

First Nine Weeks

Grade: 12

Subject: US Government

Year: 2016-2017

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary
	STANDARD GOVT.1 a, b, c, d, e, f, g	<p>The student will demonstrate mastery of the social studies skills responsible citizenship requires, including the ability to</p> <p>a) analyze primary and secondary source documents;</p> <p>b) create and interpret maps, diagrams, tables, charts, graphs, and spreadsheets;</p> <p>c) analyze political cartoons, political advertisements, pictures, and other graphic media;</p> <p>d) distinguish between relevant and irrelevant information;</p> <p>e) evaluate information for accuracy, separating fact from opinion;</p> <p>f) identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model;</p> <p>g) select and defend positions in writing, discussion, and debate.</p>		
10 Day Unit (1)	<p>The student will demonstrate knowledge of the political philosophies that shaped the development of Virginia and United States constitutional government by</p> <p>a) describing the development of Athenian democracy and the Roman republic.</p>	<p>Democratic elements of the United States constitutional system borrowed from Athens and Rome</p> <ul style="list-style-type: none"> • Athens: Direct democracy • Rome: Indirect (representative) democracy, republic 		<p>Direct Democracy</p> <p>Indirect Democracy</p>

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(2)	STANDARD GOVT.2b TSW knowledge of the political philosophies that shaped the development of Virginia and United States constitutional government by b) influence of the Magna Carta, the English Petition of Rights, English Bill of Rights.	Magna Carta <ul style="list-style-type: none"> • Limited power of government • Fundamental rights <ul style="list-style-type: none"> – Trial by jury – Due process of law English Petition of Rights <ul style="list-style-type: none"> • Early document supporting the idea that men have rights and establishing the concept of rule of law • Included basic rights: <ul style="list-style-type: none"> – Guarantee of trial by jury – Protection against marshal law – Protection against quartering of troops – Protection of private property English Bill of Rights <ul style="list-style-type: none"> • Limited power of the monarch • No standing army in peacetime • Free elections • Right of petition • Parliamentary checks on power 		Due Process Trial by Jury
10 Days (2)	STANDARD GOVT.2c The student will demonstrate knowledge of the political philosophies that shaped the development of Virginia and United States constitutional government by c) examining the writings of Hobbes, Locke, and Montesquieu.	Fundamental political principles <ul style="list-style-type: none"> • Limited government: John Locke (Constitution of Virginia, Constitution of the United States, Declaration of Independence) • Government's authority coming only from the consent of the governed: Thomas Hobbes, John Locke (Declaration of Independence, Constitution of the United States) • Separation of powers: Montesquieu (Constitution of the United States, Constitution of Virginia) 		Limited Government

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10 Days (1)	STANDARD GOVT.2d The student will demonstrate knowledge of the political philosophies that shaped the development of Virginia and United States constitutional government by d) explaining the guarantee of the “rights of Englishmen” set forth in the charters of the Virginia Company of London.	The basic rights of Englishmen were guaranteed to the colonists by the charters of the Virginia Company of London.		
10 Days (1)	STANDARD GOVT.2e The student will demonstrate knowledge of the political philosophies that shaped the development of Virginia and United States constitutional government by e) analyzing the natural rights philosophies expressed in the Declaration of Independence.	Natural rights philosophies of John Locke and Jean-Jacques Rousseau expressed in the Declaration of Independence <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. 		
10 Day (1)	STANDARD GOVT.2f The student will demonstrate knowledge of the political philosophies that shaped the development of Virginia and United States constitutional government by 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.	Virginia Declaration of Rights, by George Mason <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 Virginia Statute for Religious Freedom, by Thomas Jefferson <ul style="list-style-type: none"> • States that all people should be free to worship as they please • First time religious freedom was protected by law • Basis for the First Amendment to the Constitution of the United States, which guarantees religious freedom 		Virginia Plan

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	STANDARD GOVT.2f – continued--	<p>James Madison, “Father of the Constitution”</p> <ul style="list-style-type: none"> • Kept detailed notes during the Constitutional Convention • Engineered compromises on the most difficult issues facing the delegates • Authored the “Virginia Plan,” which proposed a federal government of three separate branches (legislative, executive, and judicial) and became the foundation for the structure of the new government. • Authored much of the Bill of Rights 		
10 Day Unit (2)	<p>SOL 3: The student will demonstrate knowledge of the concepts of democracy by</p> <ol style="list-style-type: none"> recognizing the fundamental worth and dignity of the individual; recognizing the equality of all citizens under the law; recognizing majority rule and minority rights; recognizing the necessity of compromise; recognizing the freedom of the individual. 	<p>Fundamental concepts of democracy</p> <ul style="list-style-type: none"> • Fundamental worth and dignity of the individual: All persons are entitled to life, liberty, and due process under the law. • Equality: All persons are entitled to equal rights and treatment under the law. • Majority rule: The will of the majority as expressed through elections is fundamental to the American system. • Minority rights: The Constitution of the United States protects the rights of the few from oppression. • Compromise: The structure of the United States government necessitates compromise by all sides. • Individual freedom: All persons are born free, equal, and independent. <p>An analysis of current events demonstrates contemporary applications of these democratic concepts.</p>		<p>Equality Majority Rule Minority rights Compromise</p>
5 Days	<p>The student will demonstrate knowledge of the Constitution of the United States by</p> <ol style="list-style-type: none"> examining the ratification debates and <i>The Federalist</i>.(4.a) 	<p>Ratification debates</p> <ul style="list-style-type: none"> • Nine of thirteen states were needed to ratify the Constitution. • Anti-Federalist position – Suspicious of a strong central government 		Federalist Papers

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	(4.a) continued--	<ul style="list-style-type: none"> – Wanted Bill of Rights to protect personal liberties • Federalist position – 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.</p>		
SOL 4=5 Days	STANDARD GOVT.4b The student will demonstrate knowledge of the Constitution of the United States by b) identifying the purposes for government stated in the Preamble.	<p>Purposes for government as stated in the Preamble</p> <ul style="list-style-type: none"> • To form a more perfect union • To establish justice • To ensure domestic tranquility • To provide for the common defense • To promote the general welfare • To secure the blessings of liberty 		
SOL 4=5 Days	STANDARD GOVT.4c The student will demonstrate knowledge of the Constitution of the United States by c) examining the fundamental principles upon which the Constitution of the United States is based, including the rule of law, consent of the governed, limited government, separation of powers, and federalism.	<p>Fundamental principles</p> <ul style="list-style-type: none"> • Consent of the governed: People are the only source of governmental power. • Limited government: The government may do only those things that the people have given it the power to do. • Separation of powers: Government is divided into three branches — the legislative, executive, and judicial. • Checks and balances: This is a system whereby each branch of government exercises some control over the others. <ul style="list-style-type: none"> • Federalism: In this form of government, powers are divided between the national government and state governments. • Rule of law: The Constitution of the United States is supreme, and all Individuals are accountable under the law. 		

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SOL 4=5 Days	STANDARD GOVT.4d The student will demonstrate knowledge of the Constitution of the United States by d) illustrating the structure of the national government outlined in Article I, Article II, and Article III.	Organization of the national government <ul style="list-style-type: none"> • Article I establishes the legislative branch of the national government by setting forth the two houses of Congress to make laws. • Article II establishes the executive branch to carry out the laws passed by Congress. • Article III creates the United States Supreme Court and empowers Congress to establish lower Federal Courts to interpret the laws. 		
SOL 4=5 Days	STANDARD GOVT.4e The student will demonstrate knowledge of the Constitution of the United States by e) describing the amendment process.	Terms to know <ul style="list-style-type: none"> • amendment: A formal revision to the Constitution, responding to needs of a changing nation National amendment procedure (Article V) <ul style="list-style-type: none"> • Proposing an amendment <ul style="list-style-type: none"> – requires a two-thirds vote of both houses of Congress <i>or</i> – requires a national convention requested by two-thirds of the state legislatures. • Ratifying an amendment <ul style="list-style-type: none"> – requires approval by three-fourths of the state legislatures <i>or</i> – requires acceptance by conventions in three-fourths of the states. 		Amendment
SOL 5=10 Days	STANDARD GOVT.5a, b, c, d The student will demonstrate knowledge of the federal system described in the Constitution of the United States by	The Constitution of the United States establishes a federal form of government in which the national government is supreme. The powers not given to the national government by the Constitution of the United States are reserved to the states or people (10th Amendment).		

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary
	<p>a) explaining the relationship of the state governments to the national government;</p> <p>b) describing the extent to which power is shared;</p> <p>c) identifying the powers denied state and national governments;</p> <p>d) examining the ongoing debate that focuses on the balance of power between state and national governments.</p>	<p>Powers of national government</p> <ul style="list-style-type: none"> • Expressed powers are those directly stated in the Constitution of the United States, such as the power to levy and collect taxes, make war, and regulate trade among the states. • Implied powers are those reserved by the national government but not specifically listed; the source for implied powers is the elastic clause or “necessary and proper” clause (Article I, Sec. 8). • Inherent powers are those that the national government may exercise simply because it is the national government, such as establishment of diplomatic relations and regulation of immigration. <p>Areas where powers are shared</p> <ul style="list-style-type: none"> • Taxation • 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>SOL 6 10 Days</p>	<p>STANDARD GOVT.6a The student will demonstrate knowledge of local, state, and national elections by</p> <p>a) describing the organization, role, and constituencies of political parties.</p>	<p>Political parties have national, state, and local organizations.</p> <p>Roles of political parties</p> <ul style="list-style-type: none"> • Select candidates • Raise funds • Conduct campaigns • Identify important issues 		

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		<ul style="list-style-type: none"> • Monitor the party in power <p>Each major political party seeks to define itself in ways that wins majority support while remaining committed to core principles.</p> <p>The two major parties are coalitions of several factions and interest groups and recognize the importance of conducting campaigns that appeal to voters in the middle of the political spectrum, veering neither too far left nor too far right of the political center.</p> <p>Third parties could form to highlight single issues in a given election or provide a long-term forum for minority views.</p>		
SOL 6 10 Days	STANDARD GOVT.6b The student will demonstrate knowledge of local, state, and national elections by b) describing the nomination and election process.	<p>Ways individuals may seek nomination for national, state, and local offices</p> <ul style="list-style-type: none"> • Caucus • Nominating convention • Petition • Direct primary <p>The two major political parties use a national nominating convention to select presidential and vice-presidential candidates.</p> <p>In Virginia, state and local party organizations determine which method of nomination will be used to select candidates. Once nominated, candidates campaign and go before the voters for election to office.</p> <p>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>		

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SOL 6 10 Days	STANDARD GOVT.6c The student will demonstrate knowledge of local, state, and national elections by c) examining campaign funding and spending.	Laws limit the amount individuals and groups may contribute to federal, state, and local candidates. The Federal Election Campaign Act • Provides for a system of financing based on three principles: – Public funding of presidential elections – Limitations on the amounts presidential and congressional candidates may receive from contributors – Public disclosure of the amounts candidates spend to get elected In state and local campaigns, campaign contributions received by a candidate are unlimited but must be reported. Rising campaign costs require candidates to conduct extensive fundraising activities. Increasingly, fundraising is done online.		
SOL 6 10 Days	STANDARD GOVT.6d 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.	Influences on elections • 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. • Internet-based communications include – campaign Web sites – e-mail communications with voters – use of social networking sites and blogging – online grassroots organizing.		

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SOL 6 10 Days	STANDARD GOVT.6e The student will demonstrate knowledge of local, state, and national elections by e) examining the impact of reapportionment and redistricting on elections.	<p>Terms to know</p> <ul style="list-style-type: none"> • reapportionment: Redistribution of the fixed number of seats in a legislative body (e.g., the 435 Congressional seats) • redistricting: Redrawing the boundaries of legislative districts • gerrymandering: The process of redrawing district boundaries to benefit one political party or group of citizens <p>The Constitution of the United States 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 (e.g., by using non-partisan commissions).</p> <p>United States Supreme Court cases in the early 1960s established the “one man, one vote” principle.</p>		Reapportionment Redistricting Gerrymander
SOL 6 10 Days	STANDARD GOVT.6f The student will demonstrate knowledge of local, state, and national elections by f) identifying how amendments extend the right to vote.	<p>Amendments to the Constitution of the United States that extended suffrage</p> <ul style="list-style-type: none"> • The 15th Amendment ensures right to vote regardless of race. • The 17th Amendment provides for direct election of United States senators. • The 19th Amendment grants women the right to vote. • The 23rd Amendment allows voters in Washington, D.C., to vote for president and vice president. • The 26th Amendment gives the right to vote to citizens 18 years old and older. 		

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SOL 6 10 Days	STANDARD GOVT.6g The student will demonstrate knowledge of local, state, and national elections by g) analyzing voter turnout.	<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 was on the decline until the 2008 election.</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 failure to meet voting requirements can contribute to decline in voting.</p>		
SOL 6 10 Days	STANDARD GOVT.6h The student will demonstrate knowledge of local, state, and national elections by h) evaluating the degree to which 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>		

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SOL 6 10 Days	STANDARD GOVT.6i The student will demonstrate knowledge of local, state, and national elections by i) participating in simulations of local, state, and/or national elections.	Student participation in the democratic process can include the following: <ul style="list-style-type: none"> • Participating in student elections and school governance • Volunteering to work 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. 		

Second Nine Weeks

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary
7a 7Days	<p>STANDARD GOVT.7a</p> <p>The student will demonstrate knowledge of the organization and powers of the national government by</p> <p>a) examining the legislative, executive, and judicial branches.</p>	<p>The two houses of Congress</p> <ul style="list-style-type: none"> • The Senate: 100 members, with each state having two senators • The House of Representatives: 435 members, with each state’s representation based on the population <p>Congressional committees</p> <ul style="list-style-type: none"> • Committees are organized by subject matter. • Because of the large volume of work, committees are essential to the legislative process. <p>Expressed powers of Congress</p> <ul style="list-style-type: none"> • Levy taxes • Borrow money • Regulate commerce • Coin money <p>Implied powers of Congress allow it to do all things “necessary and proper” to carry out its expressed powers.</p> <p>The executive branch is headed by the president and vice president, who are supported by the Executive Office, the Cabinet, and the federal bureaucracy.</p> <p>Responsibilities of the president and vice president</p> <ul style="list-style-type: none"> • 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 		

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	STANDARD GOVT.7a-continued--	<p>United States court system</p> <ul style="list-style-type: none"> • Supreme Court: <ul style="list-style-type: none"> – Nine justices, no jury – Hears appeals from lower federal courts and highest state courts – Has limited original jurisdiction • United States Court of Appeals: <ul style="list-style-type: none"> – Judges, no jury – Hears appeals from United States district courts and certain other federal courts and commissions • United States District Court: <ul style="list-style-type: none"> – Judge, with or without jury – Tries cases involving federal crimes and federal civil proceedings – Does not hear appeals 		
7b 2days	STANDARD GOVT.7b The student will demonstrate knowledge of the organization and powers of the national government by b) analyzing the relationships among the three branches in a system of checks and balances.	<p>Checks of the legislative branch</p> <ul style="list-style-type: none"> • over the executive branch: <ul style="list-style-type: none"> – To override presidential vetoes – To impeach and convict a president – To approve treaties – To approve presidential appointments • over the judicial branch: <ul style="list-style-type: none"> – To approve federal judges/justices – To impeach and convict judges/justices <p>Checks of the executive branch</p> <ul style="list-style-type: none"> • over the legislative branch: <ul style="list-style-type: none"> – To veto acts of Congress – To call special sessions of Congress • over the judicial branch: <ul style="list-style-type: none"> – To appoint federal judges/justices 		

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary
	STANDARD GOVT.7b-continued	<p>Checks of the judicial branch</p> <ul style="list-style-type: none"> • over the legislative branch: <ul style="list-style-type: none"> – To declare laws to be unconstitutional • over the executive branch: <ul style="list-style-type: none"> – To declare executive actions to be unconstitutional 		
7c 1Day	STANDARD GOVT.7c 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.	<p>Ways individuals influence public policy</p> <ul style="list-style-type: none"> • Participating in politics (e.g., voting, campaigning, seeking office) • Expressing opinions (e.g., lobbying, demonstrating, writing letters, blogging, speaking at public meetings, petitioning, meeting with public officials) • Joining interest groups or political parties <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 likeminded 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 		

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SOL 8 3days	<p>STANDARD GOVT.8a</p> <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>a)examining the legislative, executive, and judicial branches.</p>	<p>Branches of Virginia government</p> <ul style="list-style-type: none"> • The executive branch consists of three state wide 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 veto power. Governors serve 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 nonbinding 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. It 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. 		

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary
SOL 8 3Days	STANDARD GOVT.8a (continued) 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.	<ul style="list-style-type: none"> • Virginia’s judicial branch 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 reviews lower court decisions and state commissions. – Circuit courts have original and appellate jurisdiction in civil and criminal cases. – General district courts have original jurisdiction in misdemeanor traffic cases and lesser civil cases. – Juvenile and domestic relations courts have original jurisdiction in cases involving juveniles. 		
SOL 8 3Days	STANDARD GOVT.8b The student will demonstrate knowledge of the organization and powers of the state and local governments described in the Constitution of Virginia by b) examining the structure and powers of local governments: county, city, and town.	<p>Counties, independent cities, and incorporated towns are the three types of local government in Virginia. Cities are separate governmental entities, independent of the authority and taxing power of adjoining counties. 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 their own 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>		

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	STANDARD GOVT.8b – continued--	<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>		
SOL 8 3 Days	<p>STANDARD GOVT.8c</p> <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 roles of regional authorities, governing boards, and commissions.</p>	<p>Dillon’s Rule: All power of the local government is derived from the state. 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 for regional land use, transportation, water and waste-disposal systems, and 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>		
SOL 8 3Days	<p>STANDARD GOVT.8d</p> <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>d) examining the ways individuals and groups exert influence on state and local governments.</p>	<p>Ways individuals influence public policy</p> <ul style="list-style-type: none"> • Participating in politics (e.g., voting, campaigning, seeking office) • Expressing opinions (e.g., lobbying, demonstrating, writing letters, blogging, speaking at public hearings, petitioning, meeting with state and local officials) • Joining interest groups or political parties • Providing officials with accurate and detailed information 		

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	STANDARD GOVT.8d - continued	<p>Ways 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 likeminded interests • Providing useful information to government officials • Lobbying to persuade policymakers to share the group’s point of view 		
SOL 8 3 Days	STANDARD GOVT.8e 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 governments by examining historical or contemporary events.	<p>Informed individuals can have a great impact on policymakers. At the state and local levels, individuals can influence public policy through</p> <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. <p>A contemporary or historical case study of a public policy debate provides the opportunity to evaluate the effectiveness of citizen efforts to influence decisions of state and local governments.</p>		
3 Days	STANDARD GOVT.9a The student will demonstrate knowledge of the process by which public policy is made by a) examining different perspectives on the role of government.	<p>Differences of opinion about the role of government are due primarily to ideology. 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.</p>		Liberal Conservative

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	STANDARD GOVT.9a – continued--	<p>Traditionally, American political perspective falls into three broad categories of opinion:</p> <ul style="list-style-type: none"> • Conservative opinion generally believes that the role of government should be limited and that free enterprise and initiative should be promoted. • Moderate opinion generally seeks middle ground between conservative and liberal positions. • Liberal opinion generally believes that the role of government should be active and that economic opportunity should be promoted. <p>Individuals may not always be consistent in their opinions about public policy. For example, a person may hold conservative views about the economy and liberal views about society.</p>		
	<p>STANDARD GOVT.9b 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>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 influence the public agenda and shape public policy by</p> <ul style="list-style-type: none"> • attending political and governmental meetings • lobbying • working in campaigns • contributing money to candidates and funding causes • organizing public opinion • filing legal challenges • petitioning government • demonstrating • running for office. 		

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	STANDARD GOVT.9c The student will demonstrate knowledge of the process by which public policy is made by c) describing how the state and local governments influence the public agenda and shape public policy.	State and local government officials and individual citizens can shape policy through <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 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.	At all levels of government, the 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 		
	STANDARD GOVT.9e The student will demonstrate knowledge of how public policy is made by e) analyzing how individuals, interest groups, and the media influence public policy.	Ways individuals influence public policy <ul style="list-style-type: none"> • Participating in politics (e.g., voting, campaigning) • Expressing opinions (e.g., lobbying, demonstrating, writing letters) • Joining interest groups 		

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary
	STANDARD GOVT.9e - continued	<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 attitudes and beliefs • Providing information to policymakers 		
	STANDARD GOVT.9f The student will demonstrate knowledge of how public policy is made by f) formulating and practicing a course of action to address local and/or state issues.	<p>Students need to demonstrate the knowledge and skills responsible citizenship requires, including the ability to</p> <ul style="list-style-type: none"> • formulate questions about state and/or local issues • acquire and analyze information from a variety of print and electronic sources • evaluate information • act within a group in a positive manner to resolve conflict and build trust • communicate a position effectively in writing, discussion, and debate • implement a course of action • evaluate the effectiveness of the action. 		
SOL 10/4 Days	STANDARD GOVT.10a The student will demonstrate knowledge of the operation of the federal judiciary by a) describing the organization, jurisdiction, and proceedings of federal courts.	<p>Article III of the Constitution of the United States and federal laws establish the jurisdictions of the federal courts.</p> <p>Types of jurisdiction</p> <ul style="list-style-type: none"> • Exclusive jurisdiction: Certain cases, such as bankruptcy and federal crimes, can be tried only 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). 		Jurisdiction

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary
	STANDARD GOVT.10a - continued	<ul style="list-style-type: none"> • Original jurisdiction is the authority of a court to hear a case first. • Appellate jurisdiction is the authority of a court to review decisions of a trial court. <p>Jurisdiction of regular federal courts</p> <ul style="list-style-type: none"> • U.S. Supreme Court: Appellate and limited original • U.S. Court of Appeals: Appellate • U.S. District Court: Original <p>The Supreme Court of the United States is the court of last resort. It hears appeals from federal, state, and special courts.</p>		
1 Day	STANDARD GOVT.10b 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> .	Prior to the appointment of Chief Justice John Marshall, the Supreme Court had little power. In <i>Marbury v. Madison</i> (1803), Chief Justice John Marshall and the Supreme Court for the first time declared an act of Congress unconstitutional, thus establishing the power of judicial review.		
1 Day	STANDARD GOVT.10c The student will demonstrate knowledge of the operation of the federal judiciary by c) describing how the Supreme Court decides cases.	<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 points of view. • Oral arguments: Lawyers for each side present oral arguments. They are often questioned by the justices regarding their arguments. • Conference: Following oral arguments, justices meet to discuss the merits of the case. The decision of the court is determined by a majority vote. 		Arguments Opinions Activists

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary
	STANDARD GOVT.10c - continued	<ul style="list-style-type: none"> Opinions: Justices are assigned to write the majority and minority opinions of the court. When all opinions have been written and the justices have determined which opinion they will support, the decision is announced in public. A justice who disagrees with that opinion may write a dissenting opinion. 		
	STANDARD GOVT.10d The student will demonstrate knowledge of the operation of the federal judiciary by d) comparing the philosophies of judicial activism and judicial restraint.	<p>Judicial activists believe federal courts should use the power of judicial review to resolve important societal issues. Since justices are not elected, they can make controversial decisions without fear of losing office. Those in favor of judicial restraint argue that the Supreme Court should avoid ruling on constitutional issues whenever possible. When action is necessary, the Court should decide cases in as narrow a manner as possible.</p>		
1 Day	STANDARD GOVT.10e The student will demonstrate knowledge of the operation of the federal judiciary by e) evaluating how the judiciary influences public policy by delineating the power of government and safeguarding the rights of the individual.	<p>The U.S. Supreme Court's exercise of the power of judicial review can invalidate legislative acts and executive actions that exceed the scope of powers granted by the U.S. Constitution. Federal courts, by interpreting and applying federal law to specific situations, provide meaning to legislative acts and executive actions. The U.S. Supreme Court defines the limits of government power and protects individual rights from governmental abuse.</p>		

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary
SOL 11/2 Days	STANDARD GOVT.11a The student will demonstrate knowledge of civil liberties and civil rights by a) examining the Bill of Rights, with emphasis on First Amendment freedoms.	<p>Term to know</p> <ul style="list-style-type: none"> • civil liberties: Freedoms upon which the government may not infringe <p>The Bill of Rights is composed of the first ten amendments to the Constitution of the United States. The Bill of Rights guarantees the rights of individuals and expresses limitations on federal and state governments.</p> <p>First Amendment freedoms</p> <ul style="list-style-type: none"> • Religion: Government may not establish an official religion, endorse an official religion, or unduly interfere with the free exercise of religion. • Speech: Individuals are free to express their opinions and beliefs. • Press: The press is free to gather and publish information, including that which criticizes the government. • Assembly: Individuals may peacefully gather. • Petition: Individuals have the freedom to make their views known to public officials. <p>Rights of the accused</p> <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. 		Civil Liberties
	STANDARD GOVT.11b 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.	<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. 		

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary
	STANDARD GOVT.11b - continued	<p>Amendments protecting due process of law</p> <ul style="list-style-type: none"> • The 5th Amendment prohibits the national government from acting in an unfair or arbitrary manner. • The 14th Amendment prohibits state and local governments from acting an unfair or arbitrary manner. 		
1 Day	STANDARD GOVT.11c The student will demonstrate knowledge of civil liberties and civil rights by c) explaining selective incorporation of the Bill of Rights.	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. 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.		
	STANDARD GOVT.11d The student will demonstrate knowledge of civil liberties and civil rights by d) exploring the balance between individual liberties and the public interest.	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, obscenity). • Speech that is a “clear and present danger” is not protected (e.g., shouting “Fire!” in a crowded building). • The press can be restricted when publication will cause serious and irreparable harm (e.g., breach of national security). 		
	STANDARD GOVT.11e The student will demonstrate knowledge of civil liberties and civil rights by e) explaining every citizen’s right to be treated equally under the law.	The equal protection clause is contained in the 14th Amendment to the Constitution of the United States. The promise of equal protection under the law does not guarantee all people will be treated exactly the same.		

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary
	STANDARD GOVT.11e - continued	<p>The government may classify or categorize people into groups for justifiable government goals (e.g., adults under 21 may not purchase alcohol).</p> <p>Applications of the equal protection principle</p> <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. 		
3 Days	<p>STANDARD GOVT.12a</p> <p>The student will demonstrate knowledge of the role of the United States in a changing world by</p> <p>a) describing the responsibilities of the national government for foreign policy and national security.</p>	<p>The president has primary responsibility for making foreign policy. The president can negotiate, persuade, apply economic pressure, and threaten military intervention.</p> <p>Foreign policy powers of other branches</p> <ul style="list-style-type: none"> • Congress has the power to declare war and to appropriate funds. • The Senate has the power to confirm ambassadors and to ratify treaties. • The Supreme Court has the power to interpret treaties. <p>Key agencies in the foreign policy arena</p> <ul style="list-style-type: none"> • State Department • National Security Council • Foreign Service • Department of Defense • Central Intelligence Agency <p>Public opinion, special interests, international organizations, and foreign countries influence foreign policy and national security issues.</p> <p>The president is the commander-in-chief of the armed forces.</p>		

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary
	STANDARD GOVT.12a - continued	Conventional diplomacy, foreign aid, economic sanctions, and military intervention abroad serve to protect American interests and promote national security.		
1 Day	STANDARD GOVT.12b 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.	Foreign policy goals <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 Making foreign policy decisions requires balancing competing or contradictory foreign policy goals.		
1 Day	STANDARD GOVT.12c 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.	Virginia and United States businesses have become multinational in their quest for resources, markets, and profits. International trade provides Virginia and the United States with goods and services for which they do not possess absolute or comparative advantage. Virginia and the United States benefit when they produce goods and services for which they have a comparative advantage, and trade for other items.		
	STANDARD GOVT.12d The student will demonstrate knowledge of the role of the United States in a changing world by d) examining recent foreign policy and international trade initiatives since 1980.	Recent initiatives addressing foreign policy challenges <ul style="list-style-type: none"> • Trading with China • Curtailing human rights abuses • Controlling nuclear and biological arms • Determining the future of NATO • Curbing drug traffic • Improving global environment 		

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary
	STANDARD GOVT.12d - continued	<p>United States trade agreements</p> <ul style="list-style-type: none"> • North American Free Trade Agreement (NAFTA): A free-trade zone of Canada, Mexico, and the United States intended to eliminate trade barriers, promote fair competition, and increase investment opportunities • World Trade Organization (WTO): Established in 1995. Its role is administering trade agreements, handling disputes, and providing a venue for negotiating among its member nations. 		
3 Days	<p>STANDARD GOVT.13a, b, c, d</p> <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 the government and the economy in the United States by</p> <ol style="list-style-type: none"> a) describing the distribution of governmental power; b) explaining the relationship between the legislative and executive branches; c) comparing the extent of participation in the political process; d) comparing the degrees of government involvement in the economies. 	<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>		

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary
	STANDARD GOVT.13a, b, c, d - continued	Economies <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 		
SOL 14/ 4 Days	STANDARD GOVT.14a The student will demonstrate knowledge of economic systems by a) identifying the basic economic questions encountered by all economic systems.	Basic economic questions <ul style="list-style-type: none"> • What goods and services should be produced? • How should they be produced? • For whom are they produced? How a society answers these questions determines the type of economy it has.		
	STANDARD GOVT.14b 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.	Traditional economy <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. Free market economy <ul style="list-style-type: none"> • A free market economy is characterized by private ownership of property/ resources, profit motive, competition, consumer sovereignty, and individual choice. • Adam Smith was one of the founders of free market capitalism. Command economy <ul style="list-style-type: none"> • A command economy is characterized by central ownership of property/resources, centrally-planned economy, and lack of consumer choice. • Karl Marx provided the ideological foundation for communist/centrallyplanned economies. 		Free Market Command Economy Mixed Economy

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary
	STANDARD GOVT.14b - continued	<p>Mixed economy</p> <ul style="list-style-type: none"> • Individuals and businesses make decisions for the private sector. • Government makes decisions for the public sector. • Government's role is greater than in a free market economy and less than in a command economy. • Most economies today are mixed economies. 		
1 Day	STANDARD GOVT.14c 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.	<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 and how much to save • Right to start new businesses <p>The government has created certain consumer-protection laws and agencies.</p>		
	STANDARD GOVT.14d The student will demonstrate knowledge of economic systems by d) explaining the relationship between economic freedom and political freedom.	<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 		
1 Day	STANDARD GOVT.14e The student will demonstrate knowledge of economic systems by e) examining productivity and the standard of living as measured by 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. 		GDP

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary
	STANDARD GOVT.14e - continued	<ul style="list-style-type: none"> • Unemployment rate is the percentage of the labor force without jobs. • Balance of trade is the difference in dollar value between 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. • Productivity is the amount of output per unit of input over a period of time. <p>Productivity and the standard of living are generally higher in economies that have limited government planning and limited control of the economy.</p>		
SOL 15/8 Days	STANDARD GOVT.15a 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.	<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 have more entrepreneurship.</p>		
1 Day	STANDARD GOVT.15b The student will demonstrate knowledge of the United States market economy by b) comparing types of business organizations.	<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. 		

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary
	STANDARD GOVT.15b - continued	<ul style="list-style-type: none"> • Corporation: A form of business organization that is authorized by law to act as a legal entity regardless of the number of owners. In a corporation, owners share in the profit, and their liability is limited to the amount of their investment. 		
1 Day	STANDARD GOVT.15c The student will demonstrate knowledge of the United States market economy by c) describing the factors of production.	<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 (e.g., tools, buildings, equipment) used in the production of other goods and services. • Natural resources are 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>		Labor Capital
	STANDARD GOVT.15d The student will demonstrate knowledge of the United States market economy by d) explaining the interaction of supply and demand.	<p>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.</p> <p>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.</p>		

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary
	<p>STANDARD GOVT.15e The student will demonstrate knowledge of the United States market economy by e) illustrating the circular flow of economic activity.</p>	<p>The interaction of households, businesses, and government are referred to as the “circular flow” of economic activity.</p> <ul style="list-style-type: none"> • Households, which are owners of the factors of production, sell those resources to businesses . • Businesses 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. • Businesses 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. 		
2 Days	<p>STANDARD GOVT.15f The student will demonstrate knowledge of the United States market economy by f) analyzing global economic trends and the relationship of Virginia and the United States to the global economy.</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). Advances in technology allow businesses to get skilled work, such as engineering and accounting, done by people who remain in their home countries (i.e., to outsource this work). This increases the supply of workers and holds wages and costs of production down. Immigration brings workers into the country and increases the supply of labor. As foreign countries develop and grow, they demand more products and natural resources, such as oil, pushing up prices.</p>		

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary
	STANDARD GOVT.15f - continued	<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>		
SOL 16/2 Days	<p>STANDARD GOVT.16a</p> <p>The student will demonstrate knowledge of the role of government in the Virginia and United States economies by</p> <p>a) analyzing the impact of fiscal and monetary policies on the economy.</p>	<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 and/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 such as changes in taxing, changes in spending, and the issue of government bonds to influence economic activity.</p>		
	<p>STANDARD GOVT.16b</p> <p>The student will demonstrate knowledge of the role of government in the Virginia and United States economies by</p> <p>b) describing the creation of government-provided goods and services that are not readily produced by the market.</p>	<p>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.</p> <p>Taxes and/or fees pay for the production of government-provided goods and services.</p> <p>Examples of goods and services provided by the government</p> <ul style="list-style-type: none"> • Infrastructure • Public health and safety • Public schools 		

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary
	STANDARD GOVT.16b - continued	<p>Reasons why government provides public goods and services</p> <ul style="list-style-type: none"> • It is more efficient. • The goods or services may benefit everyone, not only a purchaser. • The value of the goods or services is greater than individual consumers could afford. • It promotes economic equity. 		
	<p>STANDARD GOVT.16c</p> <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>The government sets regulations and levies fees to ensure that the producer pays all costs resulting from polluting. The government also subsidizes pollution reduction efforts.</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>Government agencies created to protect consumer safety and against fraud and deception</p> <ul style="list-style-type: none"> • The Consumer Product Safety Commission ensures safety of products other than food, drugs, and cosmetics • The Food and Drug Administration ensures the safety of food, drugs, and cosmetics <p>The government can intervene in labormanagement relations and can regulate competition in the marketplace.</p>		

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary
	<p>STANDARD GOVT.16d The student will demonstrate knowledge of the role of government in the Virginia and United States economies by</p> <p>d) understanding the types and purposes of taxation.</p> <p>Essential Understandings Essential Questions</p>	<p>The power to tax is the first among the expressed powers of Congress. Income taxes paid by individuals and corporations are the largest single source of revenue today. Taxation is used to raise revenue; it is also used to regulate or discourage some activities.</p> <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 estate and personal property taxes • Proportional tax (flat tax) 		
3 Days	<p>STANDARD GOVT.17a, b, c, d, e, f The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by</p> <p>a) practicing trustworthiness and honesty; b) practicing courtesy and respect for the rights of others; c) practicing responsibility, accountability, and self-reliance; d) practicing respect for the law; e) practicing patriotism; f) practicing financial responsibility.</p>	<p>Characteristics of a good citizen</p> <ul style="list-style-type: none"> • Trustworthiness and honesty • Courtesy • Respect for the rights of others • Responsibility • Accountability • Self-reliance • Respect for the law • Patriotism • Financial responsibility 		

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary
During entire 18 weeks	<p>STANDARD GOVT.18a, b, c, d, e, f, g</p> <p>The student will demonstrate that thoughtful and effective participation in civic life is characterized by</p> <p>a) obeying the law and paying taxes;</p> <p>b) serving as a juror;</p> <p>c) participating in the political process;</p> <p>d) performing public service;</p> <p>e) keeping informed about current issues;</p> <p>f) respecting differing opinions in a diverse society;</p> <p>g) practicing personal and fiscal responsibility.</p>	<p>Ways to participate thoughtfully and effectively in civic life</p> <ul style="list-style-type: none"> • Obey the law • Pay taxes • Serve as a juror • Register and vote • Perform public service • Keep informed • Respect the opinions of others • Practice personal and fiscal responsibility 		
	<p>STANDARD GOVT.19a</p> <p>The student will explain the meaning of citizenship in the United States and how it relates to American civic life by</p> <p>a) explaining how citizenship confers full membership in the American constitutional system.</p>	<p>To participate fully in civic and political life, individuals must be citizens of the United States and residents of their respective state and locality.</p> <p>Privileges reserved to citizens include the following:</p> <ul style="list-style-type: none"> • Voting • Serving on a jury • Running for office 		
	<p>STANDARD GOVT.19b</p> <p>The student will explain the meaning of citizenship in the United States and how it relates to American civic life by</p> <p>b) recognizing that American citizenship is defined by shared political and civic beliefs and values.</p>	<p>Shared political and civic beliefs and values</p> <ul style="list-style-type: none"> • Popular sovereignty • Equal justice under the law • Equality of all people • Individual rights and liberties • Patriotism • Limited government • Representative government 		

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary
	<p>STANDARD GOVT.19c 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.</p>	<p>American citizenship provides individuals the right to full political and civic participation in the state and 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 may maintain their official residency in a locality in which they do not currently reside (e.g., active duty military personnel).</p>		
	<p>STANDARD GOVT.19d The student will explain the meaning of citizenship in the United States and how it relates to American civic life by d) recognizing that noncitizens can become citizens.</p>	<p>Noncitizens gain citizenship through the naturalization process. Congress determines the requirements for citizenship. Current requirements of citizenship include the following:</p> <ul style="list-style-type: none"> • A period of continuous residence in the United States • 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 <p>Requirements to obtain citizenship are not the same for all applicants (e.g., active duty military, spouses of citizens).</p>		