



**History and Social Science
Curriculum Guide**

Civics and Economics

Spring 2009

Amherst County Public Schools History and Social Science Curriculum Guide

Introduction

The history and social science curriculum in Amherst County Public Schools consists of 13 courses that span Kindergarten through Grade 12. Each course curricula is based on the Virginia Standards of Learning (SOL).

2009 curriculum and pacing guides address the 2008 revisions to the History and Social Science SOL. Each grade level curriculum guide contains objectives, suggested teaching activities, resources, related SOL, and assessment methods. Grade level teachers were asked to review the existing curriculum and pacing guides and provide editorial changes for content that was retained in the 2008 SOL and to provide instructional suggestions for the 2008 SOL revisions. Curriculum and pacing guide edits were made by the division SOL Resource Specialist for Social Studies. Draft document changes were distributed to teachers for review and input. Grade level meetings were scheduled for additional review and input before finalizing the document.

Objectives:

The objectives are based on the SOL and the Curriculum Framework content. Every effort must be made to ensure student mastery of the objectives.

Suggested Activities:

These activities are suggested, not required. Teachers may choose from these activity ideas or utilize other activities that are a strong instructional match for the learning styles of their students.

Resources:

Resources may be located within the individual school building, be available through the Amherst County Public Schools Media Center, be available through the Internet, or be resources used by teachers and known to be appropriate for the content being instructed. The resources listed are suggestions. Teachers may use additional resources provided those resources comply with Amherst County Public School guidelines.

Related SOL:

These are listed to assist teachers with drawing on the students' prior knowledge, developing integrated lessons, linking content to reinforce student understanding, and reviewing content.

Assessment:

These are suggestions. Teachers should develop and utilize assessment means that provide valid and reliable feedback on the students' level of mastery.

Teachers are expected to instruct to the objectives of the curriculum guide for their grade level/subject area and utilize strategies, activities, and resources that promote mastery of the SOL.

Pacing guides must be followed to ensure alignment with nine-week benchmark assessments.

Amherst County Public Schools Civics and Economics Curriculum

SOL: CE.2a

The student will demonstrate knowledge of the foundations of American constitutional government by

- a) explaining the fundamental principles of consent of the governed, limited government, rule of law, democracy, and representative government.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Explain the fundamental principles that have shaped the United States government: Consent of the governed Limited government Rule of law Democracy Representative government</p> <p>2) Provide an example of each fundamental principle of government being implemented</p>	<p>1) Students add definitions of vocabulary to notebooks.</p> <p>2) Teacher led class discussion of why government is needed.</p> <p>3) Class reviews the historical establishment of the Constitution of the United States.</p> <p>4) Teacher defines each principle of government and give examples to which students can relate. (i.e. rule of law- government officials can be charged with violations of the law)</p> <p>5) Students develop other examples for each principle.</p>	<p>Internet</p> <p>Current events</p> <p>Newspapers, News magazines, news broadcasts</p>	<p>CE.1a,d</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

Amherst County Public Schools Civics and Economics Curriculum

SOL: CE.2b

The student will demonstrate knowledge of the foundations of American constitutional government by
b) explaining the significance of the charters of the Virginia Company of London, the Virginia Declaration of Rights, the Declaration of Independence, the Articles of Confederation, the Virginia Statute for Religious Freedom, and the Constitution of the United States of America, including the Bill of Rights.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Identify basic rights given by the charters of the Virginia Company of London</p> <p>2) Recognize that the Virginia Declaration of Rights served as a model for the Bill of Rights of the Constitution of the United States of America</p> <p>3) Identify the four components of the Declaration of Independence as outlined in the Curriculum Framework</p> <p>4) Identify the Articles of Confederation</p>	<p>1) Students add definitions of vocabulary to notebooks.</p> <p>2) Teacher develops a learning center for the documents.</p> <p>3) Students research and report on the various documents (as individual, or group activity).</p> <p>4) Students develop visuals (posters, etc.) which explain the various documents.</p> <p>5) Teacher reviews how colonial regions differed and the impact those differences had on the Constitution.</p>	<p>Copies of the documents.</p>	<p>CE.1a,d,e</p>

<p>5) List the weaknesses of the Articles of Confederation</p> <p>6) Name the basic right provided by the Virginia Statute for Religious Freedom</p> <p>7) Recall that the Constitution of the United States establishes the structure of the United States government</p> <p>8) Identify what the Constitution of the United States guarantees, affirms, and protects</p> <p>9) Recognize that the Constitution of the United States is founded on concepts articulated in earlier documents</p>	<p>6) Students debate which one of the documents had the most influence on the development of the Constitution of the United States.</p> <p>7) Students complete a table listing the weaknesses of the Articles of Confederation and how those weaknesses were corrected by the Constitution of the United States.</p> <p>8) Students research the Virginia Declaration of Rights and the Bill of Rights for similarities.</p>		<p style="text-align: center;">Assessments</p> <hr/> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>
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Amherst County Public Schools Civics and Economics Curriculum

SOL: CE.2c

**The student will demonstrate knowledge of the foundations of American constitutional government by
c) identifying the purposes for the Constitution of the United States of America as stated in its Preamble.**

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the term preamble</p> <p>2) Explain why the Preamble to the Constitution of the United States of America begins with “We the people”</p> <p>3) Identify the purposes of the Constitution of the United States of America as stated in its Preamble</p>	<p>1) Students add definitions of vocabulary to notebooks.</p> <p>2) Students compare copies of the Preamble to the Constitution of the United States of America and the opening paragraph of the Declaration of Independence to distinguish the differences.</p> <p>3) Teacher discusses current events for students to analyze purposes of the United States government.</p> <p>4) Students write a preamble for the school’s student government.</p>	<p>Copy of Preamble of the Constitution of the United States of America.</p>	<p>CE.1a,d</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

Amherst County Public Schools Civics and Economics Curriculum

SOL: CE.2d

The student will demonstrate knowledge of the foundations of American constitutional government by

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

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the terms: Amendment Complex Proposal Ratification Convention General Assembly Action</p> <p>2) Explain how the Constitution of the United States of America may be amended</p> <p>3) Explain how the Constitution of Virginia may be amended</p> <p>4) Identify the number of amendments to the Constitution of the United States of America</p>	<p>1) Students add definitions of vocabulary to notebooks.</p> <p>2) Students complete a Venn diagram comparing the amendment processes for the Constitution of the United States and the Constitution of Virginia.</p> <p>3) Students brainstorm ideas for new amendments to either constitution and discuss how likely the amendment would be ratified.</p> <p>4) Students research and report on an amendment (state or national).</p> <p>5) Students brainstorm why they think so few amendments have been added to the Constitution of the United States.</p>	<p>Constitution of the United States of America</p> <p>Constitution of Virginia</p> <p>SIMS unit organizer</p>	<p>CE.1a</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

<p>5) Recognize that the Constitution of Virginia has been rewritten several times</p> <p>6) Compare the amendment processes for Constitution of the United States and the Constitution of Virginia</p>	<p>6) Students work in small groups to write an amendment that could be proposed in Virginia. Each group proposes its amendment to the class explaining which proposal method they prefer. The class votes on ratification.</p> <p>7) Students complete a unit organizer for SOL content.</p> <p>8) Students create a graphic organizer to demonstrate the process for proposing and ratifying amendments.</p> <p>9) Divide students into small groups to develop their own ideas for amendments (i.e.: General assembly proposal to allow Governor to succeed himself; term limits for members of Congress, et cetera). The class simulates the amending process.</p>		
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Amherst County Public Schools Civics and Economics Curriculum

SOL: CE.3a

The student will demonstrate knowledge of citizenship and the rights, duties, and responsibilities of citizens by
a) describing the processes by which an individual becomes a citizen of the United States.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the terms: Citizen Rights Duties Allegiance Naturalization Jurisdiction Immigration Diverse society</p> <p>2) Identify the Fourteenth Amendment to the Constitution of the United States</p> <p>3) Identify the two ways people become American citizens</p> <p>4) Describe how a person becomes a citizen through naturalization</p>	<p>1) Students add definitions of vocabulary to notebooks.</p> <p>2) Students take a sample naturalization test for citizenship.</p> <p>3) View a naturalization ceremony at Monticello or invite a guest speaker to discuss the ceremony.</p> <p>4) Research and compare the process of United States naturalization to that of other countries.</p> <p>5) Students brainstorm foods, sports, music, clothing labels, et cetera to examine the diversity provided by immigration and naturalization.</p> <p>6) Teacher leads discussion of citizenship by birth.</p>	<p>Sample citizenship test.</p> <p>Videotape of immigration ceremony at Monticello (contact the Monticello Foundation).</p> <p>Internet</p>	<p>CE.1a-c,e-g</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

<p>5) Describe the impact of immigration and naturalization on American society</p>	<p>7) Students create a bulletin board showing the steps of naturalization.</p>		
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Amherst County Public Schools Civics and Economics Curriculum

SOL: CE.3b

The student will demonstrate knowledge of citizenship and the rights, duties, and responsibilities of citizens by
b) describing the First Amendment freedoms of religion, speech, press, assembly, and petition, and the rights guaranteed by due process and equal protection of the laws.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Explain fundamental rights and liberties guaranteed in the First and Fourteenth Amendments to the Constitution of the United States</p> <p>2) Define the following: Assembly Petition Press Religion Speech Due process</p> <p>3) Recognize that rights may have limits i.e.: speech – not yelling fire in a crowded theater if there is no fire</p>	<p>1) Students add definitions of vocabulary to notebooks.</p> <p>2) Teacher led class discussion of the freedoms in the First Amendment and the due process protection.</p> <p>3) Students write about a First Amendment freedom they feel is the least or most important and defend the choice.</p> <p>4) Students choose one of the First Amendment freedoms and write a paragraph explaining what society would be like if that freedom did not exist.</p> <p>5) Students create a collage or poster showing First Amendment freedoms.</p>	<p>First and Fourteenth Amendments of the Constitution of the United States</p>	<p>CE.1a,d,e</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

**Amherst County Public Schools
Civics and Economics Curriculum**

SOL: CE.3c

**The student will demonstrate knowledge of citizenship and the rights, duties, and responsibilities of citizens by
c) describing the duties of citizenship, including obeying the laws, paying taxes, defending the nation, and serving in court.**

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the following: Duty Jury Witness Armed forces Consequences</p> <p>2) Explain the duties of all United States citizens</p> <p>3) Recognize that citizens who fail to fulfill duties face consequences</p>	<p>1) Students add definitions of vocabulary to notebooks.</p> <p>2) Divide students into four groups, giving each a duty of responsible citizens as listed in the Curriculum Framework. Each group generates a list of how duties of responsible citizens apply to them being responsible students or how the duties affect them i.e. obey laws-obey school rules, paying taxes-provides school programs.</p> <p>3) Teacher led discussion of what happens when citizens fail to fulfill their duties.</p>		<p>CE.1c-f</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

Amherst County Public Schools Civics and Economics Curriculum

SOL: CE.3d

The student will demonstrate knowledge of citizenship and the rights, duties, and responsibilities of citizens by
d) examining the responsibilities of citizenship, including registering and voting, communicating with government officials, participating in political campaigns, keeping informed about current issues, and respecting differing opinions in a diverse society.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Describe ways people demonstrate responsible citizenship</p> <p>2) Define the following terms: Citizenship Voluntary Register Officials Political campaign Current issues Voice in government</p> <p>3) Differentiate between a duty and a responsibility</p>	<p>1) Students add definitions of vocabulary to notebooks.</p> <p>2) Students generate a list of ways they can be responsible students.</p> <p>3) Students write a letter to the principal supporting or opposing a school policy.</p> <p>4) Guest speaker i.e. registrar, leader of political party, et cetera to discuss the importance of civic responsibilities.</p> <p>5) Teacher developed scenario to illustrate the importance of staying informed.</p>	<p>Guest Speaker</p>	<p>CE.1d-f</p> <p>CE.3a,c</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>6) Classroom discussion of various citizenship rights, duties, and responsibilities, emphasizing that duties are required, whereas responsibilities are voluntary.</p> <p>7) Students discuss the “costs” to society of citizens not accepting their responsibilities.</p>		
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Amherst County Public Schools Civics and Economics Curriculum

SOL: CE.3e

The student will demonstrate knowledge of citizenship and the rights, duties, and responsibilities of citizens by
e) evaluating how civic and social duties address community needs and serve the public good.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the following: Community service Volunteer Democratic institution Public service organization</p> <p>2) Explain ways in which citizens participate in community service</p>	<p>1) Students add definitions of vocabulary to notebooks.</p> <p>2) Class brainstorms a list of community service activities taking place within the school as well as others.</p> <p>3) Students identify a school/community problem and recommend a solution. Students volunteer to take part in this solution. i.e. activities to beautify school grounds. (Possible extra credit activity)</p> <p>4) Guest speaker from a volunteer organization i.e. volunteer fire department, Women’s League of Voters, et cetera, discusses the importance and contributions of community service.</p>	<p>Guest speaker from community</p> <p>Citizenship-“Character Counts” program from Virginia Department of Education</p> <p>Local newspapers</p>	<p>CE.1f</p> <p>CE.3a,c,d</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>5) Class discusses examples of community-wide issues, such as conserving water during a drought or having fire departments.</p> <p>6) Students write a journal entry about a community service activity they would like to complete.</p>		
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Amherst County Public Schools Civics and Economics Curriculum

SOL: CE.4a,b,c,d,e,f,g

The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by

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

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the following personal character traits: Trustworthiness Honesty Courtesy Respect for rights of others Responsibility Accountability Self-reliance Respect for the law Patriotism Decision-making</p> <p>2) Explain and demonstrate personal character traits of a good citizen</p>	<p>1) Students add definitions of vocabulary to notebooks.</p> <p>2) Given scenarios, students determine the character trait being demonstrated (i.e. finding a wallet with \$50 at the mall and turning it in – shows honesty).</p> <p>3) Students rate their own character using a checklist of character traits.</p> <p>4) Teacher relates character traits to campaign elections. Use a current/recent election as an example.</p>	<p>“Character Counts” program.</p> <p>Scenarios</p> <p>Checklist of character traits</p> <p>Classroom poster of character traits</p> <p>PACED model</p> <p>www.councilforeconed.org</p>	<p>CE.3c,d,e</p>

<p>3) Identify ways individuals demonstrate effective participation in civic life</p>	<p>5) Teacher develops a classroom poster of traits to be used in tracking student demonstration of traits. (Consider a class reward after reaching a set goal.)</p> <p>6) Students illustrate the personal traits of good citizens.</p> <p>7) Students choose traits and role play the trait.</p> <p>8) Students participate in decision-making activities in the classroom.</p> <p>9) Students use the decision-making model PACED to decide on a mascot for the classroom (resource for the PACED model is the Council for Economic Education www.councilforeconed.org)</p> <p>10) Students brainstorm and choose a service project for the school or the community. (This should be discussed with school administration prior to discussion with students)</p>		<p style="text-align: center;">Assessments</p> <hr/> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>
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	<p>11) Students create a booklet showing ways citizens demonstrate their patriotism</p> <p>12) Students create posters showing traits of good citizenship and display their posters throughout the school (discuss this activity with school administration prior to implementation).</p> <p>Note: These character traits should be related to civics content where appropriate throughout the year.</p>		
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Amherst County Public Schools Civics and Economics Curriculum

SOL: CE.5a

The student will demonstrate knowledge of the political process at the local, state, and national levels of government by

a) describing the functions of political parties.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define political party</p> <p>2) Describe the functions of political parties</p> <p>3) Define the following terms: Political process Recruit Nominate Electorate Officeholders</p>	<p>1) Students add definitions of vocabulary to notebooks.</p> <p>2) Class reviews how political parties evolved. (Hamilton/Jefferson)</p> <p>3) Teacher led class discussion of how student government elections relate to the functions of political parties.</p> <p>4) Guest speaker from a local party organization to speak to class.</p> <p>5) Students create a mobile of political party functions.</p> <p>6) Students complete a graphic organizer for political party functions.</p>	<p>Guest speaker from local party.</p>	<p>CE1.b, c, e</p> <p>CE.3d,e</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>7) Divide class into two political parties (may use existing parties or create fictitious names). The two parties simulate the functions of parties to elect a class officer (because of the time involved in this activity, it might need to be combined with another part of SOL CE.5).</p>		
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Amherst County Public Schools Civics and Economics Curriculum

SOL: CE.5b

The student will demonstrate knowledge of the political process at the local, state, and national levels of government by

b) comparing the similarities and differences of political parties.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the following: Two-party system Third party Public policy Election Liberal Conservative Moderate Party platform Political personality</p> <p>2) Compare the similarities and differences of political parties</p>	<p>1) Students add definitions of vocabulary to notebooks.</p> <p>2) Teacher led discussion of the political spectrum: liberal, moderate, and conservative (left, center, right). Using music, clothing styles, sports, and other examples, students rate examples as liberal, moderate, or conservative (i.e. would a lay-up shot in basketball be liberal, moderate, or conservative; would dying one's hair orange be liberal, moderate, or conservative).</p> <p>3) Follow-up activity #2 with a class discussion about a current controversial issue such as the death penalty, abortion, et cetera.</p>	<p>Internet</p> <p>Examples for activity #2</p> <p>Graphic organizer</p>	<p>CE.1b,c,e,f</p> <p>CE.5a</p> <hr/> <p style="text-align: center;">Assessment</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>4) Using a graphic organizer, class discussion identifies the similarities and differences between the political parties.</p> <p>5) Students research third parties to identify issues/personalities (i.e. Whigs against Jackson, “Know Nothings” anti-Irish).</p> <p>6) Students conduct an Internet research of the platforms of the Democrats and Republicans and complete a table of five major issues in each platform.</p>		
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Amherst County Public Schools Civics and Economics Curriculum

SOL: CE.5c

The student will demonstrate knowledge of the political process at the local, state, and national levels of government by

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

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the following: Media Bias Propaganda Editorials Fact Opinion Candidate Op-ed pieces Broadcast</p> <p>2) Describe the roles of the media in elections</p> <p>3) Identify examples of bias</p> <p>4) Identify examples of propaganda</p> <p>5) Explain how people evaluate campaign information</p>	<p>1) Students add definitions of vocabulary to notebooks.</p> <p>2) Given a list of statements, students differentiate facts from opinions.</p> <p>3) Teacher uses political campaign materials (newspaper ads, TV ads, brochures, et cetera) to demonstrate examples of propaganda.</p> <p>4) Students brainstorm examples of bias in history (African Americans, women, Irish et cetera). Class relates the bias to campaigns.</p> <p>5) Students analyze various political cartoons.</p>	<p>Teacher-made fact/opinion worksheet.</p> <p>Political campaign materials. (newspapers)</p> <p>Political cartoons.</p>	<p>CE.1c,e</p> <p>CE.4a,c,d</p> <p>USII.4a (yellow journalism)</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>6) Students write an editorial or draw political cartoons showing examples of bias and propaganda.</p> <p>7) Students develop a campaign advertisement, poster or brochure, in which they support a political candidate.</p> <p>8) Teacher led discussion of the responsibility of media to provide unbiased information. Include in the discussion whether or not a person can have too much information or too little information.</p> <p>9) Students create a graphic organizer of the roles of the media in elections.</p> <p>10) Students create a graphic organizer for strategies used in evaluating campaign information.</p>		
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Amherst County Public Schools Civics and Economics Curriculum

SOL: CE.5d

The student will demonstrate knowledge of the political process at the local, state, and national levels of government by

d) examining the role of campaign contributions and costs.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the following: Political action committee Special interest groups Campaign finance reform Contribution</p> <p>2) Describe the impact rising campaign costs have on elections</p> <p>3) Recognize that rising campaign costs have resulted in campaign finance reform</p> <p>4) Identify examples of campaign finance reform</p>	<p>1) Students add definitions of vocabulary to notebooks.</p> <p>2) Students brainstorm reasons why campaign costs have risen. Class discussion about how the campaign contribution money is spent.</p> <p>3) Students research costs of advertising on TV, radio and in newspapers and other print materials. After analyzing the costs, students assume they are a candidate and write a paragraph defending which advertising mode they would use.</p> <p>4) Teacher led discussion of individual contribution limits. (Show tax form contribution check-off.)</p>	<p>List of political action committees.</p> <p>Tax form</p> <p>Internet</p>	<p>CE.1b,c,f</p> <p>CE.3e</p> <p>CE.5a-c</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>5) Given a list, students research a political action committee of their choice (i.e. AARP, AMA, NRA, et cetera).</p> <p>6) Students research the costs of a recent state or national campaign and brainstorm how the campaign costs might have been reduced.</p>		
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Amherst County Public Schools Civics and Economics Curriculum

SOL: CE.5e

The student will demonstrate knowledge of the political process at the local, state, and national levels of government by

e) describing voter registration and participation.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the following: Register Income Voter turnout Registrar Resident Precinct</p> <p>2) List the qualifications for voter registration in Virginia</p> <p>3) List places in Virginia where citizens may register to vote</p> <p>4) Know that registration is closed 22 days before elections</p> <p>5) Discuss factors that predict voter turnout</p>	<p>1) Students add definitions of vocabulary to notebooks.</p> <p>2) Students complete a sample voter registration form.</p> <p>3) Students develop survey questions and survey teachers, parents, neighbors, et cetera about whether they voted in the last (national, state, or local) election, and if not, why? Compile results of surveys in the classroom. Discuss whether the survey results support known factors for influencing voting.</p> <p>4) Using the survey results students develop a graph to illustrate the results.</p>	<p>Sample voter registration form.</p> <p>Registrar's office – samples of different voting methods (machine, ballot, butterfly, punch cards, et cetera)</p> <p>Registrar</p> <p>Descriptions of citizens</p>	<p>CE.1a,b,c,f</p> <p>CE.3d</p> <p>CE.4e</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

<p>6) Discuss why some citizens do not vote</p> <p>7) Recognize that presidential elections usually have the highest voter turnout</p>	<p>5) Invite the local registrar as guest speaker.</p> <p>6) Teacher led classroom discussion of why every vote is important. Cite historical examples to support this (i.e. Jefferson/Burr tie, Nixon/Kennedy election, et cetera).</p> <p>7) Students brainstorm reasons why people do not vote and compile a list. Teacher leads the discussion focusing on the major reasons.</p> <p>8) Given descriptions of various citizens students predict which are more likely to vote in an upcoming election. As a class the predictions are compared to research data about who is more likely to vote.</p>		
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Amherst County Public Schools Civics and Economics Curriculum

SOL: CE.5f

The student will demonstrate knowledge of the political process at the local, state, and national levels of government by

f) describing the role of the Electoral College in the election of the President and Vice President.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the following: Electoral college Electoral Popular vote Winner-take-all Congressional representation Majority/minority Two-party system</p> <p>2) Describe the electoral college process</p> <p>3) Identify what determines the number of electoral votes a state possesses</p>	<p>1) Students add definitions of vocabulary to notebooks.</p> <p>2) Using an electoral college map, teacher leads a class discussion of the electoral college process. Students identify twelve states that could determine the presidency.</p> <p>3) Using an electoral college map, students identify different combinations of states that could elect the president.</p> <p>4) Students compare current and past electoral maps to determine demographic changes over time.</p>	<p>Electoral college maps (past and present).</p>	<p>CE.1b,c,f,g</p> <p>CE.3d</p> <p>CE.4e</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>5) Students examine elections in which the electoral votes were close (i.e. 1876, 1960, 2000).</p> <p>6) Students write a position paper about whether to keep or eliminate the electoral college.</p> <p>7) Students write a position paper for the winner-take-all system of the electoral college.</p>		
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**Amherst County Public Schools
Civics and Economics Curriculum**

SOL: CE.5g

The student will demonstrate knowledge of the political process at the local, state, and national levels of government by

f) participating in simulating local, state and/or national elections.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the following: Participation Simulation Democratic process</p> <p>2) Participate in a political campaign or an on-line simulation</p>	<p>1) Students add definitions of vocabulary to notebooks.</p> <p>2) Students participate in an on-line mock election.</p> <p>3) Conduct a class mock election in the school. Each class has electoral votes based on the number of students in the class.</p> <p>4) Students evaluate candidates after reviewing platforms, reading news articles, and listening to candidate debates.</p>	<p>Internet</p>	<p>CE.1d,e,f</p> <p>CE.3d,e</p> <p>CE.4e</p> <p>CE.5c,d</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

Amherst County Public Schools Civics and Economics Curriculum

SOL: CE.6a

The student will demonstrate knowledge of the American constitutional government at the national level by
a) describing the structure and powers of the national government.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the following: Legislative Judicial Executive Branches Bicameral Budget Confirm Revenue Taxes Levies Interstate trade Foreign trade Execute Cabinet Ambassador Bureaucracy Judicial review Interpretation</p> <p>2) Name the three branches of government</p>	<p>1) Students add definitions of vocabulary to notebooks.</p> <p>2) Students create a chart of the three branches of national government identifying the purpose of each, the powers of each, and the leadership of each.</p> <p>3) Students complete a card sort of powers and branches of government.</p> <p>4) Students create a brochure that describes each branch of government.</p> <p>5) Given scenarios students decide which branch of government has the power to act on the scenario.</p>	<p>Graphic organizer</p> <p>Card sort</p> <p>Scenarios</p>	<p>CE.1a,b</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

<p>3) Describe the two houses of Congress</p> <p>4) List the powers of the national legislative branch as provided in the Curriculum Framework</p> <p>5) Identify the leader of the national executive branch of government</p> <p>6) List the powers of the national executive branch of government</p> <p>7) Describe the judicial branch of government</p> <p>8) Name the highest court in the United States</p> <p>9) Identify cases heard in the federal courts</p> <p>10) identify judicial review</p>			
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Amherst County Public Schools Civics and Economics Curriculum

SOL: CE.6b

The student will demonstrate knowledge of the American constitutional government at the national level by
b) explaining the principle of separation of powers and the operation of checks and balances.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the following: Separation of power Checks and balances Override Veto Impeach Convict Confirm Proposes Convene Nominate Unconstitutional</p> <p>2) Identify the article of the Constitution of the United States that describes each branch of government</p> <p>3) Describe how each branch of government checks the power of the other branches</p>	<p>1) Students add definitions of vocabulary to notebooks.</p> <p>2) Students review and compare Articles I, II, and III of the Constitution of the United States.</p> <p>3) Students complete a card sort for the checks each branch possesses.</p> <p>4) Each student is given a power or a check on a power. They must circulate among other students and group themselves appropriately.</p> <p>5) Students write a paragraph explaining why the separation of powers or the system of checks and balances is important.</p>	<p>Constitution of the United States</p> <p>Powers and checks strips</p>	<p>VS.10a</p> <p>USI.7b</p> <p>CE.1a,b</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

Amherst County Public Schools Civics and Economics Curriculum

SOL: CE.6c

The student will demonstrate knowledge of the American constitutional government at the national level by
c) explaining and/or simulating the lawmaking process.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the following: Congress Laws Policymaking process Interest groups Express powers Implied powers Bill Debate Issues Formal powers</p> <p>2) Differentiate between express and implied powers</p> <p>3) Identify the five main steps in the lawmaking process and place them in correct sequence</p> <p>4) Discuss the role of individuals and interest groups in shaping legislation</p>	<p>1) Students add definitions of vocabulary to notebooks.</p> <p>2) Build-a-Law – students are taken through the lawmaking process by proposing a bill of their own.</p> <p>3) Compare a simulated bill with a real bill on THOMAS, the official United States government site for bills and laws.</p> <p>4) Teacher led discussion of expressed and implied powers.</p> <p>5) Given the steps of the law making process, students sequence the steps.</p> <p>6) Class discussion of laws being passed to respond to certain problems or issues.</p>	<p>Internet</p> <p>http://clerkkids.house.gov/congress/index.html</p> <p>http://thomas.loc.gov/</p> <p>Constitution of the United States</p>	<p>VS.10a</p> <p>USI.7b</p> <p>CE.1b</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

<p>5) Identify the limiting factor on the formal powers of Congress</p> <p>6) Participate in a simulation of the lawmaking process</p>	<p>7) Students examine the expressed powers in Article I of the Constitution of the United States and discuss implied powers associated with the expressed powers, such as expressed power to tax and the implied power to have the Internal Revenue Service to collect taxes.</p>		
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Amherst County Public Schools Civics and Economics Curriculum

SOL: CE.6d

The student will demonstrate knowledge of the American constitutional government at the national level by
d) describing the roles and powers of the executive branch.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the following: Executive Domestic affairs Foreign affairs Appeal Veto Cabinet Agency Regulatory group Ceremonial Legislative agenda Ratify</p> <p>2) Describe the State of the Union Address</p> <p>3) Discuss ways the executive branch influences policymaking</p> <p>4) Identify the groups that support the executive branch in executing the laws</p>	<p>1) Students add definitions of vocabulary to notebooks.</p> <p>2) Students examine a State of the Union Address (print copy or tape of delivered speech), recent legislation proposed, passed, or vetoed by the President, recent appointments made by the President. Students discuss how the President influenced policy through these actions.</p> <p>3) Students research and role play the various cabinet positions, executive agencies, or regulatory groups.</p> <p>4) Students role-lay the roles of the President.</p>	<p>Constitution of The United States of America</p> <p>Graphic Organizer</p> <p>State of the Union Address</p> <p>Card sort</p> <p>www.whitehouse.gov</p> <p>Newspapers and magazines</p> <p>Political cartoons</p>	<p>CE.1a,b,c,f</p> <p>CE.6a,b</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

<p>5) Describe the roles of the President</p> <p>6) Recognize that the power of the President has grown since the Constitution of the United States was ratified</p>	<p>5) Students complete a card sort of the roles of the President and powers and actions associated with the role.</p> <p>6) Students illustrate the roles of the President.</p> <p>7) Students examine the executive powers expressed in Article II of the Constitution of the United States. They assign the powers to the different roles of the President.</p>		
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Amherst County Public Schools Civics and Economics Curriculum

SOL: CE.7a

The student will demonstrate knowledge of the American constitutional government at the state level by

a) describing the structure and powers of the state government.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the following: Commonwealth Governor Lieutenant governor Attorney general Bicameral Cabinet Oversee</p> <p>2) Describe the three branches of Virginia government</p> <p>3) Name the two chambers of the General Assembly</p> <p>4) Identify the role of the cabinet</p> <p>5) Identify the length of a term of the Virginia governor</p> <p>6) Name the four levels of Virginia courts</p>	<p>1) Students add definitions of vocabulary to notebooks.</p> <p>2) Students create a graphic organizer for each branch of the Virginia government or a large web that includes all three branches.</p> <p>3) Students research local Delegates and Senators in the General Assembly.</p> <p>4) Plan a field trip to a local court.</p> <p>5) Students complete a comparison table/chart of the state and national structures of government.</p> <p>6) Students research the duties of the Lieutenant Governor and Attorney General and create a brochure about the duties.</p>	<p>http://legis.virginia.gov/ (Capitol Classroom)</p> <p>http://www.virginia.gov/cmsportal3/</p> <p>Graphic organizer</p> <p>Internet</p>	<p>CE.1a,b,c</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

<p>7) Identify the role of the Lieutenant Governor</p> <p>8) Identify the role of the Attorney General</p> <p>9) Describe the judicial power of a small claims court</p> <p>10) Compare the state structure of government to the national structure of government</p>	<p>7) Students write scenarios for the types of cases that could be heard in a small claims court.</p>		
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Amherst County Public Schools Civics and Economics Curriculum

SOL: CE.7b

The student will demonstrate knowledge of the American constitutional government at the state level by
b) explaining the relationship of state governments to the national government in the federal system.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>Students will be able to:</p> <p>1) Define the following: Federalism (Federal System) Supreme Reserved powers Denied powers Commerce Foreign policy Common defense Public health Public safety Public welfare Adequate Mandate</p> <p>2) Describe a federal system of government</p> <p>3) Identify which level of government is supreme</p> <p>4) Explain the difference between reserved powers and denied powers</p>	<p>1) Students add definitions of vocabulary to notebooks.</p> <p>2) Students examine the reserved and denied powers listed in the Constitution of the United States.</p> <p>3) Students create posters showing the primary responsibilities of the national and state levels of government.</p> <p>4) Students research news sources to identify federal mandates that were not funded.</p> <p>5) Students read and discuss the supremacy clause of the Constitution of the United States.</p>	<p>Constitution of the United States</p> <p>Internet</p>	<p>CE.1a,b,d,f</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

<p>5) Explain the primary responsibilities of the national and state levels of government</p> <p>6) Explain when federal mandates requiring state action may result in conflict</p>			
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Amherst County Public Schools Civics and Economics Curriculum

SOL: CE.7c

The student will demonstrate knowledge of the American constitutional government at the state level by
c) explaining and/or simulating the lawmaking process.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the following: Policymaking Bill Debate Governor Public health Biennial Levy Informed Engaged</p> <p>2) Explain the lawmaking process in the Virginia General Assembly</p> <p>3) Explain how interest groups help shape legislation</p> <p>4) Identify primary issues of concern for the Virginia legislature</p>	<p>1) Students add definitions of vocabulary to notebooks.</p> <p>2) Students propose ideas for bills, then discuss the pros and cons of the ideas. Use a PACED decision-making model to decide which ideas should be introduced as bills.</p> <p>3) Plan a field trip to the Virginia General Assembly when in session.</p> <p>4) Students view “I’m Just a Bill” by Schoolhouse Rock</p> <p>5) Students complete a flow chart for the steps in the lawmaking process.</p> <p>6) Students sequence cards showing the steps of the lawmaking process.</p>	<p>Schoolhouse Rock</p> <p>PACED Decision-making model</p> <p>Internet</p> <p>Flow chart</p> <p>Sequencing cards</p> <p>News articles</p> <p>http://legis.virginia.gov/ (Capitol Classroom)</p> <p>http://www.virginia.gov/cmsportal3/</p>	<p>CE.1b,c,e,f</p> <p>CE.6c</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>7) Students create a web of the lawmaking process.</p> <p>8) Students collect news articles about primary issues for the state legislature and create a collage.</p> <p>9) Students role-play/simulate the lawmaking process.</p> <p>10) Students choose a primary issue and research current/recent legislation about the issue.</p>		
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Amherst County Public Schools Civics and Economics Curriculum

SOL: CE.7d

The student will demonstrate knowledge of the American constitutional government at the state level by
d) describing the roles and powers of the executive branch and regulatory boards.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the following: Policymaking Executive branch Formal powers Informal powers Governor Cabinet Commissions Regulatory boards Administer Enforce Regulate</p> <p>2) Identify the roles of the governor</p> <p>3) Identify the duties of cabinet departments, commissions, agencies, and regulatory boards</p>	<p>1) Students add definitions of vocabulary to notebooks.</p> <p>2) Students create a spreadsheet of the formal and informal powers of the governor.</p> <p>3) Students visit the Virginia governor's website and read about the cabinet, agencies, and regulatory boards.</p> <p>4) Students illustrate the roles of the governor.</p> <p>5) Students role play the roles of the governor.</p> <p>6) Students complete a comparison diagram of the roles of the Governor and the roles of the President.</p>	<p>http://legis.virginia.gov/ (Capitol Classroom)</p> <p>http://www.virginia.gov/cmsportal3/</p>	<p>CE.1a,b,c,f</p> <p>CE.6d</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

Amherst County Public Schools Civics and Economics Curriculum

SOL: CE.8a

The student will demonstrate knowledge of the American constitutional government at the local level by

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

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the following: Subdivision County Town City Ordinance Board of Supervisors School Board Town Council Mayor City Council Manager</p> <p>2) Compare Board of Supervisors, Town Council, and City Council</p> <p>3) Identify the role of the School Board</p> <p>4) Identify the role of the mayor</p>	<p>1) Students add definitions of vocabulary to notebooks.</p> <p>2) Students complete a comparison chart for the branches of government of counties, towns, and cities.</p> <p>3) Students label a Virginia map to show local towns, cities, and counties</p> <p>4) Students attend a School Board meeting and report on the experience.</p> <p>5) Local officials as guest speakers.</p> <p>6) Students attend a local governing body's meeting and report on the experience.</p>	<p>Virginia map</p> <p>Constitution of Virginia</p> <p>Comparison chart</p> <p>Guest speakers</p>	<p>CE.1a,b,c</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

<p>5) Identify the duties of a sheriff, clerk of a court, commissioner of revenue, and a treasurer</p> <p>6) Identify the powers of the local government</p> <p>7) Identify local courts</p>	<p>7) Students write a letter to the local governing body to voice a concern, propose a governmental change, praise a recent decision, or take a stand supporting or opposing some current issue being considered.</p> <p>8) Students create a mobile of the powers of local governments.</p> <p>9) Students interview local governing officials and give an oral report to fellow students.</p>		
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Amherst County Public Schools Civics and Economics Curriculum

SOL: CE.8b

The student will demonstrate knowledge of the American constitutional government at the local level by
b) explaining the relationship of local government to the state government.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the following: Authority County City</p> <p>2) Explain the relationship between local governments and the state of Virginia</p> <p>3) Identify the source of authority for local government in Virginia</p> <p>4) Identify city charters</p>	<p>1) Students add definitions of vocabulary to notebooks.</p> <p>2) Invite a local government official to be a guest speaker to explain the relationship of the local government to the state.</p> <p>3) Students create a flow chart to show powers going from the state to the localities.</p> <p>4) Students examine Article VII of the Constitution of Virginia (Local Government)</p> <p>5) Students create a brochure about their local government.</p>	<p>Local governing officials</p> <p>Flow chart</p> <p>Internet</p> <p>Constitution of Virginia</p>	<p>CE. 1a,b</p> <p>CE.7b</p> <p>CE.8a,c</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

Amherst County Public Schools Civics and Economics Curriculum

SOL: CE.8c

The student will demonstrate knowledge of the American constitutional government at the local level by
c) explaining and/or simulating the lawmaking process.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the following: City County Town Ordinance Resident Locality Board of Supervisors Council Independent city Incorporated town</p> <p>2) Identify the legislative bodies of towns, counties, and cities</p> <p>3) Identify the greatest influence on local governing officials</p>	<p>1) Students add definitions of vocabulary to notebooks.</p> <p>2) Invite a local government official to be a guest speaker to discuss the local government lawmaking process.</p> <p>3) Students simulate the local lawmaking process.</p> <p>4) Students attend a session of the local Board of Supervisors, Town Council, or City Council and report, orally or in writing, their experience.</p> <p>5) Students brainstorm how individuals influence local governing officials.</p>	<p>Local government officials</p> <p>Internet</p> <p>Constitution of Virginia</p>	<p>CE. 1a,b</p> <p>CE.6c</p> <p>CE.8a,b</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>6) Students write a letter to the local governing body taking a position for or against a current issue being considered by the body.</p> <p>7) Students work together as a class to develop an idea or ideas for changes at the local level. They write a letter about their ideas to the local governing body. (This could be coordinated with the Language Arts teacher(s).</p>		
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Amherst County Public Schools

Civics and Economics Curriculum

SOL: CE.9a

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

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

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the following: Media Public policy Policymakers Public agenda Forum Viewpoints Public opinion Accountable</p> <p>2) Identify ways the media helps to set the public agenda</p> <p>3) Recognize that government officials use the media to communicate with the public</p>	<p>1) Students add definitions of vocabulary to notebook.</p> <p>2) Teacher provides examples of tabloids to discuss how the media can influence opinion.</p> <p>3) Class compares a tabloid to the New York Times or other major newspaper and discusses differences. Discuss the responsibilities of newspapers in reporting information and the readers' role in interpreting information. Include the question of whether reporters sometimes report too much information.</p> <p>4) Students write editorials for school newspaper.</p>	<p>Copies of tabloids, newspapers, and magazines</p> <p>Historical examples</p> <p>Guest speaker</p> <p>Political cartoons</p>	<p>CE.1a,c,e,f</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>5) Guest speaker from local newspaper to discuss the responsibilities of a journalist.</p> <p>6) Teacher provides examples from history to discuss media's role in holding public officials accountable. Use these historical examples (such as yellow journalism) to also discuss the media's role in influencing public opinion.</p> <p>7) Teacher led discussion and viewing examples of editorials as means for providing opposing viewpoints.</p> <p>8) Students examine political cartoons dealing with public policy.</p>		
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Amherst County Public Schools Civics and Economics Curriculum

SOL: CE.9b

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

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

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the following: Lobbying Public policy Policymakers Interest groups Politics Contributions Demonstrating</p> <p>2) Explain how individuals influence public policy</p> <p>3) Explain how interest groups influence public policy</p>	<p>1) Students add definitions of vocabulary to notebooks.</p> <p>2) Guest speaker – Superintendent or other community lobbyist to discuss how they try to influence opinions.</p> <p>3) Teacher led discussion using historical examples such as the Civil Rights Movement to discuss the individual’s roles in lobbying.</p> <p>4) Incorporate current events to demonstrate lobbying and the influence of interest groups.</p> <p>5) Students brainstorm a list of interest groups and discuss their role in influencing public policy about various topics.</p>	<p>Guest speaker</p> <p>Newspapers, magazines</p> <p>Historical examples from Civil Rights era</p> <p>Current events/issues</p> <p>Political cartoons</p>	<p>CE.1c,e</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>6) Teacher uses local/state issues for discussion (i.e. Save the Amherst circle, should schools change to a four day weeks, et cetera). Students choose a side of an issue and write a paragraph defending their opinion. Discuss how they could lobby for the issue of their choice.</p> <p>7) Working in pairs, students analyze political cartoons. Discuss how this is a form of lobbying.</p>		
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Amherst County Public Schools Civics and Economics Curriculum

SOL: CE.9c

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

c) describing the impact of international issues and events on local decision-making.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the following: International issues Public health Public safety Terrorism Economic development Wildlife conservation</p> <p>2) Explain how international issues can affect local decisions</p> <p>3) Identify examples of how international issues can affect local decisions</p>	<p>1) Students add definitions of vocabulary to notebook.</p> <p>2) Divide students into four groups. Each group is assigned an international concern (see list in Curriculum Framework or use other current concerns). Groups use the PACED decision model to identify and examine possible solutions for the concern. Groups then role play their decision.</p> <p>3) Students working in pairs brainstorm the costs of an assigned international concern that has an impact locally. They then brainstorm benefits to working on solutions to the concern. Ideas are shared and discussed by the class.</p>	<p>Current news sources</p> <p>Guest speaker</p> <p>Political cartoons about current international concerns</p> <p>PACED Decision Model</p> <p>Internet</p>	<p>CE.1f</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>4) Students working in small groups or individually examine news sources for information about international issues and events that are affecting local government policies. The class create a bulletin board about the issues.</p> <p>5) Guest speaker from local governing body to discuss how international issues and events require action by local government officials.</p>		
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Amherst County Public Schools Civics and Economics Curriculum

SOL: CE.10a

The student will demonstrate knowledge of the judicial systems established by the Constitution of Virginia and the Constitution of the United States of America by

- a) describing the organization of the United States judicial system as consisting of state and federal courts with original and appellate jurisdiction.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the following: Judicial system Judicial branch Dual court system Jurisdiction Original jurisdiction Appellate jurisdiction Judge Justice Jury Court of final appeal Appeal Felony Criminal case Civil case Misdemeanor Juvenile Domestic relations</p> <p>2) Distinguish between the various levels of the federal court system</p>	<p>1) Students add definitions of vocabulary to notebook.</p> <p>2) Teacher leads students through the development of flow charts for both the state and federal court systems.</p> <p>3) Teacher presents students with list of cases to decide what court would try each case (include appeal process).</p> <p>4) Given a list of court scenarios, students in small groups become the jury and decide the verdict, guilty/not guilty.</p> <p>5) Field trip to Amherst Circuit Court.</p>	<p>Virginia Bar Association</p> <p>School Resource officer</p> <p>Court scenarios</p> <p>Flow Chart</p> <p>List of court cases</p> <p>Guest speaker</p>	<p>CE.1f</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

<p>3) Identify the jurisdiction of each level in federal court system</p> <p>4) Distinguish between the various levels of the state court system.</p> <p>5) Identify the jurisdiction of each level in state court system</p> <p>6) Identify which federal and state courts have juries</p> <p>7) Distinguish between original and appellate jurisdiction</p> <p>8) Identify the source of the organization and jurisdiction of the state and federal courts</p>	<p>6) Teacher shows examples of summons, subpoenas, and other legal documents.</p> <p>7) Guest speaker from local police department or school resource officer to distinguish misdemeanors from felonies, differences between criminal and civil cases, et cetera.</p>		
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Amherst County Public Schools

Civics and Economics Curriculum

SOL: CE.10b

The student will demonstrate knowledge of the judicial systems established by the Constitution of Virginia and the Constitution of the United States of America by
b) describing the exercise of judicial review.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the following: Checks and balances Judicial review Constitutionality of laws Supreme law of the land</p> <p>2) Recall the outcome of <i>Marbury v. Madison</i> court case</p> <p>3) Recognize that state laws must conform to the constitutions of Virginia and the United States</p> <p>4) Recognize that the Constitution of the United States is the supreme law of the land</p>	<p>1) Students add definitions of vocabulary to notebook.</p> <p>2) Teacher led discussion of <i>Marbury v. Madison</i>.</p> <p>3) Students research examples of judicial review to discuss in class.</p> <p>4) Students role play the court case of <i>Marbury v. Madison</i>.</p>	<p><i>Marbury v. Madison</i> court case</p> <p>Internet</p>	<p>CE.1a</p> <hr/> <p>Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

Amherst County Public Schools Civics and Economics Curriculum

SOL: CE.10c

The student will demonstrate knowledge of the judicial systems established by the Constitution of Virginia and the Constitution of the United States of America by

c) comparing and contrasting civil and criminal cases.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the following: Civil case Criminal case Guilty Not guilty Misdemeanor Felony Bail Arraignment Probable cause Plea Trial Verdict Damages Compensation Plaintiff Defendant</p> <p>2) Distinguish between criminal and civil law</p>	<p>1) Students add definitions of vocabulary to notebooks.</p> <p>2) Class review of CE.10a – court structures.</p> <p>3) Given fictitious court cases students determine whether they are civil or criminal cases. If criminal, is it misdemeanor or felony?</p> <p>4) Given a fictitious criminal case, students use a flow chart to trace the procedures of the case and determine its outcome.</p> <p>5) Teacher led discussion of civil court procedures as outlined in Curriculum Framework.</p> <p>6) Class simulates a court case/trial.</p>	<p>Virginia Bar Association</p> <p>Guest speaker</p> <p>Fictitious cases</p> <p>Court cases for simulation</p> <p>Flow Chart</p> <p>Internet</p>	<p>CE.1b,c,f</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

<p>3) Describe and sequence procedures in criminal and civil cases</p> <p>4) Differentiate misdemeanor cases from felony cases.</p>	<p>7) Field trip to a local court.</p> <p>8) Guest speaker – local lawyer, judge, Clerk of the Court.</p> <p>9) Students complete flow charts of criminal and civil court cases.</p>		
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**Amherst County Public Schools
Civics and Economics Curriculum**

SOL: CE.10d

The student will demonstrate knowledge of the judicial systems established by the Constitution of Virginia and the Constitution of the United States of America by

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

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the following: Due process 5th amendment 14th amendment Bill of Rights Prohibit</p> <p>2) Identify the amendments that guarantee due process of law</p> <p>3) Explain how due process protections ensure justice</p>	<p>1) Students add definitions of vocabulary to notebooks.</p> <p>2) As a class, examine applicable parts of the 5th and 14th amendments.</p> <p>3) Provide students with a list of situations to determine which would be guaranteed under the 5th and 14th amendments (i.e. was the government fair in sending Japanese to relocation camps, deportation of ethnic groups, voting rights for African Americans, et cetera).</p> <p>4) Class examines the Bill of Rights.</p>	<p>5th amendment</p> <p>14th amendment</p> <p>Examples of due process situations from USI and USII</p> <p>Bill of Rights</p>	<p>CE.1a</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

Amherst County Public Schools Civics and Economics Curriculum

SOL: CE.11a

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.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the following:</p> <p>Scarcity Resources Choice Opportunity cost Price Incentives Supply and demand Production Consumption Wants Goods Factors of production Services Consumer Producers Natural resource Human resource Capital resource Entrepreneurship Alternatives Money Interaction</p>	<p>1) Students add definitions of vocabulary to notebooks.</p> <p>2) Give students a menu in which they select items they want. Next give students a small amount of money to spend. Students re-evaluate their original selections based on the amount of money given. Teacher will apply the concepts of choice, opportunity cost, scarcity, price, and resources to activity as student choices are discussed.</p> <p>3) As a class compare wants versus purchases from activity #2. Students make conclusions about production and consumption from their own wants and purchases.</p>	<p>Menu</p> <p>Baseball game (Lynchburg College Center for Economic Education)</p> <p>Play money</p> <p>“Jeopardy jar”</p> <p>Scenarios</p>	<p>CE.1b,e,f</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

<p>Motivate Preference</p> <p>2) Apply economic concepts to everyday life situations</p>	<p>4) Increase the amount of money to spend and declare a sale for activity #2. Students re-evaluate purchases. Teacher led discussion of incentives.</p> <p>5) As an on-going activity, students pick an activity from a "Jeopardy jar." Could pick win \$100 dollars, flat tire, et cetera. Students evaluate the effect each activity would have on a family.</p> <p>6) Teacher presents students with an incentive at beginning of class. Discuss results at end.</p> <p>7) Play the Baseball Game to teach supply and demand.</p> <p>8) Project - Students create a product. They set production costs, resources, opportunity costs, price, and incentives for purchasing. Can also include marketing for the product.</p>		
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	<p>9) Teacher led discussion of supply and demand. Mention fads, popular Christmas toys, et cetera. Hold a classroom auction, using play money and a limited supply of an item. Chart the results. Increase the supply of the item and auction again. Chart results and compare the charts.</p> <p>10) Students classify the resources used in a cookie recipe.</p> <p>11) Given various scenarios, students identify the opportunity cost when purchases or decisions are made.</p>		
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Amherst County Public Schools Civics and Economics Curriculum

SOL: CE.11b

The student will demonstrate knowledge of how economic decisions are made in the marketplace by
b) comparing the differences among traditional, free market, command, and mixed economies.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the following: Economic system Productive resources Traditional economy Custom Historical precedent Ability Potential Free market Private ownership Profit Competition Consumer sovereignty Minimal Centrally-planned economy Command economy Private sector Public sector</p> <p>2) State the three basic questions of economics</p>	<p>1) Students add definitions of vocabulary to notebooks.</p> <p>2) Teacher led discussion of the characteristics of each type of economy. Given scenarios, students decide which type of economy is represented.</p> <p>3) Students complete a graphic organizer of each type of economy</p> <p>4) Students complete Venn diagrams to compare free market, command, traditional and mixed economies.</p> <p>5) Show videos: “Chickonomics,” here or with CE.11c for characteristics of free market; “Return to Mocha” to compare economic systems.</p>	<p>“Return to Mocha” and “Chickonomics” videos from Lynchburg College, Longwood College, or James Madison University Centers for Economic Education</p> <p>Internet</p> <p>World map</p> <p>Graphic organizer</p> <p>Scenarios</p> <p>Venn diagrams</p> <p>Card sort</p>	<p>CE.1b,d</p> <p>CE.11c</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

<p>3) Identify the characteristics of traditional, free market, command, and mixed economies</p> <p>4) Recognize that the type of economy a country possesses is determined by the extent of government involvement in the economy</p> <p>5) Identify the type of economic system most countries have established</p>	<p>6) Students research countries for their type of economic system. Using a World map, students show the distribution of various economies. Conclude that mixed economies are most common.</p> <p>7) Students answer the three basic economic questions for each type of economic system.</p> <p>8) Card sort of characteristics of the economies.</p> <p>9) Use the PACED decision model to determine the economy of a new fictitious country.</p> <p>10) Adapt Simms – Concept Comparison of major economic systems</p> <p>11) Students create a new country and its economic system.</p>		
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Amherst County Public Schools Civics and Economics Curriculum

SOL: CE.11c

The student will demonstrate knowledge of how economic decisions are made in the marketplace by

c) describing the characteristics of the United States economy, including limited government, private property, profit, and competition.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the following: Free market economy Mixed economy Intervene Anticipated Benefits Costs Interference Market Price Supply and demand Buyers Sellers Real property Personal property Means of production Profit Competition Rivalry Consumer sovereignty Private sector</p>	<p>1) Students add definitions of vocabulary to notebooks.</p> <p>2) Show “Chickonomics” video. Discuss the characteristics presented in the video.</p> <p>3) Given another country, students compare it with the mixed economy of the United States.</p> <p>4) Review the map in activity CE.11b.</p> <p>5) Students choose one of the characteristics of the United States economy and defend its importance to the economic prosperity of the United States.</p>	<p>“Chickonomics” video form Lynchburg College, Longwood College, or James Madison University Centers for Economic Education</p> <p>Internet</p> <p>World Map</p>	<p>CE.1b,f</p> <p>CE.11b</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

<p>2) Identify five major characteristics of the United States economy</p> <p>3) Distinguish between real and personal property</p> <p>4) Discuss the benefits of competition to the consumer</p> <p>5) Explain when the government chooses to intervene in a market economy</p>	<p>6) Students create a brochure about the United States economy.</p> <p>7) Working in pairs students write a scenario about the government choosing to intervene in a market economy.</p>		
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**Amherst County Public Schools
Civics and Economics Curriculum**

SOL: CE.12a

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.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the following: Proprietorship Partnership Corporation Entrepreneur Owner Owner liability Risk Profit Investment</p> <p>2) List the three basic types of business ownership</p> <p>3) Describe the characteristics of the three types of business ownership</p> <p>4) Identify the role of entrepreneurship in business</p>	<p>1) Students add definitions of vocabulary to notebooks.</p> <p>2) After a teacher led discussion of the types of businesses, students brainstorm local examples. Ask if parents or family members own a business, if yes, class it by type.</p> <p>3) Students use a Venn diagram to compare/contrast the types of businesses.</p> <p>4) Students choose a business (auto, beauty shop, et cetera) and explain the pros and cons of establishing their business in each type of ownership.</p> <p>5) Teacher led discussion about local entrepreneurs. Invite one as guest speaker.</p>	<p>Graphic organizer</p> <p>Local business owner</p> <p>Guest speaker</p> <p>Venn diagrams</p> <p>Lynchburg College Center for Economic Education</p>	<p>CE.1b,c,d,f</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>6) Guest speaker from a well known local business to explain the business structure.</p> <p>7) Students complete a table of the three basic business structures comparing number of owners, risks, and profits.</p> <p>8) Students label a graphic organizer for each type of business structure.</p>		
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**Amherst County Public Schools
Civics and Economics Curriculum**

SOL: CE.12b

The student will demonstrate knowledge of the structure and operation of the United States economy by

b) explaining the circular flow that shows how consumers (households), businesses (producers), and markets interact.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the following: Circular flow Consumers (households) Businesses (producers) Market Resources Goods (public & private) Services (public & private) Investment Financial capital Expansion Consumption Tax revenue</p> <p>2) Explain the circular flow of goods, services, resources, and money</p> <p>3) Describe how tax revenues provide public goods and services</p>	<p>1) Students add definitions of vocabulary to notebooks.</p> <p>2) As a class, students complete a circular flow chart showing how consumers, businesses, and markets interact.</p> <p>3) Students write a paper, may use labeled illustrations, explaining how the truck traffic on a local highway/interstate represents the circular flow.</p>	<p>Circular flow chart</p> <p>Lynchburg College Center for Economic Education</p>	<p>CE.1b,d,e,f</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

**Amherst County Public Schools
Civics and Economics Curriculum**

SOL: CE.12c

**The student will demonstrate knowledge of the structure and operation of the United States economy by
c) explaining how financial institutions channel funds from savers to borrowers.**

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the following: Financial institutions Intermediaries Savers Borrowers Banks Savings and loans Credit unions Deposits Loans Interest</p> <p>2) Explain how financial institutions channel funds from savers to borrowers</p> <p>3) Compare the characteristics of: Banks Savings & Loans Credit Unions</p>	<p>1) Students add definitions of vocabulary to notebooks.</p> <p>2) Teacher led discussion of how banks and other financial institutions encourage people to save and invest.</p> <p>3) Divide the class into the three types of financial institutions. Each group researches and explains the services their institution offers. Students decide which institution would meet their financial needs.</p> <p>4) Simulation of a classroom bank.</p> <p>5) Guest speaker from a financial institution.</p>	<p>Guest speaker from financial institution.</p> <p>Materials for simulated bank.</p> <p>Internet</p> <p>Lynchburg College Center for Economic Education</p>	<p>CE.1b,d,e,f</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

**Amherst County Public Schools
Civics and Economics Curriculum**

SOL: CE.12d

The student will demonstrate knowledge of the structure and operation of the United States economy by

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the following: Global economy Technological innovations International trade Worldwide markets Efficiency Opportunity cost (review) Specialization (review) Global flow</p> <p>2) Explain the relationship of Virginia and the United States to the global economy</p> <p>3) Describe reasons why states and nations trade</p> <p>4) Describe the impact technological innovations have had on state, national, and global economies</p>	<p>1) Students add definitions of vocabulary to notebooks.</p> <p>2) Research and develop a list of companies in Virginia that trade overseas and vice versa.</p> <p>3) Repeat activity #2, using the United States.</p> <p>4) Several days before this lesson have students bring to class labels from household products or purchases that show where the product was produced (example: bottled water from Canada, canned pineapple from the Philippines). Students present their labels and place stickers or push pins on a world map to show where the products were produced.</p>	<p>Virginia Dept. of Commerce</p> <p>Labels</p> <p>World Car transparency</p> <p>World map</p> <p>Push pins or stickers</p> <p>Spreadsheets</p>	<p>CE.1b,f</p> <p>VS.10b-c</p> <p>USII.9b</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>5) Show transparency of the World Car to demonstrate and discuss global trade.</p> <p>6) On a flow chart, students trace communications technology from word of mouth to email. Discuss how innovations in communication have affected the global economy and world trade.</p> <p>7) Prepare grab bags containing small items such as candy, gel pens, et cetera for each student. After looking into the grab bag, without showing anyone else, each student rates, on a scale of one to ten (ten the highest), how much s/he likes the item(s). Students are given several minutes to trade their item(s), if they wish. After trading have them rate their new item(s), using the same one to ten scale. Discuss the different ratings, why people trade, and the opportunity cost of trading or not trading.</p>		
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**Amherst County Public Schools
Civics and Economics Curriculum**

SOL: CE.13a

The student will demonstrate knowledge of the role of government in the United States economy by

a) examining competition in the marketplace.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the following: Competition Anti-trust legislation Monopolies Business start-ups Federal Communications Commission (FCC) Environmental Protection Agency (EPA) Federal Trade Commission (FTC)</p> <p>2) Explain how the government promotes and regulates competition</p> <p>3) Discuss the role of the three agencies (FCC, EPA, and FTC) in regulating businesses</p>	<p>1) Students add definitions of vocabulary to notebooks.</p> <p>2) Students brainstorm a list of monopolies. Students list the disadvantages of a monopoly. Teacher led discussion of the reasons monopolies need to be controlled (i.e. Microsoft, railroads, et cetera) and the advantages of competition.</p> <p>3) Teacher led discussion of trade agreements such as NAFTA and their advantages.</p> <p>4) Divide class into the three government agencies. Each group researches and reports on their agency including making pamphlets and posters about the agency.</p>	<p>Materials for class reports on agencies</p> <p>Political cartoons</p> <p>Internet</p> <p>News sources</p>	<p>CE.1b,c,e,f</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>5) Students examine political cartoons analyzing how the government promotes competition and regulates business.</p> <p>6) Students research news sources for current articles about the FTC, EPA, and FCC. They report their findings to the class.</p>		
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**Amherst County Public Schools
Civics and Economics Curriculum**

SOL: CE.13b

**The student will demonstrate knowledge of the role of government in the United States economy by
b) explaining how government provides certain goods and services.**

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the following: Benefits Simultaneously Interstate highways National defense Tax revenue Borrowed funds</p> <p>2) Describe the characteristics of public goods and services.</p> <p>3) Explain how the government produces public goods and services.</p>	<p>1) Students add definitions of vocabulary to notebooks.</p> <p>2) Students brainstorm a list of government provided goods and services.</p> <p>3) In Think, Pair, Share, students describe what would happen if taxes were eliminated. Compile a list of predictions, then discuss as a class.</p> <p>4) Teacher led discussion about how the government borrows money and from whom it borrows.</p> <p>5) Using a Virginia highway map, students compile a list of government provided goods and services.</p>	<p>Virginia map</p> <p>Internet</p> <p>Lynchburg College Center for Economic Education</p>	<p>CE.1d,f</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

**Amherst County Public Schools
Civics and Economics Curriculum**

SOL: CE.13c

**The student will demonstrate knowledge of the role of government in the United States economy by
c) describing the impact of taxation, including an understanding of the reasons for the 16th Amendment,
spending, and borrowing.**

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the following: Taxes Spending Borrowing Economic activity</p> <p>2) Identify the 16th amendment to the Constitution of the United States</p> <p>3) Explain how the government influences economic activity through spending, borrowing, and taxing</p> <p>4) Illustrate the effect of increased/decreased government spending, borrowing, and taxing on the economy</p>	<p>1) Students add definitions of vocabulary to notebooks.</p> <p>2) Given a fictitious pay stub, students hypothesize the results of a tax increase/decrease. Discuss how taxes influence the amount of money consumers can spend.</p> <p>3) Teacher led discussion of recent government actions and their effects on taxation.</p> <p>4) Using play money, students simulate buying and selling government bonds, with the teacher acting as the government. Discuss the impact on spending and borrowing of consumers.</p>	<p>Lynchburg College Center for Economic Education</p> <p>Tax tables</p> <p>Fictitious pay stubs</p> <p>Play money</p> <p>Flow chart</p> <p>Cause and effect chart</p>	<p>CE.1a,b,c,d,e,f</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>5) As a class, students develop a flow chart illustrating the effects of increased/decreased government spending, borrowing, and taxing.</p> <p>6) Students develop a cause and effect chart to represent the relationship between government spending and taxation.</p>		
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**Amherst County Public Schools
Civics and Economics Curriculum**

SOL: CE.13d

**The student will demonstrate knowledge of the role of government in the United States economy by
d) explaining how the Federal Reserve System acts as our nation’s central bank.**

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the following: Federal Reserve System Central bank Currency Deposits Inflation Stable</p> <p>2) Recognize that the Federal Reserve System is the central bank of the United States</p> <p>3) Identify the role of the Federal Reserve System in the United States economy</p>	<p>1) Students add definitions of vocabulary to notebooks.</p> <p>2) Teacher led discussion of the roles of the Federal Reserve System. Show video “The Fed Today.”</p> <p>3) Field trip to Richmond Federal Reserve Bank.</p> <p>4) Guest speaker from the Richmond Federal Reserve Bank.</p> <p>5) Students create a web to illustrate the role of the Federal Reserve System.</p> <p>6) Students examine the Federal Reserve Bank of Richmond website for interactive games and activities.</p>	<p>www.richmondfed.org</p> <p>Lis Turner, Education Director, Richmond Federal Reserve Bank, phone: 1-800-526-2031</p> <p>Federal Reserve Bank of Richmond – video, “The Fed Today,” and field trip</p> <p>Flow charts</p> <p>Center for Economic Education at Lynchburg College</p> <p>Internet</p>	<p>CE.1b,d,e,f</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

**Amherst County Public Schools
Civics and Economics Curriculum**

SOL: CE.13e

**The student will demonstrate knowledge of the role of government in the United States economy by
e) describing the protection of consumer rights and property rights.**

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the following: Consumer rights Property rights Private ownership Negotiated contracts Guidelines Public health and safety Violations</p> <p>2) Explain how the government protects consumer rights and property rights</p> <p>3) Recall that consumers may seek legal action against the violation of consumer rights</p>	<p>1) Students add definitions of vocabulary to notebooks.</p> <p>2) Given scenarios about purchases of defective products, students brainstorm steps for solving the problem. Teacher clarifies the steps that could be taken.</p> <p>3) Students write a business letter to a company about a defective product.</p> <p>4) Guest speaker from local inspectors (health, building, et cetera) discusses public health and safety guidelines.</p> <p>5) Teacher presents a list of public safety and health issues. Class discusses the need for the guidelines.</p>	<p>Scenarios</p> <p>Guest speaker/local inspector</p> <p>List of public health and safety issues (i.e. seatbelts, car seats, water, food, et cetera)</p>	<p>CE.1f</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

**Amherst County Public Schools
Civics and Economics Curriculum**

SOL: CE.13f

**The student will demonstrate knowledge of the role of government in the United States economy by
e) recognizing that government creates currency and coins and that there are additional forms of money.**

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the following: Currency Coins Money Payment Issues Exchange Confidence Federal Reserve Note Deposits Bank account Checks Debit cards</p> <p>2) Explain why the government issues currency and coins</p> <p>3) Identify the three types of money used in the United States</p>	<p>1) Students add definitions of vocabulary to notebooks.</p> <p>2) Teacher led class discussion of why and how the government issues coins and currency.</p> <p>3) Students answer questions about a teacher generated graphic map of the Essential Knowledge content.</p> <p>4) Guest speaker from a local bank.</p> <p>5) Some students simulate the government creating and issuing coins and currency; some students simulate using money to exchange for goods and services; other students simulate a bank accepting deposits and making loans.</p>	<p>Guest Speaker</p> <p>Graphic map of content</p> <p>Internet</p>	<p>CE.1b,e,f</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

<p>4) Identify the government agencies responsible for creating money</p>	<p>6) Students research the history of money, the various types of money (past and present), Bureau of Engraving and Printing, United States Mint, etc. and give an oral report on the findings.</p>		
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Amherst County Public Schools Civics and Economics Curriculum

SOL: CE.14

The student will demonstrate knowledge of 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.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the following: Career Career opportunities Talents Aspirations Interests Attitude Behavior Work ethic Job skills Technology Education vs. skills Self-assessment Income Supply and demand Workplace Supply and demand Globalization</p>	<p>1) Students add definitions of vocabulary to notebooks.</p> <p>2) Teacher conducts a survey of careers in which students are interested. Based on the interest survey, students research how their selected career has changed over time, the job requirements, et cetera.</p> <p>3) Guest speaker from human resources department of a local business.</p> <p>4) Students complete sample job applications.</p>	<p>Guest speakers</p> <p>Internet</p> <p>Sample job applications</p> <p>Supply and demand graphs</p> <p>Sample career self assessment</p> <p>School guidance counselor</p> <p>Virginia View</p> <p>Virginia Employment Commission</p> <p>www.bls.gov/k12</p>	<p>CE.1b,d,e,f</p> <p>CE.4</p> <hr/> <p>Assessments</p> <hr/> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

<p>Credit Savings Investments Contractual agreements Warranties Guarantees</p> <p>2) Recognize that individual talents, interests, and aspirations influence career decisions</p> <p>3) Summarize the characteristics employers seek in employees</p> <p>4) Explain how changes in technology influence the job market</p> <p>5) Demonstrate how supply and demand of workers influences income</p> <p>6) Explain the relationship among skills, education, and income</p> <p>7) Describe the financial responsibilities of citizenship</p>	<p>5) Construct supply and demand graph for jobs to discuss influence on the income to be earned.</p> <p>6) Students brainstorm how technology has changed the workplace. They write a paragraph predicting how they think technology will change the workplace in the future.</p> <p>7) Teacher led discussion about how the personal character traits in CE.4 also apply to a job/career.</p> <p>8) Guest speakers to talk about how their jobs have changed over time due to technology.</p> <p>9) Students complete a sample career self assessment.</p> <p>10) Students write a paper on the importance of being fiscally responsible.</p> <p>11) Students research jobs based on technology.</p>		
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	<p>12) Using the Internet and a PACED model students compare careers and various levels of education.</p> <p>13) Students compare life-long earnings of a job requiring a high school education, a two-year degree, and a four-year degree.</p> <p>14) Students create a budget and simulate how that budget would work with particular careers.</p> <p>15) Students analyze different forms of credit.</p> <p>16) Students compare different credit cards, analyzing how they work, the advantages and disadvantages of using a credit card.</p> <p>17) Students complete a PACED model for different warranties and guarantees.</p>		
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