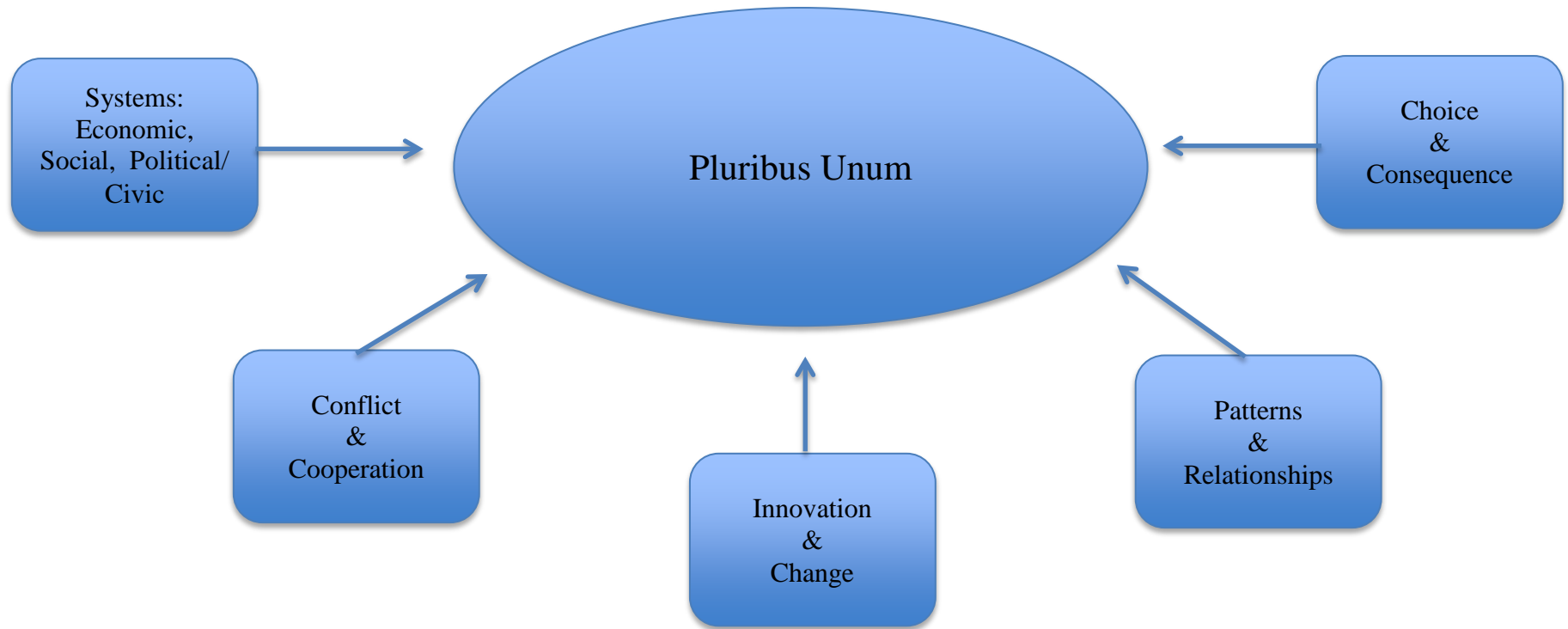


ACPS Curriculum Framework - US & VA Government



Possible Units

1. Foundations
2. Federalism-National, State & Local Government
3. Political Process
4. The Presidency and Executive Branch
5. The Legislature
6. Bureaucracy
7. Public Policy
8. The Judiciary & Supreme Court
9. Civil Liberties
10. *Economics*

ACPS Concepts with Grade Level Essential Standards

1. Conflict & Cooperation
Understand that desires for resources and/or control lead to conflict and cooperation between individuals, groups, and societies.
 2. Innovation & Change
Understand that innovation creates change and all change has direct and indirect consequence.
 3. Choice & Consequence
Understand that individuals, groups, and societies make choices based on the direct and indirect consequences they expect to occur.
 4. Patterns & Relationships
Recognize and be able to explain historical patterns to better understand the relationship between discrete events across time and place
 5. Systems: Economic, Social, Geographic, & Political/Civic
Understand that economic systems are shaped by the political and social systems in which they exist and are how groups and individuals make decisions regarding production, distribution, and consumption
- Understand that cultural values and norms shape identity and behavior within groups, institutions, and states Including the degree of freedom that exists within a society*
- Understand that geography and geographic characteristics influence the development of political, economic, and social systems*
- Understand societies employ various methods to establish and maintain order and authority and that political structures influence the degree of freedom individuals and groups have in a society*

ACPS History and Social Science Processes with Grade Level Essential Standards

Historical Method/ Investigation & Inquiry:

1. Historical Thinking & Research
Use and cite high quality academic resources in conducting historical investigations as well as developing and defending a thesis with evidence
2. Multiple Perspectives
Develop historical empathy and perceive past events and issues from the perspective of individuals and diverse groups living at the time
3. Sources & Historic Record
When using both primary and secondary sources, identify the author's purpose, point of view, bias, and evaluate the reliability of the source. Synthesize ideas from multiple sources to draw conclusions, and determine patterns or relationships

Communication Skills:

1. Using Visual Sources: Charts, Graphs, Photos, Maps & Art
Comprehend and interpret one or more visual sources and be able to translate them into an alternate form
2. Analytical Writing
Develop a thesis-driven essay using documents or research and support claims through analysis of substantive topics or texts using valid reasoning and sharing relevant and sufficient evidence
3. Critical Reading
Identify, analyze and interpret primary and secondary sources to make generalizations about events and life in the past or to develop and defend a position
4. Public Speaking and Presenting
Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes. Speak clearly at an understandable pace
Use formal English when appropriate to task and situation

US and Virginia Government: Foundations

Conceptual Lens

Change and Continuity: Patterns of change and continuity are complex and shape the growth and development of societies.

- **Conflict and Cooperation** – Students understand that desires for resources and/or control lead to conflict and cooperation between individuals, groups, and societies
- **Patterns and Relationships** - Students recognize and be able to explain historical patterns to better understand the relationship between discrete events across time and place

Systems: Civilizations are defined and shaped by numerous complex and interdependent systems.

- **Political Systems** – Students understand societies employ various methods to establish and maintain order and authority and that political structures influence the degree of freedom individuals and groups have in a society

SOL

GOVT.2 The student will demonstrate knowledge of 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;
- b) explaining the influence of the Magna Carta, the English Petition of Rights, and the English Bill of Rights;
- c) examining the writings of Hobbes, Locke, and Montesquieu;
- d) explaining the guarantee of the “rights of Englishmen” set forth in the charters of the Virginia Company of London;
- e) analyzing the natural rights philosophies expressed in the Declaration of Independence;
- f) examining 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.

GOVT.4 The student will demonstrate knowledge of the Constitution of the United States by

- a) examining the ratification debates and *The Federalist*;
- b) identifying the purposes for government stated in the Preamble;
- 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;
- d) illustrating the structure of the national government outlined in Article I, Article II, and Article III;
- e) describing the amendment process.

GOVT.13 The student will demonstrate knowledge of how governments in Mexico, Great Britain, and the People’s Republic of China compare with government in the United States by

- a) describing the distribution of governmental power;
- b) explaining the relationship between the legislative and executive branches;
- c) comparing the extent of participation in the political process.

Social Studies Essential Standards Skill Builder Resources

Historical Method/Investigation & Inquiry:

1. Historical Thinking & Research
2. Multiple Perspectives
3. Sources & Historic Record

Communication Skills:

1. Using Visual Sources: Charts, Graphs, Photos, Maps & Art
2. Analytical Writing
3. Critical Reading
4. Public Speaking and Presenting

Content Vocabulary

Republic
 Direct democracy
 Representative democracy
 Limited government
 Articles of Confederation
 Amendment
 Separation of Powers
 Marbury v. Madison
 Locke
 Hobbes
 Montesquieu

Reserved powers
 Supremacy clause
 Judicial review
 Bill of Rights
 Necessary and Proper Clause (Elastic Clause)
 Virginia Plan
 New Jersey Plan
 Connecticut Compromise
 Virginia Declaration of Rights
 Federalist
 Anti-Federalist
 Federalist Papers

Checks and Balances
 Delegated powers
 Enumerated powers
 Concurrent powers
 Implied powers
 Inherent powers
 Bicameral
 Social Contract Theory
 Divine Right Theory
 Natural Rights
 Presidential System

US and Virginia Government: Federalism – National, State and Local Governments

Conceptual Lens

Change and Continuity: Patterns of change and continuity are complex and shape the growth and development of societies.

- **Conflict and Cooperation** – Students understand that desires for resources and/or control lead to conflict and cooperation between individuals, groups, and societies
- **Patterns and Relationships** - Students recognize and be able to explain historical patterns to better understand the relationship between discrete events across time and place

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SOL

GOVT.5 The student will demonstrate knowledge of the federal system described in the Constitution of the United States by

- a) explaining the relationship of the state governments to the national government;
- b) describing the extent to which power is shared;
- c) identifying the powers denied state and national governments;
- d) examining the ongoing debate that focuses on the balance of power between state and national governments.

GOVT.8 The student will demonstrate knowledge of the organization and powers of the state and local governments described in the Constitution of Virginia by

- a) examining the legislative, executive, and judicial branches;
- b) examining the structure and powers of local governments: county, city, and town;
- c) analyzing the relationship among state and local governments.

Social Studies Essential Standards Skill Builder Resources	
Historical Method/Investigation & Inquiry: 1. Historical Thinking & Research 2. Multiple Perspectives	Communication Skills: 1. Using Visual Sources: Charts, Graphs, Photos, Maps & Art 2. Analytical Writing

3. Sources & Historic Record	3. Critical Reading 4. Public Speaking and Presenting
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Content Vocabulary		
Federalism Unitary government Delegated powers	Concurrent powers Reserved powers Dillon's Rule	McCulloch v. Maryland Gibbons v. Ogden

US and Virginia Government: Political Process

Conceptual Lens

Change and Continuity: Patterns of change and continuity are complex and shape the growth and development of societies.

- **Choice and Consequence** – Students understand that individuals, groups, and societies make choices based on the direct and indirect consequences they expect to occur

Systems: Civilizations are defined and shaped by numerous complex and interdependent systems.

- **Political Systems** – Students understand societies employ various methods to establish and maintain order and authority and that political structures influence the degree of freedom individuals and groups have in a society
- **Social Systems** – Students understand that cultural values and norms shape identity and behavior within groups, institutions, and states Including the degree of freedom that exists within a society

SOL

GOVT.6 The student will demonstrate knowledge of local, state, and national elections by

- a) describing the organization, role, and constituencies of political parties;
- b) describing the nomination and election process;
- c) examining campaign funding and spending;
- d) analyzing the influence of media coverage, campaign advertising, public opinion polls, and Internet-based communications on elections;
- e) examining the impact of reapportionment and redistricting on elections;
- f) identifying how amendments extend the right to vote;
- g) analyzing voter turnout;
- h) evaluating the degree to which interest groups influence political life;
- i) participating in simulations of local, state, and/or national elections.

GOVT.16 The student will demonstrate knowledge of the role of government in the Virginia and United States economies by

- a) analyzing the impact of fiscal and monetary policies on the economy;
- b) describing the creation of public goods and services;
- c) examining environmental issues, property rights, contracts, consumer rights, labor-management relations, and competition in the marketplace.

GOVT.17 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.

Social Studies Essential Standards Skill Builder Resources	
<p>Historical Method/Investigation & Inquiry:</p> <ol style="list-style-type: none"> 1. Historical Thinking & Research 2. Multiple Perspectives 3. Sources & Historic Record 	<p>Communication Skills:</p> <ol style="list-style-type: none"> 1. Using Visual Sources: Charts, Graphs, Photos, Maps & Art 2. Analytical Writing 3. Critical Reading 4. Public Speaking and Presenting

Content Vocabulary		
Political socialization Political ideology Liberal Conservative Moderate Exit polls Scientific Polls Media	Interest groups PACS Super PACs FECA McCain-Feingold Lobbyist Two-party system Democrats Republicans Third Parties	Caucuses Primaries Open and closed primaries Convention Party platform Split ticket voting Straight ticket voting

US and Virginia Government: The Presidency

Conceptual Lens

Change and Continuity: Patterns of change and continuity are complex and shape the growth and development of societies.

- **Choice and Consequence** – Students understand that individuals, groups, and societies make choices based on the direct and indirect consequences they expect to occur

Systems: Civilizations are defined and shaped by numerous complex and interdependent systems.

- **Political Systems** – Students understand societies employ various methods to establish and maintain order and authority and that political structures influence the degree of freedom individuals and groups have in a society

SOL

GOVT.7 The student will demonstrate knowledge of the organization and powers of the national government by

- a) examining the legislative, executive, and judicial branches;
- b) analyzing the relationship between the three branches in a system of checks and balances.

Social Studies Essential Standards Skill Builder Resources	
<p>Historical Method/Investigation & Inquiry:</p> <ol style="list-style-type: none"> 1. Historical Thinking & Research 2. Multiple Perspectives 3. Sources & Historic Record 	<p>Communication Skills:</p> <ol style="list-style-type: none"> 1. Using Visual Sources: Charts, Graphs, Photos, Maps & Art 2. Analytical Writing 3. Critical Reading 4. Public Speaking and Presenting

Content Vocabulary		
Head of State Commander-in-Chief Chief Executive/Administrator Chief Legislator Veto	Executive Orders Bully pulpit White House Staff Cabinet	Executive privilege Pocket veto Pardon

US and Virginia Government: The Legislature

Conceptual Lens

Change and Continuity: Patterns of change and continuity are complex and shape the growth and development of societies.

- **Conflict and Cooperation** – Students understand that desires for resources and/or control lead to conflict and cooperation between individuals, groups, and societies
- **Choice and Consequence** – Students understand that individuals, groups, and societies make choices based on the direct and indirect consequences they expect to occur
- **Patterns and Relationships** - Students recognize and be able to explain historical patterns to better understand the relationship between discrete events across time and place

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Social Studies Essential Standards Skill Builder Resources	
Historical Method/Investigation & Inquiry: <ol style="list-style-type: none"> 1. Historical Thinking & Research 2. Multiple Perspectives 3. Sources & Historic Record 	Communication Skills: <ol style="list-style-type: none"> 1. Using Visual Sources: Charts, Graphs, Photos, Maps & Art 2. Analytical Writing 3. Critical Reading 4. Public Speaking and Presenting

Content Vocabulary		
Census Redistricting	Legislative oversight Senate	Incumbency Seniority

Reapportionment Gerrymandering "One man, one vote" trustee delegate constituent	House of Representatives Bicameral Committee system Standing committees Conference committees	Caucus Bill Closed rules/Open rules Filibuster Cloture
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US and Virginia Government: Federal Bureaucracy

Conceptual Lens

Change and Continuity: Patterns of change and continuity are complex and shape the growth and development of societies.

- **Conflict and Cooperation** – Students understand that desires for resources and/or control lead to conflict and cooperation between individuals, groups, and societies
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SOL

GOVT.16 The student will demonstrate knowledge of the role of government in the Virginia and United States economies by

- a) analyzing the impact of fiscal and monetary policies on the economy;
- b) describing the creation of public goods and services;
- c) examining environmental issues, property rights, contracts, consumer rights, labor-management relations, and competition in the marketplace.

Social Studies Essential Standards Skill Builder Resources

Historical Method/Investigation & Inquiry:

1. Historical Thinking & Research
2. Multiple Perspectives
3. Sources & Historic Record

Communication Skills:

1. Using Visual Sources: Charts, Graphs, Photos, Maps & Art
2. Analytical Writing
3. Critical Reading
4. Public Speaking and Presenting

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Content Vocabulary		
Civil Service Cabinet Executive Office of President Independent Agencies Government Corporations	Patronage Merit system	

US and Virginia Government: Public Policy

Conceptual Lens

Change and Continuity: Patterns of change and continuity are complex and shape the growth and development of societies.

- **Patterns and Relationships** - Students recognize and be able to explain historical patterns to better understand the relationship between discrete events across time and place
- **Innovation and Change** – Students understand that innovation creates change and all change has direct and indirect consequences

Systems: Civilizations are defined and shaped by numerous complex and interdependent systems.

- **Political Systems** – Students understand societies employ various methods to establish and maintain order and authority and that political structures influence the degree of freedom individuals and groups have in a society
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SOL

GOVT.9 The student will demonstrate knowledge of the process by which public policy is made by

- a) examining different perspectives on the role of government;
- b) explaining how local, state, and national governments formulate public policy;
- c) describing the process by which policy is implemented by the bureaucracy at each level;
- d) analyzing how individuals, interest groups, and the media influence public policy.

GOVT.12 The student will demonstrate knowledge of 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) assessing the role played by national interest in shaping foreign policy and promoting world peace;
- c) examining the relationship of Virginia and the United States to the global economy;
- d) examining recent foreign policy and international trade initiatives since 1980.

Social Studies Essential Standards Skill Builder Resources	
Historical Method/Investigation & Inquiry:	Communication Skills:

<ol style="list-style-type: none"> 1. Historical Thinking & Research 2. Multiple Perspectives 3. Sources & Historic Record 	<ol style="list-style-type: none"> 1. Using Visual Sources: Charts, Graphs, Photos, Maps & Art 2. Analytical Writing 3. Critical Reading 4. Public Speaking and Presenting
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Content Vocabulary		
Budget Revenue Deficit Debt GDP	Fiscal Policy Monetary Policy Mandatory Spending Discretionary Spending Entitlement Programs	Social Security Medicaid Medicare Welfare

US and Virginia Government: The Judiciary and the Supreme Court

Conceptual Lens

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GOVT.7 The student will demonstrate knowledge of the organization and powers of the national government by

- a) examining the legislative, executive, and judicial branches;
- b) analyzing the relationship between the three branches in a system of checks and balances.

GOVT.10 The student will demonstrate knowledge of the operation of the federal judiciary by

- a) explaining the jurisdiction of the federal courts;
- b) examining how John Marshall established the Supreme Court as an independent, co-equal branch of government through his opinions in *Marbury v. Madison*;
- c) describing how the Supreme Court decides cases;
- d) comparing the philosophies of judicial activism and judicial restraint.

Social Studies Essential Standards Skill Builder Resources	
Historical Method/Investigation & Inquiry: 1. Historical Thinking & Research	Communication Skills: 1. Using Visual Sources: Charts, Graphs, Photos, Maps & Art

<p>2. Multiple Perspectives</p> <p>3. Sources & Historic Record</p>	<p>2. Analytical Writing</p> <p>3. Critical Reading</p> <p>4. Public Speaking and Presenting</p>
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Content Vocabulary		
<p>Dual court system</p> <p>Original jurisdiction</p> <p>Appellate jurisdiction</p> <p>Life tenure</p> <p>Loose constructionist</p> <p>Strict constructionist</p> <p>Judicial activism</p> <p>Judicial restraint</p>	<p>Precedent</p> <p>Civil law</p> <p>Criminal law</p> <p>District Courts</p> <p>Appellate Courts</p> <p>Supreme Court</p> <p>Circuit Courts</p> <p>Juvenile and Domestic Relations Courts</p>	

US and Virginia Government: Civil Liberties

Conceptual Lens

Change and Continuity: Patterns of change and continuity are complex and shape the growth and development of societies.

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SOL

GOVT.3 The student will demonstrate knowledge of the concepts of democracy by

- a) recognizing the fundamental worth and dignity of the individual;
- b) recognizing the equality of all citizens under the law;
- c) recognizing majority rule and minority rights;
- d) recognizing the necessity of compromise;
- e) recognizing the freedom of the individual.

GOVT.11 The student will demonstrate knowledge of civil liberties and civil rights by

- a) examining the Bill of Rights, with emphasis on First Amendment freedoms;
- b) analyzing due process of law expressed in the 5th and 14th Amendments;
- c) explaining selective incorporation of the Bill of Rights;
- d) exploring the balance between individual liberties and the public interest;
- e) explaining every citizen's right to be treated equally under the law.

Social Studies Essential Standards Skill Builder Resources	
Historical Method/Investigation & Inquiry: 1. Historical Thinking & Research	Communication Skills: 1. Using Visual Sources: Charts, Graphs, Photos, Maps & Art

2. Multiple Perspectives	2. Analytical Writing
3. Sources & Historic Record	3. Critical Reading
	4. Public Speaking and Presenting

Content Vocabulary		
Equal Protection Clause Due Process Clause Brown v. Board of Education Affirmative Action Incorporation Search and Seizure Exclusionary rule Establishment Clause Free Exercise Clause	Gitlow v. New York Gideon v. Wainwright Griswold v. Connecticut Lemon v Kurtzman Cruel and Unusual Punishment Libel Slander Clear and Present Danger Fighting Words	Mapp v. Ohio Miller test Miranda v. Arizona Roe v. Wade Tinker v. Des Moines Habeas Corpus Right to counsel

US and Virginia Government: Economics*

(These standards are now subsumed by the Economics and Personal Finance Course – Teachers may integrate some of these elements into the government course as time allows)

Conceptual Lens

Change and Continuity: Patterns of change and continuity are complex and shape the growth and development of societies.

- **Choice and Consequence** – Students understand that individuals, groups, and societies make choices based on the direct and indirect consequences they expect to occur
- **Innovation and Change** – Students understand that innovation creates change and all change has direct and indirect consequences

Systems: Civilizations are defined and shaped by numerous complex and interdependent systems.

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- **Social Systems** – Students understand that cultural values and norms shape identity and behavior within groups, institutions, and states Including the degree of freedom that exists within a society
- **Economic Systems** – Students understand that economic systems are shaped by the political and social systems in which they exist and are how groups and individuals make decisions regarding production, distribution, and consumption

SOL

GOVT.14 The student will demonstrate knowledge of economic systems by

- a) identifying the basic economic questions encountered by all economic systems;
- b) comparing the characteristics of free market, command, and mixed economies, as described by Adam Smith and Karl Marx;
- c) evaluating the impact of the government's role in the economy on individual economic freedoms;
- d) explaining the relationship between economic freedom and political freedom;
- e) examining productivity and the standard of living as measured by key economic indicators.

GOVT.15 The student will demonstrate knowledge of the United States market economy by

- a) assessing the importance of entrepreneurship, the profit motive, and economic independence to the promotion of economic growth;
- b) comparing types of business organizations;
- c) describing the factors of production;
- d) explaining the interaction of supply and demand;
- e) illustrating the circular flow of economic activity;
- f) analyzing global economic trends, with emphasis on the impact of technological innovations.

Historical Method/Investigation & Inquiry:

1. Historical Thinking & Research
2. Multiple Perspectives
3. Sources & Historic Record

Communication Skills:

1. Using Visual Sources: Charts, Graphs, Photos, Maps & Art
2. Analytical Writing
3. Critical Reading
4. Public Speaking and Presenting