



BUILDING CITIZENSHIP
CIVICS & ECONOMICS

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STANDARDS

PAGE REFERENCES

Civics and Economics

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

Civic and economic education also must emphasize the intellectual and practical skills required for responsible citizenship. Students will learn to consider their own talents, aptitudes, personalities, and market demand as they explore future decisions. Students will practice these skills both inside and outside the classroom as they extend their understanding of the essential knowledge defined by the standards for Civics and Economics.

STANDARDS	PAGE REFERENCES
<p>Skills</p>	
<p>CE.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <p>a) analyzing and interpreting evidence from primary and secondary sources, including charts, graphs, and political cartoons;</p>	<p>Student Edition: <i>Activities</i> 310 #4, 340 #4, 388 #4, 410 #4, 562 #1 <i>Assessment</i> 366 #18-19, 436 #19-20 <i>Chart Skills</i> 143, 206, 406, 500 <i>Graph Skills</i> 6, 300 <i>Infographic</i> 501, 613 <i>Political Cartoon</i> 56, 130, 202, 306, 407, 507, 600 Teacher Edition: OTO 56, 130, 202, 600, 622; VS 206, 300</p>
<p>b) analyzing how political and economic trends influence public policy, using demographic information and other data sources;</p>	<p>Student Edition: 5-8, 28, 370-374, 380-381, 598-603 <i>Assessment</i> 36 #21, 606 #19-20 <i>Graph Skills</i> 6, 8 <i>Issues to Debate</i> 140, 323, 530, 548 <i>Lesson Review</i> 374 #3, 381 #2-5, 603 #5 Teacher Edition: CTS 371; CTS2 380; OTO 598; RS 7, 28, 370, 602; TS 371</p>
<p>c) analyzing information to create diagrams, tables, charts, graphs, and spreadsheets;</p>	<p>Student Edition: <i>Activities</i> 212 #2, 562 #2 Teacher Edition: CTS 41, 218, 425; OTO 112, 118, 227, 302, 424; PBL 486; RS 326; TS 54, 603; VS 105, 107, 122, 500, 518, 521</p>
<p>d) determining the accuracy and validity of information by separating fact and opinion and recognizing bias;</p>	<p>Student Edition: <i>Chart Skills</i> 307 <i>21st Century Skills</i> 57, 234, 296, 317, 325, 397, 509, 583, 601, 614 Teacher Edition: CR 301; CTS 127, 296, 307, 583; OTO 127</p>
<p>e) constructing informed, evidence-based arguments from multiple sources;</p>	<p>Student Edition: <i>Activities</i> 62 #1, 98 #2, 536 #2 <i>Assessment</i> 36 #21, 100 #21 <i>Debating the Issue</i> 323 #4, 617 #4 <i>Lesson Review</i> 47 #6, 204 #5, 211 #6, 31 #6, 322 #5, 408 #7, 420 #6 Teacher Edition: WS 52, 108, 113, 121, 140, 217, 221, 405</p>

STANDARDS	PAGE REFERENCES
f) determining multiple cause-and-effect relationships that impact political and economic events;	Teacher Edition: <i>Activities</i> 310 #1 <i>Assessment</i> 35 #13, 63 #15, 99 #17, 153 #16, 183 #10, 213 #17 CTS 109, 224, 291, 333, 379, 380, 489, 504; VS 219
g) taking informed action to address school, community, local, state, national, and global issues;	Student Edition: <i>Activities</i> 34 #3, 182 #3, 212 #3, 242 #3, 284 #3, 310 #2, 340 #3, 388 #2-3 <i>teen citizens in action</i> 23, 173, 281, 371, 498, 623, 635 Teacher Edition: CTS 498; HOCP 368; OTO 23, 281, 371, 623, 635
h) using a decision-making model to analyze and explain the costs and benefits of a specific choice;	Student Edition: 372-374, 442-445, 446-451, 493-494, 496-497 <i>Chart Skills</i> 444, 493 <i>Lesson Review</i> 445 #6, 451 #5 <i>Real-Life Civics</i> 486-487 <i>The Story Matters</i> 485 Teacher Edition: CTS 672, 443, 448; OTO 487, 497; PBL 486; RS 447, 449; WS 373
i) applying civic virtue and democratic principles to make collaborative decisions; and	Student Edition: <i>Activities</i> 34 #2-3, 152 #3, 182 #3, 262 #3, 310 #2-3, 434 #3 Teacher Edition: CTS 407; HOCP 266, 288, 368; TS 224, 398
j) defending conclusions orally and in writing to a wide range of audiences, using evidence from sources.	Student Edition: <i>Activities</i> 34 #3, 98 #2, 182 #2-3, 212 #2, 262 #3, 284 #1-2 <i>Lesson Review</i> 25 #6, 47 #6, 61 #6, 85 #6, 139 #5, 204 #5, 241 #5, 296 #5 Teacher Edition: HOCP 266, 288; WS 21, 52, 67, 113, 121, 122, 217, 221, 229
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;	Student Edition: 9-10, 12, 30-31, 40-42, 92-97 <i>Activities</i> 62 #2 <i>Assessment</i> 100 #21 <i>Chart Skills</i> 30, 31 Teacher Edition: CTS 12, 30; RS 41; RS2 94

STANDARDS	PAGE REFERENCES
<p>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;</p>	<p>Student Edition: 42-43, 46, 60-61, 65-68, 73-76, 86-91, 92-97, 128-132, 134-139 <i>Chart Skills</i> 75, 88 Teacher Edition: CR 61; CTS 42, 43; HOCP 126; MC 37; RS 46, 86; RS2 87; TS 66; WS 75</p>
<p>c) describing the purposes for the Constitution of the United States as stated in its Preamble; and</p>	<p>Student Edition: 86-87, 92-97, 102 <i>Activities</i> 98 #3 Teacher Edition: CTS1 87, 102; RS 86; RS1 87; RS2 87</p>
<p>d) describing the procedures for amending the Constitution of Virginia and the Constitution of the United States.</p>	<p>Student Edition: 89-91, 321-322 <i>Chart Skills</i> 89 <i>Lesson Review</i> 91 #4-5 Teacher Edition: CTS2 322; OTO 89; TS 321; VS 89</p>
<p>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;</p>	<p>Student Edition: 12-14 <i>Lesson Review</i> 16 #3-5 Teacher Edition: CTS 13; E 11; PBL 2; RS 11; RS1 13; RS2 13; TA 11</p>
<p>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;</p>	<p>Student Edition: 128-132, 136, 142-143, 220 <i>Landmark Supreme Court Cases</i> 133 <i>Lesson Review</i> 132 #5 Teacher Edition: CTS 129, 130; RS 128, 136; VS 129, 131; WS 131</p>
<p>c) describing the duties of citizenship, including obeying the laws, paying taxes, defending the nation, and serving in court;</p>	<p>Student Edition: 11-12, 18-20 <i>Chart Skills</i> 21 <i>Lesson Review</i> 25 #1, #3 Teacher Edition: CTS 12, 19, 20; OTO 20; RS 19; WS 18</p>

STANDARDS	PAGE REFERENCES
<p>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</p>	<p>Student Edition: 11-12, 21-25 <i>Chart Skills</i> 21 <i>Lesson Review 25</i> #2, #4 <i>Why It Matters</i> 22 Teacher Edition: CTS 12; OTO 21; RS 21, 22; WS 18, 21</p>
<p>e) evaluating how civic and social duties address community needs and serve the public good.</p>	<p>Student Edition: 11-12, 18-25 <i>Activities</i> 34 #2-3, 152 #3, 262 #3, 388 #3 <i>Infographic</i> 24 <i>Lesson Review</i> 25 Teacher Edition: CTS 12, 24; HOCP 368; RS 23, 24; WS 18</p>
<p>CE.4 The student will demonstrate personal character traits that facilitate thoughtful and effective participation in civic life by a) practicing trustworthiness and honesty;</p>	<p>Student Edition: 18-25, 492 <i>Activities</i> 34 #2-3, 152 #3, 262 #3, 388 #3 <i>Chart Skills</i> 21 <i>Lesson Review</i> 25 #6 Teacher Edition: CTS 19; OTO 22, 371; RS 11, 19, 21, 22</p>
<p>b) practicing courtesy and respect for the rights of others;</p>	<p>Student Edition: 8-9, 22 <i>Chart Skills</i> 21 <i>Lesson Review</i> 10 #2, #5, 25 #2, #6 Teacher Edition: CS 9; RS 11</p>
<p>c) practicing responsibility, accountability, and self-reliance;</p>	<p>Student Edition: 11, 18-25 <i>Activities</i> 34 #2-3, 152 #3, 340 #3, 388 #3 <i>Chart Skills</i> 21 <i>Lesson Review</i> 25 Teacher Edition: HOCP 368; RS 11, 21, 22</p>

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d) practicing respect for the law;	<p>Student Edition: 19, 218, 220, 392-393, 394-395 <i>Chart Skill</i> 21 <i>Lesson Review</i> 25 #6</p> <p>Teacher Edition: CTS 19; OTO 19, 20, 393; RS 11</p>
e) practicing patriotism;	<p>Student Edition: 2, 70-71 <i>Activities</i> 98 #3 <i>Caption</i> 14 <i>Civic Literacy</i> 71</p> <p>Teacher Edition: V 14, 71</p>
f) practicing thoughtful decision making; and	<p>Student Edition: 372-374, 442-445, 446-451, 493-494, 495-497 <i>Chart Skills</i> 444, 493 <i>Lesson Review</i> 445 #6, 451 #5 <i>Real-Life Civics</i> 486-487 <i>The Story Matters</i> 485</p> <p>Teacher Edition: CTS 372, 443, 448; CTS1 501; RS 447, 449; WS 373</p>
g) practicing service to the school and/or local community.	<p>Student Edition: <i>Activity</i> 34 #3, 182 #3, 212 #3, 242 #3, 284 #3, 310 #2, 340 #3, 388 #2-3 <i>teen citizens in action</i> 23, 173, 281, 371, 498, 623, 635</p> <p>Teacher Edition: CTS 498; HOCP 368; OTO 23, 281, 371, 623, 635</p>
<p>CE.5 The student will apply social science skills to understand the political process at the local, state, and national levels of government by</p> <p>a) describing the functions of political parties;</p>	<p>Student Edition: 254-261 <i>Activities</i> 262 <i>Assessment</i> 263-264 <i>Lesson Review</i> 261</p> <p>Teacher Edition: CTS 249, 250, 252, 257, 259; RS 259, 261; HOCP 246; TS 253; V 246; WS 255, 258</p>

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b) comparing and contrasting political parties;	<p>Student Edition: 246, 248-253 <i>Activities</i> 262 #2-4 <i>Chart Skills</i> 249 <i>Lesson Review</i> 253 #5</p> <p>Teacher Edition: T 253</p>
c) analyzing campaigns for elective office, with emphasis on the role of the media;	<p>Student Edition: 277-283, 298-299 <i>Activities</i> 284 #2 <i>Assessment</i> 286 #17 <i>Lesson Review</i> 283, 301 #4</p> <p>Teacher Edition: CTS 282; OTO 298-299; RS 283; VS 278; WS 277, 282, 299</p>
d) evaluating and explaining the role of campaign contributions and costs;	<p>Student Edition: 283, 305, 307-308 <i>Assessment</i> 285 #13 <i>Lesson Review</i> 283 #5, 308 #4</p> <p>Teacher Edition: CTS 283</p>
e) examining the history of and requirements for voter registration, and participating in simulated local, state, and/or national elections; and	<p>Student Edition: 268-270, 272-275 <i>Activities</i> 284 #1 <i>Chart Skill</i> 271 <i>Lesson Review</i> 275 #3</p> <p>Teacher Edition: CTS 269, 270, 272; PBL 266; RS 268, 269, 271, 272; VS 271</p>
f) describing the role of the Electoral College in the election of the president and vice president.	<p>Student Edition: 189-190, 280-281 <i>Assessment</i> 213 #12, 285 #12 <i>Chart Skill</i> 281 <i>Lesson Review</i> 283 #2</p> <p>Teacher Edition: CTS 280, 281; OTO 276-277, 280; RS 280; VS 279, 280</p>

STANDARDS	PAGE REFERENCES
<p>CE.6 The student will apply social science skills to understand the American constitutional government at the national level by</p> <p>a) describing the structure and powers of the national government;</p>	<p>Student Edition: 86-91, 92-97 <i>Activities</i> 98 #1 <i>Assessment</i> 100 #21 <i>Chart Skills</i> 88, 96 <i>Lesson Review</i> 91 #3</p> <p>Teacher Edition: CTS 93; RS 87, 91</p>
<p>b) explaining the principle of separation of powers and the operation of checks and balances;</p>	<p>Student Edition: 45, 94-97, 202, 231-234 <i>Assessment</i> 99 #9 <i>Chart Skills</i> 95 <i>Lesson Review</i> 97 #4</p> <p>Teacher Edition: CTS 94, 97; OTO 95; RS 96; VS 95</p>
<p>c) explaining and/or simulating the lawmaking process; and</p>	<p>Student Edition: 177-181 <i>Activities</i> 182 #1 <i>Assessment</i> 183 #15-17, 184 <i>Chart Skills</i> 179 <i>Lesson Review</i> 181 #6</p> <p>Teacher Edition: CTS 181; OTO 179; RS 177, 178, 180, 181; TS 179; WS 179</p>
<p>d) describing the roles and powers of the executive branch</p>	<p>Student Edition: 87-88, 109, 194-198, 200-204, 205-211 <i>Activities</i> 212 #2-3 <i>Assessment</i> 213-214 <i>Lesson Review</i> 198 #3-5</p> <p>Teacher Edition: CTS 195, 197, 198; OTO 195; RS 196; TS 198</p>
<p>CE.7 The student will apply social science skills to understand the American constitutional government at the state level by</p> <p>a) describing the structure and powers of the state government;</p>	<p>Student Edition: 317-322, 324-328, 329-333, 334-338 <i>Chart Skills</i> 318, 336 <i>Issues to Debate</i> 323 <i>Lesson Review</i> 322 #5, 328 #5</p> <p>Teacher Edition: CR 328; CTS 317, 319, 321, 327, 330; RS 316, 319, 324, 326; VS 318</p>

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b) explaining the relationship of state governments to the national government in the federal system;	Student Edition: 96-97, 316-322 <i>Activities</i> 98 #2 <i>Chart Skill</i> 96, 318 <i>Lesson Review</i> 97 #4, 322 #3 Teacher Edition: CR 322; CTS 317, 319, 320; RS 316; VS 318
c) explaining and/or simulating the lawmaking process; and	Student Edition: 177-181, 326-327 <i>Chart Skills</i> 179 <i>Lesson Review</i> 328 #2-5 Teacher Edition: CTS 181, 327; OTO 179, 325; RS1 326; RS2 326; TS 179; WS 179, 326
d) describing the roles and powers of the executive branch and regulatory boards.	Student Edition: 329-333 <i>Activities</i> 340 #2 <i>Chart Skill</i> 330 <i>Lesson Review</i> 322 #3 <i>Real-Life Civics</i> 314-315 Teacher Edition: CR 322; CTS 317, 319, 320; PBL 314; RS 316; VS 318
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;	Student Edition: 346-352, 354-358, 359-363 <i>Chart Skills</i> 349, 351, 356 <i>Real-Life Civics</i> 344-345 <i>The Story Matters</i> 343 Teacher Edition: CR 345, 358, 363; CTS 362; RS 347, 351; TS 354; VS 360; WS 348
b) explaining the relationship of local government to the state government; and	Student Edition: 321, 346-352, 354-358, 359-363 <i>Activities</i> 364 #3 <i>Assessment</i> 365 #2, 366 #17 Teacher Edition: CTS 347; TS 363; VS 346

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c) explaining and/or simulating the lawmaking process.	<p>Student Edition: 326-327, 347-348, 351, 356-357, 360-363 <i>Chart Skills</i> 356</p> <p>Teacher Edition: OTO 359; RS 351, 357; VS 351</p>
<p>CE.9 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</p> <p>a) describing the organization of the United States judicial system as consisting of state and federal courts with original and appellate jurisdiction;</p>	<p>Student Edition: 218-222, 223-228, 229-234, 236-241, 334-338 <i>Chart Skills</i> 219, 225, 239, 240, 336 <i>Geography Connection</i> 224 <i>Graph Skills</i> 237</p> <p>Teacher Edition: CTS 223; RS 220, 336; TS 238; VS 220, 226; WS 221, 229, 231</p>
b) describing the exercise of judicial review;	<p>Student Edition: 232-233 <i>Landmark Supreme Court Cases</i> 235 <i>Lesson Review</i> 234 #1</p> <p>Teacher Edition: RS 232, 233</p>
c) comparing and contrasting civil and criminal cases; and	<p>Student Edition: 138-139, 218, 335, 399-401, 416-420, 421-427</p> <p>Teacher Edition: CR 420, 427; CTS 138, 218, 335, 336, 419; CTS2 421; OTO 417, 419, 426</p>
d) explaining how due process protections seek to ensure justice.	<p>Student Edition: 136, 142-143, 404, 405-407 <i>Assessment</i> 154 #10 <i>Landmark Supreme Court Cases</i> 339 <i>Lesson Review</i> 139 #2</p> <p>Teacher Edition: CTS 142; RS 136; VS 136</p>
<p>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</p> <p>a) examining the impact of the media on public opinion and public policy;</p>	<p>Student Edition: 292, 297-299 <i>Activities</i> 310 #1 <i>Assessment</i> 312 #19 <i>Issues to Debate</i> 309 <i>Lesson Review</i> 301 #1</p> <p>Teacher Edition: CTS 299; RS 292, 298</p>

STANDARDS	PAGE REFERENCES
<p>b) describing how individuals and interest groups influence public policy; and</p>	<p>Student Edition: 131, 292, 303-308, 370-371, 386-387 <i>Activities</i> 310 #1-2 <i>Real-Life Civics</i> 288-289</p> <p>Teacher Edition: CR 374, 381; CTS 371; OTO 303; RS 304, 370; RS2 292; TS 292, 371; WS 377</p>
<p>c) describing the impact of international issues and events on local decision making.</p>	<p>Student Edition: 28, 372-374, 632-637, 649-651 <i>Activities</i> 652 #1 <i>Chart Skills</i> 642 <i>Issues to Debate</i> 140, 323, 530, 617</p> <p>Teacher Edition: CTS 377, 636, 650; RS 28, 372</p>
<p>CE.11 The student will apply social science skills to understand how economic decisions are made in the marketplace by</p> <p>a) explaining that because of scarcity, consumers, producers, and governments must make choices, understanding that everyone's choice has an opportunity cost; and</p>	<p>Student Edition: 441, 446-451, 494, 610-611 <i>Chart Skills</i> 444 <i>Lesson Review</i> 445 #4, 451 #5</p> <p>Teacher Edition: CTS 441, 443, 447, 448, 610; RS 446, 447, 494</p>
<p>b) comparing and contrasting how traditional, free market, command, and mixed economies decide how to allocate their limited resources.</p>	<p>Student Edition: 440-445, 618-625 <i>Assessment</i> 626 #1 <i>Chart Skills</i> 622 <i>Infographic</i> 624 <i>Lesson Review</i> 445 #2-5, 625 #5</p> <p>Teacher Edition: CR 448; CTS 444, 445, 620; RS 441, 444, 445, 619; WS 622</p>
<p>CE.12 The student will apply social science skills to understand the United States economy by</p> <p>a) describing the characteristics of the United States economy, including limited government, private property, profit, markets, consumer sovereignty, and competition;</p>	<p>Student Edition: 471-474, 477-481, 488-490, 542-547, 618-620 <i>Activities</i> 482 #1, #4 <i>Chart Skill</i> 472 <i>Lesson Review</i> 481</p> <p>Teacher Edition: CTS 478, 619; OTO 478, 620; RS 481; RS1 619; RS2 619; WS 480</p>

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b) describing how in a market economy supply and demand determine prices;	<p>Student Edition: 452-459, 619 <i>Activities</i> 460 #4 <i>Graph Skills</i> 456 <i>Infographic</i> 454</p> <p>Teacher Edition: CTS 453, 455, 456, 457, 478; OTO 453, 454-455, 456; RS 453; VS 454</p>
c) describing the types of business organizations and the role of entrepreneurship;	<p>Student Edition: 467, 478, 516-523 <i>Activities</i> 482 #2-3 <i>American Entrepreneurs</i> 480, 615 <i>Infographic</i> 454</p> <p>Teacher Edition: CTS 516, 518; OTO 516-517, 518-519, 520; VS 467, 521, 523</p>
d) explaining the circular flow that shows how consumers (households), businesses (producers), and markets interact;	<p>Student Edition: 471-474 <i>Assessment</i> 483 #12 <i>Chart Skills</i> 472 <i>Lesson Review</i> 476 #3</p> <p>Teacher Edition: CTS 472; OTO 472; RS 473; WS 473</p>
e) explaining how financial institutions channel funds from savers to borrowers; and	<p>Student Edition: 503-509, 570-572, 579-580 <i>Chart Skills</i> 505, 508 <i>Graph Skills</i> 504 <i>Lesson Review</i> 509 #6, 572 #2-4</p> <p>Teacher Edition: CTS 503, 504, 506, 571, 579; OTO 505; RS 505; WS 507</p>
f) analyzing the relationship of Virginia and the United States to the global economy, with emphasis on the impact of technological innovations.	<p>Student Edition: 610-614, 632-637 <i>Issues to Debate</i> 530, 548 <i>Lesson Review</i> 637 #5 <i>Why It Matters</i> 637</p> <p>Teacher Edition: CR 637; CTS 632, 634, 637; OTO 610, 612, 632-633</p>

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<p>CE.13 The student will apply social science skills to understand the role of government in the United States economy by</p> <p>a) examining competition in the marketplace;</p>	<p>Student Edition: 453-454, 478, 480, 619 <i>Lesson Review</i> 459 #3 <i>Why It Matters</i> 481</p> <p>Teacher Edition: CTS 478, 480, 619; WS 480</p>
<p>b) explaining how and why government provides certain goods and services;</p>	<p>Student Edition: 27, 474, 542-544, 596 <i>Chart Skills</i> 27 <i>Lesson Review</i> 33 #3 <i>Real-Life Civics</i> 344-345</p> <p>Teacher Edition: CR 345; CTS 27; RS 543; VS 344</p>
<p>c) describing how local, state, and federal governments allocate their budgets and collect taxes to pay for goods and services they provide;</p>	<p>Student Edition: 327-328, 346, 363, 474, 590-596 <i>Chart Skills</i> 591 <i>Infographic</i> 592, 595 <i>Real-Life Civics</i> 588-599</p> <p>Teacher Edition: CR 596; CTS 592; MC 594; OTO 590-591, 592-593, 594-595, 598; RS 327, 596, 597</p>
<p>d) explaining the structure and main function of the Federal Reserve System and how it acts as the nation's central bank;</p>	<p>Student Edition: 573-578, 582 <i>Infographic</i> 575, 577 <i>Lesson Review</i> 578</p> <p>Teacher Edition: CR 578; CTS 576; OTO 575, 576-577; VS 575</p>

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<p>e) describing how governments regulate to protect consumers, labor, the environment, competition in the marketplace, and property rights; and</p>	<p>Student Edition: 210, 544-547 <i>21st Century Skills</i> 547 <i>Chart Skills</i> 546 <i>Lesson Review</i> 211 #6, 547 #5 Teacher Edition: CTS 210, 544; RS 545, 546; VS 546</p>
<p>f) explaining the role of government currency and analyzing the purpose of a money economy</p>	<p>Student Edition: 568-572 <i>Infographic</i> 570 <i>Lesson Review</i> 572 #3 Teacher Edition: CTS 569; RS 570; VS 569</p>
<p>CE.14 The student will apply social science skills to understand personal finance and career opportunities by</p> <p>a) identifying talents, interests, and aspirations that influence career choice;</p>	<p>The following references provide an introduction and background to the topic.</p> <p>Student Edition: <i>American Leaders/American Entrepreneurs</i> 231, 378, 480, 528, 615 <i>Real-Life Civics</i> 464-465, 514-515 <i>teen citizens in action</i> 173, 281, 371, 623, 635 <i>The Story Matters...</i> 513 Teacher Edition: E 513, 557; HOCP 464; MC 513; OTO 516</p>
<p>b) identifying human capital such as attitudes and behaviors that strengthen the individual work ethic and promote career success;</p>	<p>Student Edition: 476 <i>Activities</i> 482 #3 <i>Graph Skills</i> 559 Teacher Edition: E 557; OTO 559; TS 476</p>
<p>c) identifying human capital such as abilities, skills, and education and the changing supply of and demand for them in the economy;</p>	<p>Student Edition: 476 <i>Activities</i> 482 #3 <i>Graph Skills</i> 559 Teacher Edition: OTO 559; TS 476</p>

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<p>d) examining the impact of technological change and globalization on career opportunities;</p>	<p>Student Edition: 476, 632-637 <i>Issues to Debate</i> 530, 548 <i>Real-Life Civics</i> 514-515 <i>Why It Matters</i> 637 Teacher Edition: CR 637; CTS 632, 637; CTS2 634; E 632</p>
<p>e) describing the importance of education to lifelong personal finances; and</p>	<p>Student Edition: 476, 557-558 <i>Graph Skills</i> 559 Teacher Edition: E 557; OTO 559; TS 476</p>
<p>f) analyzing the financial responsibilities of citizenship, including evaluating common forms of credit, savings, investments, purchases, contractual agreements, warranties, and guarantees.</p>	<p>Student Edition: 488-494, 495-502, 503-509 <i>Activities</i> 510 <i>Assessment</i> 512 #18 <i>Chart Skills</i> 493, 496, 497, 500 <i>Infographic</i> 501 <i>Lesson Review</i> 502 #5-7 <i>Real-Life Civics</i> 486-487 Teacher Edition: CR 494; CTS 486, 492; CTS2 491; OTO 487, 488-489, 495, 498-499, 501; VS 486</p>