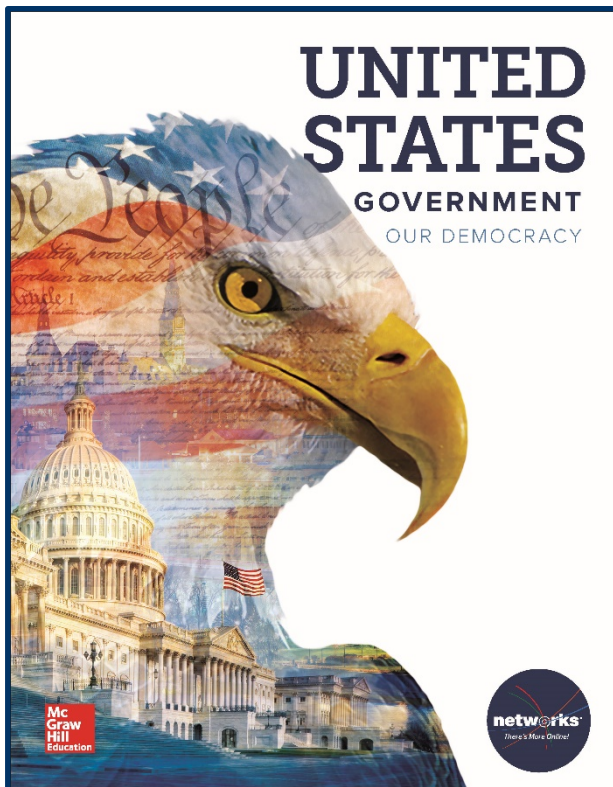




History and Social Science  
Standards of Learning  
Virginia and United States  
Government



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### Virginia and United States Government

Standards for Virginia and United States Government define the knowledge that enables citizens to participate effectively in civic and economic life. Students will apply social science skills as a foundation to examine fundamental constitutional principles, the rights and responsibilities of citizenship, the political culture, the policy-making process at each level of government, and the characteristics of the United States economy. The standards emphasize an understanding of the duties and responsibilities that facilitate thoughtful and effective participation in the civic life of an increasingly diverse democratic society. The standards also reflect the evolving political and economic roles of Virginia and the United States in the global community.

Civic education also must emphasize the intellectual skills required for responsible citizenship. Students will apply these skills as they extend their understanding of the essential knowledge defined by the standards for Virginia and United States Government.

STANDARDS		PAGE REFERENCES
Skills		
<b>GOVT.1</b> The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by		<b>Student Edition:</b> <i>Analyzing Primary Sources</i> 4-5, 100-101, 230-231, 314-315, 412-413, 508-509, 604-605, 706-707 <i>Assessment</i> 98 #23-25, 286 #23-25 <b>Teacher Edition:</b> CTS 4, 101, 231, 412, 508; RS 314
a) planning inquiries by synthesizing information from diverse primary and secondary sources;		
b) analyzing how political and economic trends influence public policy, using demographic information and other data sources;		<b>Student Edition:</b> 22-23, 341, 591-598, 627-628, 648-649, 651-655 <i>Chart</i> 24 <i>Graph</i> 594 <i>Lesson Review</i> 28 #4, 655 #6 <b>Teacher Edition:</b> CTS 592; OTO 22, 592, 652; RS 22, 652; VS 341, 594, 596, 627
c) comparing and contrasting historical, cultural, economic, and political perspectives;		<b>Student Edition:</b> <i>Debate</i> 90, 188, 277, 309, 366, 427, 447, 526, 629, 663 <i>Deliberation</i> 113, 153, 251, 497, 545, 682 <b>Teacher Edition:</b> CTS 90, 113, 153, 188, 251, 309, 427, 629; RS 427; VS 545; WS 277
d) evaluating critically the quality, accuracy, and validity of information to determine misconceptions, fact and opinion, and bias;		<b>Student Edition:</b> <i>Assessment</i> 125 #12, 228 #23, 311 #13, 410 #18-#19, 763 #12 <i>Participating in Your Government</i> 185, 608 <b>Teacher Edition:</b> CTS 27, 56 133, 358, 474, 521, 528; VS 130
e) constructing informed, analytic arguments, using evidence from multiple sources to introduce and support substantive and significant claims;		<b>Student Edition:</b> <i>Assessment</i> 126 #20, 631 #13 <i>Lesson Review</i> 21 #7, 106 #5, 112 #7, 225 #5, 323 #5, 360 #6, 457 #6, 501 #6, 525 #7, 614 #8, 620 #6, 713 #6 <b>Teacher Edition:</b> CTS 17, 427, 506; WS 202, 234, 330, 425, 730, 748

STANDARDS	PAGE REFERENCES
f) explaining how cause-and-effect relationships impact political and economic events;	<b>Student Edition:</b> <i>Assessment</i> 167 #13, 227 #11, 348 #19, 409 #2, 535 #10, 631 #4, 665 #15, 703 #15 <i>Lesson Review</i> 48 #2, 122 #5, 576 #5, 761 #4 <b>Teacher Edition:</b> CTS 25, 50, 102, 221, 225, 319, 341, 407, 458, 674
g) taking knowledgeable, constructive action, individually and collaboratively, to address school, community, local, state, national, and global issues;	<b>Student Edition:</b> <i>Civic Participation in a Digital Age</i> 294, 307, 532 <i>Participating in Your Government</i> 223, 371, 550, 728, 748 <i>Student Voices</i> 87, 155, 242, 364, 395, 543, 593 <b>Teacher Edition:</b> CTS 87, 242, 307, 364, 371, 532; TS 550; WS 155, 223
h) using a decision-making model to analyze the costs and benefits of a specific choice, considering incentives and possible consequences;	<b>Student Edition:</b> <i>Participating in Your Government</i> 20, 241 <b>Teacher Edition:</b> CTS 20, 61, 131, 236, 241, 250, 623
i) applying civic virtues and democratic principles to make collaborative decisions; and	<b>Student Edition:</b> 238-239, 242, 622-625 <i>Lesson Review</i> 243 #3, 628 #3 <i>Participating in Your Government</i> 20, 241 <b>Teacher Edition:</b> CTS 20, 236, 241, 248, 250, 617, 622, 623; TS 238; WS 238
j) communicating conclusions orally and in writing to a wide range of audiences, using evidence from multiple sources and citing specific sources.	<b>Student Edition:</b> <i>Assessment</i> 32 #24, 126 #23, 228 #24, 312 #23, 504 #24, 602 #26 <i>Lesson Review</i> 308 #6, 400 #6, 525 #7, 614 #8 <b>Teacher Edition:</b> CTS 114; TS 40, 109, 209, 263, 405; WS 14, 302, 511
<b>GOVT.2</b> The student will apply social science skills to understand the political philosophies that shaped the development of Virginia and United States constitutional government by  a) describing the development of Athenian democracy and the Roman republic to differentiate between a democracy and a republic;	<b>Student Edition:</b> 16-18, 108-109, 387 <i>Analyzing Primary Sources</i> 32 <i>Assessment</i> 31 #5, 32 #18-#21, 32 #24 <i>Lesson Review</i> 21 #2, #7 <b>Teacher Edition:</b> CTS 16; OTO 16

STANDARDS	PAGE REFERENCES
b) explaining the influence of the Magna Carta, the English Petition of Rights, and the English Bill of Rights;	<b>Student Edition:</b> 37-38, 451, 818, 819 <i>Exploring the Essential Question</i> 39 <i>Lesson Review</i> 41 #2 <b>Teacher Edition:</b> CTS 37; OTO 36, 37; RS 38
c) evaluating the writings of Hobbes, Locke, and Montesquieu;	<b>Student Edition:</b> 38-39 <i>Analyzing Primary Sources</i> 4 <i>Chart</i> 38 <i>Exploring the Essential Question</i> 39 <i>Lesson Review</i> 41 #3 <b>Teacher Edition:</b> CBK 38, 39; CTS 4; OTO 39; VS 39; WS 39
d) explaining the guarantee of the “rights of Englishmen” set forth in the charters of the Virginia Company of London;	<b>Student Edition:</b> 40-41 <i>Lesson Review</i> 41 #3 <b>Teacher Edition:</b> CTS 40
e) analyzing the natural rights philosophies expressed in the Declaration of Independence; and	<b>Student Edition:</b> 38-39, 46-47, 465, 793-795 <i>Assessment</i> 32 #18-21 <i>Chart</i> 47 <i>Lesson Review</i> 48 #4 <b>Teacher Edition:</b> CTS 47; OTO 38, 47; RS 47; TS 48
f) evaluating and explaining George Mason’s Virginia Declaration of Rights, Thomas Jefferson’s Virginia Statute for Religious Freedom, and James Madison’s leadership role in securing adoption of the Bill of Rights by the First Congress.	<b>Student Edition:</b> 56, 59-60, 83-85 <i>Assessment</i> 98 #20 <i>Chart</i> 57 <i>Lesson Review</i> 60 #6, 89 #4 <b>Teacher Edition:</b> CTS 83; RS 59
<b>GOVT.3</b> The student will apply social science skills to understand the concepts of democracy by a) recognizing the fundamental worth and dignity of the individual;	<b>Student Edition:</b> 19-21, 71, 83-86, 88 <i>Assessment</i> 479 #13 <i>Lesson Review</i> 21 #7, 71 #2, 89 #4 <b>Teacher Edition:</b> CTS 19, 84, 86; OTO 19; VS 695

STANDARDS	PAGE REFERENCES
b) recognizing the equality of all citizens under the law;	<b>Student Edition:</b> 19-21, 458-464 <i>Assessment</i> 480 #22 <i>Exploring the Essential Question</i> 461 <i>Lesson Review</i> 21 #6, 71 #2, 464 #5 <b>Teacher Edition:</b> CTS 19, 458, 461; OTO 19, 459; TS 460; VS 460; WS 461
c) recognizing what defines a citizen and how noncitizens can become citizens;	<b>Student Edition:</b> 695-696 <i>Exploring the Essential Questions</i> 696 <i>Lesson Review</i> 700 #1 <b>Teacher Edition:</b> BR 695; VS 695
d) recognizing majority rule and minority rights;	<b>Student Edition:</b> 19, 71, 133 <i>Lesson Review</i> 21 #6, 71 #4, 140 #7 <b>Teacher Edition:</b> CTS 19, 133; OTO 19
e) recognizing the necessity of compromise; and	<b>Student Edition:</b> 56-57, 294-295 <i>Assessment</i> 63 #8 <i>Lesson Review</i> 60 #3, 295 #4 <b>Teacher Edition:</b> CTS 57; WS 56
f) recognizing the freedom of the individual.	<b>Student Edition:</b> 19-21, 71, 83-86, 88, 440-446, 453-457, 460-461 <i>Assessment</i> 479 #13 <i>Debate</i> 447 <i>Lesson Review</i> 21 #6, 71 #2, 446 #6; 464 #5 <i>Primary Source</i> 441 <b>Teacher Edition:</b> CTS 19, 84; OTO 19, 84; VS 88, 460

STANDARDS	PAGE REFERENCES
<p><b>GOVT.4</b> The student will apply social science skills to understand the Constitution of the United States by</p> <p>a) examining the ratification debates and <i>The Federalist</i>;</p>	<p><b>Student Edition:</b>  59-60, 72-73, 82-83  <i>Assessment</i> 64 #20, 97 #14  <i>Chart</i> 82  <i>Lesson Review</i> 71 #5; 89 #3  <i>Primary Source</i> 76</p> <p><b>Teacher Edition:</b>  CTS 82, 103; OTO 57, 82; RS 59; WS 74</p>
<p>b) evaluating the purposes for government stated in the Preamble;</p>	<p><b>Student Edition:</b>  69  <i>Comparing</i> 70  <i>Lesson Review</i> 71 #6</p> <p><b>Teacher Edition:</b>  OTO 68</p>
<p>c) examining the fundamental principles upon which the Constitution of the United States is based, including the rule of law, consent of the governed, limited government, separation of powers, and federalism;</p>	<p><b>Student Edition:</b>  18-21, 70-71, 102-106, 388-389  <i>Assessment</i> 125 #1  <i>Graphic Organizer</i> 105  <i>Lesson Review</i> 21 #7, 71 #5, 106 #3, 389 #4</p> <p><b>Teacher Edition:</b>  CBK 19; CTS 18, 102, 106; OTO 19, 70, 105</p>
<p>d) defining the structure of the national government outlined in Article I, Article II, and Article III; and</p>	<p><b>Student Edition:</b>  68-69, 72-79  <i>Assessment</i> 97 #9  <i>Chart</i> 69, 82  <i>Lesson Review</i> 71 #3, 79 #3</p> <p><b>Teacher Edition:</b>  OTO 72, 76; RS 69; TS 73, 75</p>
<p>e) analyzing and explaining the amendment process.</p>	<p><b>Student Edition:</b>  82-83, 181  <i>Assessment</i> 97 #10  <i>Chart</i> 82  <i>Lesson Review</i> 89 #3</p> <p><b>Teacher Edition:</b>  CTS 82; OTO 82; VS 83</p>

STANDARDS	PAGE REFERENCES
<p><b>GOVT.5</b> The student will apply social science skills to understand the federal system of government described in the Constitution of the United States by</p> <p>a) evaluating the relationship between the state government and the national government;</p>	<p><b>Student Edition:</b> 70-71, 102-106, 107-112 <i>Analyzing Primary Sources</i> 100-101 <i>Graphic Organizer</i> 105 <i>Lesson Review</i> 71 #5, 106 #5, <i>Map</i> 110</p> <p><b>Teacher Edition:</b> CTS 70, 100, 102, 105, 106, 108; OTO 103, 110; VS 104</p>
<p>b) examining the extent to which power is shared;</p>	<p><b>Student Edition:</b> 104-106 <i>Analyzing Primary Sources</i> 100-101 <i>Graphic Organizer</i> 105 <i>Lesson Review</i> 106 #3</p> <p><b>Teacher Edition:</b> CTS 105, 106; OTO 105</p>
<p>c) identifying the powers denied state and national governments; and</p>	<p><b>Student Edition:</b> 70-71, 104-106 <i>Analyzing Primary Sources</i> 100-101 <i>Graphic Organizer</i> 105 <i>Lesson Review</i> 71 #5, 106 #5</p> <p><b>Teacher Edition:</b> CTS 70, 100, 105, 106; VS 104</p>
<p>d) analyzing the ongoing debate that focuses on the balance of power between state and national governments.</p>	<p><b>Student Edition:</b> 70-71, 102-106, 112 <i>Analyzing Primary Sources</i> 100-101 <i>Lesson Review</i> 71 #5, 112 #6</p> <p><b>Teacher Edition:</b> CTS 70, 100, 102, 106; OTO 105; VS 104</p>
<p><b>GOVT.6</b> The student will apply social science skills to understand local, state, and national elections by</p> <p>a) describing the nomination and election process, including the organization and evolving role of political parties;</p>	<p><b>Student Edition:</b> 527-533 <i>Chart</i> 528 <i>Civic Participation in a Digital Age</i> 532 <i>Government in Your Community</i> 529 <i>Lesson Review</i> 533 #5</p> <p><b>Teacher Edition:</b> CBK 531; CTS 527, 528, 529, 530; OTO 528, 529, 531; TS 528; VS 530</p>

STANDARDS	PAGE REFERENCES
b) examining campaign funding and spending, including the impact of Supreme Court decisions, the nationalization of campaign financing, and the role of issue groups;	<b>Student Edition:</b> 552-558 <i>Assessment</i> 567 #15 <i>Lesson Review</i> 558 #5 <i>Timeline</i> 556-557 <b>Teacher Edition:</b> CBK 552, 557; CTS 556, 557; OTO 552, 556-557; VS 556
c) analyzing the influence of media coverage, campaign advertising, public opinion polls, social media, and digital communications on elections;	<b>Student Edition:</b> 546-550, 553-555 <i>Chart</i> 549, 553 <i>Comparing</i> 554 <i>Lesson Review</i> 551 #2, 558 #2 <b>Teacher Edition:</b> CBK 549; CTS 457, 542, 546, 551, 553, 555
d) investigating and explaining the impact of reapportionment and redistricting on elections and governance;	<b>Student Edition:</b> 134-136 <i>Analyzing Primary Sources</i> 230-231 <i>Lesson Review</i> 140 #8 <i>Map</i> 135 <b>Teacher Edition:</b> CTS 135, 136, 230; OTO 135, 136-137, 231; TS 231; VS 135
e) describing how amendments have extended the right to vote; and	<b>Student Edition:</b> 540-544 <i>Landmark Laws</i> 542 <i>Lesson Review</i> 544 #6 <b>Teacher Edition:</b> CBK 541; CTS 542; OTO 540-541, 542-543; RS 541, 542; TS 541; VS 544
f) analyzing voter turnout in local, state, and national elections.	<b>Student Edition:</b> 550-551, 562 <i>Assessment</i> 568 #20-#23 <i>Graph</i> 562 <i>Lesson Review</i> 551 #6 <b>Teacher Edition:</b> CTS 551; TS 550

STANDARDS	PAGE REFERENCES
<p><b>GOVT.7</b> The student will apply social science skills to understand the organization and powers of the national government by</p> <p>a) examining the legislative, executive, and judicial branches;</p>	<p><b>Student Edition:</b>  72-79, 172-181, 260-265, 386-389  <i>Chart 78</i>, 263  <i>CIVIC Participation in a Digital Age 75</i>  <i>Lesson Review 79 #3, #9</i>  <i>Primary Source 73</i></p> <p><b>Teacher Edition:</b>  CTS 75, 176, 386; OTO 72, 74, 76; RS 73; TS 73; WS 79</p>
<p>b) analyzing the relationships among the three branches in a system of checks and balances and separation of powers; and</p>	<p><b>Student Edition:</b>  71, 77-79, 174, 186-187, 263-264, 432  <i>Assessment 97 #14</i>  <i>Chart 78</i>  <i>Lesson Review 79 #8, 187 #4, 432 #4</i></p> <p><b>Teacher Edition:</b>  CTS 78, 174; TS 78; VS 432; WS 79</p>
<p>c) investigating and explaining the ways individuals and groups exert influence on the national government.</p>	<p><b>Student Edition:</b>  214-220, 606-614  <i>Exploring the Essential Question 216, 609</i>  <i>Lesson Review 220 #4, 614 #7</i></p> <p><b>Teacher Edition:</b>  CTS 215, 216, 220, 611; OTO 214, 216, 219; RS 607; TS 220</p>
<p><b>GOVT.8</b> The student will apply social science skills to understand the organization and powers of the state and local governments described in the Constitution of Virginia by</p> <p>a) examining the legislative, executive, and judicial branches;</p>	<p><b>Student Edition:</b>  72-79, 172-181, 260-265, 386-389  <i>Chart 78</i>, 173, 263  <i>CIVIC Participation in a Digital Age 75</i>  <i>Lesson Review 79 #3, #9</i>  <i>Primary Source 73</i></p> <p><b>Teacher Edition:</b>  CTS 75, 174, 176; OTO 72, 74, 76; RS 73; TS 73; VS 175; WS 79</p>
<p>b) examining the structure and powers of local governments (county, city, and town);</p>	<p><b>Student Edition:</b>  238-243  <i>Chart 240</i>, 358  <i>Government in Your Community 239</i>  <i>Lesson Review 243 #4</i></p> <p><b>Teacher Edition:</b>  CTS 239, 241; VS 239, 240</p>

STANDARDS	PAGE REFERENCES
c) analyzing the relationship between state and local governments and the roles of regional authorities, governing boards, and commissions;	<b>Student Edition:</b> 245-250, 352-360, 367-376 <i>Lesson Review</i> 250 #5 <i>Map</i> 247 <b>Teacher Edition:</b> CTS 247, 249, 368; OTO 249
d) investigating and explaining the ways individuals and groups exert influence on state and local governments; and	<b>Student Edition:</b> 238-239, 242 <i>Lesson Review</i> 243 #3 <i>Participating in Your Government</i> 241, 371 <b>Teacher Edition:</b> CTS 241, 246; OTO 241, 371; WS 238
e) evaluating the effectiveness of citizen efforts to influence decisions of state and local governments by examining historical or contemporary events.	<b>Student Edition:</b> 238-239, 242 <i>Participating in Your Government</i> 241 <b>Teacher Edition:</b> CTS 241; OTO 241; WS 238
<b>GOVT.9</b> The student will apply social science skills to understand the process by which public policy is made by a) defining public policy and determining how to differentiate public and private action;	<b>Student Edition:</b> 118-120, 338-339, 591-594, 648-649 <i>Analyzing Primary Sources</i> 668-669 <i>Lesson Review</i> 598 #8, 650 #4 <b>Teacher Edition:</b> CTS 119, 592, 593, 648; OTO 592; TS 338
b) examining different perspectives on the role of government;	<b>Student Edition:</b> 7, 12-14 <i>Debate</i> 188, 309, 447, 526 <i>Deliberation</i> 113 <b>Teacher Edition:</b> CTS 113, 188, 246, 247; RS 7
c) describing how the national government influences the public agenda and shapes public policy by examining examples such as the Equal Rights Amendment, the <i>Americans with Disabilities Act (ADA)</i> , and Section 9524 of the Elementary and Secondary Education Act (ESEA) of 1965;	<b>Student Edition:</b> 469-470 <i>Lesson Review</i> 471 #7 <b>Teacher Edition:</b> CTS 469; OTO 83

STANDARDS	PAGE REFERENCES
d) describing how the state and local governments influence the public agenda and shape public policy;	<b>Student Edition:</b> 119, 245-250 <i>Chart 252</i> <i>Lesson Review 250 #5</i> <i>Map 247</i> <b>Teacher Edition:</b> CTS 119, 245, 246, 248, 249; TS 246; VS 119, 246
e) investigating and evaluating the process by which policy is implemented by the bureaucracy at each level;	<b>Student Edition:</b> 118-120, 245-250, 338-339, 591-594, 648-649 <i>Analyzing Primary Sources 668-669</i> <i>Chart 252</i> <i>Lesson Review 250 #5, 598 #8, 650 #4</i> <b>Teacher Edition:</b> CTS 119, 245, 248, 249, 592, 648; TS 246, 338; VS 119
f) analyzing how the incentives of individuals, interest groups, and the media influence public policy; and	<b>Student Edition:</b> 591-594, 627-628 <i>Chart 600</i> <i>Graph 594</i> <b>Teacher Edition:</b> CTS 246, 250, 592, 593; TS 592; WS 595
g) devising a course of action to address local and/or state issues.	<b>Student Edition:</b> 119, 245-250 <i>Chart 252</i> <i>Lesson Review 250 #5</i> <i>Map 247</i> <b>Teacher Edition:</b> CTS 119, 245, 246, 248, 249; TS 246; VS 119, 246
<b>GOVT.10</b> The student will apply social science skills to understand the federal judiciary by a) describing the organization, jurisdiction, and proceedings of federal courts;	<b>Student Edition:</b> 386-389, 390-396, 404-406 <i>Analyzing Primary Sources 384-385</i> <i>Chart 391, 393, 404</i> <i>Graph 406</i> <i>Lesson Review 389 #6</i> <i>Map 405</i> <b>Teacher Edition:</b> CTS 386, 388, 403; RS 391; TS 392; WS 395

STANDARDS	PAGE REFERENCES
b) evaluating how the Marshall Court established the Supreme Court as an independent branch of government through its opinion in <i>Marbury v. Madison</i> ;	<b>Student Edition:</b> 76, 414-415, 783 <i>Assessment</i> 436 #17-#18 <i>We the People</i> 415 <b>Teacher Edition:</b> OTO 415; VS 415
c) describing how the Supreme Court decides cases;	<b>Student Edition:</b> 419-422 <i>Exploring the Essential Question</i> 421 <i>Graph</i> 421 <i>Lesson Review</i> 422 #5 <b>Teacher Edition:</b> BR 419; CTS 420, 421; TS 420; VS 422
d) comparing the philosophies of judicial activism and judicial restraint; and	<b>Student Edition:</b> 428-429 <i>Assessment</i> 436 #20, #23 <i>Comparing</i> 430 <i>Lesson Review</i> 432 #1 <b>Teacher Edition:</b> CBK 431; OTO 428; RS 429; WS 430
e) investigating and evaluating how the judiciary influences public policy by delineating the power of government and safeguarding the rights of the individual.	<b>Student Edition:</b> 428-432 <i>Chart</i> 429 <i>Lesson Review</i> 432 #5 <b>Teacher Edition:</b> VS 432; WS 432
<b>GOVT.11</b> The student will apply social science skills to understand civil liberties and civil rights by a) examining the Bill of Rights, with emphasis on First Amendment freedoms;	<b>Student Edition:</b> 83-84, 89, 454-457, 615-617 <i>Chart</i> 455 <i>Lesson Review</i> 457 #4, 620 #3 <i>Supreme Court Case</i> 401 <b>Teacher Edition:</b> CTS 84, 454, 456, 470; OTO 84, 454; VS 454, 455
b) analyzing due process of law expressed in the Fifth and Fourteenth Amendments;	<b>Student Edition:</b> 85, 88, 395, 460-461, 490, 495-496, 501, 752 <i>Lesson Review</i> 490 #3, 496 #6, 501 #5 <b>Teacher Edition:</b> CTS 461; VS 460; WS 85, 490

STANDARDS	PAGE REFERENCES
c) explaining how the Supreme Court has applied most of the protections of the Bill of Rights to the states through a process of selective incorporation;	<b>Student Edition:</b> 89, 112 <i>Lesson Review 112 #6</i> <b>Teacher Edition:</b> CTS 112
d) investigating and evaluating the balance between individual liberties and the public interest; and	<b>Student Edition:</b> 443-445 <i>Exploring the Essential Question 444</i> <i>Lesson Review 446 #4</i> <b>Teacher Edition:</b> CBK 443; CTS 444; OTO 443, 444; RS 444; TS 445
e) examining how civil liberties and civil rights are protected under the law.	<b>Student Edition:</b> 119, 177, 396, 429, 466-470, 589 <i>Landmark Laws 466</i> <i>Supreme Court Cases 182</i> <b>Teacher Edition:</b> CTS 467; OTO 466; VS 466
<b>GOVT.12</b> The student will apply social science skills to understand the role of the United States in a changing world by a) describing the responsibilities of the national government for foreign policy and national security;	<b>Student Edition:</b> 178-179, 708-713, 714-719, 721-726 <i>Analyzing Primary Sources 706-707</i> <i>Chart 711</i> <i>Exploring the Essential Question 716</i> <i>Lesson Review 713 #6, 719 #6, 726 #6,</i> <i>Participating in your Government 717</i> <b>Teacher Edition:</b> CTS 712, 713, 717, 722; OTO 710, 724; TS 709, 710, 715, 716; VS 709, 724, 726
b) assessing the role of national interest in shaping foreign policy and promoting world peace; and	<b>Student Edition:</b> 708-710, 727-728 <i>Lesson Review 713 #3, #4</i> <b>Teacher Edition:</b> OTO 711, 729; RS 710; TS 708
c) examining the relationship of Virginia and the United States to the global economy, including trends in international trade.	<b>Student Edition:</b> 716-717, 756-761 <i>Chart 758</i> <i>Lesson Review 761 #5</i> <b>Teacher Edition:</b> CTS 717, 760; OTO 760; RS 758; TS 716; VS 757; WS 759

STANDARDS	PAGE REFERENCES
<p><b>GOVT.13</b> The student will apply social science skills to understand how world governments and economies compare and contrast with the government and the economy in the United States by</p> <p>a) describing the distribution of governmental power;</p>	<p><b>Student Edition:</b>  102-106, 278-282  <i>Essential Question</i> 107  <i>Exploring the Essential Question</i> 103  <i>Graphic Organizer</i> 105  <i>Lesson Review</i> 106 #4</p> <p><b>Teacher Edition:</b>  CTS 105, 106, 281; OTO 103; VS 103, 104</p>
<p>b) explaining the relationship between the legislative and executive branches;</p>	<p><b>Student Edition:</b>  77-79, 189-193  <i>Chart</i> 78  <i>Graph</i> 190  <i>Lesson Review</i> 79 #8, 193 #4</p> <p><b>Teacher Edition:</b>  CTS 78, 191; VS 190</p>
<p>c) comparing and contrasting the extent of participation in the political process; and</p>	<p><b>Student Edition:</b>  550-551, 562  <i>Assessment</i> 568 #20-#23  <i>Graph</i> 562  <i>Lesson Review</i> 551 #6  <i>Participating in Your Government</i> 223, 241, 550, 748</p> <p><b>Teacher Edition:</b>  CTS 551; TS 550</p>
<p>d) comparing and contrasting economic systems.</p>	<p><b>Student Edition:</b>  22-28, 751-755  <i>Chart</i> 24  <i>Lesson Review</i> 28 #8, 755 #7</p> <p><b>Teacher Edition:</b>  CTS 23; OTO 24; RS 752; TS 752; VS 26, 751, 753</p>
<p><b>GOVT.14</b> The student will apply social science skills to understand economic systems by</p> <p>a) identifying the basic economic questions encountered by all economic systems;</p>	<p><b>Student Edition:</b>  22-23  <i>Analyzing Primary Sources</i> 636-637  <i>Lesson Review</i> 28 #3</p> <p><b>Teacher Edition:</b>  CTS 23; OTO 23; WS 28</p>

STANDARDS	PAGE REFERENCES
b) comparing the characteristics of traditional, free market, command, and mixed economies, as described by Adam Smith and Karl Marx; and	<b>Student Edition:</b> 23-28, 751-755 <i>Analyzing Primary Sources</i> 636-637 <i>Chart</i> 24 <i>Exploring the Essential Question</i> 28 <i>Lesson Review</i> 28 #8; 755 #3, #7 <b>Teacher Edition:</b> CTS 23; OTO 24; RS 752; TS 752; VS 26, 751, 753, 754
c) evaluating the impact of the government's role in the economy on individual economic freedoms.	<b>Student Edition:</b> 22, 638-643, 651-653 <i>Chart</i> 639 <i>Lesson Review</i> 28 #2, 643 #4, 655 #3 <b>Teacher Edition:</b> CTS 27; OTO 25; VS 26, 651, 653
<b>GOVT.15</b> The student will apply social science skills to understand the role of government in the Virginia and United States economies by a) describing the provision of government goods and services that are not readily produced by the market;	<b>Student Edition:</b> 369-376, 651-655 <i>Chart</i> 652 <i>Lesson Review</i> 376 #5 <i>Participating in Your Government</i> 371 <b>Teacher Edition:</b> CTS 370, 373; OTO 369, 371; TS 369
b) describing government's establishment and maintenance of the rules and institutions in which markets operate, including the establishment and enforcement of property rights, contracts, consumer rights, labor-management relations, environmental protection, and competition in the marketplace;	<b>Student Edition:</b> 23-24, 225, 672-676, 680-681 <i>Chart</i> 24 <i>Comparing Sources</i> 674 <i>Lesson Review</i> 676 #6, 681 #4 <b>Teacher Edition:</b> CTS 672, 676; OTO 672; RS 675; VS 673, 680
c) investigating and describing the types and purposes of taxation that are used by local, state, and federal governments to pay for services provided by the government;	<b>Student Edition:</b> 645-650, 656-662 <i>Essential Question</i> 645 <i>Graph</i> 647 <i>Lesson Review</i> 650 #6, 662 #4 <b>Teacher Edition:</b> CTS 645, 646, 647, 648; OTO 646; RS 647; TS 647; WS 649

STANDARDS	PAGE REFERENCES
d) analyzing how Congress can use fiscal policy to stabilize the economy;	<b>Student Edition:</b> 652-653, 655 <i>Assessment</i> 665 #15, 666 #24 <i>Lesson Review</i> 655 #6 <b>Teacher Edition:</b> RS 652; VS 652; WS 655
e) describing the effects of the Federal Reserve's monetary policy on price stability, employment, and the economy; and	<b>Student Edition:</b> 653-654 <i>Assessment</i> 666 #24 <i>Lesson Review</i> 655 #4 <b>Teacher Edition:</b> OTO 653, 654; TS 654
f) evaluating the trade-offs in government decisions.	<b>Student Edition:</b> 56-57, 294-295 <i>Assessment</i> 63 #8 <i>Lesson Review</i> 60 #3 <b>Teacher Edition:</b> WS 56
<b>GOVT.16</b> The student will apply social science skills to understand that in a democratic republic, thoughtful and effective participation in civic life is characterized by a) exercising personal character traits such as trustworthiness, responsibility, and honesty;	<b>Student Edition:</b> 19, 293-295 <i>Analyzing Primary Sources</i> 288-289 <i>Lesson review</i> 21 #7, 295 #4 <b>Teacher Edition:</b> CTS 288
b) obeying the law and paying taxes;	<b>Student Edition:</b> 19, 649-650, 657, 660 <i>Lesson Review</i> 21 #7, 650 #4 <b>Teacher Edition:</b> CTS 657, 661; TS 660
c) serving as a juror;	<b>Student Edition:</b> 394-396 <i>Lesson Review</i> 396 #6 <i>Student Voices</i> 395 <b>Teacher Edition:</b> CTS 395, 396; OTO 395; WS 395

STANDARDS	PAGE REFERENCES
d) participating in the political process and voting in local, state, and national elections;	<b>Student Edition:</b> 19, 560-564 <i>CIVIC Participation in a Digital Age</i> 307, 532 <i>Lesson Review</i> 21 #7, 565 #2 <i>Student Voices</i> 364 <b>Teacher Edition:</b> CTS 307, 364, 561, 564; VS 562
e) performing public service;	<b>Student Edition:</b> <i>CIVIC Participation in a Digital Age</i> 307 <i>Government in Your Community</i> 564 <i>Student Voices</i> 242 <i>We the People</i> 561 <b>Teacher Edition:</b> CTS 242, 307, 561, 564
f) keeping informed about current issues;	<b>Student Edition:</b> 563 <i>Participating in Your Government</i> 146, 150, 158, 164, 185, 550 <b>Teacher Edition:</b> CTS 158; OTO 146, 158, 164; TS 146, 150, 164, 550; WS 159
g) respecting differing opinions and the rights of others;	<b>Student Edition:</b> 443-445 <i>Lesson Review</i> 446 #4 <b>Teacher Edition:</b> CBI 443; CTS 445; RS 444
h) practicing personal and fiscal responsibility;	<b>Student Edition:</b> 281-282, 355-356 <i>Analyzing Primary Sources</i> 350-351 <b>Teacher Edition:</b> CTS 350; RS 350; VS 351
i) demonstrating the knowledge, skills, and attitudes that foster the responsible and respectful use of digital media; and	<b>Student Edition:</b> <i>CIVIC Participation in a Digital Age</i> 307, 532 <b>Teacher Edition:</b> CTS 307; TS 146, 150, 164, 560
j) practicing patriotism.	<b>Student Edition:</b> 18-21, 120-121 <b>Teacher Edition:</b> CTS 121