



















Standards of Learning for Virginia and United States Government

Virginia correlation charts are also available on TeacherWorks™ Plus, StudentWorks™ Plus, and glencoe.com.



STANDARD GOVT.1a	Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate mastery of the social studies skills citizenship requires, including the ability to a) analyze primary and secondary source documents;	33, 59, 61, 93, 119, 155, 179, 209, 243, 273, 301, 329, 351, 385, 413, 449, 473, 501, 525, 551, 573, 605, 633, 661, 685, 715, 739,  VA Essentials GOVT.1a	11, 14, 24, 46, 59, 75, 80, 188, 281, 340, 471, 516, 532, 609, 629, 651
STANDARD GOVT.1b	Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate mastery of the social studies skills citizenship requires, including the ability to b) create and interpret maps, diagrams, tables, charts, graphs, and spreadsheets;	7, 20, 38, 45, 49, 57, 64, 65, 66, 77, 86, 88, 97, 104, 110, 115, 125, 126, 127, 129, 130, 143, 159, 162, 164, 174, 183, 185, 190, 217, 222, 225, 231, 233, 235, 246, 276, 278, 282, 287, 294, 297, 306, 314, 316, 332, 338, 368, 388, 390, 401, 426, 427, 430, 434, 442, 455, 456, 459, 477, 488, 489, 494, 495, 496, 510, 516, 521, 539, 544, 549, 557, 561, 567, 568, 569, 582, 585, 591, 601, 609, 612, 624, 629, 646, 652, 666, 671, 674, 692, 703, 705, 708, 719, 723, 725, 733,  VA Essentials GOVT.1b	7, 47, 66, 309, 322, 326, 327, 452, 618, 628
STANDARD GOVT.1c	Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate mastery of the social studies skills citizenship requires, including the ability to c) analyze political cartoons, political advertisements, pictures, and other graphic media;	30, 31, 33, 61, 67, 80, 93, 119, 147, 155, 158, 173, 176, 179, 195, 203, 209, 236, 243, 255, 273, 287, 289, 301, 326, 329, 339, 347, 348, 351, 385, 413, 449, 473, 479, 493, 501, 511, 520, 525, 531, 542, 551, 556, 573, 605, 619, 633, 643, 661, 685, 715, 718, 735, 739,  VA Essentials GOVT.1c	14, 19, 20, 31, 80, 276, 313, 471, 476, 545
STANDARD GOVT.1d	Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate mastery of the social studies skills citizenship requires, including the ability to d) distinguish between relevant and irrelevant information	25, 41, 91, 111, 117, 131, 166, 193, 251, 290, 311, 342, 365, 403, 421, 485, 518, 542, 571, 596, 626, 655, 676, 695, 737,  VA Essentials GOVT.1d	57, 334, 339, 346, 462, 466, 471, 496, 532, 624
STANDARD GOVT.1e	Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate mastery of the social studies skills citizenship requires, including the ability to e) evaluate information for accuracy, separating fact from opinion;	59, 151, 177, 199, 227, 260, 299, 349, 411, 428, 463, 480, 535, 603, 631, 659, 683, 727,  VA Essentials GOVT.1e	58, 59, 280, 334, 339, 346, 462, 496, 532, 651







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STANDARD GOVT.1f		Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate mastery of the social studies skills citizenship requires, including the ability to f) identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions using a decision-making model;		25, 41, 91, 111, 117, 131, 166, 193, 251, 290, 311, 342, 365, 403, 421, 485, 518, 542, 571, 596, 626, 655, 676, 695, 737,  VA Essentials GOVT.1f	80, 82, 107, 188, 280, 340, 466, 512, 545, 591
STANDARD GOVT.1g		Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate mastery of the social studies skills citizenship requires, including the ability to g) select and defend positions in writing, discussion, and debate.		151, 177, 199, 227, 260, 299, 349, 411, 428, 463, 480, 535, 603, 631, 659, 683, 727,  VA Essentials GOVT.1g	13, 16, 21, 57, 79, 80, 82, 107, 176, 177, 188, 280, 285, 340, 347, 462, 466, 480, 512, 535, 545, 582, 587, 592, 600, 620, 646
STANDARD GOVT.2a		Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate knowledge of the political philosophies that shaped the development of Virginia and United States constitutional governments by a) describing the development of Athenian democracy and the Roman republic;		20–21, 689,  VA Essentials GOVT.2a	19
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
The United States constitutional system incorporates democratic elements that were developed in Athens and Rome.	What elements of the United States constitutional system evolved from Athens and Rome?	Democratic elements of the United States constitutional system borrowed from Athens and Rome <ul style="list-style-type: none"> • Athens—Direct democracy • Rome—Indirect democracy/republic 	Create and interpret diagrams, tables, and charts. (GOVT.1b) Distinguish between relevant and irrelevant information. (GOVT.1d) Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions using a decision-making model. (GOVT.1f)

















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STANDARD GOVT.2b		Student Edition/Online Learning Center 	Teacher Edition
<p>The student will demonstrate knowledge of the political philosophies that shaped the development of Virginia and United States constitutional governments by</p> <p>b) explaining the influence of the Magna Carta, the English Petition of Rights, and the English Bill of Rights;</p>		35–40,  VA Essentials GOVT.2b	36, 37
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The United States constitutional system incorporated ideas from the Magna Carta, the English Petition of Rights, and the English Bill of Rights.</p>	<p>What elements of the Constitution of the United States of America are derived from the Magna Carta, the English Petition of Rights, and the English Bill of Rights?</p>	<p>Magna Carta</p> <ul style="list-style-type: none"> • Limited power of the government • Fundamental rights <ul style="list-style-type: none"> – Trial by jury – Due process of law <p>English Petition of Rights</p> <ul style="list-style-type: none"> • Early document supporting idea that men have rights and establishing concept of rule of law • Included basic rights <ul style="list-style-type: none"> – Guarantee of trial by jury – Protection against martial law – Protection against quartering of troops – Protection of private property <p>English Bill of Rights</p> <ul style="list-style-type: none"> • Limited power of the monarch <ul style="list-style-type: none"> – No standing army in peacetime – Free elections – Right of petition – Parliamentary checks on power 	<p>Create and interpret diagrams, tables, and charts. (GOVT.1b)</p> <p>Distinguish between relevant and irrelevant information. (GOVT.1d)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions using a decision-making model. (GOVT.1f)</p>

STANDARD GOVT.2c		Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate knowledge of the political philosophies that shaped the development of Virginia and United States constitutional governments by c) examining the writings of Hobbes, Locke, and Montesquieu;		8–9,  VA Essentials GOVT.2c	8, 23, 36, 40
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Principles of government and law developed by leading European political thinkers—Thomas Hobbes, John Locke, and Montesquieu—may be found in the Constitution of Virginia, the Declaration of Independence, and the Constitution of the United States of America.	What were the fundamental principles of American government and law developed by leading European political thinkers?	<p>Fundamental political principles</p> <ul style="list-style-type: none"> Limited government—John Locke, Thomas Hobbes (Constitution of Virginia, Constitution of the United States of America, Declaration of Independence) Government’s authority coming only from the consent of the governed—John Locke (Declaration of Independence, Constitution of the United States of America) Separation of powers—Montesquieu (Constitution of the United States of America, Constitution of Virginia) 	Analyze primary and secondary source documents. (GOVT.1a) Create and interpret tables and charts. (GOVT.1b)
STANDARD GOVT.2d		Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate knowledge of the political philosophies that shaped the development of Virginia and United States constitutional governments by d) explaining the guarantee of the “rights of Englishmen” set forth in the charters of the Virginia Company of London;		 VA Essentials GOVT.2d	38
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
The charters of the Virginia Company of London extended the rights of Englishmen to the colonists.	Why are charters of the Virginia Company of London significant?	The basic rights of Englishmen were guaranteed to the colonists by the charters of the Virginia Company of London.	Analyze primary and secondary source documents. (GOVT.1a)
STANDARD GOVT.2e		Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate knowledge of the political philosophies that shaped the development of Virginia and United States constitutional governments by e) analyzing the natural rights philosophies expressed in the Declaration of Independence;		46–47,  VA Essentials GOVT.2e	36, 40, 47
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
The Declaration of Independence is an expression of natural rights philosophy.	How are the natural rights philosophies, expressed by John Locke and Jean-Jacques Rousseau, reflected in the Declaration of Independence?	<p>Natural rights philosophies of John Locke and Jean-Jacques Rousseau expressed in the Declaration of Independence</p> <ul style="list-style-type: none"> Rousseau believed that all men are equal. Locke believed that government is based on an agreement between people and their rulers (“social contract”). He felt that people have the right to life, liberty, and property. 	Analyze primary and secondary source documents. (GOVT.1a) Create and interpret tables and charts. (GOVT.1b)





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STANDARD GOVT.2f		Student Edition/Online Learning Center 	Teacher Edition
<p>The student will demonstrate knowledge of the political philosophies that shaped the development of Virginia and United States constitutional governments by</p> <p>f) examining George Mason’s Virginia Declaration of Rights, Thomas Jefferson’s Virginia Statute for Religious Freedom, and James Madison’s leadership role in securing adoption of the Bill of Rights by the First Congress.</p>		58, 64,  VA Essentials GOVT.2f	15, 38, 56, 85, 86, 516
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Virginians played key roles in securing individual liberties.	What role did George Mason, Thomas Jefferson, and James Madison play in the adoption of the Bill of Rights?	<p>Virginia Declaration of Rights—by George Mason</p> <ul style="list-style-type: none"> States that all Virginians should have certain rights, including freedom of religion and the press Basis for the Bill of Rights of the Constitution of the United States of America <p>Virginia Statute for Religious Freedom—by Thomas Jefferson</p> <ul style="list-style-type: none"> States that all people should be free to worship as they please First time religious freedom was protected by law Basis for the First Amendment to the Constitution of the United States of America, which guarantees religious freedom <p>James Madison (“Father of the Constitution”)</p> <ul style="list-style-type: none"> Kept detailed notes during the Constitutional Convention Engineered compromises on the most difficult issues facing the delegates Authored the “Virginia Plan,” which proposed a federal government of three separate branches (legislative, executive, judicial) and became the foundation for the structure of the new government. Authored much of the Bill of Rights 	
STANDARD GOVT.3a		Student Edition/Online Learning Center 	Teacher Edition
<p>The student will demonstrate knowledge of the concepts of democracy by</p> <p>a) recognizing the fundamental worth and dignity of the individual;</p>		354–356,  VA Essentials GOVT.3a	85, 86, 89, 502, 710
STANDARD GOVT.3b		Student Edition/Online Learning Center 	Teacher Edition
<p>The student will demonstrate knowledge of the concepts of democracy by</p> <p>b) recognizing the equality of all citizens under the law;</p>		84–90, 354–357, 398–402, 404–410,  VA Essentials GOVT.3b	85, 86, 89, 710
STANDARD GOVT.3c		Student Edition/Online Learning Center 	Teacher Edition
<p>The student will demonstrate knowledge of the concepts of democracy by</p> <p>c) recognizing majority rule and minority rights;</p>		84–90,  VA Essentials GOVT.3c	21–22, 88–89

STANDARD GOVT.3d		Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate knowledge of the concepts of democracy by d) recognizing the necessity of compromise;		54–56,  VA Essentials GOVT.3d	55, 130
STANDARD GOVT.3e		Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate knowledge of the concepts of democracy by e) recognizing the freedom of the individual.		84–90,  VA Essentials GOVT.3e	85, 86, 89, 710
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Concepts of democracy define and shape the meaning of citizenship.	What concepts define the meaning of democracy as expressed in the United States constitutional system?	<p>Fundamental political concepts</p> <ul style="list-style-type: none"> • Fundamental worth and dignity of the individual: All persons are entitled to life, liberty, and due process under the law. • Equality: All persons are entitled to equal rights and treatment before the law. • Majority rule: The will of the majority as expressed through elections is fundamental to the American system. • Minority rights: The Constitution of the United States protects the rights of the few from oppression. • Compromise: The structure of the United States government necessitates compromise by all sides. • Individual freedom: All persons are born free, equal, and independent. <p>An analysis of current events demonstrates contemporary applications of democratic concepts.</p>	<p>Create and interpret diagrams, tables, and charts. (GOVT.1b)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions using a decision-making model. (GOVT.1f)</p>
STANDARD GOVT.4a		Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate knowledge of the Constitution of the United States of America by a) examining the ratification debates and <i>The Federalist</i> ;		56–58,  VA Essentials GOVT.4a	56, 57, 58
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
The debates over ratification of the Constitution of the United States of America focused on power given to the national government.	How did the amount of power given to the national government polarize the ratification debates?	<p>Ratification debates</p> <ul style="list-style-type: none"> • Nine of thirteen states needed to ratify constitution • Anti-Federalist position <ul style="list-style-type: none"> – Suspicious of a strong central government – Wanted Bill of Rights to protect personal liberties • Federalist position <ul style="list-style-type: none"> – Believed that a strong central government was the best way to protect freedom <p><i>The Federalist</i> was a series of essays supporting adoption of the Constitution of the United States of America.</p>	<p>Analyze primary and secondary source documents. (GOVT.1a)</p> <p>Create and interpret diagrams, tables, and charts. (GOVT.1b)</p>









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STANDARD GOVT.4b		Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate knowledge of the Constitution of the United States of America by b) identifying the purposes for government stated in the Preamble;		64,  VA Essentials GOVT.4b	64, 691
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
The purpose of government is established in the Preamble of the Constitution of the United States of America.	What is the significance of the Preamble of the Constitution of the United States of America?	Purposes for government as stated in the Preamble <ul style="list-style-type: none"> To form a more perfect union To establish justice To ensure domestic tranquillity To provide for the common defense To promote the general welfare To secure the blessings of liberty 	Analyze primary and secondary source documents. (GOVT.1a)
STANDARD GOVT.4c		Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate knowledge of the Constitution of the United States of America by c) examining the fundamental principles upon which the Constitution is based, including the rule of law, consent of the governed, limited government, separation of powers, and federalism;		12–14, 65–67, 220–226,  VA Essentials GOVT.4c	49, 62, 64
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
The Constitution of the United States of America is based on fundamental principles.	What are the fundamental principles contained in the Constitution of the United States of America?	Fundamental principles <ul style="list-style-type: none"> Consent of the governed: People are the only source of governmental power. Limited government: The government may do only those things that the people have given it the power to do. Separation of powers: Government is divided into three branches—legislative, executive, and judicial. Checks and balances: This is a system whereby each branch of government exercises some control on the others. Federalism: In this form of government, powers are divided between the national government and state governments. Rule of law: The Constitution of the United States of America is supreme and all individuals are accountable under the law. 	Analyze primary and secondary source documents. (GOVT.1a) Create and interpret diagrams, tables, and charts. (GOVT.1b)

STANDARD GOVT.4d		Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate knowledge of the Constitution of the United States of America by d) illustrating the structure of the national government as outlined in Article I, Article II, and Article III;		63–67, 68–75, 123–130, 132–137, 138–140, 157–165, 213–219, 275–283,  VA Essentials GOVT.4d	127, 134, 139
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Articles I, II, and III of the Constitution of the United States of America establish three co-equal branches of government.	How does the Constitution of the United States of America organize the national government?	Organization of the national government <ul style="list-style-type: none"> Article I establishes the legislative branch of the national government, setting forth the two houses of Congress to make laws. Article II establishes the executive branch to carry out the laws passed by Congress. Article III creates the United States Supreme Court and empowers Congress to establish lower Federal Courts to interpret the laws. 	Analyze primary and secondary source documents. (GOVT.1a)
STANDARD GOVT.4e		Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate knowledge of the Constitution of the United States of America by e) describing the amendment process.		76–81,  VA Essentials GOVT.4e	77, 78
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
The amendment process provides a way that the Constitution of the United States of America can remain responsive to the needs of a changing nation. To date, there have been 27 amendments to the original Constitution.	What are the procedures to amend the Constitution of the United States of America?	Terms to know Amendment: A formal revision to the Constitution, responding to the needs of a changing nation National amendment procedure (Article V) <ul style="list-style-type: none"> To propose an amendment <ul style="list-style-type: none"> Requires a 2/3 vote of both houses of Congress OR Requires a national convention requested by 2/3 of state legislatures To ratify an amendment <ul style="list-style-type: none"> Approval by 3/4 of state legislatures OR Acceptance by conventions in 3/4 of states 	Analyze primary and secondary source documents. (GOVT.1a)





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STANDARD GOVT.5a	Student Edition/Online Learning Center 	Teacher Edition
<p>The student will demonstrate knowledge of the federal system described in the Constitution of the United States of America by</p> <p>a) explaining the relationship of the state governments to the national government;</p>	<p>95–102, 106–110, 112–116, 458–460,  VA Essentials GOVT.5a</p>	<p>69, 97, 99, 101, 104, 158, 567, 638, 644</p>
STANDARD GOVT.5b	Student Edition/Online Learning Center 	Teacher Edition
<p>The student will demonstrate knowledge of the federal system described in the Constitution of the United States of America by</p> <p>b) describing the extent to which power is shared;</p>	<p>95–102,  VA Essentials GOVT.5b</p>	<p>69, 97, 104, 158</p>
STANDARD GOVT.5c	Student Edition/Online Learning Center 	Teacher Edition
<p>The student will demonstrate knowledge of the federal system described in the Constitution of the United States of America by</p> <p>c) identifying the powers denied state and national governments;</p>	<p>98, 157–165,  VA Essentials GOVT.5c</p>	<p>104</p>

STANDARD GOVT.5d		Student Edition/Online Learning Center 	Teacher Edition
<p>The student will demonstrate knowledge of the federal system described in the Constitution of the United States of America by</p> <p>d) examining the ongoing debate that focuses on the balance of power between state and national governments.</p>		<p>95–102, 106–110, 112–116,  VA Essentials GOVT.5d</p>	<p>74, 97, 99, 101, 104, 105, 107, 644</p>
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The Constitution of the United States of America provides for a federal system of government in which power is shared between the states and the national government.</p>	<p>What is the relationship of the state governments to the national government?</p> <p>How is power divided and shared between the national and state levels of government?</p> <p>What powers are denied to both national and state governments?</p>	<p>The Constitution of the United States of America establishes a federal form of government in which the national government is supreme.</p> <p>The powers not given to the national government by the Constitution of the United States of America are reserved to the states or people (10th amendment).</p> <p>Powers of national government</p> <ul style="list-style-type: none"> Expressed powers—Powers directly stated in the Constitution of the United States of America, such as the power to levy and collect taxes, make war, and regulate trade among the states Implied powers—Powers reserved by the national government but not specifically listed; source for implied powers is the elastic clause, or “necessary and proper” clause (Article I, Sec. 8) Inherent powers—Powers that the national government may exercise simply because it is the national government, such as establishment of diplomatic relations and regulation of immigration <p>Areas where powers are shared</p> <ul style="list-style-type: none"> Taxation Education policy Criminal justice laws <p>Conflicts between the state and national authority in a federal system are found in concurrently held powers.</p> <p>Powers denied to both the national and state governments</p> <ul style="list-style-type: none"> Ex post facto laws Tax on exports <p>Federalism is not a static relationship between levels of government. The distribution of power between the states and the national government is the source of considerable political debate.</p>	<p>Analyze primary and secondary source documents. (GOVT.1a)</p> <p>Create and interpret diagrams, tables, and charts. (GOVT.1b)</p> <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (GOVT.1c)</p> <p>Distinguish between relevant and irrelevant information. (GOVT.1d)</p> <p>Evaluate information for accuracy, separating fact from opinion. (GOVT.1e)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions using a decision-making model. (GOVT.1f)</p>







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STANDARD GOVT.6a		Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate knowledge of local, state, and national elections by a) describing the organization, role, and constituencies of political parties;		23, 220–226, 453–457, 458–462, 492–497,  VA Essentials GOVT.6a	23, 454, 456, 459
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Political parties are organized to win elections. Party factions can control the election process by controlling candidate selection.	How do political parties organize to win elections?	Political parties have national, state, and local organizations. Roles of political parties <ul style="list-style-type: none"> • Select candidates • Raise funds • Conduct campaigns • Identify important issues • Monitor the party in power Each major political party seeks to define itself in ways that win majority support while remaining committed to core principles. The two major parties are coalitions of several factions and interest groups and recognize the importance of conducting campaigns that appeal to voters in the middle of the political spectrum, veering neither too far left nor too far right of the political center. Third parties can form to highlight single issues in a given election or provide a long-term forum for minority views.	Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheets. (GOVT.1b) Analyze political cartoons, political advertisements, pictures, and other graphic media. (GOVT.1c) Distinguish between relevant and irrelevant information. GOVT.1d) Evaluate information for accuracy, separating fact from opinion. (GOVT.1e) Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions using a decision-making model. (GOVT.1f)

STANDARD GOVT.6b		Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate knowledge of local, state, and national elections by b) describing the nomination and election process;		220–226, 464–470, 475–480, 663–668,  VA Essentials GOVT.6b	459, 474, 476, 477, 482, 493, 495
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>At each level of government, candidates for elective office are chosen using a variety of nominating methods.</p> <p>Candidates must appeal to an increasing number of independent voters to win elections.</p>	<p>How do political parties nominate candidates for national, state, and local offices?</p> <p>How do the major political parties select presidential candidates?</p>	<p>Ways individuals may seek nomination for national, state, and local office</p> <ul style="list-style-type: none"> • Caucus • Nominating conventions • Petitions • Direct primary <p>The two major political parties use the national nominating convention to select presidential and vice-presidential candidates.</p> <p>In Virginia, state and local party organizations determine which method of nomination will be used to select candidates. Once nominated, candidates campaign and go before the voters for election to office.</p> <p>Democracy requires that elections be free, honest, and accurate.</p> <p>In Virginia, 17-year-olds can register and vote in special elections or participate in the nominating process if their 18th birthday is on or before the general election.</p>	<p>Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheets. (GOVT.1b)</p> <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (GOVT.1c)</p> <p>Distinguish between relevant and irrelevant information. (GOVT.1d)</p>







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STANDARD GOVT.6c		Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate knowledge of local, state, and national elections by c) examining campaign funding and spending;		475–480,  VA Essentials GOVT.6c	463, 478, 479
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Campaigning for political office is expensive.</p>	<p>How has the high cost of getting elected affected campaign funding and spending?</p>	<p>Laws limit the amount individuals and groups may contribute to federal, state, and local candidates.</p> <p>The Federal Election Campaign Act provides for a system of financing based on three principles:</p> <ul style="list-style-type: none"> • Public funding of presidential elections • Limitations on the amounts presidential and congressional candidates may receive from contributors • Public disclosure of the amount candidates spend to get elected <p>In state and local campaigns, campaign contributions are unlimited but must be reported.</p> <p>Rising campaign costs require candidates to conduct extensive fundraising activities.</p> <p>Increasingly, fundraising is done online.</p>	<p>Create and interpret diagrams, tables, and charts. (GOVT.1b)</p> <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (GOVT.1c)</p> <p>Evaluate information for accuracy, separating fact from opinion. (GOVT.1e)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions using a decision-making model. (GOVT.1f)</p>
STANDARD GOVT.6d		Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate knowledge of local, state, and national elections by d) analyzing the influence of media coverage, campaign advertising, public opinion polls, and Internet-based communications on elections;		475–480, 492–497, 527–534, 543–547,  VA Essentials GOVT.6d	23, 129, 476, 479, 493, 494, 495, 496
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Media coverage, campaign advertising, and opinion polls influence public opinions during a political campaign.</p>	<p>How do media coverage, campaign advertising, and public opinion polls influence national, state, and local elections?</p> <p>How will current and future elections be influenced by the use of Internet-based communications?</p>	<p>Influences on Elections</p> <ul style="list-style-type: none"> • Mass media (including Internet) influence public opinion. • Campaign advertisements are used to persuade and/or mobilize the electorate. • Scientific polling is used to measure public attitudes, target ads, and refine campaign strategies. <p>Internet-based communications</p> <ul style="list-style-type: none"> • Campaign Web sites • E-mail communication with voters • Use of social networking sites and blogging • Online grassroots organizing 	<p>Analyze primary and secondary source documents. (GOVT.1a)</p> <p>Create and interpret diagrams, tables, charts, and spreadsheets. (GOVT.1b)</p> <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (GOVT.1c)</p> <p>Evaluate information for accuracy, separating fact from opinion. (GOVT.1e)</p>

STANDARD GOVT.6e		Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate knowledge of local, state, and national elections by e) examining the impact of reapportionment and redistricting on elections;		125–127,  VA Essentials GOVT.6e	125, 126
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Changes in population and resulting reapportionment have a political effect on legislative membership at the national, state, and local levels.	How do demographic changes lead to reapportionment? What effect does reapportionment have on elections? What are some alternatives to legislative redistricting?	<p>Terms to Know</p> <ul style="list-style-type: none"> Reapportionment: Redistribution of fixed number of seats in a legislative body. (i.e., 435 Congressional seats) Redistricting: Redrawing the boundaries of legislative districts. Gerrymandering: The process of redrawing district boundaries to benefit one political party or group of citizens <p>The Constitution of the United States of America requires reapportionment of Congressional districts following each census.</p> <p>In Virginia, the General Assembly's majority party redraws state and Congressional districts. Some states have removed legislators completely or partially from the process. (i.e., non-partisan commissions)</p> <p>United States Supreme Court cases in the early 1960s established the "one man, one vote" principle.</p>	<p>Create and interpret diagrams, tables, charts, and spreadsheets. (GOVT.1b)</p> <p>Analyze political cartoons. (GOVT.1c)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions using a decision-making model. (GOVT.1f)</p>
STANDARD GOVT.6f		Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate knowledge of local, state, and national elections by f) identifying how amendments extend the right to vote;		481–485,  VA Essentials GOVT.6f	22, 482
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Amendments to the Constitution of the United States of America have extended the right of suffrage.	How have the amendments to the Constitution of the United States of America extended suffrage?	<p>Amendments to the Constitution of the United States of America that extended suffrage</p> <ul style="list-style-type: none"> 15th Amendment—Ensures right to vote regardless of race 17th Amendment—Calls for direct election of United States senators 19th Amendment—Grants women the right to vote 23rd Amendment—Allows voters in Washington, D.C., to vote for President and Vice President 26th Amendment—Gives the right to vote to citizens 18 years and older 	<p>Analyze primary and secondary source documents. (GOVT.1a)</p> <p>Create and interpret diagrams, tables, and charts. (GOVT.1b)</p> <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (GOVT.1c)</p>



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STANDARD GOVT.6g		Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate knowledge of local, state, and national elections by g) analyzing voter turnout;		486–491, 492–497,  VA Essentials GOVT.6g	483, 484, 493, 497, 498, 672
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The extent of engagement in a political campaign can be measured by voter turnout.</p> <p>Noncompetitive races and safe districts lead to voter apathy and lower voter turnout.</p>	What factors influence voter participation?	<p>Influences on voter turnout</p> <ul style="list-style-type: none"> • Campaign issues • Candidates • Voter attitudes toward government • Voter loyalty to political parties • Competitive and noncompetitive races <p>Education, age, and income are important factors in predicting which citizens will vote.</p> <p>More citizens vote in presidential elections than in other national, state, and local contests, but the percentage of Americans voting in presidential elections has been on the decline.</p> <p>A voter’s belief that he/she has little impact on the outcome of an election tends to discourage voter turnout.</p> <p>Voter apathy, dissatisfaction, and the failure to meet voting requirements can contribute to the decline in voting.</p>	<p>Create and interpret diagrams, tables, charts, and spreadsheets. (GOVT.1b)</p> <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (GOVT.1c)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions using a decision-making model. (GOVT.1f)</p>
STANDARD GOVT.6h		Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate knowledge of local, state, and national elections by h) evaluating the degree to which interest groups influence political life;		194–198, 503–507, 508–513,  VA Essentials GOVT.6h	54, 113, 493, 494
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Interest groups help shape legislation by influencing legislators.	How do interest groups influence political life?	<p>Ways interest groups influence political life</p> <ul style="list-style-type: none"> • Stimulate interest in public affairs • Serve as a vehicle for participation in the political process • Advance specific political, social, or economic issues • Contribute to political campaigns <p>The high cost of campaigning increases the influence of interest groups and political action committees (PACs).</p>	<p>Create and interpret diagrams, tables, charts, and spreadsheets. (GOVT.1b)</p> <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (GOVT.1c)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions using a decision-making model. (GOVT.1f)</p>

STANDARD GOVT.6i		Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate knowledge of local, state, and national elections by <ul style="list-style-type: none"> i) participating in simulations of local, state, and/or national elections. 		268–271, 478,  VA Essentials GOVT.6i	54, 66, 74, 79, 85, 460, 476, 478, 672
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Students can learn the importance of the individual's participation in the political process through either direct involvement in campaigns or simulations.	How can students under 18 participate in the democratic process?	Student participation in the democratic process can include: <ul style="list-style-type: none"> • Participating in student elections and school governance • Volunteering in political campaigns • Registering and voting in a primary election (if the student turns 18 on or before the general election) • Participating in classroom and online simulations 	
STANDARD GOVT.7a		Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate knowledge of the organization and powers of the national government by <ul style="list-style-type: none"> a) examining the legislative, executive, and judicial branches; 		68–75, 123–130, 132–137, 138–140, 141–145, 146–150, 157–165, 167–171, 181–203, 204–207, 213–219, 228–232, 234–239, 245–250, 252–259, 275–283, 305–326, 560–564, 566–570, 614–620,  VA Essentials GOVT.7a	70, 71, 74, 82, 127, 134, 139, 144, 156, 159, 168, 183, 185, 187, 202, 276, 306, 615
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
The legislative branch is a bicameral body with committees playing a major role in the legislative process. The Constitution of the United States of America grants both expressed and implied powers to the legislative branch. The executive branch consists of the President, Vice President, and the federal bureaucracy. The organization and powers of the judicial branch are derived from the Constitution of the United States of America and federal law.	How is Congress organized? How are committees organized and what is their purpose? What are the expressed and implied powers? What are the three parts of the executive branch and how are these positions filled? What are the expressed and implied powers of the executive branch? What is the organization and jurisdiction of the federal court system?	<p>The two houses of Congress</p> <ul style="list-style-type: none"> • The Senate: 100 members, with each state having two senators • The House of Representatives: 435 members, with representation based on the population of the state(s) <p>Congressional committees</p> <ul style="list-style-type: none"> • Committees are organized by subject matter. • Because of the large volume of work, committees are essential to the legislative process. <p>Expressed powers of Congress</p> <ul style="list-style-type: none"> • Levy taxes • Borrow money • Regulate commerce • Coin money <p>Implied powers allow Congress to do all things “necessary and proper” to carry out its expressed powers.</p> <p><i>(continued on page VA23)</i></p>	Analyze primary and secondary source documents. (GOVT.1a) Create and interpret maps, diagrams, tables, charts, and spreadsheets. (GOVT.1b) Analyze political cartoons, political advertisements, pictures, and other graphic media. (GOVT.1c)



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(continued from page VA22)



The executive branch is headed by the President and Vice President, who are supported by the Executive Office, the cabinet, and the federal bureaucracy.


Responsibilities of the President and Vice President



- Overseeing the various parts of the executive branch
- Enforcing laws
- Issuing executive ordinances
- Appointing and removing officials
- Making treaties and executive agreements
- Commanding the military



United States Court System

- Supreme Court
 - Nine justices, no jury
 - Hears appeals from lower federal courts and highest state court
 - Has limited original jurisdiction
- United States Court of Appeals
 - Judges, no jury
 - Hears appeals from United States district courts and certain other federal courts and commissions
- United States District Court
 - Judge and jury
 - Tries cases involving federal crimes and federal civil proceedings
 - Does not hear appeals

STANDARD GOVT.7b		Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate knowledge of the organization and powers of the national government by b) analyzing the relationship between the three branches in a system of checks and balances;		65–66, 73–75, 172–176, 185, 186–188, 254–256, 267, 339–341, 614–620,  VA Essentials GOVT.7b	69, 70, 71, 74, 75, 82, 163, 164, 615
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
A constitutional system of checks and balances gives each of the three branches of government ways to limit the powers of the other branches.	How does the system of checks and balances protect against an abuse of power by any one branch of government?	<p>Checks of the legislative branch</p> <ul style="list-style-type: none"> • Over the executive branch <ul style="list-style-type: none"> – To override vetoes – To impeach a President – To approve treaties – To approve presidential appointments • Over the judicial branch <ul style="list-style-type: none"> – To approve federal judges – To impeach judges <p>Checks of the executive branch</p> <ul style="list-style-type: none"> • Over the legislative branch <ul style="list-style-type: none"> – To veto acts of Congress – To call special sessions of Congress • Over the judicial branch <ul style="list-style-type: none"> – To appoint federal judges <p>Checks of the judicial branch</p> <ul style="list-style-type: none"> • Over the legislative branch <ul style="list-style-type: none"> – To declare laws unconstitutional • Over the executive branch <ul style="list-style-type: none"> – To declare executive acts unconstitutional 	Analyze primary and secondary source documents. (GOVT.1a) Create and interpret diagrams, tables, and charts. (GOVT.1b) Analyze political cartoons, political advertisements, pictures, and other graphic media. (GOVT.1c) Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions using a decision-making model. (GOVT.1f)



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STANDARD GOVT.7c		Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate knowledge of the organization and powers of the national government by c) examining the ways individuals and groups exert influence on the national government.		141–145, 146–150, 182, 194–198, 228–232, 234–239, 275–283, 387–391, 503–507, 508–513, 560–564, 566–570,  VA Essentials GOVT.7c	144, 274
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Individuals and groups exert influence on the national government.	How do individuals and groups exert influence on the national government?	<p>Ways individuals influence public policy:</p> <ul style="list-style-type: none"> • Participating in politics (voting, campaigning, seeking office) • Expressing opinions (lobbying, demonstrating, writing letters, blogging, speaking at public meetings, petitioning, meeting with public officials) • Joining interest groups or political parties <p>Ways interest groups/lobbyists influence public policy:</p> <ul style="list-style-type: none"> • Identifying issues • Stimulating interest in public affairs • Working to build a positive image for the group • Organizing individuals of like-minded interests • Providing useful information to government officials • Lobbying to persuade policymakers to share an interest group's point of view • Making political contributions • Monitoring the policymaking and regulatory processes • Organizing communities of like interests 	

STANDARD GOVT.8a		Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate knowledge of the organization and powers of the state and local governments described in the Constitution of Virginia by a) examining the legislative, executive, and judicial branches;		637–639,  VA Essentials GOVT.8a	634–636, 638, 642, 646–647
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The Constitution of Virginia provides for legislative, executive, and judicial branches.</p> <p>Actions taken by state and local government have direct impact on the everyday lives of Virginians.</p>	How are the three branches organized and what are their essential duties?	<p>Branches of Virginia government</p> <ul style="list-style-type: none"> The executive branch consists of three statewide elected officials: <ul style="list-style-type: none"> The Governor, who is the chief executive officer of the state, is responsible for overseeing the state bureaucracy, preparing the biennial state budget, overseeing the execution of state laws and policies, proposing legislation, and appointing cabinet secretaries, the heads of various state agencies, and the members of policy-setting boards and commissions. The Governor can exercise the veto power. Governors serve for a four-year term, but may not serve two consecutive terms. The Lieutenant Governor’s main duty is to preside over the Virginia Senate. The Attorney General’s main function is to be the lawyer for the state. He/she issues non-binding advisory opinions on legal issues and defends the state in legal matters. The legislative branch of Virginia is known as the General Assembly. It is the oldest continuous legislative body in the Americas. The General Assembly is a bicameral (two-house) law-making body. The General Assembly confirms the Governor’s appointments, enacts laws, passes the budget, and levies taxes to fund the budget. <ul style="list-style-type: none"> The Senate consists of 40 members, who serve single-member districts based upon population. Senators are elected to four-year terms. The House of Delegates consists of 100 members representing single-member districts based upon population. Members serve two-year terms. Virginia’s judicial system consists of four levels of courts. Judges are elected by the state legislature for a specific term. <ul style="list-style-type: none"> Supreme Court: Reviews decisions of lower state courts Court of Appeals: Provides a review of lower court decisions and state commissions Circuit Courts: Have original and appellate jurisdiction in civil and criminal cases General District Courts: Have original jurisdiction in misdemeanor cases, traffic cases, and in lesser civil cases Juvenile and Domestic Relations Courts: Have original jurisdiction in cases involving juveniles 	<p>Create and interpret maps, diagrams, tables, and charts. (GOVT.1b)</p> <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (GOVT.1c)</p>







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STANDARD GOVT.8b		Student Edition/Online Learning Center 	Teacher Edition
<p>The student will demonstrate knowledge of the organization and powers of the state and local governments described in the Constitution of Virginia by</p> <p>b) examining the structure and powers of local (county, city, and town) governments;</p>		637–639,  VA Essentials GOVT.8b	460
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Virginia local governments vary in type, form of organization, and responsibilities.	How are local governments in Virginia organized?	<p>Counties, independent cities, and incorporated towns are the three types of local government in Virginia.</p> <p>Cities are separate governmental entities independent of the authority and taxing power of adjoining counties.</p> <p>Incorporated towns are governmentally part of the county in which they are located.</p> <p>Counties and independent cities, as units of local government, adopt and enforce ordinances, set the budget and tax rate, and provide services for their residents.</p> <p>An elected board of supervisors is generally responsible for the legislative and administrative affairs of the county.</p> <p>An elected council is the local legislative body in independent cities and incorporated towns.</p> <p>A city or town manager can be appointed by the council to oversee daily operations of the local government.</p> <p>An elected or appointed school board oversees the operation of the public schools.</p>	<p>Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheets. (GOVT.1b)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions using a decision-making model. (GOVT.1f)</p>

STANDARD GOVT.8c		Student Edition/Online Learning Center 	Teacher Edition
<p>The student will demonstrate knowledge of the organization and powers of the state and local governments described in the Constitution of Virginia by</p> <p>c) analyzing the relationship between state and local governments and the role of regional authorities, governing boards, and commissions;</p>		 VA Essentials GOVT.8c	662
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The authority of local governments in Virginia is derived from the Virginia Constitution and the state government.</p> <p>Regional authorities are political subdivisions of the state and address needs that cross local government boundaries.</p>	<p>What is the relationship between the state and local governments?</p> <p>What is the relationship between regional authorities and commissions and the governing board of localities?</p>	<p>Dillon's Rule: All power of the local government is derived from the state.</p> <p>Counties and cities, as administrative subdivisions of the state, assist in the local implementation of state laws and programs.</p> <p>Regional authorities are created by the General Assembly to serve one or more special functions, such as planning, land use, developing regional transportation facilities, and maintaining water and waste disposal systems, and providing regional facilities, such as parks, libraries, and jails.</p> <p>Boards and commissions establish policy, work collaboratively with government officials, and oversee public institutions such as Virginia's public universities.</p>	<p>Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheets. (GOVT.1b)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions using a decision-making model. (GOVT.1f)</p>







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STANDARD GOVT.8d		Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate knowledge of the organization and powers of the state and local governments described in the Constitution of Virginia by d) examining the ways individuals and groups exert influence on state and local governments;		 VA Essentials GOVT.8d	460
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Individuals and groups influence public policy at the state and local levels.	How do individuals and groups influence policymakers at the state and local levels?	<p>Ways individuals influence public policy:</p> <ul style="list-style-type: none"> • Participating in politics (voting, campaigning, seeking office) • Expressing opinions (lobbying, demonstrating, writing letters, blogging, speaking at public hearings, petitioning, meeting with state and local officials) • Joining interest groups or political parties • Providing officials with accurate and detailed information <p>Ways interest groups influence public policy:</p> <ul style="list-style-type: none"> • Identifying issues • Stimulating interest in public affairs • Working to build a positive image for the group • Organizing individuals of like-minded interests • Providing useful information to government officials • Lobbying to persuade policymakers to share the group's point of view 	
STANDARD GOVT.8e		Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate knowledge of the organization and powers of the state and local governments described in the Constitution of Virginia by e) evaluating the effectiveness of citizen efforts to influence decisions of state and local government by examining historical or contemporary events.		 VA Essentials GOVT.8e	13
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Citizens can exert a powerful influence on the policymaking process at the state and local level. Case studies may be used to evaluate the effectiveness of citizen efforts to influence decisions of state and local governments.	How do individuals and groups successfully exert influence on the policymaking decisions of state and local elected officials? How can case studies be used to evaluate the effectiveness of citizen efforts to influence decisions of state and local governments?	Informed individuals can have a great impact on policymakers. At the state and local levels individuals can influence public policy through <ul style="list-style-type: none"> • Direct participation in public meetings • Personal contact with elected officials • Service on commissions and boards • Membership in interest groups • Advocacy within the community and across Virginia A contemporary or historical case study of a public policy debate provides the opportunity to evaluate the effectiveness of citizen efforts to influence decisions by state and local governments.	Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions using a decision-making model. (GOVT.1f)

STANDARD GOVT.9a		Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate knowledge of the process by which public policy is made by a) examining different perspectives on the role of government;		112–116, 717–721, 722–727,  VA Essentials GOVT.9a	6, 9, 195, 197, 502, 723
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Individuals have different opinions about the role of government in shaping public policy.	How do individuals differ in their opinions about the role of government?	<p>Differences of opinion about the role of government are due primarily to ideology.</p> <p>An ideology is a set of basic beliefs about life, culture, government, and society. A person’s ideology provides a framework for looking at government and public policy. Ideology is shaped by many factors including family, education, religion, socio-economic status, race and ethnicity, gender, and region. Traditionally, American political perspective falls into three broad categories of opinion:</p> <ul style="list-style-type: none"> • Conservative—Generally believes that the role of government should be limited and that free enterprise and initiative should be promoted • Moderate—Generally seeks middle ground between conservative and liberal positions • Liberal—Generally believes that the role of government should be active and that economic opportunity should be promoted <p>Individuals may not always be consistent in their opinions about public policy (e.g., a person may hold conservative views about the economy and liberal views about society).</p>	<p>Create and interpret diagrams, tables, and charts. (GOVT.1b)</p> <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (GOVT.1c)</p> <p>Evaluate information for accuracy, separating fact from opinion. (GOVT.1e)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions using a decision-making model. (GOVT.1f)</p>







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STANDARD GOVT.9b		Student Edition/Online Learning Center 	Teacher Edition
<p>The student will demonstrate knowledge of the process by which public policy is made by</p> <p>b) describing how the national government influences the public agenda and shapes public policy;</p>		<p>112–116, 275–283, 291–298, 336–341, 566–570, 575–583, 584–589, 590–595, 597–602,</p> <p> VA Essentials GOVT.9b</p>	<p>9, 115, 292, 461, 462, 522</p>
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The laws enacted by the national government generally reflect the public agenda that is shaped by individuals, elected officials, political leaders, interest groups, and the print and electronic media.</p>	<p>How does government at the national level influence the public agenda and shape public policy?</p>	<p>Public policy is the action the government takes to address an issue, solve a problem, or meet the needs and wishes of the citizens.</p> <p>Participants in the policy process include elected officials, political leaders, interest groups, the media, and individual citizens.</p> <p>These participants shape the policy agenda and develop public policy by</p> <ul style="list-style-type: none"> • Attending political and governmental meetings • Lobbying • Working in campaigns • Contributing money to candidates and funding causes • Organizing public opinion • Filing a legal challenge • Petitioning government • Demonstrating • Running for office 	<p>Create and interpret diagrams, charts, and graphs. (GOVT.1b)</p> <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (GOVT.1c)</p> <p>Evaluate information for accuracy, separating fact from opinion. (GOVT.1e)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions using a decision-making model. (GOVT.1f)</p>
STANDARD GOVT.9c		Student Edition/Online Learning Center 	Teacher Edition
<p>The student will demonstrate knowledge of the process by which public policy is made by</p> <p>c) describing how the state and local governments influence the public agenda and shape public policy;</p>		<p>112–116, 648–654, 656–658, 663–668, 669–675, 677–683,</p> <p> VA Essentials GOVT.9c</p>	<p>9, 13, 101, 113, 522, 642, 649</p>
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>In Virginia’s state and local governments, the public agenda is shaped by elected officials, political leaders, interest groups, the media, and individual citizens.</p> <p>The legislative acts of the state and local governments affect most directly the everyday life of all Virginians.</p>	<p>How does government at the state and local level shape public policy in Virginia?</p>	<p>State and local government officials and citizens can shape policy through:</p> <ul style="list-style-type: none"> • Direct participation in public meetings • Personal contact with elected officials • Service on boards and commissions • Advocacy within the community and across the state, individually or as a member of an interest group 	


STANDARD GOVT.9d		Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate knowledge of the process by which public policy is made by d) describing the process by which policy is implemented by the bureaucracy at each level;		112–116, 275–283, 568–570, 663–668, 669–675,  VA Essentials GOVT.9d	112–116, 275–283, 568–570, 663–668, 669–675
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Public policy is primarily implemented by bureaucracies at the national, state, and local levels.	How do bureaucracies implement public policy?	At all levels of government, bureaucracies conduct the day-to-day operation of government and carry out public policy. Bureaucracies shape the meaning of laws passed by legislatures through rule-making and help to draft new bills for lawmakers. Some bureaucrats shape policy by providing information and advice to the executive branches of government. Levels of bureaucracy <ul style="list-style-type: none"> • National <ul style="list-style-type: none"> – Cabinet departments – Office of the President – Federal agencies • Virginia <ul style="list-style-type: none"> – Cabinet departments – Office of the Governor – State agencies • Local <ul style="list-style-type: none"> – County/city agencies – Regional authorities 	Create and interpret diagrams, tables, and charts. (GOVT.1b) Analyze political cartoons, political advertisements, pictures, and other graphic media. (GOVT.1c) Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions using a decision-making model. (GOVT.1f)









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STANDARD GOVT.9e		Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate knowledge of the process by which public policy is made by e) describing how individuals, interest groups, and the media influence public policy		36, 79, 101, 120, 136, 182, 194–198, 210, 256, 291–298, 302, 325, 343–348, 352, 407, 450, 478, 503–507, 508–513, 514–517, 527–534, 546–548, 552, 575–583, 584–589, 590–595, 597–602, 634, 663–668, 686,  VA Essentials GOVT.9e	194–198, 291–298, 325, 343–348, 503–507, 508–513, 514–517, 527–534, 546–548, 575–583, 584–589, 590–595, 597–602, 663–668
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Individuals, interest groups, and the media influence public policy.	How do individuals, interest groups, and the media influence policymakers?	<p>Ways individuals influence public policy</p> <ul style="list-style-type: none"> • Participating in politics (voting, campaigning) • Expressing opinions (lobbying, demonstrating, writing letters) • Joining interest groups <p>Ways interest groups influence public policy</p> <ul style="list-style-type: none"> • Identifying issues • Making political contributions • Lobbying government officials <p>Ways the media influences public opinion</p> <ul style="list-style-type: none"> • Giving selective attention to issues • Shaping public opinion by influencing attitudes and beliefs • Providing information to policy-makers 	Analyze political cartoons, political advertisements, pictures, and other graphic media. (GOVT.1c) Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions using a decision-making model. (GOVT.1f)
STANDARD GOVT.9f		Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate knowledge of the process by which public policy is made by f) formulating and practicing a course of action to address local and/or state issues.		201–203, 648–654,  VA Essentials GOVT.9f	101, 104, 108, 113, 114, 187, 191, 197, 202, 588, 666, 670, 672, 678, 679
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Students acquire the knowledge and skills required to influence public policy by studying how others addressed issues of interest in their community or the state.	What knowledge and skills do students need to demonstrate in order to influence public policy?	<p>The student needs to demonstrate the knowledge and skills responsible citizenship requires, including the ability to:</p> <ul style="list-style-type: none"> • Formulate questions about state or local issues • Acquire and analyze information from a variety of print and electronic sources • Evaluate information • Act within a group in a positive manner to resolve conflict and build trust • Communicate a position effectively in writing, discussion, and debate • Implement a course of action • Evaluate the effectiveness of the action 	



STANDARD GOVT.10a		Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate knowledge of the operation of the federal judiciary by a) describing the organization, jurisdiction, and proceedings of federal courts;		117, 161–162, 305–310, 312–317, 320–326, 331–335, 444–447,  VA Essentials GOVT.10a	306, 307, 314, 315, 321, 332, 333, 334, 339, 346
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
The United States has a separate court system whose jurisdiction is derived from the Constitution of the United States of America and federal laws.	Where do the regular federal courts derive their jurisdiction? What is the jurisdiction of each of the federal courts?	Article III of the Constitution of the United States of America and federal laws establish the jurisdiction of the federal courts. Types of jurisdiction <ul style="list-style-type: none"> • Exclusive jurisdiction—Certain cases, such as bankruptcy and federal crimes, can only be tried in federal courts. • Concurrent jurisdiction—Congress allows some cases to be tried in either federal or state courts (e.g., cases between citizens of different states). • Original jurisdiction—the authority of a court to hear a case first • Appellate jurisdiction—the authority of a court to review decisions of the trial court Jurisdiction of regular federal courts <ul style="list-style-type: none"> • Supreme Court—Appellate and limited original • U.S. Court of Appeals—Appellate • U.S. District Courts— Original The Supreme Court of the United States is the court of last resort. It hears appeals from state and special courts.	Analyze primary and secondary source documents. (GOVT.1a) Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheet. (GOVT.1b) Distinguish between relevant and irrelevant information. (GOVT.1d)
STANDARD GOVT.10b		Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate knowledge of the operation of the federal judiciary by b) examining how John Marshall established the Supreme Court as an independent, co-equal branch of government through his opinion in <i>Marbury v. Madison</i> ;		73,  VA Essentials GOVT.10b	75, 158, 307, 341
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
The United States Supreme Court gained recognition as an equal branch of government as a result of John Marshall's judicial strategy.	How did the Supreme Court gain status equal to the other two branches of the federal government?	Prior to the appointment of Chief Justice John Marshall, the Supreme Court had little power. In <i>Marbury v. Madison</i> (1803), Chief Justice Marshall and the Supreme Court first declared an act of Congress unconstitutional, thus establishing the power of judicial review.	Analyze primary and secondary source documents. (GOVT.1a) Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheets. (GOVT.1b) Distinguish between relevant and irrelevant information. (GOVT.1d)





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STANDARD GOVT.10c		Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate knowledge of the operation of the federal judiciary by c) describing how the Supreme Court decides cases;		25, 41, 91, 111, 117, 131, 166, 193, 251, 290, 311, 331–335, 342, 365, 403, 421, 485, 518, 542, 571, 596, 626, 655, 676, 695, 737,  VA Essentials GOVT.10c	306
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
The Supreme Court hears cases and makes decisions based on the opinions of the majority.	How are Supreme Court cases decided?	<p>Steps in deciding cases</p> <ul style="list-style-type: none"> • Briefs—Both sides of the case and any interested parties submit written information summarizing their point of view. • Oral arguments—Lawyers for each side present oral arguments. They are often questioned by the justices regarding their arguments. • Conference—Following oral arguments, justices meet to discuss the merits of a case. The decision of the court is determined by a majority vote. • Opinions—Justices are assigned to write the majority and minority opinions of the court. When all opinions have been written and justices have determined which opinion they will support, the decision is announced in public. Justices who disagree with those opinions may write a dissenting opinion. 	<p>Analyze primary and secondary source documents. (GOVT.1a)</p> <p>Evaluate information for accuracy, separating fact from opinion. (GOVT.1e)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions using a decision-making model. (GOVT.1f)</p>
STANDARD GOVT.10d		Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate knowledge of the operation of the federal judiciary by d) comparing the philosophies of judicial activism and judicial restraint;		80–81, 403,  VA Essentials GOVT.10d	81, 306, 310, 314, 317, 325
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Supporters of the philosophies of judicial activism and judicial restraint disagree regarding the role of the federal judiciary.	How do the philosophies of judicial activism and judicial restraint relate to the federal judiciary's exercising of its authority?	<p>Judicial activists believe federal courts should use the power of judicial review to solve important societal issues. Since justices are not elected, they can make controversial decisions without fear of losing office.</p> <p>Those in favor of judicial restraint argue that the Supreme Court should avoid ruling on constitutional issues whenever possible. When action is necessary, it should decide cases in as narrow a manner as possible.</p>	<p>Analyze primary and secondary source documents. (GOVT.1a)</p> <p>Evaluate information for accuracy, separating fact from opinion. (GOVT.1e)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions using a decision-making model. (GOVT.1f)</p>

STANDARD GOVT.10e		Student Edition/Online Learning Center 	Teacher Edition
<p>The student will demonstrate knowledge of the operation of the federal judiciary by</p> <p>e) evaluating how the judiciary influences public policy by delineating the power of government and safeguarding the rights of the individual.</p>		157–165, 267, 297,  VA Essentials GOVT.10e	308, 310, 322, 337, 338, 340, 346, 347
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The government’s public policy goals are expressed in legislative acts and executive actions that are subject to interpretation and review by the federal judiciary.</p> <p>The judicial philosophy of a President’s appointee to the U.S. Supreme Court can influence the decisions the Court makes.</p>	<p>How does the federal judiciary influence public policy expressed in legislative acts and executive actions?</p>	<p>The U.S. Supreme Court’s exercising of the power of judicial review invalidates legislative acts and executive actions that exceed the scope of powers granted by the U.S. Constitution.</p> <p>Federal courts, by interpreting and applying federal law to specific situations, provide meaning to legislative acts and executive actions.</p> <p>The U.S. Supreme Court defines the limits of government power and protects individual rights from governmental abuse.</p>	





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STANDARD GOVT.11a		Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate knowledge of civil liberties and civil rights by a) examining the Bill of Rights, with emphasis on First Amendment freedoms;		158, 356, 358–364, 366–370, 371–375, 376–382,  VA Essentials GOVT.11a	85
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
The first ten amendments to the Constitution of the United States of America, known as the Bill of Rights, outline American civil liberties.	<p>What is the Bill of Rights?</p> <p>What are the freedoms listed in the First Amendment to the Constitution of the United States of America?</p>	<p>Term to know</p> <p>Civil liberties: Freedoms upon which the government may not infringe</p> <p>The Bill of Rights is composed of the first ten amendments to the Constitution of the United States of America. It guarantees the rights of individuals and expresses limitations on federal and state governments.</p> <p>First Amendment freedoms</p> <ul style="list-style-type: none"> • Religion <ul style="list-style-type: none"> – Government may not establish an official religion, nor endorse, or unduly interfere with the free exercise of religion. • Speech <ul style="list-style-type: none"> – Individuals are free to express their opinions and beliefs. • Press <ul style="list-style-type: none"> – The press is free to gather and publish information, including that which criticizes the government. • Assembly <ul style="list-style-type: none"> – Individuals may peacefully gather. • Petition <ul style="list-style-type: none"> – Individuals have the freedom to make their views known to public officials. <p>Rights of the accused</p> <p>The Bill of Rights protects citizens from</p> <ul style="list-style-type: none"> • Unreasonable search and seizures • Double jeopardy • Self-incrimination • Cruel and unusual punishment 	<p>Analyze primary and secondary source documents. (GOVT.1a)</p> <p>Distinguish between relevant and irrelevant information. (GOVT.1d)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions using a decision-making model. (GOVT.1f)</p>

STANDARD GOVT.11b		Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate knowledge of civil liberties and civil rights by b) analyzing due process of law expressed in the 5th and 14th Amendments;		356–357, 419–420, 436–443,  VA Essentials GOVT.11b	89
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
The right to due process of law is outlined in the 5th and 14th Amendments of the Constitution of the United States of America.	How do the 5th and 14th Amendments to the Constitution of the United States of America protect due process of law?	<p>Two types of due process of law</p> <ul style="list-style-type: none"> • Procedural due process of law—The government must use fair proceedings. • Substantive due process of law—The laws under which the government acts must be constitutional. <p>Amendments protecting due process of law</p> <ul style="list-style-type: none"> • 5th Amendment—Prohibits the national government from acting in an unfair or arbitrary manner • 14th Amendment—Prohibits state and local governments from acting in an unfair or arbitrary manner 	<p>Analyze primary and secondary source documents. (GOVT.1a)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions using a decision-making model. (GOVT.1f)</p>
STANDARD GOVT.11c		Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate knowledge of civil liberties and civil rights by c) explaining selective incorporation of the Bill of Rights;		356–357,  VA Essentials GOVT.11c	310–311
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
The selective incorporation of the Bill of Rights through the 14th Amendment (due process of law clause) greatly enhances the protection of civil rights.	How did the Supreme Court use the 14th Amendment to extend the Bill of Rights protections to state proceedings?	<p>Beginning in the twentieth century, the Supreme Court used the 14th Amendment (due process of law clause) to limit state actions, just as the Bill of Rights limits the national government.</p> <p>The Supreme Court has incorporated in the due process clause all of the provisions of the Bill of Rights except those of the 2nd, 3rd, 7th, and 10th Amendments and the grand jury requirement of the 5th Amendment.</p>	<p>Analyze primary and secondary source documents. (GOVT.1a)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions using a decision-making model. (GOVT.1f)</p>







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STANDARD GOVT.11d		Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate knowledge of civil liberties and civil rights by d) exploring the balance between individual liberties and the public interest;		358–364, 366–370, 377–378, 436–443,  VA Essentials GOVT.11d	85, 86, 89, 516
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
The protection of civil liberties and civil rights, as guaranteed by the Constitution of the United States of America, is balanced by compelling public interest.	How does the public interest influence the liberties and rights of individuals?	Few rights, if any, are considered absolute. Limitations of rights <ul style="list-style-type: none"> • Some forms of speech are not protected (e.g., libel, slander, and obscenity). • Speech that is a “clear and present danger” is not protected (e.g., shouting fire in a crowded building). • The press can be restricted when publication will cause serious and irreparable harm (e.g., national security). 	Analyze primary and secondary source documents. (GOVT.1a)
STANDARD GOVT.11e		Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate knowledge of civil liberties and civil rights by e) explaining every citizen’s right to be treated equally under the law.		398–402, 404–410, 419–420, 436–443,  VA Essentials GOVT.11e	85, 86, 89
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
The equal protection guarantee of the 14th Amendment provides the basis for the safekeeping of civil rights.	How does the equal protection guarantee affect civil rights?	The equal protection clause is contained in the 14th Amendment to the Constitution of the United States of America. The promise of equal protection under the law does not guarantee all people will be treated exactly the same. The government may classify or categorize people into groups for justifiable government goals (e.g., adults under 21 may not purchase alcohol). Applications of the equal protection principle <ul style="list-style-type: none"> • Civil Rights Movement—Congress passed a series of laws outlawing discrimination. • Affirmative Action—The government passed laws and implemented procedures to reverse the effects of years of discrimination primarily against women and minorities. 	Analyze primary and secondary source documents. (GOVT.1a) Create and interpret maps, diagrams, tables, and charts. (GOVT.1b) Analyze political cartoons, pictures, and other graphic media. (GOVT.1c) Evaluate information for accuracy, separating fact from opinion. (GOVT.1e) Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions using a decision-making model. (GOVT.1f)

STANDARD GOVT.12a		Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate knowledge of the role of the United States in a changing world by <ul style="list-style-type: none"> a) describing the responsibilities of the national government for foreign policy and national security; 		257–259, 607–613, 614–620, 621–625, 627–630,  VA Essentials GOVT.12a	607, 608, 611, 622, 624, 629, 698
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
American foreign policy consists of the official positions and actions that the national government takes in its relationships with other countries.	How are foreign policy decisions made and implemented? How are American interests safeguarded at home and abroad?	The President has primary responsibility for making foreign policy; the President can negotiate, persuade, apply economic pressure, and threaten military intervention. Foreign policy powers of other branches <ul style="list-style-type: none"> • Congress has the power to declare war and to appropriate funds. • The Senate has the power to confirm ambassadors and to ratify treaties. • The Supreme Court has the power to interpret treaties. Key agencies in the foreign policy arena <ul style="list-style-type: none"> • State Department • National Security Council • Foreign Service • Department of Defense • Central Intelligence Agency Public opinion, special interests, international organizations, and foreign countries influence foreign policy and national security issues. The President is the Commander in Chief of the armed forces. Conventional diplomacy, foreign aid, economic sanctions, and military intervention abroad serve to protect American interests and promote national security.	Create and interpret diagrams, tables, and charts. (GOVT.1b) Analyze political cartoons, political advertisements, pictures, and other graphic media. (GOVT.1c) Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions using a decision-making model. (GOVT.1f)







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STANDARD GOVT.12b		Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate knowledge of the role of the United States in a changing world by b) assessing the role played by national interest in shaping foreign policy and promoting world peace;		16–17, 607–613, 627–630, 702–706,  VA Essentials GOVT.12b	611, 612, 613, 616, 698
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
United States foreign policy priorities reflect American political values.	How does the national interest shape foreign policy decisions?	<p>Foreign policy goals</p> <ul style="list-style-type: none"> • Fulfilling a commitment to preserve a peaceful world • Promoting democratic values • Protecting nations from aggression • Encouraging market-oriented economies and free trade • Safeguarding the global environment • Advancing international cooperation <p>Making foreign policy decisions requires balancing competing or contradictory foreign policy goals.</p>	<p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (GOVT.1c)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions using a decision-making model. (GOVT.1f)</p>
STANDARD GOVT.12c		Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate knowledge of the role of the United States in a changing world by c) examining the relationship of Virginia and the United States to the global economy;		26–30, 557, 732–736,  VA Essentials GOVT.12c	733, 735–736
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Total world production is greater when nations specialize in the production of those products that can be produced most efficiently.</p> <p>The economies of Virginia and the United States depend on resources and markets around the world for the production and sale of goods and services.</p>	What is the nature of the relationship of Virginia and the United States to the global economy?	<p>Virginia and United States businesses have become multinational in their quest for resources, markets, and profits.</p> <p>International trade provides Virginia and the United States with goods and services for which they do not possess an absolute or comparative advantage.</p> <p>Virginia and the United States benefit when they produce goods and services for which they have a comparative advantage and trade for other items.</p>	<p>Create and interpret maps, diagrams, tables, and charts. (GOVT.1b)</p> <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (GOVT.1c)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions using a decision-making model. (GOVT.1f)</p>

STANDARD GOVT.12d		Student Edition/Online Learning Center 	Teacher Edition
<p>The student will demonstrate knowledge of the role of the United States in a changing world by</p> <p>d) examining recent foreign policy and international trade initiatives since 1980.</p>		<p>611–613, 627–630, 704–706, 710–712, 732–736,</p> <p> VA Essentials GOVT.12d</p>	<p>612, 613, 615, 628, 698, 709, 730, 736</p>
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The United States continues to face challenges to its security and economic well-being in the post-Cold War era.</p> <p>In recent decades the national government has worked to reduce barriers to international trade.</p>	<p>What challenges shaped American foreign policy in the post-Cold War world?</p> <p>How has the national government worked to promote fair and free trade throughout the world?</p>	<p>Recent initiatives addressing foreign policy challenges</p> <ul style="list-style-type: none"> • Trade with China • Human rights abuses • Nuclear and biological arms control • The future of NATO • Curbing drug traffic • Global environment <p>United States trade agreements</p> <ul style="list-style-type: none"> • North American Free Trade Agreement (NAFTA)—A free-trade zone (Canada, Mexico, and the United States) intended to eliminate trade barriers, promote fair competition, and increase investment opportunities • World Trade Organization (WTO)—Was established in 1995. Its role is administering trade agreements, handling disputes, and providing a venue for negotiating among its member nations. 	<p>Create and interpret maps, diagrams, tables, and charts. (GOVT.1b)</p> <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (GOVT.1c)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions using a decision-making model. (GOVT.1f)</p>
STANDARD GOVT.13a		Student Edition/Online Learning Center 	Teacher Edition
<p>The student will demonstrate knowledge of how governments and economies in Mexico, the United Kingdom, and the People's Republic of China compare with government and economy in the United States by</p> <p>a) describing the distribution of governmental power;</p>		<p>20, 246, 689–694, 696–698,</p> <p> VA Essentials GOVT.13a</p>	<p>19, 190, 452, 688, 694, 697, 730</p>
STANDARD GOVT.13b		Student Edition/Online Learning Center 	Teacher Edition
<p>The student will demonstrate knowledge of how governments and economies in Mexico, the United Kingdom, and the People's Republic of China compare with government and economy in the United States by</p> <p>b) explaining the relationship between the legislative and executive branches;</p>		<p>20, 689–690, 692, 694, 696–698,</p> <p> VA Essentials GOVT.13b</p>	<p>688, 694</p>





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STANDARD GOVT.13c		Student Edition/Online Learning Center 	Teacher Edition
<p>The student will demonstrate knowledge of how governments and economies in Mexico, the United Kingdom, and the People's Republic of China compare with government and economy in the United States by</p> <p>c) comparing the extent of participation in the political process;</p>		696–698,  VA Essentials GOVT.13c	538, 688, 694
STANDARD GOVT.13d		Student Edition/Online Learning Center 	Teacher Edition
<p>The student will demonstrate knowledge of how governments and economies in Mexico, the United Kingdom, and the People's Republic of China compare with government and economy in the United States by</p> <p>d) comparing the degree of government involvement in the economies.</p>		26–30, 717–721, 722–727, 728–731, 733,  VA Essentials GOVT.13d	11, 27, 28, 280, 568, 688, 694, 723, 724, 730
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Governments organize their institutions to serve the fundamental purposes for which government is established.</p> <p>Participation in the political process reflects the degree to which governmental power is limited.</p> <p>Economies have different degrees of government involvement.</p>	<p>How are constitutional governments typically organized?</p> <p>How does participation in the political process reflect restraints on the power of government?</p>	<p>The two most common ways to organize institutions of the central government</p> <ul style="list-style-type: none"> A federal system of government (United States and Mexico)—Powers are shared between levels of government; powers are separated and shared among the branches of the national government. A unitary system of government (the United Kingdom and the People's Republic of China)—All governmental power is vested in the central government, which may choose to delegate some of its authority; this type of government often has a parliamentary system. The legislative branch holds both legislative and executive powers. The executive is chosen by the legislature. <p>Limited governments have restraints on power and encourage broad-based participation in the political process.</p> <p>Governments of unlimited power (authoritarian governments) place no limits on the power wielded by one person or small group.</p> <p>Economies</p> <ul style="list-style-type: none"> Mexico—Market economy with government ownership of some major industries United Kingdom—Generally market economy and private ownership of property People's Republic of China—Command economy with an increasing importance for markets 	<p>Create and interpret diagrams, tables, and charts. (GOVT.1b)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions using a decision-making model. (GOVT.1f)</p>

STANDARD GOVT.14a		Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate knowledge of economic systems by a) identifying the basic economic questions encountered by all economic systems;		26–30, 108, 158–161, 189–191, 234–238, 555–559, 648–654, 669–675, 722–726, 728–731,  VA Essentials GOVT.14a	11, 161, 283, 568, 730
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Every society must answer three basic economic questions.	What are the basic economic questions every society must answer?	<p>Basic economic questions</p> <ul style="list-style-type: none"> • What goods and services should be produced? • How should they be produced? • For whom are they produced? <p>How a society answers these questions determines the type of economy it has.</p>	<p>Create and interpret maps, diagrams, tables, and charts. (GOVT.1b)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions using a decision-making model. (GOVT.1f)</p>







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STANDARD GOVT.14b		Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate knowledge of economic systems by b) comparing the characteristics of traditional, free market, command, and mixed economies, as described by Adam Smith and Karl Marx;		18–21, 26–30, 575–583, 717–721,  VA Essentials GOVT.14b	27, 28, 29, 280, 283, 697, 730
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
The type of economy is determined by the amount of government involvement in economic decision-making.	What are the basic characteristics of traditional, free market, command, and mixed economies?	<p>Traditional economy</p> <ul style="list-style-type: none"> Economic decisions are based on custom and historical precedent. People often perform the same type of work as their parents and grandparents, regardless of ability or potential. <p>Free market</p> <ul style="list-style-type: none"> A free market economy is characterized by private ownership of property/resources, profit, competition, consumer sovereignty, and individual choice. Adam Smith was one of the founders of free-market capitalism. <p>Command economy</p> <ul style="list-style-type: none"> A command economy is characterized by central ownership of property/resources, a centrally-planned economy, and lack of consumer choice. Karl Marx provided the ideological foundation for communist/centrally-planned economies. <p>Mixed economy</p> <ul style="list-style-type: none"> Individuals and businesses make decisions for the private sector. Government makes decisions for the public sector. Government’s role is greater than in a free-market economy. Most economies today are mixed economies. 	<p>Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheets. (GOVT.1b)</p> <p>Distinguish between relevant and irrelevant information. (GOVT.1d)</p> <p>Evaluate information for accuracy, separating fact from opinion. (GOVT.1e)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions using a decision-making model. (GOVT.1f)</p>

STANDARD GOVT.14c		Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate knowledge of economic systems by c) evaluating the impact of the government's role in the economy on individual economic freedoms;		26–30, 63–67, 108–109, 158–161, 178–191, 234–238, 560–564, 566–570, 575–583, 590–595, 648–654, 656–658, 717–721,  VA Essentials GOVT.14c	23, 29, 175, 277, 280, 568, 594, 699, 710, 719, 720, 723, 724
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Maintaining freedom of choice in the marketplace is the basis of the free-enterprise system. Government plays a limited but important role in the protection of individual economic freedoms.</p> <p>Individuals have the right to the basic economic freedoms enjoyed in a free market society. The government is responsible for protecting those freedoms.</p>	<p>What are some economic freedoms?</p> <p>What is the government's role in protecting these freedoms?</p>	<p>Economic freedoms of individuals</p> <ul style="list-style-type: none"> • Ability to earn money • Right to purchase property • Right to spend incomes on goods and services • Right to choose occupations or change jobs • Right to make choices about where to save and how much • Right to open new businesses <p>The government has created certain consumer protection laws and agencies.</p>	<p>Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheets. (GOVT.1b)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions using a decision-making model. (GOVT.1f)</p>
STANDARD GOVT.14d		Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate knowledge of economic systems by d) explaining the relationship between economic freedom and political freedom;		18–21, 26–30, 63–67, 84–90, 575–583, 648–654,  VA Essentials GOVT.14d	29, 694, 699, 723, 724, 730
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>A strong relationship exists between the economic and political freedoms enjoyed by citizens of free and authoritarian nations.</p>	<p>To what degree are economic freedoms and political freedoms related in democratic and authoritarian nations?</p>	<p>The degree of economic freedom in a nation tends to be directly related to the degree of political freedom its citizens enjoy.</p> <p>Democratic nations</p> <ul style="list-style-type: none"> • High degree of economic freedom • High degree of political freedom <p>Authoritarian nations</p> <ul style="list-style-type: none"> • Limited economic freedom • Limited political freedom 	<p>Distinguish between relevant and irrelevant information. (GOVT.1d)</p> <p>Evaluate information for accuracy, separating fact from opinion. (GOVT.1e)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions using a decision-making model. (GOVT.1f)</p>





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STANDARD GOVT.14e		Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate knowledge of economic systems by e) examining productivity and the standard of living as measured by key economic indicators.		234–238, 717–721,  VA Essentials GOVT.14e	173, 724, 730
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Formulation of economic policies requires an understanding of accurate measures of the economy's performance.	What are the key economic indicators?	<p>Indicators of economic performance</p> <ul style="list-style-type: none"> Gross Domestic Product (GDP) is the total dollar value of all final goods and services produced in a year. Consumer price index measures the monthly price changes of sample consumer goods and services. Unemployment rate is the percentage of the labor force without jobs. Balance of trade is the difference in dollar value of imports and exports. Stock market averages are select groups of stocks whose performance is averaged, and over time the averages serve as an indicator for the market. <p>Productivity is the amount of output per unit of input over a period of time.</p> <p>Productivity and standards of living are generally higher in economies that have limited government planning and control of the economy.</p>	<p>Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheets. (GOVT.1b)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions using a decision-making model. (GOVT.1f)</p>
STANDARD GOVT.15a		Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate knowledge of the United States market economy by a) assessing the importance of entrepreneurship, the profit motive, and economic independence to the promotion of economic growth;		18–21, 26–30, 575–583, 677–682,  VA Essentials GOVT.15a	29, 283, 718
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The entrepreneur sees an economic need and tries to fill it.</p> <p>Profit is an entrepreneur's reward for taking a risk and succeeding.</p> <p>Entrepreneurs must have the freedom to start new business ventures but must accept the responsibilities of that freedom.</p>	<p>What is entrepreneurship?</p> <p>What is profit?</p> <p>What is the relationship between entrepreneurship and economic independence?</p>	<p>Entrepreneurship is the organizational abilities and risk-taking involved in starting a new business or introducing a new product.</p> <p>Entrepreneurs must be willing to take risks, handle rejection, survive financial uncertainty, and make personal sacrifices.</p> <p>Profit is the difference between the revenue received from the sale of a good or service and the costs of providing that good or service.</p> <p>Economic structures that provide freedom of choice encourage and possess higher levels of entrepreneurship.</p>	<p>Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheets. (GOVT.1b)</p> <p>Analyze political cartoons, pictures, and other graphic media. (GOVT.1c)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions using a decision-making model. (GOVT.1f)</p>

STANDARD GOVT.15b		Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate knowledge of the United States market economy by b) comparing the types of business organizations;		505–507,  VA Essentials GOVT.15b	282
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
There are three basic ways that businesses organize to earn profits.	What are the basic types of profit-seeking business structures?	<p>Types of profit-seeking business structures</p> <ul style="list-style-type: none"> • Proprietorship—A form of business organization with one owner who takes all the risks and all the profits. • Partnership—A form of business organization with two or more owners who share the risks and the profits. • Corporation—A form of business organization that is authorized by law to act as a legal person regardless of the number of owners. <p>In a corporation, owners share in the profit and limit their liability to the amount of their investment.</p>	<p>Create and interpret maps, diagrams, tables, and charts. (GOVT.1b)</p> <p>Distinguish between relevant and irrelevant information. (GOVT.1d)</p>
STANDARD GOVT.15c		Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate knowledge of the United States market economy by c) describing the factors of production;		26–30, 717–721,  VA Essentials GOVT.15c	51, 718, 719
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
The production of goods and services depends on four basic categories of resources which are interdependent in the production process.	What are the four basic resources (factors of production), and how are they interdependent?	<p>Factors of production</p> <ul style="list-style-type: none"> • Labor, also called human resources, is any form of human effort used in the production of goods and services. • Capital is human-made resources (tools, buildings, equipment) used in the production of other goods and services. • Natural resources are those items provided by nature that are used in the production of goods and services. • An entrepreneur is the risk-taker who organizes the other resources for production. <p>All production depends on natural resources, which need capital for conversion to usable goods and labor to make the conversion.</p>	<p>Create and interpret diagrams, tables, and charts. (GOVT.1b)</p> <p>Distinguish between relevant and irrelevant information. (GOVT.1d)</p>





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STANDARD GOVT.15d		Student Edition/Online Learning Center 	Teacher Edition				
The student will demonstrate knowledge of the United States market economy by d) explaining the interaction of supply and demand;		26–30,  VA Essentials GOVT.15d	27–28				
Essential Understandings	Essential Questions	Essential Knowledge			Essential Skills		
The interaction of supply and demand in a market economy determines price.	How do supply and demand interact to determine price?	Demand	<i>Definition</i> Willingness and ability to buy various quantities of a good or service at various prices	<i>Laws</i> Law of Demand—Quantity demanded varies inversely to price: If all else remains equal, the lower the price, the higher the quantity demanded, and the higher the price, the lower the quantity demanded.	<i>Determinants</i> Factors other than price influencing demand: substitutes, complements, number of demanders, consumer preference, income	<i>Equilibrium</i> Equilibrium is the point where supply and demand balance each other; below this point is a shortage, and above this point is a surplus.	Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheets. (GOVT.1b) Analyze political cartoons, political advertisements, pictures, and other graphic media. (GOVT.1c)
		Supply	<i>Definition</i> Willingness and ability to provide various quantities of a good or service at various prices	<i>Laws</i> Law of Supply—Quantity supplied varies directly with price: If all else remains equal, the lower the price, the lower the quantity supplied, and the higher the price, the higher the quantity supplied.	<i>Determinants</i> Factors other than price influencing supply: number of producers, technology, government policies, productivity of resources	<i>Equilibrium</i> Equilibrium is the point where supply and demand balance each other; below this point is a shortage, and above this point is a surplus.	

STANDARD GOVT.15e		Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate knowledge of the United States market economy by e) illustrating the circular flow of economic activity;		555–559, 590–595,  VA Essentials GOVT.15e	51
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Households, firms, and government are interdependent in a market economy. Resources, goods and services, and money constantly flow in a market economy.	How do households, firms, and the government interact to sustain the operation of a market economy?	The interaction of households, firms, and the government are referred to as the circular flow of economic activity: <ul style="list-style-type: none"> • Households, owners of the factors of production, sell those resources to firms. • Firms use the resources to produce goods and services that households want. • Households use the money from the sale of resources to purchase goods and services. • Firms use the money from the sale of goods and services to buy more productive resources. • Government taxation policies and regulations may speed up or slow down the flow of resources, goods and services, and money in a market economy. 	Create and interpret maps, diagrams, charts, and spreadsheets. (GOVT.1b) Distinguish between relevant and irrelevant information. (GOVT.1d) Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions using a decision-making model. (GOVT.1f)





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STANDARD GOVT.15f		Student Edition/Online Learning Center 	Teacher Edition
<p>The student will demonstrate knowledge of the United States market economy by</p> <p>f) analyzing global economic trends and the relationship of Virginia and the United States to the global economy.</p>		619, 677–682,  VA Essentials GOVT.15f	39
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The economies of individual nations are interdependent.</p> <p>The economy of the United States depends on resources and markets around the world for the production and sale of goods and services.</p> <p>Total world production is greater when nations specialize in the production of those products that they can produce most efficiently.</p>	<p>How have enhanced information flows created an expansion of markets for businesses and consumers worldwide?</p> <p>How does technology facilitate working across borders?</p> <p>How does changing worldwide supply and demand for limited natural resources affect their prices?</p> <p>How does immigration affect the supply of labor in the United States?</p> <p>What is a trade deficit?</p> <p>Who are the major trading partners for Virginia and the United States?</p>	<p>United States businesses have become multinational in their quest for productive resources, markets, and profits. United States firms may move factories to other countries to reduce costs (off-shoring).</p> <p>Advances in technology allow businesses to get skilled work such as engineering and accounting done by people who remain in their home countries (outsource). This increases the supply of workers and holds wages and cost of production down. Immigration brings workers into the country and increases the supply of labor.</p> <p>As foreign countries develop and grow, they demand more products and natural resources, such as oil, pushing up prices.</p> <p>When the United States imports more goods and services than it exports, the difference is the trade deficit.</p> <p>Canada, Mexico, the European Union, China, and Japan are the major trading partners of the United States.</p>	<p>Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheets. (GOVT.1b)</p> <p>Analyze political cartoons, pictures, and other graphic media. (GOVT.1c)</p> <p>Distinguish between relevant and irrelevant information. (GOVT.1d)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions using a decision-making model. (GOVT.1f)</p>

STANDARD GOVT.16a		Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate knowledge of the role of government in the Virginia and United States economies by a) analyzing the impact of fiscal and monetary policies on the economy;		228–232, 560–564, 566–570,  VA Essentials GOVT.16a	173, 175
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Two major instruments for influencing economic activity are monetary and fiscal policies.	How do monetary and fiscal policies influence economic activity?	<p>Changes in fiscal and monetary policies can stimulate or slow the economy.</p> <p>The Federal Reserve System serves as the United States' central bank.</p> <p>The Federal Reserve Board controls monetary policy by changing the availability of loanable funds or adjusting interest rates.</p> <p>Three instruments of monetary policy are reserve requirements, discount rates, and open-market operations.</p> <p>The government can use fiscal policies, which are changes in taxing, changes in spending, and the issue of government bonds, to influence economic activity.</p>	<p>Analyze primary and secondary source documents. (GOVT.1a)</p> <p>Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheets. (GOVT.1b)</p> <p>Analyze political cartoons, pictures, and other graphic media. (GOVT.1c)</p> <p>Distinguish between relevant and irrelevant information. (GOVT.1d)</p> <p>Evaluate information for accuracy, separating fact from opinion. (GOVT.1e)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions using a decision-making model. (GOVT.1f)</p>













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STANDARD GOVT.16b		Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate knowledge of the role of government in the Virginia and United States economies by b) describing the creation of government-provided goods and services that are not readily produced by the market;		505–507, 555–559, 560–564, 566–570, 575–583, 584–589, 590–595, 597–602, 648–654, 669–675, 677–682,  VA Essentials GOVT.16b	183, 202, 203, 719
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Many public goods and services would not be available if they were not provided by the government.	What are the characteristics of public goods and services provided by government? Why and how does the government provide certain goods and services?	Government-provided public goods and services, sometimes called collective goods and services, benefit many but would not be available to everyone if individuals had to provide them. Taxes and/or fees pay for the production of government-provided goods and services. Examples of goods and services provided by the government <ul style="list-style-type: none"> • Infrastructure • Public health and safety • Public schools Reasons why government provides public goods and services <ul style="list-style-type: none"> • It is more efficient. • The goods or services may benefit individuals other than the purchaser. • The value of the goods or services is greater than the individual consumer could afford. • It promotes economic equity. 	Distinguish between relevant and irrelevant information. (GOVT.1d) Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions using a decision-making model. (GOVT.1f)

STANDARD GOVT.16c		Student Edition/Online Learning Center 	Teacher Edition
<p>The student will demonstrate knowledge of the role of government in the Virginia and United States economies by</p> <p>c) examining environmental issues, property rights, contracts, consumer rights, labor-management relations, and competition in the marketplace;</p>		<p>167–171, 505–507, 575–583, 584–589, 648–654, 669–675,  VA Essentials GOVT.16c</p>	<p>278, 652, 670, 681, 710, 719</p>
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Protecting the environment is a public service.</p> <p>Property rights of an individual are relative and limited.</p> <p>Contracts are legally binding.</p> <p>The United States government creates laws and agencies to regulate production and exchange activities, conduct research, and establish guidelines for consumer rights and safety. The government can also intervene in labor-management relations and can regulate competition in the marketplace.</p>	<p>How does the government protect the environment?</p> <p>What is the role of the government in protecting property rights?</p> <p>What is the role of the government in the enforcement of legal contracts?</p> <p>How does the government protect consumer rights?</p> <p>What is the government's role in labor-management relations?</p> <p>How does the government regulate marketplace competition?</p>	<p>The government sets regulations, levies fees, and subsidizes reduction efforts to ensure that the producer pays all costs of pollution.</p> <p>Individuals have the right of private ownership, which is protected by negotiated contracts that are enforceable by law. However, the rights of a society as a whole rank above those of the individual.</p> <p>Individuals enter into agreements (contracts) with one another to buy and sell goods and services. Whether written or oral, these agreements are legally binding.</p> <p>Governmental agencies have been created to protect consumer safety and against fraud and deception:</p> <ul style="list-style-type: none"> • Consumer Product Safety Commission—Ensures safety of products other than food, drugs, and cosmetics • Food and Drug Administration— Ensures the safety of food, drugs, and cosmetics <p>The government can intervene in labor-management relations and can regulate competition in the marketplace.</p>	<p>Analyze primary and secondary source documents. (GOVT.1a)</p> <p>Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheets. (GOVT.1b)</p> <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (GOVT.1c)</p> <p>Distinguish between relevant and irrelevant information. (GOVT.1d)</p> <p>Evaluate information for accuracy, separating fact from opinion. (GOVT.1e)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions using a decision-making model. (GOVT.1f)</p>











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STANDARD GOVT.16d		Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate knowledge of the role of government in the Virginia and United States economies by d) understanding the types and purposes of taxation.		42–47, 108–109, 189–191, 555–559, 656–658, 669–675,  VA Essentials GOVT.16d	51, 675
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
The governments of Virginia and the United States finance the operation of government through the taxes that are collected from individuals and corporations.	<p>What are the purposes of taxes collected by government on the state and federal levels?</p> <p>What types of taxes are collected by both levels of government?</p>	<p>Power to Tax</p> <ul style="list-style-type: none"> • First among the expressed powers of Congress • Income taxes paid by individuals and corporations are the largest single source of revenue today • The power to tax is used to raise revenue; it is also used to regulate or discourage some activities <p>Types of Taxes</p> <ul style="list-style-type: none"> • Income tax—16th Amendment • Individual income tax • Corporate income tax • Payroll taxes • Customs duties • Sales tax • Real and personal property taxes • Proportional tax (flat tax) 	Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions using a decision-making model. (GOVT.1f)
STANDARD GOVT.17a		Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate knowledge of the role of personal character traits that facilitate thoughtful and effective participation in civic life by a) practicing trustworthiness and honesty;		621–625, 627–630,  VA Essentials GOVT.17a	399, 408
STANDARD GOVT.17b		Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate knowledge of the role of personal character traits that facilitate thoughtful and effective participation in civic life by b) practicing courtesy and respect for the rights of others;		53–58, 84–90, 355–357, 358–364, 366–370, 371–375, 376–382, 398–402, 404–410,  VA Essentials GOVT.17b	55, 57, 253, 265
STANDARD GOVT.17c		Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate knowledge of the role of personal character traits that facilitate thoughtful and effective participation in civic life by c) practicing responsibility, accountability, and self-reliance;		84–90, 167–171, 172–176, 487–491,  VA Essentials GOVT.17c	70, 202, 203
STANDARD GOVT.17d		Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate knowledge of the role of personal character traits that facilitate thoughtful and effective participation in civic life by d) practicing respect for the law;		84–90, 142, 160, 167–171, 315, 340, 355–357, 358–364, 378, 398–402, 404–410, 415–421, 665,  VA Essentials GOVT.17d	22, 70, 253, 265

STANDARD GOVT.17e		Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate knowledge of the role of personal character traits that facilitate thoughtful and effective participation in civic life by e) practicing patriotism;		42–47, 475–479, 481–484, 487–491,  VA Essentials GOVT.17e	43, 70, 517
STANDARD GOVT.17f		Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate knowledge of the role of personal character traits that facilitate thoughtful and effective participation in civic life by f) practicing financial responsibility.		158–161, 189–192, 566–570,  VA Essentials GOVT.17f	183, 202, 203, 236
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Thoughtful and effective participation in civic life depends upon the exercise of good citizenship.	What are the characteristics of a good citizen?	Characteristics of good citizens <ul style="list-style-type: none"> • Trustworthiness and honesty • Courtesy • Respect for the rights of others • Responsibility • Accountability • Self-reliance • Respect for the law • Patriotism • Financial responsibility 	
STANDARD GOVT.18a		Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate that thoughtful and effective participation in civic life is characterized by a) obeying the law and paying taxes;		189–192, 415–421, 422–427, 429–435, 656–658,  VA Essentials GOVT.18a	51, 65, 396, 423
STANDARD GOVT.18b		Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate that thoughtful and effective participation in civic life is characterized by b) serving as a juror;		665,  VA Essentials GOVT.18b	65, 420, 433
STANDARD GOVT.18c		Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate that thoughtful and effective participation in civic life is characterized by c) participating in the political process;		42–47, 63–68, 84–90, 114–115, 120, 123–130, 132–137, 138–140, 167–171, 172–176, 181–188, 194–198, 234–238, 275–283, 302, 398–402, 404–410, 453–457, 458–462, 464–470, 475–479, 481–484, 487–491,  VA Essentials GOVT.18c	22, 38, 57, 65, 70, 77, 144, 359, 396







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STANDARD GOVT.18d		Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate that thoughtful and effective participation in civic life is characterized by d) performing public service;		22, 23, 84–90, 146–150, 220–226, 228–232, 256, 284–289, 450, 453–457,  VA Essentials GOVT.18d	65, 70, 77, 113, 247, 396, 420
STANDARD GOVT.18e		Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate that thoughtful and effective participation in civic life is characterized by e) keeping informed about current issues;		146–150, 181–188, 228–232, 275–283, 284–289, 404–410, 475–479, 487–491, 527–534, 536–541, 543–549, 677–682,  VA Essentials GOVT.18e	38, 57, 65, 70, 77, 113, 144, 152, 224, 225, 359, 367, 396, 405
STANDARD GOVT.18f		Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate that thoughtful and effective participation in civic life is characterized by f) respecting differing opinions in a diverse society.		53–58, 84–90, 114–115, 228–232, 358–364, 366–370, 371–375, 527–534,  VA Essentials GOVT.18f	55, 77, 253, 265, 359, 367
STANDARD GOVT.18g		Student Edition/Online Learning Center 	Teacher Edition
The student will demonstrate that thoughtful and effective participation in civic life is characterized by g) practicing personal and fiscal responsibility.		555–559, 560–564, 566–570,  VA Essentials GOVT.18g	38, 65, 183
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Thoughtful and effective participation in civic life is essential to the nation's well-being.	What duties are expected of all citizens?	<p>Duties of responsible citizens</p> <ul style="list-style-type: none"> • To obey the law • To pay taxes • To serve as jurors • To register and vote • To perform public service • To keep informed • To respect the opinions of others • To practice personal and fiscal responsibility 	

STANDARD GOVT.19a		Student Edition/Online Learning Center 	Teacher Edition
The student will explain the meaning of citizenship in the United States and how it relates to American civic life by <ul style="list-style-type: none"> a) explaining how citizenship confers full membership in the American constitutional system; 		84–90, 95–102, 194–198, 355–357, 387–391, 392–397, 481–484, 487–491,  VA Essentials GOVT.19a	65, 85, 356, 394
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Citizenship confers full membership in the American constitutional system.	What are the benefits of citizenship?	To participate fully in civic and political life, individuals must be citizens of the United States and residents of their respective state and locality. Privileges reserved to citizens include: <ul style="list-style-type: none"> • Voting • Serving on a jury • Running for office 	
STANDARD GOVT.19b		Student Edition/Online Learning Center 	Teacher Edition
The student will explain the meaning of citizenship in the United States and how it relates to American civic life by <ul style="list-style-type: none"> b) recognizing that American citizenship is defined by shared political and civic beliefs and values; 		22–24, 35–40, 42–47, 63–68, 84–90, 387–391, 392–397, 415–421, 481–484, 487–491,  VA Essentials GOVT.19b	36, 38, 43, 65, 85, 356
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
The American people come from different ethnic origins and different countries, but are united as Americans by the basic principles of a republican form of government, including limited government, individual rights to life, liberty, and the pursuit of happiness, and equality under the law.	What are the shared political and civic beliefs and values of the American people?	Shared Political and Civic Beliefs and Values <ul style="list-style-type: none"> • Popular sovereignty • Equal justice under the law • Equality of all peoples • Individual rights and liberties • Patriotism • Limited government • Representative government 	

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STANDARD GOVT.19c		Student Edition/Online Learning Center 	Teacher Edition
The student will explain the meaning of citizenship in the United States and how it relates to American civic life by c) describing how Americans are citizens of their locality, state, and nation;		84–90, 95–102, 114–115, 355–357, 392–397, 481–484,  VA Essentials GOVT.19c	38, 85, 96, 97, 104, 105, 356
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
American citizens are citizens of the nation, their individual state, and the locality in which they reside.	How are Americans both citizens of the United States and their state and localities?	American citizenship provides individuals full political and civic participation in the state or locality in which they reside. Certain requirements prescribing the length of time an individual must live in a community can impact such privileges as running for office and voting. Some privileges of citizenship can be denied for certain crimes. Certain individuals maintain their official residency in areas in which they do not currently reside. (i.e., active duty military)	
STANDARD GOVT.19d		Student Edition/Online Learning Center 	Teacher Edition
The student will explain the meaning of citizenship in the United States and how it relates to American civic life by d) recognizing that non-citizens can become citizens.		84–90, 392–397,  VA Essentials GOVT.19d	389, 390, 393
Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Citizenship is obtained by birth and through naturalization.	How can non-citizens obtain citizenship?	Non-citizens gain citizenship through the naturalization process. Congress determines the requirements for citizenship. Current requirements include: <ul style="list-style-type: none"> • A period of continuous residence in the United States • An ability to read, write, speak, and understand words in ordinary usage in the English language • Belief in the principles of the Constitution • Good moral character Requirements are not the same for all applicants to obtain citizenship. (i.e., active duty military, spouses of citizens)	