

Civics and Economics Pacing Guide – Updated January 2016

Unit Titles/Content

SOL Objectives

1st Nine Weeks

*** Citizenship**

CE. 3

The student will apply social science skills to understand 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;
- 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;
- c) describing the duties of citizenship, including obeying the laws, paying taxes, defending the nation, and serving in court;
- 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; and
- e) evaluating how civic and social duties address community needs and serve the public good.

*** Foundations of Am. Constitutional Government**

CE. 2

The student will apply social science skills to understand 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;
- b) examining and evaluating the impact of the Magna Carta, charters of the Virginia Company of London, the Virginia Declaration of Rights, the Declaration of Independence, the Articles of Confederation, and the Virginia Statute for Religious Freedom on the Constitution of Virginia and the Constitution of the United States, including the Bill of Rights;
- c) describing the purposes for the Constitution of the United States as stated in its Preamble; and
- d) describing the procedures for amending the Constitution of Virginia and the Constitution of the United States.

*** Branches of Government- National Level**

CE. 6

The student will apply social science skills to understand the American constitutional government at the national level by

- a) describing the structure and powers of the national government;
- b) explaining the principle of separation of powers and the operation of checks and balances;
- c) explaining and/or simulating the lawmaking process; and
- d) describing the roles and powers of the executive branch.

*** Branches of Government- State Level**

CE. 7

The student will apply social science skills to understand the American constitutional government at the state level by

- a) describing the structure and powers of the state government;
- b) explaining the relationship of state governments to the national government in the federal system;
- c) explaining and/or simulating the lawmaking process; and
- d) describing the roles and powers of the executive branch and regulatory boards.

***Branches of Government – Local Level**

CE. 8

The student will apply social science skills to understand the American constitutional government at the local level by

- a) describing the structure and powers of the local government;
- b) explaining the relationship of local government to the state government; and
- c) explaining and/or simulating the lawmaking process.

2nd Nine Weeks

Unit Titles/Content

SOL Objectives

*** Public Policy/ Interest Groups**

CE. 10

The student will apply social science skills to understand 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;
- b) describing how individuals and interest groups influence public policy; and
- c) describing the impact of international issues and events on local decision making.

*** Politics/Voting**

CE. 5

The student will apply social science skills to understand the political process at the local, state, and national levels of government by

- a) describing the functions of political parties;
- b) comparing and contrasting political parties;
- c) analyzing campaigns for elective office, with emphasis on the role of the media;
- d) evaluating and explaining the role of campaign contributions and costs;
- e) examining the history of and requirements for voter registration, and participating in simulated local, state, and/or national elections; and
- f) describing the role of the Electoral College in the election of the president and vice president.

*** Criminal Justice**

CE. 9 (two weeks)

The student will apply social science skills to understand the judicial systems established by the Constitution of Virginia and the Constitution of the United States by

- a) describing the organization of the United States judicial system as consisting of state and federal courts with original and appellate jurisdiction;
- b) describing the exercise of judicial review;
- c) comparing and contrasting civil and criminal cases; and
- d) explaining how due process protections seek to ensure justice.

*** Economic Decisions**

CE. 11

The student will apply social science skills to understand how economic decisions are made in the marketplace by

- a) explaining that because of scarcity, consumers, producers, and governments must make choices, understanding that everyone's choice has an opportunity cost; and
- b) comparing and contrasting how traditional, free market, command, and mixed economies decide how to allocate their limited resources.

*** US Economy- Structure/Operation**

CE. 12

The student will apply social science skills to understand the United States economy by

- a) describing the characteristics of the United States economy, including limited government, private property, profit, markets, consumer sovereignty, and competition;
- b) describing how in a market economy supply and demand determine prices;
- c) describing the types of business organizations and the role of entrepreneurship;
- d) explaining the circular flow that shows how consumers (households), businesses (producers), and markets interact;
- e) explaining how financial institutions channel funds from savers to borrowers; and
- f) analyzing the relationship of Virginia and the United States to the global economy, with emphasis on the impact of technological innovations.

***Roles of Government in the Economy**

CE. 13 (two weeks)

The student will apply social science skills to understand the role of government in the United States economy by

- a) examining competition in the marketplace;
- b) explaining how and why government provides certain goods and services;
- c) describing how local, state, and federal governments allocate their budgets and collect taxes to pay for goods and services they provide;
- d) explaining the structure and main function of the Federal Reserve System and how it acts as the nation's central bank;
- e) describing how governments regulate to protect consumers, labor, the environment, competition in the marketplace, and property rights; and
- f) explaining the role of government currency and analyzing the purpose of a money economy.

*** Careers and Personal Finance**

CE. 14 (two weeks)

The student will apply social science skills to understand personal finance and career opportunities by

- a) identifying talents, interests, and aspirations that influence career choice;
- b) identifying human capital such as attitudes and behaviors that strengthen the individual work ethic and promote career success;
- c) identifying human capital such as abilities, skills, and education and the changing supply of 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; and
- f) analyzing the financial responsibilities of citizenship, including evaluating common forms of credit, savings, investments, purchases, contractual agreements, warranties, and guarantees.

Curricular Notes/Observations

*** CE. 1 Analysis skills are listed throughout the curriculum framework as Essential Skills under each content objective.**

A time frame of one week is estimated for each SOL objective, allowing one week flex time for benchmark testing and review activities.