



**History and Social Science
Standards of Learning
Sample Scope
and Sequence**

Civics and Economics

Commonwealth of Virginia
Department of Education
Richmond, Virginia
2002

Civics and Economics Sample Scope and Sequence

Copyright © 2002

by the

Virginia Department of Education
P.O. Box 2120
Richmond, Virginia 23218-2120
<http://www.pen.k12.va.us>

All rights reserved. Reproduction of materials contained herein for instructional purposes in Virginia classrooms is permitted.

Superintendent of Public Instruction

Jo Lynne DeMary

Deputy Superintendent

M. Kenneth Magill

Assistant Superintendent for Instruction

Patricia I. Wright

Office of Middle Instructional Services

Maureen B. Hajar, Director

Beverly Thurston, History and Social Science Specialist

NOTICE TO THE READER

The Virginia Department of Education does not unlawfully discriminate on the basis of sex, race, color, religion, handicapping conditions, or national origin in employment or in its educational programs and activities.

The 2002 History and Social Science Sample Scope and Sequence and the *2001 Civics and Economics Curriculum Framework* can be found in PDF and Microsoft Word file formats on the Virginia Department of Education's Web site at <http://www.pen.k12.va.us>.

Civics and Economics Sample Scope and Sequence

Preface

As an additional resource to help school divisions develop curricula aligned to the 1995 Standards of Learning, the Virginia Department of Education has developed sample scope and sequence documents for English, mathematics, science, and history and social science in kindergarten through grade eight and in core high school courses. These sample documents provide guidance on how the essential knowledge, skills, and processes that are identified in the Standards of Learning and the Standards of Learning Teacher Resource Guides or Curriculum Frameworks may be introduced to students in a logical sequential, and meaningful manner.

These sample scope and sequence documents are intended to serve as general guides to help teachers and curriculum developers align their curricula and instruction to support the Standards of Learning. Each sample document is organized around specific topics to help teachers present information in an organized, articulated manner. Also included are correlations to the Standards of Learning for that curricular area for a particular grade level or course, as well as ideas for classroom assessments and teaching resources.

The sample scope and sequence documents are not intended to prescribe how curriculum should be developed or how instruction should be delivered. Instead, they provide examples showing how teachers and school divisions might present to students in a logical and effective manner information that has been aligned with the Standards of Learning. School divisions that need assistance in developing curricula aligned with the Standards of Learning are encouraged to consider the sample scope and sequence guides. Teachers who use the documents should correlate the content identified in the guides with available instructional resources and develop lesson plans to support instruction.

Copies of the sample scope and sequence guides are available at <http://www.pen.k12.va.us/VDOE/Instruction/sol.html> in both PDF and Microsoft Word formats. These materials are copyrighted, and all rights are reserved. Reproduction of these materials for instructional purposes in Virginia classrooms is permitted.

Civics and Economics Sample Scope and Sequence

Introduction

Standards for Civics and Economics examine the roles citizens play in the political, governmental, and economic systems in the United States. Students examine the constitutions of Virginia and the United States; identify the rights, duties, and responsibilities of citizens; and describe the structure and operation of government at the local, state, and national levels. Students 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, and a sense of civic duty, that facilitate thoughtful and effective participation in the civic life of an increasingly diverse democratic society.

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

This document is intended as a general guide to help teachers and schools frame a curriculum that incorporates the fundamentals of Civics and Economics that are included in the Virginia Standards of Learning. It is organized to develop the knowledge of civics and economics necessary for students to become informed and responsible citizens. The individual styles, interests, and preparation of educators should be considered when implementing the curriculum. This document is simply a guide and should not be viewed as the only way to implement the curriculum.

Civics and Economics Sample Scope and Sequence

Overview of the Civics and Economics History and Social Sciences Standards of Learning Sample Scope and Sequence

Organizing Topics	Related Standards of Learning
Foundations of American Government	CE.1a, b, d-f; CE.2a-c; CE.6c, d
Our Federal System	CE.1a-f; CE.6a, b; CE.7a, b; CE.8a-c
Elections, Parties, and Pressure Groups	CE.1a-c, e, f; CE.5a-f; CE.7c, d
State and Local Government	CE.1a, b, d, f; CE.6a, b; CE.7c, d
Citizenship: Duties, Right, and Liberties	CE.1a-f; CE.3a-e; CE.4a-e; CE.8d
The American Free Market System	CE.1a-f; CE.9a-c; CE.10a-c; CE.11a
Government and the Economy	CE.1a-f; CE.11b-e; CE.1a-f
The Workforce and Careers	CE.1b, e, f; CE.10d; CE.12a-d

Note: Essential skill CE.1g is not cited in the "Related SOL" column because it will not be assessed on the Civics and Economics Standards of Learning test. Students should, however, have opportunities to practice speaking and writing to express ideas and opinions about events and issues in civics and economics. Teachers should incorporate these skills into instruction throughout the year.

Civics and Economics Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Foundations of American Government	<p>Explain that fundamental political principles define and shape American constitutional government.</p> <p>Include an analysis of the following fundamental political principles:</p> <ul style="list-style-type: none"> • Consent of the governed—People are the source of any and all governmental power. • Limited government—Government is not all-powerful and may do only those things people have given it the power to do. • Rule of law—The government and those who govern are bound by the law. • Democracy—In a democratic system of government the people rule. • Representative government—In a representative system of government people elect public officeholders to make laws and conduct government on their behalf. 	CE.2a	<ul style="list-style-type: none"> • Group discussions • Projects • Quizzes • Student reports • Unit tests • Writing assignments 	<p><i>See page 42 for reference information</i></p> <ul style="list-style-type: none"> • A Commonwealth of Knowledge • Audiovisual materials • Center for Civic Education • Library of Congress • National Council for the Social Studies • National Geographic • Smithsonian Institute • Textbook • Virginia Historical Society • Virginia Museum of Fine Arts • WorldNet Virginia • 1995 History and Social Science Standards of Learning Assessment Blueprint • 2001 History and Social Science Curriculum Framework • 2002 Sample Instructional Activities
	<p>Explain that American constitutional government is founded on concepts articulated in earlier documents, including the charters of the Virginia Company of London, the Virginia Declaration of Rights, the Declaration of Independence, the Articles of Confederation, and the Virginia Statute for Religious Freedom.</p>	CE.2b		

(Essential understanding, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

Civics and Economics Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Foundations of American Government (continued)	<p>Analyze the influence of earlier documents on the Constitution of the United States of America, using the following information as a guide:</p> <ul style="list-style-type: none"> • Charters of the Virginia Company of London <ul style="list-style-type: none"> – Rights of Englishmen guaranteed to colonists • The Virginia Declaration of Rights <ul style="list-style-type: none"> – Served as a model for the Bill of Rights of the Constitution of the United States of America • Declaration of Independence <ul style="list-style-type: none"> – Stated grievances against the king of Great Britain – Declared the colonies’ independence from Great Britain – Affirmed “certain unalienable rights” (life, liberty, and the pursuit of happiness) – Established the idea that all people are equal under the law • Articles of Confederation <ul style="list-style-type: none"> – Established the first form of national government for the independent states – Maintained that major powers resided with individual states – Weakness of central government (e.g., no power to tax and enforce laws)—Led to the writing of the Constitution of the United States of America 	CE.2b		

(Essential understanding, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

Civics and Economics Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Foundations of American Government (continued)	<p>(Influence of documents on the Constitution continued)</p> <ul style="list-style-type: none"> • Virginia Statute for Religious Freedom <ul style="list-style-type: none"> – Freedom of religious beliefs and opinions • Constitution of the United States of America (including the Bill of Rights) <ul style="list-style-type: none"> – Establishes the structure of the United States government – Guarantees equality under the law with majority rule and the rights of the minority protected – Affirms individual worth and dignity of all people – Protects the fundamental freedoms of religion, speech, press, assembly, and petition 	CE.2b		
	<p>Describe how the preamble of a constitution sets forth the goals and purposes to be served by the government. Include an analysis of the following purposes of U.S. government:</p> <ul style="list-style-type: none"> • To form a union • To establish justice • To ensure domestic peace • To provide defense 	CE.2c		
	<p>Explain that the Preamble to the Constitution of the United States of America expresses the reasons the constitution was written. Analyze how the Preamble which begins, “We the people,” establishes that the power of government comes from the people.</p>	CE.2c		

(Essential understanding, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

Civics and Economics Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Foundations of American Government (continued)	<p>Explain that separating power among the legislative, executive, and judicial branches helps prevent any one branch from abusing its power.</p>	CE.6c		
	<p>Describe how a system of checks and balances gives each of the three branches of government ways to limit the powers of the other branches.</p>	CE.6c		
	<p>Use the following information to summarize how separation of powers and checks and balances protect against abuse of power by any one branch of government.</p> <p>Legislative powers over</p> <ul style="list-style-type: none"> • The executive branch <ul style="list-style-type: none"> – Overrides vetoes – Impeaches a President • The judicial branch <ul style="list-style-type: none"> – Approves federal judges – Impeaches federal judges <p>Executive powers over</p> <ul style="list-style-type: none"> • The legislative branch <ul style="list-style-type: none"> – Vetoes acts of Congress – Calls Congress into special session • The judicial branch <ul style="list-style-type: none"> – Appoints federal judges <p>Judicial powers over</p> <ul style="list-style-type: none"> • The legislative branch <ul style="list-style-type: none"> – Declares laws unconstitutional • The executive branch <ul style="list-style-type: none"> – Declares executive acts unconstitutional 	CE.6c		

(Essential understanding, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

Civics and Economics Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Foundations of American Government (continued)	Explain that the Constitution of the United States of America defines the process by which formal changes are made to the document.	CE.6d		
	Explain that the process for amending the Constitution of the United States of America includes: <ul style="list-style-type: none"> • Action by Congress or convention • Ratification by the states 	CE.6d		
	Explain that the amendment process is complex; to date, only 27 amendments have been added.	CE.6d		
	Examine and interpret primary and secondary source documents.	CE.1a		
	Create and diagrams, tables, and charts.	CE.1b		
	Distinguish between relevant and irrelevant information.	CE.1d		
	Review information for accuracy, separating fact from opinion.	CE.1e		
	Identify a problem and recommend solutions.	CE.1f		

(Essential understanding, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

Civics and Economics Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Our Federal System of Government	<p>Explain how the Constitution of the United States of America establishes the principle of federalism, which is the division of power between the states and the national government.</p>	CE.6a	<ul style="list-style-type: none"> · Group discussions · Projects · Quizzes · Student reports · Unit tests · Writing assignments 	<p><i>See page 42 for reference information</i></p> <ul style="list-style-type: none"> · A Commonwealth of Knowledge · Audiovisual materials · Center for Civic Education · Library of Congress · National Council for the Social Studies · National Geographic · Smithsonian Institute · Textbook · Virginia Historical Society · Virginia Museum of Fine Arts · WorldNet Virginia · 1995 History and Social Science Standards of Learning Assessment Blueprint · 2001 History and Social Science Curriculum Framework · 2002 Sample Instructional Activities
	<p>Using the following information, describe how the Constitution of the United States of America outlines powers divided and shared among the national, state, and local levels of government:</p> <p>The Constitution of the United States of America establishes a federal form of government in which the national government is supreme.</p> <p>The powers of the national government are either enumerated/expressed or implied in the Constitution of the United States of America.</p> <p>The powers not given to the national government by the Constitution of the United States of America are reserved for the states.</p> <p>The Constitution of the United States of America denies powers to both the national and state governments.</p> <p>The powers of the local governments in Virginia are derived from the state.</p>	CE.6a		

(Essential understanding, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

Civics and Economics Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Our Federal System of Government (continued)	<p>(Powers divided and powers shared continued)</p> <p>Using the following information describe the primary responsibilities of each level of government:</p> <ul style="list-style-type: none"> • National—Conducts foreign policy, regulates commerce • State—Promotes public health, safety, and welfare 	CE.6a		
	<p>Using the chart on the next page, explain that legislative, executive, and judicial powers are separated at the state and national levels of government.</p>	CE.6b		
	<p>Explain that all powers of local government in Virginia are created and controlled by the state.</p>	CE.6b		
	<p>Explain that the powers and responsibilities of the legislative, executive, and judicial branches at both the national and state levels are limited.</p>	CE.6b		
	<p>Using the following information, explain that officials who are elected to serve in the state and national legislatures make laws.</p> <p>The Virginia General Assembly and the United States Congress are bicameral legislatures. Bicameral means having two houses (e.g., the Senate and the House of Representatives).</p>	CE.7a		

(Essential understanding, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

Civics and Economics Sample Scope and Sequence

Organizing Topic				
Our Federal System of Government (continued)	Branch of Government	Local Government	Virginia Government	National Government
	Legislative	Makes ordinances for community; approves annual budget; limits power to that delegated by the state	Makes laws for Virginia; approves biennial (two-year) budget; exercises power under the 10th amendment	Makes laws for nation; approves annual budget; approves presidential appointments
	Executive	Elected or appointed by the Board of Supervisors or City Council; city or county managers hired by local legislatures	Executes laws of Virginia; prepares biennial budget for General Assembly; appoints cabinet officers and boards; administers state bureaucracy; grants pardons	Executes law of the land; prepares annual budget for congressional action; appoints cabinet officers, ambassadors, and federal judges; administers federal bureaucracy
	Judicial	Local courts—Hear cases under the authority provided by state legislation	Supreme Court—Has power of judicial review over state laws Circuit courts—Try civil and criminal cases	Supreme Court—Has power of judicial review Federal courts—Try cases involving federal law and U.S. Constitutional questions

(Essential understanding, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

Civics and Economics Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Our Federal System of Government (continued)	<p>Using the following information, describe the lawmaking process in national and state legislatures:</p> <ul style="list-style-type: none"> • Working in committees • Debating on the floor • Voting on a bill by both houses • Signing the bill into law by the President or governor <p>Elected officials write laws and take action in response to problems or issues.</p> <p>Individuals and interest groups help shape legislation.</p>	CE.7a		
	<p>Explain the following legislative powers:</p> <ul style="list-style-type: none"> • Expressed (specifically listed) • Implied (used to carry out expressed powers) 	CE.7a		
	<p>Using the following information, explain that the executive branch plays a key role in the policymaking process.</p> <p>Ways the executive branch influences policymaking</p> <ul style="list-style-type: none"> • Proposing legislation in an annual speech to the legislature (State of the Commonwealth or State of the Union Address) • Appealing directly to the people • Approving or vetoing legislation • Appointing officials who carry out the laws 	CE.7b		

(Essential understanding, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

Civics and Economics Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Our Federal System of Government (continued)	Explain that the powers of the executive branch are defined in the Constitution of the United States of America and the Constitution of Virginia.	CE.7b		
	Explain that the executive branch at the state and national levels carries out the law.	CE.7b		
	Explain that cabinet departments, agencies, and regulatory groups interpret and help with carrying out laws.	CE.7b		
	Explain that the judicial function is exercised in a dual court system, which consists of state courts and federal courts.	CE.8a		
	<p>Using the chart below, explain that Virginia, like each of the other forty-nine states, has its own court system whose organization and jurisdiction are derived from Virginia’s constitution and state laws.</p> <ul style="list-style-type: none"> • Virginia Supreme Court (Justices/no jury) <ul style="list-style-type: none"> – Court of final appeal (Appellate jurisdiction) – Limited original jurisdiction • Court of Appeals of Virginia (Judges/no jury) <ul style="list-style-type: none"> – Appellate jurisdiction from circuit courts 	CE.8a		

(Essential understanding, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

Civics and Economics Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Our Federal System of Government (continued)	<ul style="list-style-type: none"> • Circuit Court (Judge and jury) <ul style="list-style-type: none"> – Original jurisdiction for felony criminal cases and for certain – Appellate jurisdiction from district courts • General District Court (Judge) <ul style="list-style-type: none"> – Original jurisdiction of misdemeanors – Civil cases generally involving lower dollar amounts • Juvenile and Domestic Relations District Court (Judge/no jury) <ul style="list-style-type: none"> – Juvenile and family cases 	CE.8a		
	<p>Using the information below, explain that the United States has a separate court system whose organization and jurisdiction is derived from the Constitution of the United States of America and federal laws.</p> <ul style="list-style-type: none"> • U.S. Supreme Court (Justices/no jury) <ul style="list-style-type: none"> – Jurisdiction: Appellate and Limited Original • U.S. Court of Appeals (Judges/no jury) <ul style="list-style-type: none"> – Jurisdiction: Appellate • U.S. District Court (Judge with jury) <ul style="list-style-type: none"> – Jurisdiction: Original 	CE.8a		
	<p>Explain that magistrates issue search warrants, subpoenas, arrest warrants, and summons and set bail.</p>	CE.8a		

(Essential understanding, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

Civics and Economics Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Our Federal System of Government (continued)	<p>Using the following information, describe how the power of judicial review is an important check on the legislative and executive branches of government.</p> <p>The supreme courts of the United States and Virginia determine the constitutionality of laws and acts of the executive branch of government. This power is called judicial review.</p> <p><i>Marbury v. Madison</i> established the principle of judicial review at the national level.</p> <p>The Constitution of the United States of America is the supreme law of the land.</p> <p>State laws must conform to the Virginia and United States constitutions.</p>	CE.8b		
	<p>Using the following information, explain that courts resolve two kinds of legal conflicts—civil and criminal— and compare the two.</p> <p>Criminal law</p> <ul style="list-style-type: none"> • In a criminal case, a court determines whether a person accused of breaking the law is guilty or not guilty of a misdemeanor or a felony. <p>Civil law</p> <ul style="list-style-type: none"> • In a civil case, a court settles a disagreement between two parties. 	CE.8c		

(Essential understanding, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

Civics and Economics Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Our Federal System of Government (continued)	Describe criminal procedure in felony cases: <ul style="list-style-type: none"> • A person accused of a crime may be arrested if the police have probable cause. • The accused may be committed to jail or released on bail. • The case proceeds to an arraignment where probable cause is reviewed, the defendant may be appointed an attorney, and a plea is entered. • A court date is set and a trial is conducted. • A guilty verdict may be appealed to the Court of Appeals or directly to the Supreme Court in certain cases. 	CE.8c		
	Describe the procedure for civil cases: <ul style="list-style-type: none"> • The plaintiff files a complaint to recover damages or receive compensation. • Case can be heard by judge or jury. • Case can be appealed to the Court of Appeals and the Supreme Court. 	CE.8c		
	Describe the procedure for cases involving juveniles: <ul style="list-style-type: none"> • Judges have greater latitude in handling juvenile cases. • Juveniles who commit serious crimes can be tried as adults. 	CE.8c		
	Examine and interpret primary and secondary source documents.	CE.1a		
	Create and explain diagrams, tables, or charts.	CE.1b		

(Essential understanding, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

Civics and Economics Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
	Analyze political cartoons, pictures, and other graphic media.	CE.1c		
Our Federal System of Government (continued)	Distinguish between relevant and irrelevant information.	CE.1d		
	Review information for accuracy, separating fact from opinion.	CE.1e		
	Identify a problem and recommend solutions.	CE.1f		

(Essential understanding, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

Civics and Economics Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Elections, Parties, and Pressure Groups	Explain how the political parties play a key role in government and provide opportunities for citizens to participate in the political process.	CE.5a	<ul style="list-style-type: none"> • Group discussions • Projects • Quizzes • Student reports • Unit tests • Writing assignments 	<p><i>See page 42 for reference information</i></p> <ul style="list-style-type: none"> • A Commonwealth of Knowledge • Audiovisual materials • Center for Civic Education • Library of Congress • National Council for the Social Studies • National Geographic • Smithsonian Institute • Textbook • Virginia Historical Society • Virginia Museum of Fine Arts • WorldNet Virginia • 1995 History and Social Science Standards of Learning Assessment Blueprint • 2001 History and Social Science Curriculum Framework • 2002 Sample Instructional Activities
	Describe the functions of political parties: <ul style="list-style-type: none"> • Recruiting and nominating candidates • Educating the electorate about campaign issues • Helping candidates win elections • Monitoring actions of officeholders 	CE.5a		
	Explain that a two-party system characterizes the American political process.	CE.5b		
	Explain that, although third parties rarely win elections, they play an important role in public politics: <p>Third parties:</p> <ul style="list-style-type: none"> • Introduce new ideas or press for a particular issue • Often revolve around a political personality (e.g., Theodore Roosevelt) 	CE.5b		
Compare the similarities and differences between parties: <p>Similarities between parties</p> <ul style="list-style-type: none"> • Organize to win elections • Influence public policies • Reflect both liberal and conservative views • Define themselves in a way that wins majority support by appealing to the political center 	CE.5b			

(Essential understanding, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

Civics and Economics Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Elections, Parties, and Pressure Groups (continued)	(Similarities and differences continued) Differences between parties: <ul style="list-style-type: none"> • Stated in a party's platform and reflected in campaigning 	CE.5b		
	Explain how voters evaluate information presented in political campaigns to make reasoned choices among candidates.	CE.5c		
	Explain the following strategies for evaluating campaign speeches, literature, and advertisements for accuracy <ul style="list-style-type: none"> • Separating fact from opinion • Detecting bias • Evaluating sources • Identifying propaganda 	CE.5c		
	Explain how the media plays an important role in the political process: Mass media roles in elections <ul style="list-style-type: none"> • Identifying candidates • Emphasizing selected issues • Writing editorials, creating political cartoons, publishing op-ed pieces • Broadcasting different points of view 	CE.5c		

(Essential understanding, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

Civics and Economics Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Elections, Parties, and Pressure Groups (continued)	<p>Use the following information to explain that running for political office is expensive:</p> <p>Rising campaign costs</p> <ul style="list-style-type: none"> • Require candidates to conduct extensive fund-raising activities • Limit opportunities to run for public office • Give an advantage to wealthy individuals who run for office • Encourage the development of political action committees (PACs) • Give issue-oriented special interest groups increased influence 	CE.5d		
	<p>Explain how the high cost of getting elected changes campaigning for public office:</p> <p>Campaign finance reform</p> <ul style="list-style-type: none"> • Rising campaign costs have led to efforts to reform campaign finance laws. • Limits exist on the amount individuals may contribute to political candidates and campaigns 	CE.5d		
	<p>Explain that voting is a basic responsibility of citizenship.</p>	CE.5e		
	<p>Describe why the number of citizens who register and vote is related to how important election issues are to citizens.</p>	CE.5e		

(Essential understanding, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

Civics and Economics Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Elections, Parties, and Pressure Groups (continued)	<p>Using the following information, explain that only citizens who register can participate in primary and general elections:</p> <p>Identify the qualifications to register to vote in Virginia:</p> <ul style="list-style-type: none"> • Citizen of the United States • Resident of Virginia and precinct • 18 years of age by day of general election 	CE.5e		
	<p>Explain how to register in Virginia:</p> <ul style="list-style-type: none"> • In person at the registrar's office, at the Division of Motor Vehicles, or at other designated sites • By mail application • Registration is closed 29 days before elections. 	CE.5e		
	<p>Explain the following factors in predicting which citizens will vote:</p> <ul style="list-style-type: none"> • Education • Age • Income 	CE.5e		
	<p>Explain why citizens fail to vote:</p> <ul style="list-style-type: none"> • Lack of interest • Failure to register 	CE.5e		
	<p>Explain that the percentage of voters who participate in presidential elections is usually greater than the percentage of voters who participate in state and local elections.</p>	CE.5e		
	<p>Demonstrate why every vote is important.</p>	CE.5e		

(Essential understanding, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

Civics and Economics Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Elections, Parties, and Pressure Groups (continued)	<p>Using the following information, explain that the electoral college process is used to select the President and Vice President of the United States.</p> <ul style="list-style-type: none"> • Electoral college process <ul style="list-style-type: none"> – The slate of electors for each state is chosen by popular vote. – The electors meet to vote for President and Vice President. – The winner-take-all system leads to the targeting of large states for campaigning, although candidates must pay attention to small states whose electoral votes may make the difference in tight elections. • The number of electors of each state is based on the state’s Congressional representation. • The requirements for a majority vote to win in the electoral college favors a two-party system. 	CE.5f		
	<p>Explain that the media informs policymakers and influences public policy by</p> <ul style="list-style-type: none"> • Focusing public attention on selected issues • Offering a forum in which opposing viewpoints are communicated • Holding government officials accountable to the public 	CE.7c		
	<p>Explain that government officials use the media to communicate with the public.</p>	CE.7c		

(Essential understanding, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

Civics and Economics Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Elections, Parties, and Pressure Groups (continued)	Explain the ways individuals influence public policy.	CE.7d		
	Identify the term “Lobbying” - Seeking to influence legislators to introduce or vote for or against a bill	CE.7d		
	Using the following information, explain the ways interest groups influence public policy <ul style="list-style-type: none"> • Identifying issues • Making political contributions • Lobbying government officials 	CE.7d		
	Using the following information, explain the ways individuals influence public policy <ul style="list-style-type: none"> • Participating in politics (voting, campaigning) • Expressing opinions (lobbying, demonstrating, writing letters) • Joining interest groups 	CE.7d		
	Examine and interpret primary and secondary source documents.	CE.1a		
	Create art to explain maps, diagrams, tables, or charts, graphics, and spreadsheets.	CE.1b		
	Analyze political cartoons, pictures, and other graphic media.	CE.1c		
	Review information for accuracy, separating fact from opinion.	CE.1e		
	Identify a problem and recommend solutions.	CE.1f		

(Essential understanding, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

Civics and Economics Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
State and Local Government	Explain how the Constitution of the United States of America establishes the principle of federalism, which is the division of power between the states and the national government.	CE.6a	<ul style="list-style-type: none"> · Group discussions · Projects · Quizzes · Student reports · Unit tests · Writing assignments 	<i>See page 42 for reference information</i> <ul style="list-style-type: none"> · A Commonwealth of Knowledge · Audiovisual materials · Center for Civic Education · Library of Congress · National Council for the Social Studies · National Geographic · Smithsonian Institute · Textbook · Virginia Historical Society · Virginia Museum of Fine Arts · WorldNet Virginia · 1995 History and Social Science Standards of Learning Assessment Blueprint · 2001 History and Social Science Curriculum Framework · 2002 Sample Instructional Activities
	Describe how legislative, executive, and judicial powers are separated at the state and national levels of government.	CE.6b		
	Explain that all powers of local government in Virginia are created and controlled by the state.	CE.6b		
	Explain that the powers and responsibilities of the legislative, executive, and judicial branches at both the national and state levels are limited.	CE.6b		

(Essential understanding, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

Civics and Economics Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
State and Local Government (continued)	<p>Using the following information, explain that courts resolve two kinds of legal conflicts—civil and criminal.</p> <ul style="list-style-type: none"> • Criminal law: <ul style="list-style-type: none"> – In a criminal case, a court determines whether a person accused of breaking the law is guilty or not guilty of a misdemeanor or a felony. • Civil law <ul style="list-style-type: none"> – In a civil case, a court settles a disagreement between two parties. • Criminal procedure in felony cases <ul style="list-style-type: none"> – A person accused of a crime may be arrested if the police have probable cause. – The accused may be committed to jail or released on bail. – The case proceeds to an arraignment where probable cause is reviewed, the defendant may be appointed an attorney, and a plea is entered. – A court date is set and a trial is conducted. – A guilty verdict may be appealed to the Court of Appeals or directly to the Supreme Court in certain cases. 	CE.8c		

(Essential understanding, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

Civics and Economics Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
State and Local Government (continued)	<p>(Legal conflicts continued)</p> <ul style="list-style-type: none"> • Procedure for civil cases <ul style="list-style-type: none"> – The plaintiff files a complaint to recover damages or receive compensation. – Case can be heard by judge or jury. – Case can be appealed to the Court of Appeals and the Supreme Court. • Procedure for cases involving juveniles <ul style="list-style-type: none"> – Judges have greater latitude in handling juvenile cases. – Juveniles who commit serious crimes can be tried as adults. 	CE.8c		
	Examine and interpret primary and secondary source documents.	CE.1a		
	Create and explain diagrams, tables, or charts.	CE.1b		
	Distinguish between relevant and irrelevant information.	CE.1d		
	Identify a problem and recommend solutions.	CE.1f		

(Essential understanding, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

Civics and Economics Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Citizenship: Duties, Rights, and Liberties	Explain that a citizen is an individual with certain rights and duties under a government and who, by birth or by choice, owes allegiance to that government.	CE.3a	<ul style="list-style-type: none"> · Group discussions · Projects · Quizzes · Student reports · Unit tests · Writing assignments 	<p><i>See page 42 for reference information</i></p> <ul style="list-style-type: none"> · A Commonwealth of Knowledge · Audiovisual materials · Center for Civic Education · Library of Congress · National Council for the Social Studies · National Geographic · Smithsonian Institute · Textbook · Virginia Historical Society · Virginia Museum of Fine Arts · WorldNet Virginia · 1995 History and Social Science Standards of Learning Assessment Blueprint · 2001 History and Social Science Curriculum Framework · 2002 Sample Instructional Activities
	<p>Using the following information, explain how an individual becomes a citizen:</p> <ul style="list-style-type: none"> • The Fourteenth Amendment to the Constitution of the United States of America defines citizenship: “All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and the state wherein they reside.” • Means of obtaining citizenship are by: <ul style="list-style-type: none"> – Birth – Naturalization • Immigration and naturalization, particularly in the twentieth century, have led to an increasingly diverse society. • To become a citizen through naturalization, a person must demonstrate knowledge of American history and principles and the ability to speak and write English. 	CE.3a		
	Explain that the Constitution of the United States of America establishes and protects the citizen's fundamental rights and liberties.	CE.3b		
	Explain that few rights, if any, are considered absolute.	CE.3b		

(Essential understanding, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

Civics and Economics Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Citizenship: Duties, Rights, and Liberties (continued)	Identify First Amendment freedoms: <ul style="list-style-type: none"> • Religion—Government may not establish an official religion, nor endorse, or unduly interfere with the free exercise of religion. • Speech—Individuals are free to express their opinions and beliefs. • Press—The press has the right to gather and publish information, including that which criticizes the government. • Assembly—Individuals may peacefully gather. • Petition—Individuals have the right to make their views known to public officials. 	CE.3b		
	Identify the Fourteenth Amendment: Extends the due process protection to actions of the states	CE.3b		
	Explain that, for government to be effective, citizens must fulfill their civic duties.	CE.3c		
	Identify the duties of responsible citizens: <ul style="list-style-type: none"> • Obey laws • Pay taxes • Serve in the armed forces if called • Serve on a jury or as a witness in court 	CE.3c		
	Explain that citizens who choose not to fulfill these civic duties face legal consequences	CE.3c		
	Explain that a basic responsibility of citizenship is to contribute to the common good.	CE.3d		
	Explain that civic responsibilities are fulfilled by choice; they are voluntary.	CE.3d		

(Essential understanding, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

Civics and Economics Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Citizenship: Duties, Rights, and Liberties (continued)	Identify some responsibilities of citizens: <ul style="list-style-type: none"> • Register and vote • Hold elective office • Influence government by communicating with government officials • Serve in voluntary, appointed positions • Participate in political campaigns • Keep informed regarding current issues • Respect others' rights to an equal voice in government 	CE.3d		
	Explain that a democratic society requires the active participation of its citizens.	CE.3e		
	Identify ways for citizens to participate in community service: <ul style="list-style-type: none"> • Volunteer to support democratic institutions (e.g., League of Women Voters). • Express concern about the welfare of the community as a whole (e.g., environment, public health and safety, education). • Help to make the community a good place to work and live (e.g., by becoming involved with public service organizations, tutoring, volunteering in nursing homes). 	CE.3e		
	Explain that thoughtful and effective participation in civic life depends upon the exercise of good citizenship.	CE.4a-e		
	Identify personal traits of good citizens: <ul style="list-style-type: none"> • Trustworthiness and honesty • Courtesy and respect for the rights of others • Responsibility, accountability, and self-reliance • Respect for the law • Patriotism 	CE.4a-e		

(Essential understanding, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

Civics and Economics Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Citizenship: Duties, Rights, and Liberties (continued)	Explain that the right to due process of the law is outlined in the 5th and 14th Amendments to the Constitution of the United States of America.	CE.8d		
	Identify due process of law as the constitutional protection against unfair governmental actions and laws.	CE.8d		
	Describe how due process protections ensure justice: <ul style="list-style-type: none"> • 5th Amendment—Prohibits the national government from acting in an unfair manner • 14th Amendment—Prohibits state and local governments from acting in an unfair manner • The Supreme Court has extended the due process clauses to protect the guarantees of the Bill of Rights. 	CE.8d		
	Examine and interpret primary and secondary source documents.	CE.1a		
	Explain diagrams, tables, or charts.	CE.1b		
	Analyze political cartoons, pictures, and other graphic media.	CE.1c		
	Distinguish between relevant and irrelevant information.	CE.1d		
	Review information for accuracy, separating fact from opinion.	CE.1e		
	Identify a problem and recommend solutions.	CE.1f		

(Essential understanding, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

Civics and Economics Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
The American Free Market System	<p>Explain that people make choices about how to use limited resources, decide the ownership of resources, and structure markets for the distribution of goods and services.</p>	CE.9a	<ul style="list-style-type: none"> · Group discussions · Projects · Quizzes · Student reports · Unit tests · Writing assignments 	<p><i>See page 42 for reference information</i></p> <ul style="list-style-type: none"> · A Commonwealth of Knowledge · Audiovisual materials · Center for Civic Education · Library of Congress · National Council for the Social Studies · National Geographic · Smithsonian Institute · Textbook · Virginia Historical Society · Virginia Museum of Fine Arts · WorldNet Virginia · 1995 History and Social Science Standards of Learning Assessment Blueprint · 2001 History and Social Science Curriculum Framework · 2002 Sample Instructional Activities
	<p>Using the following information, explain how people deal with scarcity, resources, choices, opportunity cost, price, incentives, supply and demand, and consumption:</p> <ul style="list-style-type: none"> • Scarcity is the inability to satisfy all wants at the same time. All resources and goods are limited. This requires that choices be made. • Resources are factors of production that are used in the production of goods and services. Types of resources are natural, human, capital, and entrepreneurship. • Choice is selecting an item or action from a set of possible alternatives. Individuals must choose/make decisions about desired goods and services because these goods and services are limited. • Opportunity cost is what is given up when a choice is made—the highest valued alternative forgone. Individuals must consider the value of what is given up when making a choice. 	CE.9a		

(Essential understanding, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

Civics and Economics Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
The American Free Market System (continued)	<p>(How people deal with...continued)</p> <ul style="list-style-type: none"> • Price is the amount of money exchanged for a good or service. Interaction of supply and demand determines price. Price determines who acquires goods and services. • Incentives are things that incite or motivate. Incentives are used to change economic behavior. • Supply and demand is the interaction of supply and demand that determines price. Demand is the amount of a good or service that consumers are willing and able to buy at a certain price. Supply is the amount of a good or service that producers are willing and able to sell at a certain price. • Production is the combining of human, natural, capital, and entrepreneurship resources to make goods or provide services. Resources available and consumer preferences determine what is produced. • Consumption is using goods and services. Consumer preferences and price determine what is purchased. 	CE.9a		
	<p>Explain that the type of economy is determined by the extent of government involvement in economic decision making.</p>	CE.9b		

(Essential understanding, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

Civics and Economics Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
The American Free Market System (continued)	Identify characteristics of major economic systems: <ul style="list-style-type: none"> • Free market <ul style="list-style-type: none"> – Private ownership of property/resources – Profit – Competition – Consumer sovereignty – Individual choice • Command economy <ul style="list-style-type: none"> – Central ownership of property/resources – Centrally-planned economy – Lack of consumer choice • Mixed economy <ul style="list-style-type: none"> – Individuals and businesses as decision makers for the private sector – Government as decision maker for the public sector – A greater government role than in a free market economy – Most common economic system today 	CE.9b		
	Explain how the United States economy is a mixed economy.	CE.9c		
	Describe how, in the United States, private individuals, businesses, and government share economic decision making.	CE.9c		

(Essential understanding, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

Civics and Economics Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
The American Free Market System (continued)	<p>Explain the characteristics of the United States economy</p> <ul style="list-style-type: none"> • Free markets—Markets are allowed to operate without undue interference from the government. • Private property—Individuals and businesses have the right to own personal property as well as the means of production without undue interference from the government. • Profit—Profit consists of earnings after all expenses have been paid. • Competition—Rivalry between producers/sellers of a good or service results in better quality goods and services at a lower price. • Consumer sovereignty—Consumers determine through purchases, what goods and services will be produced. 	CE.9c		
	<p>Describe the three basic structures that businesses use to organize to earn profits:</p> <ul style="list-style-type: none"> • Proprietorship—A form of business organization with one owner who takes all the risks and all the profits. • Partnership—A form of business organization with two or more owners who share the risks and the profits. • Corporation—A form of business organization that is authorized by law to act as a legal person regardless of the number of owners. Owners share the profits. Owner liability is limited to investment. 	CE.10a		

(Essential understanding, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

Civics and Economics Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
The American Free Market System (continued)	Describe an entrepreneur: <ul style="list-style-type: none"> • A person who takes a risk to produce goods and services in search of profit • May establish a business according to any of the three types of organizational structures 	CE.10a		
	Explain that entrepreneurs play an important role in all three business organizations.	CE.10a		
	Using the following information, explain how resources, goods and services, and money flow continuously among households, businesses, and markets in the United States economy: <ul style="list-style-type: none"> • Economic flow <ul style="list-style-type: none"> – Individual and business saving and investment provide financial capital that can be borrowed for business expansion and increased consumption. – Individuals (households) own the resources used in production, sell the resources, and use the income to purchase products. – Businesses (producers) buy resources; make products that are sold to individuals, other businesses, and the government; and use the profits to buy more resources. – Governments use tax revenue from individuals and businesses to provide public goods and services. 	CE.10b		

(Essential understanding, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

Civics and Economics Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
The American Free Market System (continued)	Explain how private financial institutions act as intermediaries between savers and borrowers.	CE.10c		
	Identify characteristics of private financial institutions: <ul style="list-style-type: none"> • Include banks, savings and loans, credit unions, and securities brokerages • Receive deposits and make loans • Encourage saving and investing by paying interest on deposits 	CE.10c		
	Using the following information, explain how the United States government promotes and regulates competition: <ul style="list-style-type: none"> • Ways the government promotes marketplace competition <ul style="list-style-type: none"> – Enforcing antitrust legislation to discourage the development of monopolies – Engaging in global trade – Supporting business start-ups • Government agencies that regulate business <ul style="list-style-type: none"> – FCC (Federal Communications Commission) – EPA (Environmental Protection Agency) – FTC (Federal Trade Commission) These agencies oversee the way individuals and companies do business.	CE.11a		
	Examine and interpret primary and secondary source documents.	CE.1a		

(Essential understanding, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

Civics and Economics Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
The American Free Market System (continued)	Create and explain maps, diagrams, tables, charts, and spreadsheets.	CE.1b		
	Analyze political cartoons, political advertisements, pictures, and other graphic media.	CE.1c		
	Distinguish between relevant and irrelevant information.	CE.1d		
	Review information for accuracy, separating fact from opinion.	CE.1e		
	Identify a problem and recommend solutions.	CE.1f		

(Essential understanding, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

Civics and Economics Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Government and the Economy	Explain that government provides public goods and services that individuals acting alone could not provide efficiently.	CE.11b	<ul style="list-style-type: none"> · Group discussions · Projects · Quizzes · Student reports · Unit tests · Writing assignments 	<p><i>See page 42 for reference information</i></p> <ul style="list-style-type: none"> · A Commonwealth of Knowledge · Audiovisual materials · Center for Civic Education · Library of Congress · National Council for the Social Studies · National Geographic · Smithsonian Institute · Textbook · Virginia Historical Society · Virginia Museum of Fine Arts · WorldNet Virginia · 1995 History and Social Science Standards of Learning Assessment Blueprint · 2001 History and Social Science Curriculum Framework · 2002 Sample Instructional Activities
	Identify characteristics of public goods and services: <ul style="list-style-type: none"> • Include such items as interstate highways, postal service, and national defense • Provide benefits to many simultaneously • Would not be available if individuals had to provide them 	CE.11b		
	Describe ways governments produce public goods and services <ul style="list-style-type: none"> • Through tax revenue • Through borrowed funds 	CE.11b		
	Using the following information, explain that the government taxes, borrows, and spends to influence economic activity. <ul style="list-style-type: none"> • Government tax increases reduce the funds available for private and business spending; tax decreases increase funds for private and business spending. • Increased government borrowing reduces funds available for borrowing by individuals and businesses; decreased government borrowing increases funds available for borrowing by individuals and businesses. 	CE.11c		

(Essential understanding, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

Civics and Economics Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Government and the Economy (continued)	<ul style="list-style-type: none"> • Increased government spending increases demand, which may increase employment and production; decreased spending reduces demand, which may result in a slowing of the economy. • Increased government spending may result in higher taxes; decreased government spending may result in lower taxes. • The 16th Amendment to the Constitution of the United States of America authorizes Congress to tax incomes (personal and business). 	CE.11c		
	<p>Explain how the Federal Reserve System, acting as the central bank, regulates the money supply.</p>	CE.11d		
	<p>Describe the role of the Federal Reserve System in maintaining a stable economy:</p>	CE.11d		
	<p>Explain that the Federal Reserve banks act as a banker's bank by issuing currency and regulating the amount of money in circulation.</p>	CE.11d		

(Essential understanding, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

Civics and Economics Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Government and the Economy (continued)	<p>Using the following information, explain that, to slow the economy, the Federal Reserve Bank restricts the money supply, causing interest rates to rise; to stimulate the economy the Fed increases the money supply, causing interest rates to decline:</p> <ul style="list-style-type: none"> • Ways the Federal Reserve Bank slows the economy: <ul style="list-style-type: none"> – Increases the reserve requirement – Raises the discount rate – Sells government securities • Ways the Federal Reserve Bank stimulates the economy: <ul style="list-style-type: none"> – Lowers the reserve requirement – Lowers the discount rate – Purchases government securities 	CE.11d		
	Describe how the United States government passes laws and creates agencies to protect consumer rights and property rights.	CE.11e		
	Explain that individuals have the right of private ownership, which is protected by negotiated contracts that are enforceable by law.	CE.11e		
	Explain that government agencies establish guidelines that protect public health and safety.	CE.11e		
	Explain that consumers may take legal action against violations of consumer rights.	CE.11e		

(Essential understanding, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

Civics and Economics Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Government and the Economy (continued)	Examine and interpret primary and secondary source documents.	CE.1a		
	Explain diagrams, tables, or charts.	CE.1b		
	Analyze political cartoons, pictures, and other graphic media.	CE.1c		
	Distinguish between relevant and irrelevant information.	CE.1d		
	Review information for accuracy, separating fact from opinion.	CE.1e		
	Identify a problem and recommend solutions.	CE.1f		

(Essential understanding, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

Civics and Economics Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
The Workforce and Careers	<p>Explain reasons why Virginia and the United States pursue international trade in order to increase wealth using the following information.</p> <p>Reasons that states and nations trade</p> <ul style="list-style-type: none"> • To obtain goods and services they cannot produce or produce efficiently themselves • To buy goods and services at a lower cost or a lower opportunity cost • To sell goods and services to other countries • To create jobs 	CE.10d	<ul style="list-style-type: none"> • Group discussions • Projects • Quizzes • Student reports • Unit tests • Writing assignments 	<p><i>See page 42 for reference information</i></p> <ul style="list-style-type: none"> • A Commonwealth of Knowledge • Audiovisual materials • Center for Civic Education • Library of Congress • National Council for the Social Studies • National Geographic • Smithsonian Institute • Textbook • Virginia Historical Society • Virginia Museum of Fine Arts • WorldNet Virginia • 1995 History and Social Science Standards of Learning Assessment Blueprint • 2001 History and Social Science Curriculum Framework • 2002 Sample Instructional Activities
	Describe a Global Economy as worldwide markets in which the buying and selling of goods and services by all nations takes place	CE.10d		
	Explain that Virginia and the United States specialize in the production of certain goods and services that promotes efficiency and growth.	CE.10d		
	<p>Describe the impact of technological innovation on world trade.</p> <p>Impact of technological innovations</p> <ul style="list-style-type: none"> • Innovations in technology (e.g., the Internet) contribute to the global flow of information, capital, goods, and services. • The use of such technology also lowers the cost of production. 			

(Essential understanding, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

Civics and Economics Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
The Workforce and Careers (continued)	<p>Using the following information, explain that career planning starts with self-assessment:</p> <ul style="list-style-type: none"> • An awareness of individual talents, interests, and aspirations is needed to select a career. • Attitudes and behaviors that support a strong work ethic enhance career success. • Employers seek employees who demonstrate the attitudes and behaviors of a strong work ethic. • There is a correlation between skills, education, and income. • Higher skill(s) and/or education level(s) generally lead to higher incomes. • Changes in technology influence the abilities, skills, and education needed in the marketplace. • Employers seek individuals who have kept pace with technological change/skills. • Technological advancements create new jobs in the workplace. • Supply and demand also influence job income. 	CE.12a-d		
	<p>Explain diagrams, tables, or charts.</p>	CE.1b		
	<p>Review information for accuracy, separating fact from opinion.</p>	CE.1e		
	<p>Identify a problem and recommend solutions.</p>	CE.1f		

(Essential understanding, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

Civics and Economics Sample Scope and Sequence

Resources

Center for Civic Education – <http://www.civiced.org>

A Commonwealth of Knowledge: Virginia’s Site for Educators – <http://www.Knowledge.State.va.us/welcome.htm>

Documents of American History – <http://www.pen.k12.va.us/VDOE/Instruction/AmericanDoc99.pdf>

Education Place – <http://www.eduplace.com/ss/ssmaps/> (This site permits you to print a variety of maps.)

GovSpot – <http://www.govspot.com>

Library of Congress

<http://thomas.loc.gov/> (This site focuses on legislation, the Congressional Record, and status of current bills.)

<http://www.loc.gov/library/>

National Council for the Social Studies – <http://www.socialstudies.org>

National Geographic – <http://nationalgeographic.com/> (This site provides information and copies of maps.)

Smithsonian Institute – <http://www.si.edu/info/education.htm>

United States Department of Education – <http://www.ed.gov/EdRes/index.html>

Virginia Historical Society – <http://www.vahistorical.org/>

Virginia Museum of Fine Arts – <http://www.vmfa.state.va.us/>

WorldNet Virginia – <http://worldnetva.pwnet.org/>

1995 Standards of Learning Assessment Blueprint – <http://www.pen.k12.va.us/VDOE/Assessment/soltests/home.html>

2001 History and Social Science Curriculum Framework – http://www.pen.k12.va.us/VDOE/Instruction/History/his_ss_framework.html

2002 Sample Instructional Activities – <http://www.pen.k12.va.us/VDOE/Instruction/History/hsslessons.html>

(Essential understanding, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)