereignty
- Individual choice
- Minimal government involvement in the economy

**Command economy**
- Central ownership (usually by government) of property/resources
- Centrally-planned economy
Mixed economy
- Individuals and businesses are owners and decision makers for the private sector.
- Government is owner and decision maker for the public sector.
- Government’s role is greater than in a free market economy and less than in a command economy.
- Most economies today, including the United States, are mixed economies.

CE.12 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;
Basic types of business ownership
- Proprietorship: A form of business organization with one owner who takes all the risks and all the profits.
- Partnership: A form of business organization with two or more owners who share the risks and the profits.
- Corporation: A form of business organization that is authorized by law to act as a legal entity regardless of the number of owners. Owners share the profits. Owner liability is limited to the amount of their investment.

Entrepreneur
- A person who takes a risk to produce and sell goods and services in search of profit
- May establish a business according to any of the three types of organizational structures

b) explaining the circular flow that shows how consumers (households), businesses (producers), and markets interact;
Economic flow (circular flow)
- Individual and business saving and investment provide financial capital that can be borrowed for business expansion and increased consumption.
- Individuals (households) own the resources used in production, sell the resources, and use the income to purchase products.
- Businesses (producers) buy resources; make products that are sold to individuals, other businesses, and the government; and use the profits to buy more resources.
- Governments use tax revenue from individuals and businesses to provide public goods and services.

c) explaining how financial institutions channel funds from savers to borrowers;
Private financial institutions
- Include banks, savings and loans, and credit unions
- Receive deposits and make loans
• Encourage saving and investing by paying interest on deposits

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

Terms to know
• global economy: Worldwide markets in which the buying and selling of goods and services by all nations takes place

Reasons that states and nations trade
• To obtain goods and services they cannot produce or cannot produce efficiently themselves
• To buy goods and services at a lower cost or a lower opportunity cost
• To sell goods and services to other countries
• To create jobs

Virginia and the United States specialize in the production of certain goods and services, which promotes efficiency and growth.

Impact of technological innovations
• Innovations in technology (e.g., the Internet) contribute to the global flow of information, capital, goods, and services.
• The use of such technology also lowers the cost of production.

CE.13 The student will demonstrate knowledge of the role of government in the United States economy by
a) examining competition in the marketplace;

Ways the government promotes marketplace competition
• Enforcing antitrust legislation to discourage the development of monopolies
• Engaging in global trade
• Supporting business start-ups

Government agencies that regulate business
• FCC (Federal Communications Commission)
• EPA (Environmental Protection Agency)
• FTC (Federal Trade Commission)
• These agencies oversee the way individuals and companies do business

b) explaining how government provides certain goods and services;

Characteristics of most goods and services provided by government
• Provide benefits to many simultaneously
• Would not likely be available if individuals had to provide them
• Include such things as interstate highways, postal service, and national defense

Ways governments pay for public goods and services
• Through tax revenue
• Through borrowed funds
• Through fees (e.g., park entrance fees)
c) describing the impact of taxation, including an understanding of the reasons for the 16th Amendment, spending, and borrowing;
Government tax increases reduce the funds available for individual and business spending; tax decreases increase funds for individual and business spending.
Increased government borrowing reduces funds available for borrowing by individuals and businesses; decreased government borrowing increases funds available for borrowing by individuals and businesses.
Increased government spending increases demand, which may increase employment and production; decreased government spending reduces demand, which may result in a slowing of the economy.
Increased government spending may result in higher taxes; decreased government spending may result in lower taxes.
The 16th Amendment to the Constitution of the United States of America authorizes Congress to tax personal and business incomes.

d) explaining how the Federal Reserve System acts as the nation’s central bank;
As the central bank of the United States, the Federal Reserve System
- has the duty to maintain the value of the national currency (dollar)
- regulates banks to ensure the soundness of the banking system and the safety of deposits
- manages the amount of money in the economy to try to keep inflation low and stable
- acts as the federal government’s bank.

e) describing the protection of consumer rights and property rights;
Individuals have the right of private ownership, which is protected by negotiated contracts that are enforceable by law.
Government agencies establish guidelines that protect public health and safety.
Consumers may take legal action against violations of consumer rights.

f) recognizing that government creates currency and coins and that there are additional forms of money.
When the United States government issues coins and currency, people accept it in exchange for goods and services because they have confidence in the government.
Government issues money to facilitate this exchange.
The three types of money generally used in the United States are
- coins
- Federal Reserve notes (currency)
- deposits in bank accounts that can be accessed by checks and debit cards.

CE.14 The student will demonstrate knowledge of personal finance and career opportunities by
a) identifying talents, interests, and aspirations that influence career choice;
b) identifying attitudes and behaviors that strengthen the individual work ethic and promote career success;
c) identifying abilities, skills, and education and the changing supply and demand for them in the economy;
d) examining the impact of technological change and globalization on career opportunities;
e) describing the importance of education to lifelong personal finances;
f) examining the financial responsibilities of citizenship, including evaluating common forms of credit, savings, investments, purchases, contractual agreements, warranties, and guarantees.

- Career planning starts with self-assessment.
- Employers seek employees who demonstrate the attitudes and behaviors of a strong work ethic.
- Higher skill and/or education levels generally lead to higher incomes.
- Supply and demand also influence job income.
• Employers seek individuals who have kept pace with technological changes by updating their skills.
• Technological advancements create new jobs in the workplace.
• Technology and information flows permit people to work across international borders. This creates competition from foreign workers for United States jobs but also may create opportunities for United States workers to work for companies based in other countries.
• Being fiscally responsible includes making careful spending decisions, saving and investing for the future, having insurance, keeping to a budget, using credit wisely, as well as understanding how contracts, warranties, and guarantees can protect the individual.
<table>
<thead>
<tr>
<th>Skill</th>
<th>Step 1</th>
<th>Step 2</th>
<th>Step 3</th>
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<tr>
<td>SS2: Use reference sources to gather information about a topic.</td>
<td>Identify valid reference sources</td>
<td>Cite valid reference sources according to rules of citation (MLA)</td>
<td>Extract the main points from reference sources and put these points into your own words.</td>
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<td>SS5: Use maps, diagrams, tables, charts, graphs, and spreadsheets to interpret data.</td>
<td>Identify maps, diagrams, tables, graphs, and spreadsheets based on the definition of each.</td>
<td>Analyze maps, diagrams, tables, graphs, and spreadsheets and be able to extract pieces of information.</td>
<td>Independently analyze and interpret the information given in maps, diagrams, tables, charts, graphs, and spreadsheets.</td>
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<td>SS6: Form and defend positions in writing, discussion and debate</td>
<td>Articulate a personal opinion about a selected issue</td>
<td>Research and summarize, from information gathered in primary and secondary sources, material that would influence opinion on a particular topic.</td>
<td>Articulate and support an informed opinion through verbal or written expression.</td>
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<tr>
<td>SS7: Analyze and evaluate trends in human movement. (Demographics)</td>
<td>Identify facts which would illustrate large-scale human migrations from one region to another.</td>
<td>Brainstorm lists of reasons (economic, social, political) for why people might leave one region, and why they might settle in another.</td>
<td>Based on specific evidence, make generalizations about why large groups of people might leave one area and settle in another.</td>
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<td>SS9: Understand and use basic social science vocabulary.</td>
<td>Identify key social science terms in context.</td>
<td>Define key social studies terms using reference sources.</td>
<td>Apply key social science terms in writing, presentation, and discussion.</td>
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<td>SS10: Understand cause and effect relationships in world events, the economy, government, and individual decision making processes.</td>
<td>Be able to predict possible consequences of actions in personal life.</td>
<td>Given a current event, be able to identify specific consequences that could result from it, and define these events and consequences in terms of cause and effect.</td>
<td>Be able to identify cause and effect in current events, government decisions, and the economy.</td>
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<tr>
<td>CES2: Identify specific social and economic problems and address them with possible solutions.</td>
<td>Students will be able to identify socio-economic phenomena as potential “problems.”</td>
<td>Students will explain why a set of conditions create a problem.</td>
<td>Students will be able to independently develop realistic solutions to problems identified.</td>
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<tr>
<td>CES3: Analyze current events for their impact on the student and the world.</td>
<td>Identify a news article that relates to Civics and/or Economics.</td>
<td>Summarize the key issue or conflict in the news article.</td>
<td>Articulate the personal impact of this article and theorize on its local, state, national, or world impact.</td>
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<tr>
<td>CS1: Review information for accuracy, separating fact from opinion</td>
<td>Identify information that can be checked or verified.</td>
<td>Recognize “clue words” or superlatives that indicate opinion statements.</td>
<td>Distinguish between facts and opinions, making informed decisions on the validity of a statement or a position.</td>
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<td>CS12: Understand and use new vocabulary.</td>
<td>Identify words that are not understood.</td>
<td>Use context clues to guess the meanings of new words, and verify their meanings within a teacher-directed glossary exercise.</td>
<td>Students will incorporate new vocabulary in writing and speaking.</td>
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<td>CS17: Organize and manage information to solve multi-step problems.</td>
<td>Understand what a graphic organizer is. Complete graphic organizers in a teacher-led activity.</td>
<td>Organize information into teacher-provided graphic organizers.</td>
<td>Create or choose a proper graphic organizer to arrange information logically and to make a coherent statement or conclusion.</td>
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