

RUSSELL COUNTY PUBLIC SCHOOLS

GRADE 7

CIVICS / ECONOMICS CURRICULUM MAPPING/PACING GUIDE

SEE: VIRGINIA DEPARTMENT OF EDUCATION STANDARDS OF LEARNING FOR CIVICS AND ECONOMICS "AT THE END" OF THIS PACING GUIDE

WEEK/ DAY(S)	SOL	TOPIC	LESSONS/SKILLS	SUGGESTED RESOURCES	ASSESSMENT METHODS	TECHNOLOGY
1 / Days 1-5	CE 1 a-g CE 3a, c, d, e	Defining Americanism	Chapter 1: A Portrait of Americans Learning with Documents Section 1 "Who Americans Are" Section 2 "America:A Cultural Mosaic" Section 3 "The Values that Unite Us" Remediation-graphing the main idea (p.9) Enrichment- research immigration to local communities	Learning with Documents What is an American? p. 6 Scope and Sequence	Teacher made tests End of section questions Computer test bank Prentice Hall workbooks	www.mrc.org www.vote-smart.org http://en.wikipedia.org/wiki/Immigration_to_the_United_States
2 / Days 6-10	CE 1 a-g CE 4 a,b,c,d,e,f,g	American Values	Chapter 2: American Society and Its Values Section 1: "Groups and Institutions" Section 2: "Family, Religion, and Education" Section 3: "The Economy" Section 4: "Government" Remediation and Enrichment- Values and Rules, Reinforcement and Enrichment activities folder, and simulation activities, p. 54 (p, 24a)	Prentice Hall transparencies Scope and Sequence Curriculum Framework	Teacher made tests End of section questions Computer test bank Prentice Hall workbooks	www.mrc.org www.vote-smart.org
3 / Days 11-15	CE 1 a-g CE 2 a	Citizenship	Chapter 3: What is the meaning of Citizenship Section 1: "What it Means to Be a Citizen" Section 2: " The Rights, Duties, and Responsibilities of Citizens" Section 3: "Citizenship and Our Other Roles in Society" Enrichment - flag burning debate (simulations and debate folder) pp. 59-61 Remediation-learning with documents- Poppa Was So Proud p.11	Prentice Hall transparencies Flag Burning Simulations and Debate Folder Scope and Sequence	Teacher made tests End of section questions Computer test bank Prentice Hall workbooks	www.wisegeek.com/what-does-it-mean-to-be-a-us-citizen.htm

WEEK/ DAY(S)	SOL	TOPIC	LESSONS/SKILLS	SUGGESTED RESOURCES	ASSESSMENT METHODS	TECHNOLOGY
4 / Days 16- 20	CE 2 b	Documents and Heritage	Chapter 4: America's Political Heritage Section 1: "The colonial Experience" Section 2: "Roots of American Government" Section 3: "Moving toward Nationhood" Enrichment-Gunc Control debate , Simulations and Debate folder, pp. 68-70 Remediation-Roots of American Government, Reinforcement, Enrichment, and Simulation Activities folder, p. 7	Curriculum Framework "The Blessings of Liberty" video The Declaration of Independence Scope and Sequence	Teacher made tests End of section questions Computer test bank Prentice Hall workbooks	www.historyforkids.org
5 / Days 21- 25	CE 2 a,b,c,	The History of the Constitution	Chapter 5: Creating the Constitution Section 1: "The Constitutional convention" Section 2: "The Struggle for Ratification" Section 3: "The Supreme Law of the Land" Enrichment- Checks and Balances, Reinforcement, Enrichment, and Simulation folder, p. 57 Remediation- The Constitution:Issues and Compromises, Reinforcement, enrichment, and simulation folder, pp. 9-10	The U. S. Constitution The Virginia Charters The Virginia Declaration of Rights The Virginia Statute of Religious Freedom Curriculum Framework Scope and Sequence	Teacher made tests End of section questions Computer test bank Prentice Hall workbooks	www.usconstitution.net
6 / Days 26- 30	1 a-g, 2 a,b,c, 3 a,c,d,e, 4 a,b,c,d,e,f,g	Chapter 1-5 Review	Chapter 1-5 review, reinforcement-overhead transparencies, flow chart on amending the constitution, enrichment-students research biographies of the founding fathers and share and discuss with the class	Curriculum Framework Scope and Sequence 6 Basic Principles review sheet review packet chapters 1-5 review transparencies	review packet teacher made 6 weeks test workbooks	colonialhall.com
7 / Days 31- 35	CE- 1 a-g CE – 2 a,b,c	US Constitution	Preamble of the US Constitution Prentice Hall "Constitution Study Guide Text" Remediation - Preamble Scramble Enrichment - Recite Preamble	•Prentice Hall Textbook •Copies of the US Constitution	•Teacher made tests •Formative Assessment •Workbook Activities •Recite Preamble •Computer Test Bank	www.hist.edu www.usa-green-card.com www.nationalhistoryday.com www.bensguide.gpo.gov

WEEK/ DAY(S)	SOL	TOPIC	LESSONS/SKILLS	SUGGESTED RESOURCES	ASSESSMENT METHODS	TECHNOLOGY
8 / Days 36- 40	CE- 1 a-g CE – 2 a,b,c	US Constitution	Chapter 5 : Creating the Constitution Section 1: “The Constitutional Convention” Section 2: “The Struggle for Ratification” Section 3: The Supreme Law of the Land” Remediation - Workbook p27-28 Enrichment - Smart Board Activities	•Prentice Hall Textbook •Scope and Sequence, pages 24 -25	•Teacher made tests •Formative Assessment •Workbook Activities •Recite Preamble •Computer Test Bank	www.hist.edu www.usa-green-card.com www.nationalhistoryday.com www.yale.edu
9 / Days 41- 45	CE- 1 a-g CE – 2 a,b,c	The Bill of Rights	Chapter 6 : The Bill of Rights Section 1: “Adding to the Bill of Rights” Section 2: “Protections in the Bill of Rights” Section 3: Interpreting the Bill of Rights” Remediation - Workbook p29-30 Enrichment-Constitution workbook activity	•Prentice Hall Textbook	•Teacher made tests •Formative Assessment •Workbook Activities •Recite Preamble •Computer Test Bank	www.hist.edu www.usa-green-card.com www.nationalhistoryday.com www.yale.edu
10 / Days 46- 50	CE- 1 a-g CE – 2 a,b,c	US Constitution	Chapter7: Our Living Constitution Section 1: “Changing the Law of the Land” Section 2: “A Flexible Framework” Remediation - Workbook p31-32 Enrichment - "Build A Bill"	•Prentice Hall Textbook •Copies of the US Constitution	•Teacher made tests •Formative Assessment •Workbook Activities •Recite Preamble •Computer Test Bank	www.hist.edu www.usa-green-card.com www.nationalhistoryday.com www.yale.edu
11 / Days 51- 55	CE - 6 a,b,c CE – 7 a,b,c CE – 8 a,b,c	The Legislative Branch	Chapter 8 : The Legislative Branch Section 1: “The Members of Congress” Section 2: “The Powers of Congress” Section 3: How Congress is organized” Section 4 ; “Following a Bill in Congress” Remediation - Workbook p33-34 Enrichment - Write essay about President	•Prentice Hall Textbook •Curriculum Framework •Scope and Sequence	•Teacher made tests •Formative Assessment •Workbook Activities •Recite Preamble •Computer Test Bank	www.hist.edu www.usa-green-card.com www.nationalhistoryday.com www.yale.edu

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12 / Days 56- 60	CE - 6 a,b,c CE - 7 a,b,c CE - 8 a,b,c CE- 1 a-g CE - 2 a,b,c	The US Constitution The Legislative Branch Social Studies Skills	Review material for end of six weeks exam (Chapters 5-8) •Create maps and charts •Analyze political cartoons •Defend positions in writing, discussion, and debate (ongoing) •Race to the Governor’s House (ongoing) Remediation - Smart Board Activities Enrichment - Turning Point	•Prentice Hall Textbook	•Teacher made tests •Formative Assessment •Workbook Activities •Recite Preamble •Computer Test Bank	•Turning Point •Smart Board Activities •Formative Assessment
13 / Days 61- 66	CE – 6d CE – 7d	The Executive Branch	Chapter 9 : The Executive Branch Section 1: “The Roles of the President” Section 2: “The Organization of the Executive Branch” Section 3: “Presidents and Power” Remediation - Smart Board Activities Enrichment - Draw political cartoons	•Prentice Hall Textbook •Curriculum Framework •Scope and Sequence	•Teacher made tests •Formative Assessment •Prentice Hall Workbooks Computer Test Bank	www.vote-smart.com www.cnn.com www.mrc.org www.executivebranch.com
14 / Days 66- 70	CE-10 a,b,c,d	The Judicial Branch	Chapter 10 : The Judicial Branch Section 1: “The Role of the Federal Courts” Section 2: “The Organization of the Federal Courts” Section 3: “The Supreme Court” Remediation - Workbook p35-36 Enrichment - solpass.org	•Prentice Hall Textbook •Curriculum Framework •Scope and Sequence	•Teacher made tests •Formative Assessment •Prentice Hall Workbooks Computer Test •Teacher made tests •Formative Assessment •Prentice Hall Workbooks Computer Test BankBank	www.vote-smart.com www.cnn.com www.mrc.org www.executivebranch.com

WEEK/ DAY(S)	SOL	TOPIC	LESSONS/SKILLS	SUGGESTED RESOURCES	ASSESSMENT METHODS	TECHNOLOGY
15 / Days 71- 75	CE-10 a,b,c,d	The Judicial Branch	Chapter 18: Laws and Our Society Section 1: "Changing the Law of the Land" Section 2: "A Flexible Framework" Section 3: "Kinds of Laws" Remediation - Workbook p51-52 Enrichment - solpass.org	<ul style="list-style-type: none"> •Prentice Hall Textbook •Curriculum Framework •Scope and Sequence 	<ul style="list-style-type: none"> •Teacher made tests •Formative Assessment •Prentice Hall Workbooks Computer Test Bank 	www.vote-smart.com www.cnn.com www.mrc.org www.executivebranch.com
16 / Days 76- 80	CE-10 a,b,c,d	The Judicial Branch	Chapter 19 : Criminal and Juvenile Justice Section 1: "Crime in American Society" Section 2: "The Criminal Justice System" Section 3: "The Juvenile Justice System" Remediation - Workbook p53-54 Enrichment -solpass.org	<ul style="list-style-type: none"> •Prentice Hall Textbook •Curriculum Framework •Scope and Sequence 	<ul style="list-style-type: none"> •Teacher made tests •Formative Assessment •Prentice Hall Workbooks Computer Test Bank 	www.vote-smart.com www.cnn.com www.mrc.org www.executivebranch.com
17 / Days 81- 85	CE-10 a,b,c,d	The Judicial Branch	Chapter 20 : Civil Justice Section 1: "The Role of Civil Law" Section 2: "Civil Procedure" Section 3: "Choices of Civil Justice" Remediation - Workbook p55-56 Enrichment - Mock trial	<ul style="list-style-type: none"> •Prentice Hall Textbook •Curriculum Framework •Scope and Sequence 	<ul style="list-style-type: none"> •Teacher made tests •Formative Assessment •Prentice Hall Workbooks Computer Test Bank 	www.vote-smart.com www.cnn.com www.mrc.org www.executivebranch.com
18 / Days 86- 90	CE-10 a,b,c,d CE- 1 a-g CE – 2 a,b,c	The Judicial Branch Social Studies Skills	Review material for end of six weeks exam (Chapters 9,10,18,19,and 20) <ul style="list-style-type: none"> • Create maps and charts • Analyze political cartoons • Defend positions in writing, discussion, and debate (ongoing) • Race to the Governor’s House (ongoing) Remediation - Smartboard Activities	<ul style="list-style-type: none"> •Prentice Hall Textbook •Curriculum Framework •Scope and Sequence 	<ul style="list-style-type: none"> •Teacher made tests •Formative Assessment •Prentice Hall Workbooks Computer Test Bank 	<ul style="list-style-type: none"> •Turning Point •Smart Board Activities •Formative Assessmen

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			Enrichment - Turning Point			
19 / Days 91- 95	9 a,b,c 10 a,b,c,d 11 a,b,d	Chapter 13: "What is an Economy?"	Section 1: "Why Societies Have Economies" Section 2: "Basic Economic Decisions" Section 3: "Three Types of Economies" Review and Remediation: Vocabulary Flashcards, Section Quizzes, Chapter Tests, Jeopardy Game	Curriculum Framework Scope and Sequence Related SOL material Textbook-review questions	Teacher made tests End of section questions Computer test bank Prentice Hall workbooks	www.vote-smart.com www.cnn.com www.mrc.org
20 / Days 96- 100	10 a,b,c,d 11 d,a	Chapter 14: "Basics of Our Economic System"	Section 1: "The Principles of Our Market Economy" Section 2: "The Role of Business in the American Economy" Section 3: "Labor in the American Economy" Review and Remediation: Vocabulary Flashcards, Section Quizzes, Chapter Tests, Jeopardy Game	Curriculum Framework Scope and Sequence Related SOL material Textbook-review questions	Teacher made tests End of section questions Computer test bank Prentice Hall workbooks	www.vote-smart.com www.cnn.com www.mrc.org
21 / Days 101- 105	11 a,b,c	Chapter 16: "Government's Role in Our Economy"	Section 1: Government Intervention in the Economy" Section 2: "Government's Efforts to Solve Economic Problems" Section 3: "Managing the Economy" Review and Remediation: Vocabulary Flashcards, Section Quizzes, Chapter Tests, Jeopardy Game	Curriculum Framework Scope and Sequence Related SOL material Textbook-review questions	Teacher made tests End of section questions Computer test bank Prentice Hall workbooks	www.vote-smart.com www.cnn.com www.mrc.org
22 / Days 106- 110	11 e	Chapter 17: "Our Economy and You"	Section 1: "Managing Your Money" Section 2: "Spending and Saving" Section 3: "Careers: Planning for the Future" Review and Remediation: Vocabulary Flashcards, Section Quizzes, Chapter Tests,	Curriculum Framework Scope and Sequence Related SOL material Textbook-review questions	Teacher made tests End of section questions Computer test bank Prentice Hall workbooks	www.vote-smart.com www.cnn.com www.mrc.org

WEEK/ DAY(S)	SOL	TOPIC	LESSONS/SKILLS	SUGGESTED RESOURCES	ASSESSMENT METHODS	TECHNOLOGY
			Jeopardy Game			
23 / Days 111- 115	9 a,b,c 10 a,b,c,d 11a,b,c,d,e	SOL Review and Remediation	Review material for end of the six weeks test: Chapters 13,14,16,17	Curriculum Framework Scope and Sequence Related SOL material Textbook-review questions	Teacher made tests End of section questions Computer test bank Prentice Hall workbooks	www.vote-smart.com www.cnn.com www.mrc.org
24 / Days 116- 120	1 a-g 3 b,c,e 4 a,b,c,d,e	Review and Remediation	Create maps and charts Analyze political cartoons Defend positions in writing and discussion(ongoing debate) Race to the Governor's House (ongoing) Review and Remediation: Vocabulary Flashcards, Section Quizzes, Chapter Tests, Jeopardy Game	Curriculum Framework Scope and Sequence Related SOL material Textbook-review questions	Teacher made tests End of section questions Computer test bank Prentice Hall workbooks	www.vote-smart.com www.cnn.com www.mrc.org
25 / Days 121- 125	CE - 5a, b, c	Political Parties in Our Democracy	Section 1: The role of Political Parties Section 2: Our Two-party System Section 3: Choosing Your Candidates Review and Remediation: Vocabulary Flashcards, Section Quizzes, Chapter Tests, Jeopardy Game	Curriculum Framework Scope and Sequence Related SOL material Textbook-review questions	Teacher made tests End of section questions Computer test bank Prentice Hall workbooks	www.vote-smart.com www.cnn.com www.mrc.org www.republicanparty.com
26 / Days 126- 130	CE - 5 c,e,f CE - 7 c,d	Voting and Elections	Section 1: Being a voter Section 2: How Candidates and Groups Try to Influence Your Vote Section 3: Campaigning for Office	Curriculum Framework Scope and Sequence Related SOL material Textbook-review questions	Teacher made tests End of section questions Computer test bank Prentice Hall workbooksTeacher made tests End of section questions Computer test bank Prentice Hall	www.vote-smart.com www.cnn.com www.mrc.org www.democratparty.com

WEEK/ DAY(S)	SOL	TOPIC	LESSONS/SKILLS	SUGGESTED RESOURCES	ASSESSMENT METHODS	TECHNOLOGY
					workbooks	
27 / 131-135	CE- 12 a,b,c,d CE - 4 a,b,c,d,e	Our Economy and You	Careers and Planning Your Future Review and Remediation: Vocabulary Flashcards, Section Quizzes, Chapter Tests, Jeopardy Game	Curriculum Framework Scope and Sequence Related SOL material Textbook-review questions	Teacher made tests End of section questions Computer test bank Prentice Hall workbooks	www.vote-smart.com www.cnn.com www.mrc.org
28 / Days 136- 140	CE - 4 a,b,c,d,e CE - 5 a,b,c,d,e,f CE - 7 c,d CE- 12 a,b,c,d	Review material for end of 6 week exam	Review Political Parties, the electoral college, and their characteristics Allow students to review these characteristics and choose their favorite political party Review and Remediation: Vocabulary Flashcards, Section Quizzes, Chapter Tests, Jeopardy Game	Curriculum Framework Scope and Sequence Related SOL material Textbook-review questions	Teacher made tests End of section questions Computer test bank Prentice Hall workbooks	www.vote-smart.com www.cnn.com www.mrc.org
29 / Days 141- 145	CE - 4 a,b,c,d,e CE -5 a,b,c,d,e,f CE - 7 c,d CE - 12 a,b,c,d	Review political parties, electoral college and their characteristics	Students will do research on political parties and hold a debate on which party is the best Review and Remediation: Vocabulary Flashcards, Section Quizzes, Chapter Tests, Jeopardy Game	Curriculum Framework Scope and Sequence Related SOL material Textbook-review questions	Teacher made tests End of section questions Computer test bank Prentice Hall workbooks	www.vote-smart.com www.cnn.com www.mrc.org
30 / Days 146- 150	CE- 1 a-g CE -3 b,c,e CE-4 a,b,c,d,e	SOL Review	Create maps and charts Analyze political cartoons Defend positions in writing, discussion and debate Review and Remediation: Vocabulary Flashcards, Section Quizzes, Chapter Tests, Jeopardy Game	Curriculum Framework Scope and Sequence Related SOL material Textbook-review questions	Teacher made tests End of section questions Computer test bank Prentice Hall workbooks	www.vote-smart.com www.cnn.com www.mrc.org

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31 / Days 151- 155	All	SOL Review	Review S.O.L. material in preparation for S. O. L. test Review and Remediation: Vocabulary Flashcards, Section Quizzes, Chapter Tests, Jeopardy Game	Curriculum Framework Scope and Sequence Related Sol Material SOL kits Bobbie Jo Cutlip's What I Need to Know About civicsCurriculum Framework Scope and Sequence Related S.O. L. Material SOL kits What I Need to Know About Civics textbooks	Study Guide Study Groups Jeopardy Game Vocabulary Review with Flashcards Computer test bank	www.quia.com
32 / Days 156- 160	All	SOL Review	Review S.O.L. material in preparation for S. O. L. test Review and Remediation: Vocabulary Flashcards, Section Quizzes, Chapter Tests, Jeopardy Game	Curriculum Framework Scope and Sequence SOL kits What I need to Know About Civics	Study guide Study Groups Jeopardy Game Flashcards	www.quia.com
33 / Days 161- 165	All	SOL Review	Review S.O.L. material in preparation for S. O. L. test Review and Remediation: Vocabulary Flashcards, Section Quizzes, Chapter Tests, Jeopardy Game	Curriculum Framework Scope and Sequence Related S.O. L. Material SOL kits What I Need to Know About Civics textbooks	Study guide Study groups Flashcards	www.quia.com
34 / Days 166- 170	CE 1 a-g CE 4 a-g CE 10 a,d	Domestic Issues	Chapter 23: Confronting Society's Problems Section 1: "Problems and Public Issues" Section 2: Section 3: "Waste: Managing Our Garbage and Trash" Review and Remediation: Vocabulary Flashcards, Section Quizzes, Chapter Tests, Jeopardy Game	Curriculum Framework Scope and Sequence textbooks Teacher made tests End of section questions	Study guide Study groups Computer test bank	www.calrecycle.ca.gov

WEEK/ DAY(S)	SOL	TOPIC	LESSONS/SKILLS	SUGGESTED RESOURCES	ASSESSMENT METHODS	TECHNOLOGY
35 / Days 171- 175	CE 1 a-g CE 4 a-e CE 10 a, d	Globalization	Chapter 24: One Nation Among Many Section 1" The Nations of the World" Section 2: "Relations Between and Within Nations" Section 3: "The Challenge of Interdependence" Review and Remediation: Vocabulary Flashcards, Section Quizzes, Chapter Tests, Jeopardy Game	Curriculum Framework Scope and Sequence	Workbook activities Prentice Hall transparencies	www.kids.gov
36 / Days 176- 180	CE 1 a-g CE 4a-e CE 7b CE 10 a,d	Foreign Policy	Chapter 25: American Foreign Policy Review and Remediation: Vocabulary Flashcards, Section Quizzes, Chapter Tests, Jeopardy Game	Curriculum Framework Scope and Sequence	textbook newspapers	www.future.state.gov

VIRGINIA DEPARTMENT OF EDUCATION

STANDARDS OF LEARNING

Civics and Economics

Standards for Civics and Economics examine the roles citizens play in the political, governmental, and economic systems in the United States. Students will examine the constitutions of Virginia and the United States, will identify the rights, duties, and responsibilities of citizens, and will describe the structure and operation of government at the local, state, and national levels. Students will investigate the process by which decisions are made in the American market economy and explain the government's role in it. The standards identify personal character traits, such as patriotism, respect for the law, willingness to perform public service, and a sense of civic duty, that facilitate thoughtful and effective active participation in the civic life of an increasingly diverse democratic society.

Civic education also must emphasize the intellectual and practical skills required for responsible citizenship. Students will practice these skills both inside and outside the classroom as they extend their understanding of the essential knowledge defined by the standards for Civics and Economics.

- CE.1 The student will develop the social studies skills responsible citizenship requires, including the ability to
- examine and interpret primary and secondary source documents;
 - create and explain maps, diagrams, tables, charts, graphs, and spreadsheets;
 - analyze political cartoons, political advertisements, pictures, and other graphic media;
 - distinguish between relevant and irrelevant information;
 - review information for accuracy, separating fact from opinion;
 - identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model;
 - formulate an informed, carefully reasoned position on a community issue;
 - select and defend positions in writing, discussion, and debate.
- CE.2 The student will demonstrate knowledge of the foundations of American constitutional government by
- explaining the fundamental principles of consent of the governed, limited government, rule of law, democracy, and representative government;
 - explaining the significance of the charters of the Virginia Company of London, the Virginia Declaration of Rights, the Declaration of Independence, the Articles of Confederation, the Virginia Statute for Religious Freedom, and the Constitution of the United States, including the Bill of Rights;
 - identifying the purposes for the Constitution of the United States as stated in its Preamble;
 - identifying the procedures for amending the Constitution of Virginia and the Constitution of the United States.
- CE.3 The student will demonstrate knowledge of citizenship and the rights, duties, and responsibilities of citizens by
- describing the processes by which an individual becomes a citizen of the United States;
 - describing the First Amendment freedoms of religion, speech, press, assembly, and petition, and the rights guaranteed by due process and equal protection of the laws;
 - describing the duties of citizenship, including obeying the laws, paying taxes, defending the nation, and serving in court;
 - examining the responsibilities of citizenship, including registering and voting, communicating with government officials, participating in political campaigns, keeping informed about current issues, and respecting differing opinions in a diverse society;
 - evaluating how civic and social duties address community needs and serve the public good.

- CE.4 The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by
- practicing trustworthiness and honesty;
 - practicing courtesy and respect for the rights of others;
 - practicing responsibility, accountability, and self-reliance;
 - practicing respect for the law;
 - practicing patriotism;
 - practicing decision making;
 - practicing service to the school and/or local community.
- CE.5 The student will demonstrate knowledge of the political process at the local, state, and national levels of government by
- describing the functions of political parties;
 - comparing the similarities and differences of political parties;
 - analyzing campaigns for elective office, with emphasis on the role of the media;
 - examining the role of campaign contributions and costs;
 - describing voter registration and participation;
 - describing the role of the Electoral College in the election of the president and vice president;
 - participating in simulated local, state, and/or national elections.
- CE.6 The student will demonstrate knowledge of the American constitutional government at the national level by
- describing the structure and powers of the national government;
 - explaining the principle of separation of powers and the operation of checks and balances;
 - explaining and/or simulating the lawmaking process;
 - describing the roles and powers of the executive branch.
- CE.7 The student will demonstrate knowledge of the American constitutional government at the state level by
- describing the structure and powers of the state government;
 - explaining the relationship of state governments to the national government in the federal system;
 - explaining and/or simulating the lawmaking process;
 - describing the roles and powers of the executive branch and regulatory boards.
- CE.8 The student will demonstrate knowledge of the American constitutional government at the local level by
- describing the structure and powers of the local government;
 - explaining the relationship of local government to the state government;
 - explaining and/or simulating the lawmaking process.
- CE.9 The student will demonstrate knowledge of how public policy is made at the local, state, and national levels of government by
- examining the impact of the media on public opinion and public policy;
 - describing how individuals and interest groups influence public policy;
 - describing the impact of international issues and events on local decision making.
- CE.10 The student will demonstrate knowledge of the judicial systems established by the Constitution of Virginia and the Constitution of the United States by
- describing the organization of the United States judicial system as consisting of state and federal courts with original and appellate jurisdiction;
 - describing the exercise of judicial review;
 - comparing and contrasting civil and criminal cases;

- d) explaining how due process protections seek to ensure justice.
- CE.11 The student will demonstrate knowledge of how economic decisions are made in the marketplace by
- a) applying the concepts of scarcity, resources, choice, opportunity cost, price, incentives, supply and demand, production, and consumption;
 - b) comparing the differences among traditional, free market, command, and mixed economies;
 - c) describing the characteristics of the United States economy, including limited government, private property, profit, and competition.
- CE.12 The student will demonstrate knowledge of the structure and operation of the United States economy by
- a) describing the types of business organizations and the role of entrepreneurship;
 - b) explaining the circular flow that shows how consumers (households), businesses (producers), and markets interact;
 - c) explaining how financial institutions channel funds from savers to borrowers;
 - d) examining the relationship of Virginia and the United States to the global economy, with emphasis on the impact of technological innovations.
- CE.13 The student will demonstrate knowledge of the role of government in the United States economy by
- a) examining competition in the marketplace;
 - b) explaining how government provides certain goods and services;
 - c) describing the impact of taxation, including an understanding of the reasons for the 16th Amendment, spending, and borrowing;
 - d) explaining how the Federal Reserve System acts as the nation's central bank;
 - e) describing the protection of consumer rights and property rights;
 - f) recognizing that government creates currency and coins and that there are additional forms of money.
- CE.14 The student will demonstrate knowledge of personal finance and career opportunities by
- a) identifying talents, interests, and aspirations that influence career choice;
 - b) identifying attitudes and behaviors that strengthen the individual work ethic and promote career success;
 - c) identifying abilities, skills, and education and the changing supply and demand for them in the economy;
 - d) examining the impact of technological change and globalization on career opportunities;
 - e) describing the importance of education to lifelong personal finances;
 - f) examining the financial responsibilities of citizenship, including evaluating common forms of credit, savings, investments, purchases, contractual agreements, warranties, and guarantees.