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.
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<th>Skills</th>
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| GOVT.1 | The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by | **Student Edition:** Analyzing Primary Sources 4-5, 100-101, 230-231, 314-315, 412-413, 508-509, 604-605, 706-707  
Assessment 98 #23-25, 286 #23-25  
**Teacher Edition:** CTS 4, 101, 231, 412, 508; RS 314 |
| a) planning inquiries by synthesizing information from diverse primary and secondary sources; | **Student Edition:**  
22-23, 341, 591-598, 627-628, 648-649, 651-655  
**Chart 24**  
**Graph 594**  
**Lesson Review 28 #4, 655 #6**  
**Teacher Edition:** CTS 592; OTO 22, 592, 652; RS 22, 652; VS 341, 594, 596, 627 |
| b) analyzing how political and economic trends influence public policy, using demographic information and other data sources; | **Student Edition:**  
Debate 90, 188, 277, 309, 366, 427, 447, 526, 629, 663  
Deliberation 113, 153, 251, 497, 545, 682  
**Teacher Edition:** CTS 90, 113, 153, 188, 251, 309, 427, 629; RS 427; VS 545; WS 277 |
| c) comparing and contrasting historical, cultural, economic, and political perspectives; | **Student Edition:**  
Assessment 125 #12, 228 #23, 311 #13, 410 #18-#19, 763 #12  
Participating in Your Government 185, 608  
**Teacher Edition:** CTS 27, 56 133, 358, 474, 521, 528; VS 130 |
| d) evaluating critically the quality, accuracy, and validity of information to determine misconceptions, fact and opinion, and bias; | **Student Edition:**  
Lesson Review 21 #7, 106 #5, 112 #7, 225 #5, 323 #5, 360 #6, 457 #6, 501 #6, 525 #7, 614 #8, 620 #6, 713 #6  
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| **f)** explaining how cause-and-effect relationships impact political and economic events; | **Student Edition:**  
Assessment 167 #13, 227 #11, 348 #19, 409 #2, 535 #10, 631 #4, 665 #15, 703 #15  
Lesson Review 48 #2, 122 #5, 576 #5, 761 #4  
**Teacher Edition:**  
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; | **Student Edition:**  
*Civic Participation in a Digital Age* 294, 307, 532  
*Participating in Your Government* 223, 371, 550, 728, 748  
*Student Voices* 87, 155, 242, 364, 395, 543, 593  
**Teacher Edition:**  
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; | **Student Edition:**  
*Participating in Your Government* 20, 241  
**Teacher Edition:**  
CTS 20, 61, 131, 236, 241, 250, 623 |
| **i)** applying civic virtues and democratic principles to make collaborative decisions; and | **Student Edition:**  
238-239, 242, 622-625  
*Lesson Review* 243 #3, 628 #3  
*Participating in Your Government* 20, 241  
**Teacher Edition:**  
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. | **Student Edition:**  
Assessment 32 #24, 126 #23, 228 #24, 312 #23, 504 #24, 602 #26  
*Lesson Review* 308 #6, 400 #6, 525 #7, 614 #8  
**Teacher Edition:**  
CTS 114; TS 40, 109, 209, 263, 405; WS 14, 302, 511 |
| **GOVT.2** 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; | **Student Edition:**  
16-18, 108-109, 387  
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*Lesson Review* 21 #2, #7  
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| **b)** explaining the influence of the Magna Carta, the English Petition of Rights, and the English Bill of Rights; | **Student Edition:**  
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*Exploring the Essential Question* 39  
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| **c)** evaluating the writings of Hobbes, Locke, and Montesquieu; | **Student Edition:**  
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*Lesson Review* 41 #3  
**Teacher Edition:**  
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| **d)** explaining the guarantee of the “rights of Englishmen” set forth in the charters of the Virginia Company of London; | **Student Edition:**  
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*Lesson Review* 41 #3  
**Teacher Edition:**  
CTS 40 |
| **e)** analyzing the natural rights philosophies expressed in the Declaration of Independence; and | **Student Edition:**  
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*Chart* 47  
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**Teacher Edition:**  
CTS 47; OTO 38, 47; VS 39; WS 39 |
| **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. | **Student Edition:**  
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| **GOVT.3** The student will apply social science skills to understand the concepts of democracy by | **Student Edition:**  
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*Exploring the Essential Question* 461  
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**Teacher Edition:** 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; | **Student Edition:** 695-696  
*Exploring the Essential Questions* 696  
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**Teacher Edition:** BR 695; VS 695 |
| d) recognizing majority rule and minority rights; | **Student Edition:** 19, 71, 133  
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| e) recognizing the necessity of compromise; and | **Student Edition:** 56-57, 294-295  
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**Teacher Edition:** CTS 57; WS 56 |
| f) recognizing the freedom of the individual. | **Student Edition:** 19-21, 71, 83-86, 88, 440-446, 453-457, 460-461  
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<td>e) analyzing and explaining the amendment process.</td>
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| **GOVT.5** The student will apply social science skills to understand the federal system of government described in the Constitution of the United States by | **Student Edition:**
| a) evaluating the relationship between the state government and the national government; | 70-71, 102-106, 107-112
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| a) describing the nomination and election process, including the organization and evolving role of political parties; | 527-533
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<td><strong>Student Edition:</strong> 71, 77-79, 174, 186-187, 263-264, 432&lt;br&gt;Assessment 97 #14&lt;br&gt;Chart 78&lt;br&gt;Lesson Review 79 #8, 187 #4, 432 #4&lt;br&gt;<strong>Teacher Edition:</strong> CTS 75, 176, 386; OTO 72, 74, 76; RS 73; TS 73; VS 175; WS 79</td>
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| c) analyzing the relationship between state and local governments and the roles of regional authorities, governing boards, and commissions; | **Student Edition:** 245-250, 352-360, 367-376  
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| c) describing how the Supreme Court decides cases; | **Student Edition:** 419-422  
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| e) investigating and evaluating how the judiciary influences public policy by delineating the power of government and safeguarding the rights of the individual. | **Student Edition:** 428-432  
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| d) investigating and evaluating the balance between individual liberties and the public interest; and | **Student Edition:** 443-445  
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