

**Civics and Economics Curriculum Guide  
Lunenburg County Public Schools  
June 2014**

Marking Period: First

Days: 2

Reporting Category/Strand: Excluded from testing

<p><b>SOL 4 a-g / 3e</b></p>	<p>(4a-g)The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by</p> <ul style="list-style-type: none"> <li><b>a) practicing trustworthiness and honesty;</b></li> <li><b>b) practicing courtesy and respect for the rights of others;</b></li> <li><b>c) practicing responsibility, accountability, and self-reliance;</b></li> <li><b>d) practicing respect for the law;</b></li> <li><b>e) practicing patriotism;</b></li> <li><b>f) practicing decision making;</b></li> <li><b>g) practicing service to the school and/or local community.</b></li> </ul>
	<p>(3e)The student will demonstrate knowledge of citizenship and the rights, duties, and responsibilities of citizens by</p> <ul style="list-style-type: none"> <li><b>e) evaluating how civic and social duties address community needs and serve the public good.</b></li> </ul>
<p><b>Essential Knowledge/Skills/Understandings</b></p>	<p><b>Personal traits of good citizens</b></p> <ul style="list-style-type: none"> <li>● Trustworthiness and honesty</li> <li>● Courtesy and respect for the rights of others</li> <li>● Responsibility, accountability, and self-reliance</li> <li>● Respect for the law</li> <li>● Patriotism</li> <li>● Participation in the school and/or local community</li> <li>● Participation in elections as an informed voter</li> </ul> <p><b>Effective participation in civic life can include</b></p> <ul style="list-style-type: none"> <li>● formulating questions</li> <li>● analyzing information from a variety of sources</li> <li>● expressing a position</li> <li>● devising and implementing a plan</li> <li>● practicing thoughtful decision making in personal, financial, and civic matters (e.g., voting, civic issues).</li> </ul>
	<p>(3e) Ways for citizens to participate in community service</p> <ul style="list-style-type: none"> <li>● Volunteer to support democratic institutions (e.g., League of Women Voters).</li> </ul>

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	<ul style="list-style-type: none"> <li>Express concern about the welfare of the community as a whole (e.g., as related to environment, public health and safety, education).</li> <li>Help to make the community a good place to work and live (e.g., by becoming involved with public service organizations, tutoring, volunteering in nursing homes).</li> </ul>
<b>Essential Questions</b>	How do individuals demonstrate thoughtful and effective participation in civic life?
<b>Primary Resources</b>	<a href="http://charactercounts.org">http://charactercounts.org</a> <a href="#">Teen Ink   Resources for Teens</a> Flashcards
<b>Essential Vocabulary</b>	

**Days: 5**

**Reporting Category/Strand: Principles of Government and Citizenship**

<b>SOL 3a</b>	The student will demonstrate knowledge of citizenship and the rights, duties, and responsibilities of citizens by <b>a) describing the processes by which an individual becomes a citizen of the United States.</b>
<b>Essential Knowledge/Skills/Understandings</b>	The <b>Fourteenth Amendment</b> to the Constitution of the United States of America defines citizenship as follows: —All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and the state wherein they reside. <b>Means of obtaining citizenship</b> <ul style="list-style-type: none"> <li>By birth</li> <li>By naturalization</li> </ul> Immigration and naturalization, particularly in the twentieth century, have led to an increasingly diverse society. To become a citizen through naturalization, a person must demonstrate knowledge of American history and principles and the ability to read, speak, and write words in ordinary usage in the English language.
<b>Essential Questions</b>	How does an individual become a citizen?
<b>Primary Resources</b>	<a href="http://www.studenthandouts.com">www.studenthandouts.com</a> Graphic organizer -cut and paste
<b>Essential Vocabulary</b>	

**Days: 5**

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**Reporting Category/Strand: Principles of Government and Citizenship**

<b>SOL 3b</b>	The student will demonstrate knowledge of citizenship and the rights, duties, and responsibilities of citizens by <b>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.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<p><b>First Amendment freedoms</b></p> <ul style="list-style-type: none"> <li>● <b>Religion:</b> Government may not establish an official religion, endorse an official religion, or unduly interfere with the free exercise of religion.</li> <li>● <b>Speech:</b> Individuals are free to express their opinions and beliefs.</li> <li>● <b>Press:</b> The press has the right to gather and publish information, including that which criticizes the government.</li> <li>● <b>Assembly:</b> Individuals may peacefully gather.</li> <li>● <b>Petition:</b> Individuals have the right to make their views known to public officials.</li> </ul> <p><b>Fourteenth Amendment</b> Extends the due process protection to actions of the states</p>
<b>Essential Questions</b>	What fundamental rights and liberties are guaranteed in the First and Fourteenth Amendments to the Constitution of the United States of America?
<b>Primary Resources</b>	<p><a href="http://texasre.org/BOR/billofrights.html">texasre.org/BOR/billofrights.html</a>  <a href="https://www.icivics.org/games">https://www.icivics.org/games</a>  <a href="http://www.constitutionfacts.com/us-constitution-kids/us-history-quiz/">http://www.constitutionfacts.com/us-constitution-kids/us-history-quiz/</a>            Amendments pictonary project            Amendments sort</p>
<b>Essential Vocabulary</b>	

**Days: 2**

**Reporting Category/Strand: Principles of Government and Citizenship**

<b>SOL 3c</b>	The student will demonstrate knowledge of citizenship and the rights, duties, and responsibilities of citizens by <b>c) describing the duties of citizenship, including obeying the laws, paying taxes, defending the nation, and serving in court.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<p><b>Duties of citizens</b></p> <ul style="list-style-type: none"> <li>● Obey laws</li> <li>● Pay taxes</li> <li>● Serve in the armed forces, if called</li> </ul>

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	<ul style="list-style-type: none"> <li>● Serve on a jury or as a witness in court, when summoned</li> <li>● Citizens who choose not to fulfill these civic duties face legal consequences.</li> </ul>
<b>Essential Questions</b>	What civic duties are expected of all citizens?
<b>Primary Resources</b>	<a href="http://www.brainpop.com/duties.ppt">www.brainpop.com duties.ppt</a>
<b>Essential Vocabulary</b>	

**Days: 2**

**Reporting Category/Strand: Principles of Government and Citizenship**

<b>SOL 3d</b>	The student will demonstrate knowledge of citizenship and the rights, duties, and responsibilities of citizens by  <b>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.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<p>Civic responsibilities are fulfilled by choice; they are voluntary.</p> <p><b>Responsibilities of citizens</b></p> <ul style="list-style-type: none"> <li>● Register and vote</li> <li>● Hold elective office</li> <li>● Communicate with government officials to influence government actions</li> <li>● Serve in voluntary, appointed government positions</li> <li>● Participate in political campaigns.</li> <li>● Keep informed regarding current issues</li> <li>● Respect others' right to an equal voice in government</li> </ul>
<b>Essential Questions</b>	What are the ways individuals demonstrate responsible citizenship?
<b>Primary Resources</b>	<a href="http://what-it-means-to-be-a-citizen.betterlesson.com">what-it-means-to-be-a-citizen betterlesson.com</a>
<b>Essential Vocabulary</b>	

**Days: 2**

**Reporting Category/Strand: Principles of Government and Citizenship**

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<b>SOL 2a</b>	The student will demonstrate knowledge of the foundations of American constitutional government by <b>a) explaining the fundamental principles of consent of the governed, limited government, rule of law, democracy, and representative government.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<b>Fundamental political principles</b> <ul style="list-style-type: none"> <li>● <b>Consent of the governed:</b> The people are the source of any and all governmental power.</li> <li>● <b>Limited government:</b> Government is not all-powerful and may do only those things the people have given it the power to do.</li> <li>● <b>Rule of law:</b> The government and those who govern are bound by the law, as are those who are governed.</li> <li>● <b>Democracy:</b> In a democratic system of government, the people rule.</li> <li>● <b>Representative government:</b> In a representative system of government, the people elect public office holders to make laws and conduct government on the people’s behalf.</li> </ul>
<b>Essential Questions</b>	What are the fundamental political principles that have shaped government in the United States?
<b>Primary Resources</b>	<a href="http://www.brainpop.com/">Bill of Rights Institute: Home</a> <a href="http://www.brainpop.com/">http://www.brainpop.com/</a>
<b>Essential Vocabulary</b>	<b>Governed</b> - people under law <b>Bound</b> - to place under legal restraints <b>Representative</b> - one that represents others in a legislative body <b>Democracy</b> - government controlled by people <b>Elect</b> - choose, pick, or select

**Days: 7**

**Reporting Category/Strand: Principles of Government and Citizenship**

<b>SOL 2b</b>	The student will demonstrate knowledge of the foundations of American constitutional government by <b>b) explaining the significance of the charters of the Virginia Company of London, the Virginia Declaration of Rights, the Declaration of Independence, the Articles of Confederation, the Virginia Statute for Religious Freedom, and the Constitution of the United States, including the Bill of Rights.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<b>Influence of earlier documents on the Constitution of the United States of America</b> <b>The Charters of the Virginia Company of London</b> guaranteed the rights of Englishmen to the colonists. <b>The Virginia Declaration of Rights</b> served as a model for the Bill of Rights of the Constitution of the United States of America. <b>The Declaration of Independence</b>

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	<ul style="list-style-type: none"> <li>– stated grievances against the king of Great Britain</li> <li>– declared the colonies’ independence from Great Britain</li> <li>– affirmed —certain unalienable rights (life, liberty, and the pursuit of happiness)</li> <li>– established the idea that all people are equal under the law.</li> </ul> <p><b>The Articles of Confederation</b></p> <ul style="list-style-type: none"> <li>– established the first form of national government for the independent states</li> <li>– maintained that major powers resided with individual states</li> <li>– created weak central government (e.g., no power to tax or enforce laws); led to the writing of the Constitution of the United States of America.</li> </ul> <p><b>The Virginia Statute for Religious Freedom</b> stated freedom of religious beliefs and opinions.</p> <p><b>The Constitution of the United States of America, including the Bill of Rights,</b></p> <ul style="list-style-type: none"> <li>• established the structure of the United States government</li> <li>• guaranteed equality under the law with majority rule and the rights of the minority protected</li> <li>• affirmed individual worth and dignity of all people</li> <li>• protected the fundamental freedoms of religion, speech, press, assembly, and petition.</li> </ul>
<b>Essential Questions</b>	How does the Constitution of the United States of America reflect previous documents, including the 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?
<b>Primary Resources</b>	<a href="http://www.scholastic.com">www.scholastic.com</a> <a href="http://www.brainpop.com/declaration-of-independence">www.brainpop.com/declaration-of-independence</a> <a href="http://www.education.com/us-history-articles-confederation">www.education.com/us-history-articles-confederation</a> <a href="http://billofrightsinstitute.org/va-statute">billofrightsinstitute.org/va-statute</a> <a href="#">Free Puzzlemaker - Discovery Education</a> <b>Graphic organizer - cut and paste (impacts, author, and date)</b>
<b>Essential Vocabulary</b>	<p><b>Religion</b> - the service and worship of GOD</p> <p><b>Affirmed</b> - to approve</p> <p><b>Fundamental</b> - basic idea, function, or fact</p>

**Days: 3**

**Reporting Category/Strand: Principles of Government and Citizenship**

<b>SOL 2c</b>	The student will demonstrate knowledge of the foundations of American constitutional government by <b>c) identifying the purposes for the Constitution of the United States as stated in its Preamble.</b>
<b>Essential</b>	The Preamble to the Constitution of the United States of America expresses the reasons the constitution was written.

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<b>Knowledge/Skills/Understandings</b>	<p><b>Purposes of United States government</b></p> <ul style="list-style-type: none"> <li>● To form a more perfect union</li> <li>● To establish justice</li> <li>● To ensure domestic tranquility</li> <li>● To provide for the common defense</li> <li>● To promote the general welfare</li> <li>● To secure the blessings of liberty</li> </ul> <p>The Preamble to the Constitution of the United States of America begins, —We the People,  thereby establishing that the power of government comes from the people.</p>
<b>Essential Questions</b>	What are the purposes identified in the Preamble to the Constitution of the United States of America?
<b>Primary Resources</b>	<p>Schoolhouse Rock video “The Preamble” education-portal.com/.../lesson/the-us-constitution-p. <a href="#">The US Constitution: Preamble, Articles and Amendments ...</a> <a href="http://www.constitutionfacts.com/us-constitution-kids/us-history-quiz/">http://www.constitutionfacts.com/us-constitution-kids/us-history-quiz/</a> Preamble rewrite activity</p>
<b>Essential Vocabulary</b>	<p><b>Preamble</b> - introduction <b>Tranquility</b> - peaceful <b>Domestic</b> - household or family <b>Welfare</b> - well being <b>Promote</b> - encourage, help, or assist <b>Union</b> - adding together, join, or combine <b>Defense</b> - protection</p>

**Marking Period:** Second

**Days:** 2

**Reporting Category/Strand:** Political and Governmental Processes

<b>SOL 5a</b>	The student will demonstrate knowledge of the political process at the local, state, and national levels of government by <b>a) describing the functions of political parties.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<p><b>Functions of political parties</b></p> <ul style="list-style-type: none"> <li>● Recruiting and nominating candidates</li> <li>● Educating the electorate about campaign issues</li> <li>● Helping candidates win elections</li> <li>● Monitoring actions of officeholders</li> </ul>

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<b>Essential Questions</b>	What roles do political parties play in the American political process?
<b>Primary Resources</b>	<a href="http://www.scholastic.com/teachers/article/political-parties">www.scholastic.com/teachers/article/political-parties</a> <a href="http://education-portal.com/academy/lesson/political-party-definition-function-organization-mobilization.html#lesson">http://education-portal.com/academy/lesson/political-party-definition-function-organization-mobilization.html#lesson</a>
<b>Essential Vocabulary</b>	<b>Recruit</b> - to ask someone to join, bring in <b>Nominate</b> - to choose, pick, or select <b>Electorate</b> - voters, citizens, or people of a community <b>Monitor</b> - to watch, observe, or babysit

**Days: 2**

**Reporting Category/Strand: Political and Governmental Processes**

<b>SOL 5b</b>	The student will demonstrate knowledge of the political process at the local, state, and national levels of government by <b>b) comparing the similarities and differences of political parties.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<b>Similarities between parties</b> <ul style="list-style-type: none"> <li>● Organize to win elections</li> <li>● Influence public policies</li> <li>● Reflect both liberal and conservative views</li> <li>● Define themselves in a way that wins majority support by appealing to the political center</li> </ul> <b>Differences between parties</b> <ul style="list-style-type: none"> <li>● Stated in party platforms and reflected in campaigning</li> </ul> <b>Third parties</b> <ul style="list-style-type: none"> <li>● Introduce new ideas and/or press for a particular issue</li> <li>● Often revolve around a political personality (e.g., Theodore Roosevelt)</li> </ul>
<b>Essential Questions</b>	How are the two major political parties similar, and how do they differ? How do third parties differ from the two major parties?
<b>Primary Resources</b>	<a href="http://blog.flocabulary.com/compare-political-parties-a-worksheet-and-lesson-plan/">http://blog.flocabulary.com/compare-political-parties-a-worksheet-and-lesson-plan/</a> <a href="http://www.brainpop.com/educators/community/bp.../political-parties">www.brainpop.com/educators/community/bp.../political-parties</a>
<b>Essential Vocabulary</b>	<b>Appeal</b> - argue <b>Liberal</b> - open minded, willing to change <b>Conservative</b> - not open minded, not willing to change, traditional <b>Platform</b> - plan or design

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**Days: 2**

**Reporting Category/Strand: Political and Governmental Processes**

<b>SOL 5c</b>	The student will demonstrate knowledge of the political process at the local, state, and national levels of government by <b>c) analyzing campaigns for elective office, with emphasis on the role of the media.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<p><b>Strategies for evaluating campaign speeches, literature, and advertisements for accuracy</b></p> <ul style="list-style-type: none"> <li>● Separating fact from opinion</li> <li>● Detecting bias</li> <li>● Evaluating sources</li> <li>● Identifying propaganda</li> </ul> <p><b>Mass media roles in elections</b></p> <ul style="list-style-type: none"> <li>● Identifying candidates</li> <li>● Emphasizing selected issues</li> <li>● Writing editorials, creating political cartoons, publishing op-ed pieces</li> <li>● Broadcasting different points of view</li> </ul>
<b>Essential Questions</b>	How do citizens make informed choices in elections? How does the media play a role in the political process?
<b>Primary Resources</b>	<p><a href="http://www.livingroomcandidate.org">www.livingroomcandidate.org</a>  <a href="http://www.smartvoter.org/voter/judgecan.html">http://www.smartvoter.org/voter/judgecan.html</a>            Strategies sort - circle, box, underline, or highlight            PowerPoint - Identifying the Propaganda</p>
<b>Essential Vocabulary</b>	<p><b>Identify</b> - to know  <b>Propaganda</b> - to influence a change or spreading ideas  <b>Emphasize</b> - to focus attention to  <b>Bias</b> - to show prejudice  <b>Editorials</b> - statement by an editor</p>

**Days: 1**

**Reporting Category/Strand: Political and Governmental Processes**

<b>SOL 5d</b>	The student will demonstrate knowledge of the political process at the local, state, and national levels of government by <b>d) examining the role of campaign contributions and costs.</b>
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<b>Essential Knowledge/Skills/Understandings</b>	<p><b>Rising campaign costs</b></p> <ul style="list-style-type: none"> <li>● require candidates to conduct extensive fund-raising activities</li> <li>● limit opportunities to run for public office</li> <li>● give an advantage to wealthy individuals who run for office</li> <li>● encourage the development of political action committees (PACs)</li> <li>● give issue-oriented special interest groups increased influence.</li> </ul> <p><b>Campaign finance reform</b></p> <ul style="list-style-type: none"> <li>● Rising campaign costs have led to efforts to reform campaign finance laws.</li> <li>● Limits have been placed on the amount individuals may contribute to political candidates and campaigns.</li> </ul>
<b>Essential Questions</b>	How has the high cost of getting elected changed campaigning for public office?
<b>Primary Resources</b>	<a href="http://www.fec.gov/pages/brochures/fecfecfa.shtml">www.fec.gov/pages/brochures/fecfecfa.shtml</a>
<b>Essential Vocabulary</b>	<b>Extensive</b> - many

**Days: 2**

**Reporting Category/Strand: Political and Governmental Processes**

<b>SOL 5e</b>	The student will demonstrate knowledge of the political process at the local, state, and national levels of government by <b>e) describing voter registration and participation.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<p>Only citizens who register may participate in primary and general elections.</p> <p><b>Qualifications to register to vote in Virginia</b></p> <ul style="list-style-type: none"> <li>● Citizen of the United States</li> <li>● Resident of Virginia and precinct</li> <li>● At least 18 years of age by day of general election</li> </ul> <p><b>How to register to vote in Virginia</b></p> <ul style="list-style-type: none"> <li>● In person at the registrar’s office, at the Division of Motor Vehicles, or at other designated sites</li> <li>● By mail-in application</li> <li>● Voter registration is closed 22 days before elections.</li> </ul> <p><b>Factors in predicting which citizens will vote</b></p> <ul style="list-style-type: none"> <li>● Education</li> <li>● Age</li> <li>● Income</li> </ul> <p><b>Reasons why citizens fail to vote</b></p> <ul style="list-style-type: none"> <li>● Lack of interest</li> <li>● Failure to register</li> </ul>

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	The percentage of voters who participate in presidential elections is usually greater than the percentage of voters who participate in state and local elections. Every vote is important.
<b>Essential Questions</b>	What are the qualifications for voter registration in Virginia? What factors influence voter registration and turnout?
<b>Primary Resources</b>	<a href="http://www.icivics.org/games/cast-your-vote">Everyday Civics - Virginia Standards of Learning http://www.icivics.org/games/cast-your-vote</a> Flashcards - answers given. provide question PowerPoint - Voting in Virginia
<b>Essential Vocabulary</b>	<b>Precinct</b> - geographic area <b>Apathy</b> - lack of interest

**Days: 2**

**Reporting Category/Strand: Political and Governmental Processes**

<b>SOL 5f</b>	The student will demonstrate knowledge of the political process at the local, state, and national levels of government by <b>f) describing the role of the Electoral College in the election of the president and vice president.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<b>Electoral College process</b> <ul style="list-style-type: none"> <li>● A slate of electors for each state is chosen by popular vote.</li> <li>● Most states have a winner-take-all system.</li> <li>● The electors meet to vote for president and vice president.</li> </ul> <p>The winner-take-all system leads to the targeting of densely populated states for campaigning, although candidates must pay attention to less populated states whose electoral votes may make the difference in tight elections. The number of electors of each state is based on the size of the state's Congressional representation, which is based on the state's population. The requirement for a majority vote to win in the Electoral College favors a two-party system.</p>
<b>Essential Questions</b>	How does the Electoral College select the president and vice president of the United States?
<b>Primary Resources</b>	<a href="http://www.harcourtschool.com/activity/electoral/270toWin.com">http://www.harcourtschool.com/activity/electoral/270toWin.com</a> Electoral Mapping activity
<b>Essential Vocabulary</b>	<b>Slate</b> - register, tablet, or record

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	<p><b>Popular vote</b> - vote of the people  <b>Densely</b> - heavily populated area  <b>Majority</b> - larger than half</p>
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**Days: 1**

**Reporting Category/Strand: Excluded from testing**

<b>SOL 5g</b>	The student will demonstrate knowledge of the political process at the local, state, and national levels of government by <b>g) participating in simulated local, state, and/or national elections.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<p><b>Student participation in the democratic process can include</b></p> <ul style="list-style-type: none"> <li>• participating in campaigns</li> <li>• participating in classroom and online simulations.</li> </ul>
<b>Essential Questions</b>	How can students under 18 participate in the democratic process?
<b>Primary Resources</b>	<p><a href="http://www.icivics.org/games/cast-your-vote">http://www.icivics.org/games/cast-your-vote</a>  School superlatives - yearbook (January)  Valentine's Day court - (February)  National Honor Society - leadership elections (October or November)</p>
<b>Essential Vocabulary</b>	<b>Simulations</b> - acting out something

**Days: 3**

**Reporting Category/Strand: Structure of American Government**

<b>SOL 6b</b>	The student will demonstrate knowledge of the American constitutional government at the national level by <b>b) explaining the principle of separation of powers and the operation of checks and balances.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<p><b>Separation of powers</b>  The Constitution of the United States in Articles I, II, and III defines the powers of the legislative, executive, and judicial branches of the national government.</p> <p><b>Checks and balances</b>  Each of the three branches of the national government limits the exercise of power by the other two branches.</p> <p><b>The legislative branch</b>  The Congress checks the president when legislators</p>

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	<ul style="list-style-type: none"> <li>- override presidential vetoes</li> <li>- impeach and convict a president.</li> </ul> <p>The Congress checks the courts when legislators</p> <ul style="list-style-type: none"> <li>- confirm or refuse to confirm federal judges/justices</li> <li>- impeach and convict judges/justices.</li> </ul> <p><b>The executive branch</b> The president checks Congress when the president</p> <ul style="list-style-type: none"> <li>- proposes legislation</li> <li>- prepares an annual budget for Congress to approve</li> <li>- call special sessions of Congress</li> <li>- vetoes legislation Congress has passed.</li> </ul> <p>The president checks the courts when the president appoints judges/justices.</p> <p><b>The judicial branch</b> The courts check Congress when judges/justices declare acts of Congress to be unconstitutional. The courts check the president when judges/justices declare executive actions to be unconstitutional.</p>
<b>Essential Questions</b>	How do the separation of powers and the system of checks and balances protect against an abuse of power by any one branch of the national government?
<b>Primary Resources</b>	<p><a href="http://www.congressforkids.net/games/threebranches">http://www.congressforkids.net/games/threebranches</a>  <a href="http://rims.k12.ca.us/power_grab_game/">http://rims.k12.ca.us/power_grab_game/</a>  <a href="http://www.constitutionfacts.com/us-constitution-kids/us-history-quiz/">http://www.constitutionfacts.com/us-constitution-kids/us-history-quiz/</a></p> <p>Checks &amp; Balances System - cut and paste activity          PowerPoint - Checks and Balances System</p>
<b>Essential Vocabulary</b>	<p><b>Veto</b> - reject or no  <b>Annual</b> - yearly  <b>Budget</b> - plan for spending money  <b>Confirm</b> - approve or yes  <b>Impeach</b> - to remove from office  <b>Propose</b> - to ask</p>

**Days: 7**

**Reporting Category/Strand: Structure of American Government**

<b>SOL 6a</b>	<p>The student will demonstrate knowledge of the American constitutional government at the national level by</p> <p><b>a) describing the structure and powers of the national government.</b></p>
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<p><b>Essential Knowledge/Skills/Understandings</b></p>	<p>Legislative, executive, and judicial powers of the national government are distributed among three distinct and independent branches of government.</p> <p><b>The legislative branch</b></p> <ul style="list-style-type: none"> <li>● Consists of the Congress, a bicameral legislature consisting of the House of Representatives (435 members, based upon populations of the states) and the Senate (100 members—two per state)</li> <li>● Makes the laws of the nation</li> <li>● Approves the annual budget</li> <li>● Confirms presidential appointments</li> <li>● Raises revenue through taxes and other levies</li> <li>● Regulates interstate and foreign trade</li> <li>● Declares war</li> </ul> <p><b>The executive branch</b></p> <ul style="list-style-type: none"> <li>● Headed by the president of the United States, the chief executive officer of the nation</li> <li>● Executes the laws of the land</li> <li>● Prepares the annual budget for congressional action</li> <li>● Appoints cabinet officers, ambassadors, and federal judges</li> <li>● Administers the federal bureaucracy</li> </ul> <p><b>The judicial branch</b></p> <ul style="list-style-type: none"> <li>● Consists of the federal courts, including the Supreme Court, the highest court in the land</li> <li>● The Supreme Court exercises the power of judicial review.</li> <li>● The federal courts try cases involving federal law and questions involving interpretation of the Constitution of the United States.</li> </ul>
<p><b>Essential Questions</b></p>	<p>What is the structure of the national government as set out in the United States Constitution?          What are the powers of the national government?</p>
<p><b>Primary Resources</b></p>	<p><a href="http://www.brainpop.com/educators/.../bp.../branches-of-government">www.brainpop.com/educators/.../bp.../branches-of-government</a>  <a href="https://www.icivics.org/games">https://www.icivics.org/games</a>  <a href="http://www.constitutionfacts.com/us-constitution-kids/us-history-quiz/">http://www.constitutionfacts.com/us-constitution-kids/us-history-quiz/</a>          Tic-tac-toe organizer: Federalism and Separation of Powers (leadership and purpose)  <a href="http://education-portal.com/academy/lesson/what-is-federalism-definition-factors-of-us-adoption.html#lesson">http://education-portal.com/academy/lesson/what-is-federalism-definition-factors-of-us-adoption.html#lesson</a></p>
<p><b>Essential Vocabulary</b></p>	<p><b>Bicameral</b> - two houses or parts  <b>Revenue</b> - incoming money  <b>Levy</b> - to apply  <b>Bureaucracy</b> - all government branches, departments, and agencies  <b>Ambassador</b> - person from our government  <b>Judicial Review</b> - declare laws constitutional or unconstitutional</p>

Days: 5

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**Reporting Category/Strand: Structure of American Government**

<b>SOL 7a</b>	The student will demonstrate knowledge of the American constitutional government at the state level by <b>a) describing the structure and powers of the state government.</b>
<b>Essential Knowledge/Skills/Understandings</b>	The Virginia Constitution distributes power among the legislative, executive, and judicial branches of the state government. The legislative branch is the <b>General Assembly</b> , a bicameral legislature—the House of Delegates and the Virginia Senate—that meets annually for a fixed number of days. The executive power is exercised by the <b>governor</b> , who is elected for a four-year term of office. The governor appoints members of the cabinet, who oversee specific functions of government. The lieutenant governor and the attorney general are executive branch officers who are elected for a four-year term of office. The judicial power is exercised by a court system that consists of four levels of courts: <ul style="list-style-type: none"> <li>● Supreme Court</li> <li>● Court of appeals</li> <li>● Circuit courts</li> <li>● District courts (including small claims courts and juvenile and domestic relations courts)</li> </ul>
<b>Essential Questions</b>	What is the structure of Virginia’s state government? What are some of the powers of the three branches of state government?
<b>Primary Resources</b>	<a href="http://vagovernmentmatters.org/activities">http://vagovernmentmatters.org/activities</a> <a href="http://www.courts.state.va.us/courts/cib.pdf">http://www.courts.state.va.us/courts/cib.pdf</a> Graphic organizer - Branches of Virginia’s government
<b>Essential Vocabulary</b>	<b>Bicameral</b> - having two houses or parts

**Marking Period: Third**

**Days: 4**

**Reporting Category/Strand: Structure of American Government**

<b>SOL 8a</b>	The student will demonstrate knowledge of the American constitutional government at the local level by <b>a) describing the structure and powers of the local government.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<b>The units of local government in Virginia are counties, towns, and cities. Local governments exercise legislative, executive, and judicial powers.</b> <ul style="list-style-type: none"> <li>● Each Virginia county has an elected board of supervisors, which exercises legislative powers, enacting ordinances (local laws) and adopting an annual budget.</li> </ul>

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	<ul style="list-style-type: none"> <li>● Each Virginia county and city has an elected or appointed school board, which oversees the operation of the K–12 public schools in the county or city.</li> <li>● Each Virginia incorporated town has an elected town council, which exercises legislative powers, enacting ordinances and adopting an annual budget. A mayor is elected either by the voters or the town council members.</li> <li>● Each Virginia city has an elected city council, which exercises legislative powers, enacting ordinances and adopting an annual budget. A mayor is elected either by the voters or the city council members.</li> <li>● In Virginia counties, towns, and cities, a manager may be hired by the elected legislative branch to oversee the operations of the local government.</li> <li>● In every Virginia locality, state courts resolve judicial disputes. Judges of the circuit courts, district courts, juvenile and domestic relations courts, and small claims courts hear cases in each locality.</li> <li>● The Virginia Constitution requires that voters in every locality elect a sheriff, a clerk of the circuit court, a commissioner of revenue, and a treasurer.</li> </ul>
<b>Essential Questions</b>	<p>What are the units of local government in Virginia? Which officials are locally elected? Which powers do local government exercise?</p>
<b>Primary Resources</b>	<p><a href="http://vagovernmentmatters.org/activities">http://vagovernmentmatters.org/activities</a> <a href="https://www.icivics.org/games">https://www.icivics.org/games</a> <a href="http://education-portal.com/academy/lesson/what-is-local-government-definition-responsibilities-challenges.html#lesson">http://education-portal.com/academy/lesson/what-is-local-government-definition-responsibilities-challenges.html#lesson</a></p>
<b>Essential Vocabulary</b>	<p><b>Ordinance</b> - local law <b>Annual</b> - yearly <b>Incorporate</b> - to unite, together <b>Enact</b> - to include, start, or begin <b>Locality</b> - local area <b>Dispute</b> - argument between two parties</p>

**Days: 6**

**Reporting Category/Strand: Structure of American Government**

<b>SOL 7b/8b</b>	<p>The student will demonstrate knowledge of the American constitutional government at the state level by</p> <p><b>b) explaining the relationship of state governments to the national government in the federal system.(7b)</b></p> <p><b>b) explaining the relationship of local government to the state government.(8b)</b></p>
<b>Essential Knowledge/Skills/Understandings</b>	<p><b>(7b)</b> The Constitution of the United States of America establishes a federal form of government in which the national government is supreme. The powers not given to the national government by the Constitution of the United States of America are reserved to the states.</p>

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	<p>The Constitution of the United States of America denies certain powers to both the national and state governments.  <b>Primary responsibilities of each level of government</b>  National: Conducts foreign policy, regulates commerce, and provides for the common defense  State: Promotes public health, safety, and welfare  Tensions exist when federal mandates require state actions without adequate funding.</p>
	<p><b>(8b)</b> All powers of local governments in Virginia are given to them by the Constitution of Virginia and acts of the General Assembly.  Not all counties and cities are given the same powers. Cities have charters listing their powers.</p>
<b>Essential Questions</b>	<p><b>(7b)</b> How does the Constitution of the United States of America outline the division and sharing of powers between the national and state governments?</p>
	<p><b>(8b)</b> What is the relationship between the state government and local governments in Virginia?</p>
<b>Primary Resources</b>	<p><a href="http://www.learner.org/courses/democracyinamerica/dia_3/dia_3_ct.html">http://www.learner.org/courses/democracyinamerica/dia_3/dia_3_ct.html</a>  <a href="http://www.landmarkcases.org">www.landmarkcases.org</a>  Venn diagram - National versus State - expressed, concurrent, and reserved powers  Government reading packet  PowerPoint - Powers of Government</p>
<b>Essential Vocabulary</b>	<p><b>Conduct</b> - run or operate  <b>Foreign</b> - not native  <b>Policy</b> - plan or procedure  <b>Mandate</b> - order or demand  <b>Reserved</b> - for a particular person or group</p>

**Days: 5**

**Reporting Category/Strand: Political and Governmental Processes**

<b>SOL 6c/7c/8c</b>	<p><b>(6c)</b> The student will demonstrate knowledge of the American constitutional government at the national level by  c) <b>explaining and/or simulating the lawmaking process.</b></p> <p><b>(7c)</b> The student will demonstrate knowledge of the American constitutional government at the state level by  c) <b>explaining and/or simulating the lawmaking process.</b></p> <p><b>(8c)</b> The student will demonstrate knowledge of the American constitutional government at the local level by  c) <b>explaining and/or simulating the lawmaking process.</b></p>
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<p><b>Essential Knowledge/Skills/Understandings</b></p>	<p><b>(6c) Legislative powers</b></p> <ul style="list-style-type: none"> <li>● Expressed: Specifically listed in the Constitution of the United States</li> <li>● Implied: Used to carry out expressed powers</li> </ul> <p><b>The lawmaking process in Congress</b></p> <ul style="list-style-type: none"> <li>● Introducing a bill by a Senator or Representative</li> <li>● Working in committees</li> <li>● Debating the bill on the floor of each house</li> <li>● Voting on the bill in each house</li> <li>● <b>Sending the bill to the president to sign into law</b></li> </ul> <p>Elected officials in Congress write laws and take action in response to problems or issues.  Individuals and interest groups help shape legislation.  The formal powers of Congress are limited by the Constitution of the United States.  Citizens (including students) learn the importance of the legislative process through direct involvement and/or simulations.</p> <p><b>(7c) The lawmaking process in the Virginia General Assembly</b></p> <ul style="list-style-type: none"> <li>● Introducing a bill</li> <li>● Working in committees</li> <li>● Debating the bill on the floor of each house</li> <li>● Voting on the bill in each house</li> <li>● Sending the bill to the governor to sign into law</li> </ul> <p>Elected officials in the Virginia General Assembly write laws and take action in response to problems or issues.  Individuals and interest groups help shape legislation.</p> <p><b>The primary issues in the legislative process at the state level</b></p> <ul style="list-style-type: none"> <li>● Education: To promote an informed and engaged citizenry (i.e., establish minimum standards for local schools)</li> <li>● Public health: To promote and protect the health of its citizens (i.e., fund health benefits)</li> <li>● Environment: To protect natural resources (i.e., improve water quality in the Chesapeake Bay)</li> <li>● State budget: To approve a biennial (two year) budget prepared by the governor</li> <li>● Revenue: To levy and collect taxes</li> </ul> <p><b>(8c)</b> An elected board of supervisors is the local legislative body in counties and is responsible for passing laws (ordinances) for the county.</p> <ul style="list-style-type: none"> <li>● An elected council is the local legislative body in independent cities and incorporated towns.</li> <li>● Individuals can have the greatest influence on the decisions made by local government officials.</li> </ul>
<p><b>Essential Questions</b></p>	<p><b>(6c)</b> Which branch of the national government has the power to pass laws?  How does Congress make laws?  How can citizens learn the importance of the individual’s participation in the policymaking process?</p> <p><b>(7c)</b> Which branch of the Virginia state government has the power to pass laws?  How does the Virginia General Assembly make laws?</p> <p><b>(8c)</b> How do localities enact ordinances?</p>
<p><b>Primary Resources</b></p>	<p>Schoolhouse Rock video “I am only a bill”</p>

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	<a href="http://www.quia.com/rd/5620.html">http://www.quia.com/rd/5620.html</a> <a href="#">Free Puzzlemaker - Discovery Education</a> <a href="http://www.constitutionfacts.com/us-constitution-kids/us-history-quiz/">http://www.constitutionfacts.com/us-constitution-kids/us-history-quiz/</a> Out of order: How a bill becomes a law? activity
<b>Essential Vocabulary</b>	<b>Biennial</b> - two years <b>Levy</b> - to apply <b>Independent</b> - alone <b>Engaged</b> - active or joined <b>Revenue</b> - incoming money <b>Council</b>

**Days: 1**

**Reporting Category/Strand: Principles of Government and Citizenship**

<b>SOL 2d</b>	The student will demonstrate knowledge of the foundations of American constitutional government by <b>d) identifying the procedures for amending the Constitution of Virginia and the Constitution of the United States.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<b>Constitution of the United States</b> The amendment process is complex. To date, there are 27 amendments to the Constitution of the United States. Amendment process: – Proposal: action by Congress or convention – Ratification: by the states <b>Constitution of Virginia</b> Amendment process: – Proposal: action by General Assembly or convention – Ratification: by voters of Virginia
<b>Essential Questions</b>	How can the Constitution of the United States be amended? How can the Constitution of Virginia be amended?
<b>Primary Resources</b>	<a href="http://apps.americanbar.org/publiced/constitutionday/AmendingtheConstitution.pdf">http://apps.americanbar.org/publiced/constitutionday/AmendingtheConstitution.pdf</a> <a href="http://www.opencongress.org/wiki/U.S._constitutional_amendment_process">http://www.opencongress.org/wiki/U.S._constitutional_amendment_process</a> Notes: Amending the Constitution of U.S. government
<b>Essential Vocabulary</b>	<b>Amend</b> - to change or add <b>Proposal</b> - request of a plan or design

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**Days: 5**

**Reporting Category/Strand: Structure of American Government**

<p><b>SOL 6d/7d</b></p>	<p>(6d) The student will demonstrate knowledge of the American constitutional government at the national level by <b>d) describing the roles and powers of the executive branch.</b></p> <p>(7d) The student will demonstrate knowledge of the American constitutional government at the state level by <b>d) describing the roles and powers of the executive branch and regulatory boards.</b></p>
<p><b>Essential Knowledge/Skills/Understandings</b></p>	<p>(6d) <b>Ways the executive branch influences policy making</b></p> <ul style="list-style-type: none"> <li>● Proposing legislation in an annual speech to Congress (<b>State of the Union Address</b>)</li> <li>● Appealing directly to the people</li> <li>● Approving or vetoing legislation</li> <li>● Appointing officials who carry out the laws</li> </ul> <p>Cabinet departments, agencies, and regulatory groups interpret and execute the laws.</p> <p><b>The president exercises power as</b></p> <ul style="list-style-type: none"> <li>● chief of state: Ceremonial head of the government</li> <li>● chief executive: Head of the executive branch of government</li> <li>● chief legislator: Proposer of the legislative agenda</li> <li>● commander-in-chief: Head of the nation’s armed forces</li> <li>● chief diplomat: Architect of American foreign policy</li> <li>● chief of party: Leader of the political party that controls the executive branch</li> <li>● chief citizen: Representative of all of the people.</li> </ul> <p>Presidential power has grown in the years since the Constitution was ratified.</p>
	<p>(7d) The governor of Virginia exercises the formal powers granted by the Virginia Constitution. In carrying out both the formal and informal powers of the office, the governor fills several roles, including</p> <ul style="list-style-type: none"> <li>● chief of state</li> <li>● chief legislator</li> <li>● chief administrator</li> <li>● party chief</li> <li>● commander-in-chief.</li> </ul> <p>Cabinet secretaries and departments, agencies, commissions, and regulatory boards administer laws enforce laws regulate aspects of business and the economy provide services.</p>

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<b>Essential Questions</b>	(6d) What are the roles and powers of the executive branch of the national government? What are the roles and powers of the president?
	(7d) What are the roles and powers of the executive branch at the state level?
<b>Primary Resources</b>	<a href="http://teacher.scholastic.com/scholasticnews/games_quizzes/president_roles/index.htm">http://teacher.scholastic.com/scholasticnews/games_quizzes/president_roles/index.htm</a> <a href="http://www.scholastic.com/teachers/article/seven-roles-one-president">http://www.scholastic.com/teachers/article/seven-roles-one-president</a> <a href="#">Free Puzzlemaker - Discovery Education</a> Foldable - Roles of executive branch
<b>Essential Vocabulary</b>	

**Days: 2**

**Reporting Category/Strand: Political and Governmental Processes**

<b>SOL 9a</b>	The student will demonstrate knowledge of how public policy is made at the local, state, and national levels of government by <b>a) examining the impact of the media on public opinion and public policy.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<b>Ways the media play an important role in setting the public agenda</b> <ul style="list-style-type: none"> <li>• Focusing public attention on selected issues</li> <li>• Offering a forum in which opposing viewpoints are communicated</li> <li>• Holding government officials accountable to the public</li> </ul> Government officials use the media <b><u>to communicate with the public.</u></b>
<b>Essential Questions</b>	What influence do the media have on public policy and policymakers?
<b>Primary Resources</b>	<a href="http://castle.eiu.edu">castle.eiu.edu</a>
<b>Essential Vocabulary</b>	

**Days: 2**

**Reporting Category/Strand: Political and Governmental Processes**

<b>SOL 9b</b>	The student will demonstrate knowledge of how public policy is made at the local, state, and national levels of government by <b>b) describing how individuals and interest groups influence public policy.</b>
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<b>Essential Knowledge/Skills/Understandings</b>	<p><b>Terms to know</b>  <b>lobbying:</b> Seeking to influence legislators to introduce or vote for or against a bill</p> <p><b>Ways individuals influence public policy</b></p> <ul style="list-style-type: none"> <li>● Participating in politics (voting, campaigning, seeking office)</li> <li>● Expressing opinions (lobbying, demonstrating, writing letters)</li> <li>● Joining interest groups</li> </ul> <p><b>Ways interest groups influence public policy</b></p> <ul style="list-style-type: none"> <li>● Identifying issues</li> <li>● Making political contributions</li> <li>● Lobbying government officials</li> </ul>
<b>Essential Questions</b>	How do individuals and interest groups influence policymakers?
<b>Primary Resources</b>	Civics Today textbook
<b>Essential Vocabulary</b>	

**Days: 2**

**Reporting Category/Strand: Political and Governmental Processes**

<b>SOL 9c</b>	The student will demonstrate knowledge of how public policy is made at the local, state, and national levels of government by c) <b>describing the impact of international issues and events on local decision making.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<p><b>International issues and events that would require policy decisions by local government officials could include the following:</b></p> <ul style="list-style-type: none"> <li>● Public health concerns in the event of a pandemic</li> <li>● Public safety in the event of an act of terrorism</li> <li>● Economic development policies in response to the emerging global economy</li> <li>● Policies to protect the environment (e.g., wildlife protection)</li> </ul>
<b>Essential Questions</b>	Which international issues and events would require local government officials to act?
<b>Primary Resources</b>	Civics Today textbook
<b>Essential Vocabulary</b>	

**Marking Period: Fourth**

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**Days: 13**

**Reporting Category/Strand: Structure of American Government**

<b>SOL 10a</b>	The student will demonstrate knowledge of the judicial systems established by the Constitution of Virginia and the Constitution of the United States by  <b>a) describing the organization of the United States judicial system as consisting of state and federal courts with original and appellate jurisdiction.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<p><b>The United States has a court system whose organization and jurisdiction are derived from the Constitution of the United States and federal laws.</b></p> <ul style="list-style-type: none"> <li>● <b>U.S. Supreme Court:</b> Justices, no jury; appellate jurisdiction; limited original jurisdiction</li> <li>● <b>U.S. Court of Appeals:</b> Judges, no jury; appellate jurisdiction</li> <li>● <b>U.S. District Court:</b> Judge, with or without jury; original jurisdiction</li> </ul> <p><b>Virginia, like each of the other 49 states, has its own separate court system whose organization and jurisdiction are derived from Virginia's constitution and state laws.</b></p> <ul style="list-style-type: none"> <li>● <b>Virginia Supreme Court:</b> Justices, no jury; appellate jurisdiction; limited original jurisdiction</li> <li>● <b>Court of Appeals of Virginia:</b> Judges, no jury; appellate jurisdiction to review decisions of circuit courts</li> <li>● <b>Circuit court:</b> Judge, with or without jury; original jurisdiction for felony criminal cases and for certain civil cases; appellate jurisdiction from district courts</li> <li>● <b>General district court, and juvenile and domestic relations court:</b> Judge, no jury; original jurisdiction for misdemeanors in civil cases generally involving lower dollar amounts and original jurisdiction in juvenile and family cases</li> </ul>
<b>Essential Questions</b>	How are federal courts organized, and what jurisdiction does each exercise? How are state courts organized, and what jurisdiction does each exercise?
<b>Primary Resources</b>	<a href="https://www.icivics.org/games">https://www.icivics.org/games</a> <a href="#">The Federal Court System - Cyberlearning World</a> <a href="#">Free Puzzlemaker - Discovery Education</a> <a href="http://www.courts.state.va.us/courts/home.htm">http://www.courts.state.va.us/courts/home.htm</a>
<b>Essential Vocabulary</b>	

**Days: 2**

**Reporting Category/Strand: Structure of American Government**

<b>SOL 10b</b>	The student will demonstrate knowledge of the judicial systems established by the Constitution of Virginia and the Constitution of the United States by
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	<b>b) describing the exercise of judicial review.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<p>The supreme courts of the United States and Virginia determine the constitutionality of laws and acts of the executive branch of government. This power is called —<b>judicial review.</b></p> <p><i>Marbury v. Madison</i> established the principle of judicial review at the national level.</p> <p>The Constitution of the United States of America is the supreme law of the land.</p> <p>State laws <b>must conform</b> to the</p> <ul style="list-style-type: none"> <li>● Virginia constitution</li> <li>● United States constitution</li> </ul>
<b>Essential Questions</b>	What is judicial review?
<b>Primary Resources</b>	<a href="#">Judicial Review and Supreme Court Cases</a>
<b>Essential Vocabulary</b>	

**Days: 8**

**Reporting Category/Strand: Political and Governmental Processes**

<b>SOL 10c</b>	<p>The student will demonstrate knowledge of the judicial systems established by the Constitution of Virginia and the Constitution of the United States by</p> <p><b>c) comparing and contrasting civil and criminal cases.</b></p>
<b>Essential Knowledge/Skills/Understandings</b>	<p><b>Criminal case</b> In a criminal case, a court determines whether a person accused of breaking the law is guilty or not guilty of a <b>misdemeanor</b> or a <b>felony</b>.</p> <p><b>Procedure for criminal cases</b></p> <ul style="list-style-type: none"> <li>● A person accused of a crime may be arrested if the police have probable cause.</li> <li>● The accused may be committed to <b>jail</b> or <b>released</b> on bail.</li> <li>● The case proceeds to an arraignment where probable cause is reviewed, an attorney may be appointed for the defendant, and a plea is entered.</li> <li>● A court date is set, and a trial is conducted.</li> <li>● A guilty verdict may be appealed.</li> </ul> <p><b>Civil case</b> In a civil case, a court settles a <b>disagreement</b> between two parties to recover damages or receive compensation.</p> <p><b>Procedure for civil cases</b></p> <ul style="list-style-type: none"> <li>● The plaintiff files a complaint to recover damages or receive compensation.</li> <li>● Cases can be heard by a judge or a jury.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Cases can be appealed.</li> </ul>
<b>Essential Questions</b>	How are criminal and civil cases similar and different?
<b>Primary Resources</b>	<a href="http://www.courts.state.va.us/courts/home.html">http://www.courts.state.va.us/courts/home.html</a> <a href="#">Free Puzzlemaker - Discovery Education</a>
<b>Essential Vocabulary</b>	

**Days: 2**

**Reporting Category/Strand: Political and Governmental Processes**

<b>SOL 10d</b>	<p>The student will demonstrate knowledge of the judicial systems established by the Constitution of Virginia and the Constitution of the United States by</p> <p><b>d) explaining how due process protections seek to ensure justice.</b></p>
<b>Essential Knowledge/Skills/Understandings</b>	<p><b>Terms to know</b>            due process of law: The constitutional protection against unfair governmental actions and laws  <b>Due process protections</b>            The <b>5th Amendment</b> prohibits the <b>national government</b> from acting in an unfair manner            The <b>14th Amendment</b> prohibits <b>state and local governments</b> from acting in an unfair manner            The Supreme Court has extended the guarantees of the Bill of Rights, based upon the due process clause.</p>
<b>Essential Questions</b>	How do the due process protections ensure justice?
<b>Primary Resources</b>	Amendment Pictionary Project <a href="http://texaslr.org/BOR/billofrights.html">texaslr.org/BOR/billofrights.html</a> <a href="http://www.ducksters.com/history/us_constitution_amendments.php">www.ducksters.com/history/us_constitution_amendments.php</a>
<b>Essential Vocabulary</b>	

**Days: 2**

**Reporting Category/Strand: Economic Principles and Decisions**

<b>SOL 14a-f</b>	The student will demonstrate knowledge of personal finance and career opportunities by
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	<p>a) identifying talents, interests, and aspirations that influence career choice;</p> <p>b) identifying attitudes and behaviors that strengthen the individual work ethic and promote career success;</p> <p>c) identifying abilities, skills, and education and the changing supply and demand for them in the economy;</p> <p>d) examining the impact of technological change and globalization on career opportunities;</p> <p>e) describing the importance of education to lifelong personal finances;</p> <p>f) examining the financial responsibilities of citizenship, including evaluating common forms of credit, savings, investments, purchases, contractual agreements, warranties, and guarantees.</p>
<p><b>Essential Knowledge/Skills/Understandings</b></p>	<ul style="list-style-type: none"> <li>● Career planning starts with self-assessment.</li> <li>● Employers seek employees who demonstrate the attitudes and behaviors of a strong work ethic.</li> <li>● Higher skill and/or education levels generally lead to higher incomes.</li> <li>● Supply and demand also influence job income.</li> <li>● Employers seek individuals who have kept pace with technological changes by updating their skills.</li> <li>● Technological advancements create new jobs in the workplace.</li> <li>● Technology and information flows permit people to work across international borders. This creates competition from foreign workers for United States jobs but also may create opportunities for United States workers to work for companies based in other countries.</li> <li>● Being fiscally responsible includes making careful spending decisions, saving and investing for the future, having insurance, keeping to a budget, using credit wisely, as well as understanding how contracts, warranties, and guarantees can protect the individual.</li> </ul>
<p><b>Essential Questions</b></p>	<p>What is the role of self-assessment in career planning?</p> <p>What is the role of work ethic in determining career success?</p> <p>What is the relationship among skills, education, and income?</p> <p>What influence do advances in technology have on the workplace?</p>
<p><b>Primary Resources</b></p>	<p><a href="http://career.missouri.edu/students/majors-careers/skills-interests/career-interest-game/Creating%20Your%20Pathway%20to%20the%20Future%20-%20The%20College%20Board">http://career.missouri.edu/students/majors-careers/skills-interests/career-interest-game/Creating Your Pathway to the Future - The College Board</a></p> <p><a href="http://education-portal.com/academy/course/principles-of-management-course.html">http://education-portal.com/academy/course/principles-of-management-course.html</a></p> <p><a href="http://www.japersonalfinance.com/gsjapf/activities/quiz.jsp?key=Activity2Quiz">http://www.japersonalfinance.com/gsjapf/activities/quiz.jsp?key=Activity2Quiz</a>.</p>
<p><b>Essential Vocabulary</b></p>	

Marking Period: ***Fifth***  
Days: 5

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**Reporting Category/Strand: Economic Principles and Decisions**

<b>SOL 11a</b>	The student will demonstrate knowledge of how economic decisions are made in the marketplace by <b>a) applying the concepts of scarcity, resources, choice, opportunity cost, price, incentives, supply and demand, production, and consumption.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<p><b>Scarcity</b> is the inability to satisfy all wants at the same time. All resources and goods are limited. This requires that choices be made.</p> <p><b>Resources</b> are factors of production that are used in the production of goods and services. Types of resources are natural, human, capital, and entrepreneurship.</p> <p><b>Choice</b> is selection of an item or action from a set of possible alternatives. Individuals must choose or make decisions about desired goods and services because these goods and services are limited.</p> <p><b>Opportunity cost</b> is what is given up when a choice is made—i.e., the highest valued alternative is forgone. Individuals must consider the value of what is given up when making a choice.</p> <p><b>Price</b> is the amount of money exchanged for a good or service. Interaction of supply and demand determines price. Price determines who acquires goods and services.</p> <p><b>Incentives</b> are things that incite or motivate. Incentives are used to change economic behavior.</p> <p><b>Supply and demand:</b> Interaction of supply and demand determines price. Demand is the amount of a good or service that consumers are willing and able to buy at a certain price. Supply is the amount of a good or service that producers are willing and able to sell at a certain price.</p> <p><b>Production</b> is the combining of human, natural, capital, and entrepreneurship resources to make goods or provide services. Resources available and consumer preferences determine what is produced.</p> <p><b>Consumption</b> is the using of goods and services. Consumer preferences and price determine what is purchased and consumed.</p>
<b>Essential Questions</b>	How do people deal with scarcity, resources, choice, opportunity cost, price, incentives, supply and demand, production, and consumption?
<b>Primary Resources</b>	<p><a href="http://www.discovery.com/education/free-puzzlemaker">Free Puzzlemaker - Discovery Education</a>  <a href="http://reviewgamezone.com/games3/taxi.php?test_id=401&amp;title=Economic Terms">http://reviewgamezone.com/games3/taxi.php?test_id=401&amp;title=Economic Terms</a>  <a href="http://financeintheclassroom.org/passport/first/lang_art.shtml">http://financeintheclassroom.org/passport/first/lang_art.shtml</a></p> <p>Candy economics activity  PowerPoint - Economics Terms Pictionary: Identify the term</p>
<b>Essential Vocabulary</b>	

**Days: 3**

**Reporting Category/Strand: Economic Principles and Decisions**

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<b>SOL 11b</b>	The student will demonstrate knowledge of how economic decisions are made in the marketplace by <b>b) comparing the differences among traditional, free market, command, and mixed economies.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<p><b>The three basic questions of economics</b></p> <ul style="list-style-type: none"> <li>● What will be produced?</li> <li>● Who will produce it?</li> <li>● For whom will it be produced?</li> </ul> <p>Each type of economy answers the three basic questions differently.</p> <p><b>Characteristics of major economic systems</b></p> <p>No country relies exclusively on markets to deal with the economic problem of scarcity.</p> <p><b>Traditional economy</b></p> <ul style="list-style-type: none"> <li>● Economic decisions are based on custom and historical precedent.</li> <li>● People often perform the same type of work as their parents and grandparents, regardless of ability or potential.</li> </ul> <p><b>Free market economy</b></p> <ul style="list-style-type: none"> <li>● Private ownership of property/resources</li> <li>● Profit motive</li> <li>● Competition</li> <li>● Consumer sovereignty</li> <li>● Individual choice</li> <li>● Minimal government involvement in the economy</li> </ul> <p><b>Command economy</b></p> <ul style="list-style-type: none"> <li>● Central ownership (usually by government) of property/resources</li> <li>● Centrally-planned economy</li> <li>● Lack of consumer choice</li> </ul> <p><b>Mixed economy</b></p> <ul style="list-style-type: none"> <li>● Individuals and businesses are owners and decision makers for the private sector.</li> <li>● Government is owner and decision maker for the public sector.</li> <li>● Government's role is greater than in a free market economy and less than in a command economy.</li> <li>● Most economies today, including the United States, are mixed economies.</li> </ul>
<b>Essential Questions</b>	<p>What are the basic economic questions all societies must answer?</p> <p>What are the basic characteristics of traditional, free market, command, and mixed economies?</p> <p>How does each type of economy answer the three basic questions?</p>
<b>Primary Resources</b>	<p><a href="http://reviewgamezone.com/game-list.php?id=103&amp;name=Economic Systems">http://reviewgamezone.com/game-list.php?id=103&amp;name=Economic Systems</a></p> <p><a href="https://docs.google.com/presentation/d/...U/embed?hl">https://docs.google.com/presentation/d/...U/embed?hl</a></p> <p>PowerPoint - The Four Economic Systems</p>
<b>Essential Vocabulary</b>	

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**Days: 3**

**Reporting Category/Strand: United States Economy**

<b>SOL 11c</b>	The student will demonstrate knowledge of how economic decisions are made in the marketplace by <b>c) describing the characteristics of the United States economy, including limited government, private property, profit, and competition.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<p><b>Characteristics of the United States economy</b></p> <ul style="list-style-type: none"> <li>● <b>Markets</b> are generally allowed to operate without undue interference from the government. Prices are determined by supply and demand as buyers and sellers interact in the marketplace.</li> <li>● <b>Private property:</b> Individuals and businesses have the right to own real and personal property as well as the means of production without undue interference from the government.</li> <li>● <b>Profit:</b> Profit consists of earnings after all expenses have been paid.</li> <li>● <b>Competition:</b> Rivalry between producers and/or between sellers of a good or service usually results in better quality goods and services at lower prices.</li> <li>● <b>Consumer sovereignty:</b> Consumers determine through purchases what goods and services will be produced. Government involvement in the economy is limited. Most decisions regarding the production of goods and services are made in the private sector.</li> </ul>
<b>Essential Questions</b>	What are the essential characteristics of the United States economy?
<b>Primary Resources</b>	<a href="http://www.clevelandfed.org/learning_center/online_activities/">Economics - Kids Social Studies Videos, Games ... - NeoK12</a> <a href="http://www.clevelandfed.org/learning_center/online_activities/">http://www.clevelandfed.org/learning_center/online_activities/</a>
<b>Essential Vocabulary</b>	

**Days: 3**

**Reporting Category/Strand: United States Economy**

<b>SOL 13b</b>	The student will demonstrate knowledge of the role of government in the United States economy by <b>b) explaining how government provides certain goods and services.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<p><b>Characteristics of most goods and services provided by government</b></p> <ul style="list-style-type: none"> <li>● Provide benefits to many simultaneously</li> <li>● Would not likely be available if individuals had to provide them</li> </ul>

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	<ul style="list-style-type: none"> <li>● Include such things as interstate highways, postal service, and national defense</li> </ul> <p><b>Ways governments pay for public goods and services</b></p> <ul style="list-style-type: none"> <li>● Through tax revenue</li> <li>● Through borrowed funds</li> <li>● Through fees (e.g., park entrance fees)</li> </ul>
<b>Essential Questions</b>	<p>What types of goods and services do governments provide? How do governments pay for the goods and services they provide?</p>
<b>Primary Resources</b>	<p><a href="http://www.econedlink.org/lessons/index.php?lid=540&amp;type=educator#Public%20Goods%20and%20Services%20-%20Social%20Studies%20Help%20Center">http://www.econedlink.org/lessons/index.php?lid=540&amp;type=educator#Public Goods and Services - Social Studies Help Center</a></p>
<b>Essential Vocabulary</b>	

**Days: 3**

**Reporting Category/Strand: United States Economy**

<b>SOL 13c</b>	<p>The student will demonstrate knowledge of the role of government in the United States economy by</p> <p><b>c) describing the impact of taxation, including an understanding of the reasons for the 16th Amendment, spending, and borrowing.</b></p>
<b>Essential Knowledge/Skills/Understandings</b>	<ul style="list-style-type: none"> <li>● Government tax increases reduce the funds available for individual and business spending; tax decreases increase funds for individual and business spending.</li> <li>● Increased government borrowing reduces funds available for borrowing by individuals and businesses; decreased government borrowing increases funds available for borrowing by individuals and businesses.</li> <li>● Increased government spending increases demand, which may increase employment and production; decreased government spending reduces demand, which may result in a slowing of the economy.</li> <li>● Increased government spending may result in higher taxes; decreased government spending may result in lower taxes.</li> <li>● The 16th Amendment to the Constitution of the United States of America authorizes Congress to tax personal and business incomes.</li> </ul>
<b>Essential Questions</b>	<p>How does the government influence economic activity?</p>
<b>Primary Resources</b>	<p><a href="http://www.clevelandfed.org/learning_center/online_activities/">http://www.clevelandfed.org/learning_center/online_activities/</a> <a href="http://www.federalreserveeducation.org/">http://www.federalreserveeducation.org/</a></p>
<b>Essential Vocabulary</b>	

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Days: 1

Reporting Category/Strand: **United States Economy**

<b>SOL 13a</b>	The student will demonstrate knowledge of the role of government in the United States economy by <b>a) examining competition in the marketplace.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<p><b>Ways the government promotes marketplace competition</b></p> <ul style="list-style-type: none"> <li>● Enforcing antitrust legislation to discourage the development of monopolies</li> <li>● Engaging in global trade</li> <li>● Supporting business start-ups</li> </ul> <p><b>Government agencies that regulate business</b></p> <ul style="list-style-type: none"> <li>● <b>FCC</b> (Federal Communications Commission)</li> <li>● <b>EPA</b> (Environmental Protection Agency)</li> <li>● <b>FTC</b> (Federal Trade Commission)</li> </ul> <p>These agencies oversee the way individuals and companies do business.</p>
<b>Essential Questions</b>	How does the United States government promote and regulate marketplace competition?
<b>Primary Resources</b>	<p>Civics Today textbook</p> <p><a href="#">Free Puzzlemaker - Discovery Education</a></p> <p><a href="http://www.ftc.gov/">http://www.ftc.gov/</a></p> <p><a href="http://www.fcc.gov/cgb/consumers.html">http://www.fcc.gov/cgb/consumers.html</a></p> <p><a href="http://www.epa.gov/">http://www.epa.gov/</a></p>
<b>Essential Vocabulary</b>	

Days: 1

Reporting Category/Strand: **United States Economy**

<b>SOL 12c</b>	The student will demonstrate knowledge of the structure and operation of the United States economy by <b>c) explaining how financial institutions channel funds from savers to borrowers.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<p><b>Private financial institutions</b></p> <ul style="list-style-type: none"> <li>● Include <b>banks, savings and loans</b>, and <b>credit unions</b></li> <li>● Receive <b>deposits</b> and make <b>loans</b></li> <li>● Encourage <b>saving</b> and <b>investing</b> by paying interest on deposits</li> </ul>
<b>Essential Questions</b>	How do financial institutions make the deposits of savers available to borrowers?

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<b>Primary Resources</b>	<a href="http://money.howstuffworks.com/personal-finance/banking/bank.htm">http://money.howstuffworks.com/personal-finance/banking/bank.htm</a> <a href="http://piggybank.disney.go.com/game/">http://piggybank.disney.go.com/game/</a>
<b>Essential Vocabulary</b>	

**Days: 3**

**Reporting Category/Strand: United States Economy**

<b>SOL 12a</b>	The student will demonstrate knowledge of the structure and operation of the United States economy by <b>a) describing the types of business organizations and the role of entrepreneurship.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<b>Basic types of business ownership</b> <b>Proprietorship:</b> A form of business organization with one owner who takes all the risks and all the profits. <b>Partnership:</b> A form of business organization with two or more owners who share the risks and the profits. <b>Corporation:</b> A form of business organization that is authorized by law to act as a legal entity regardless of the number of owners. Owners share the profits. Owner liability is limited to the amount of their investment. <b>Entrepreneur</b> <ul style="list-style-type: none"> <li>• A person who takes a risk to produce and sell goods and services in search of profit</li> <li>• May establish a business according to any of the three types of organizational structures</li> </ul>
<b>Essential Questions</b>	What are the basic types of profit-seeking business structures? What is an entrepreneur?
<b>Primary Resources</b>	Foldable -Types of business Candy economics activity <a href="http://business-law.freeadvice.com/business-law/starting_a_business/types-organization-2.htm">http://business-law.freeadvice.com/business-law/starting_a_business/types-organization-2.htm</a>
<b>Essential Vocabulary</b>	

**Days: 3**

**Reporting Category/Strand: United States Economy**

<b>SOL 12b</b>	The student will demonstrate knowledge of the structure and operation of the United States economy by <b>b) explaining the circular flow that shows how consumers (households), businesses (producers ), and markets interact.</b>
<b>Essential</b>	<b>Economic flow (circular flow)</b>

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<b>Knowledge/Skills/Understandings</b>	Individual and business saving and investment provide financial capital that can be borrowed for business expansion and increased consumption. <b>Individuals</b> (households) own the resources used in production, sell the resources, and use the income to purchase products. <b>Businesses</b> (producers) buy resources; make products that are sold to individuals, other businesses, and the government; and use the profits to buy more resources. <b>Governments</b> use tax revenue from individuals and businesses to provide public goods and services.
<b>Essential Questions</b>	How do resources, goods and services, and money flow among individuals, businesses, and governments in a market economy?
<b>Primary Resources</b>	<a href="http://www.economicsonline.co.uk/Managing_the_economy/The_circular_flow_of_income.html">http://www.economicsonline.co.uk/Managing_the_economy/The_circular_flow_of_income.html</a> <a href="http://www.slideshare.net/gar_dev/the-circular-flow-of-economic-activity">http://www.slideshare.net/gar_dev/the-circular-flow-of-economic-activity</a>
<b>Essential Vocabulary</b>	

**Days: 2**

**Reporting Category/Strand: United States Economy**

<b>SOL 13f</b>	The student will demonstrate knowledge of the role of government in the United States economy by <b>f) recognizing that government creates currency and coins and that there are additional forms of money.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<ul style="list-style-type: none"> <li>● When the United States government issues coins and currency, people accept it in exchange for goods and services because they have confidence in the government.</li> <li>● Government issues money to facilitate this exchange.</li> </ul> The <b>three types of money</b> generally used in the United States are <ul style="list-style-type: none"> <li>● coins</li> <li>● Federal Reserve notes (currency)</li> <li>● deposits in bank accounts that can be accessed by checks and debit cards.</li> </ul>
<b>Essential Questions</b>	Why does the government issue currency and coins? Which government agencies are responsible for creating money?
<b>Primary Resources</b>	<a href="http://www.clevelandfed.org/learning_center/online_activities/">http://www.clevelandfed.org/learning_center/online_activities/</a> Candy economics activity
<b>Essential Vocabulary</b>	

**Marking Period: Sixth**

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**Days: 5**

**Reporting Category/Strand: United States Economy**

<b>SOL 13d</b>	The student will demonstrate knowledge of the role of government in the United States economy by <b>d) explaining how the Federal Reserve System acts as the nation's central bank.</b>
<b>Essential Knowledge/Skills/Understandings</b>	As the central bank of the United States, the Federal Reserve System <ul style="list-style-type: none"> <li>● has the duty to maintain the value of the national currency (dollar)</li> <li>● regulates banks to ensure the soundness of the banking system and the safety of deposits</li> <li>● manages the amount of money in the economy to try to keep inflation low and stable</li> <li>● acts as the federal government's bank.</li> </ul>
<b>Essential Questions</b>	What is the role of the Federal Reserve System?
<b>Primary Resources</b>	<a href="https://www.richmondfed.org/education/for_students/interactive_games_and_learning/">https://www.richmondfed.org/education/for_students/interactive_games_and_learning/</a> <a href="http://sffed-education.org/chairman/">http://sffed-education.org/chairman/</a> Graphic organizer
<b>Essential Vocabulary</b>	

**Days: 1**

**Reporting Category/Strand: United States Economy**

<b>SOL 13e</b>	The student will demonstrate knowledge of the role of government in the United States economy by <b>e) describing the protection of consumer rights and property rights.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<ul style="list-style-type: none"> <li>● Individuals have the right of private ownership, which is protected by negotiated contracts that are enforceable by law.</li> <li>● Government agencies establish guidelines that protect public health and safety.</li> <li>● Consumers may take legal action against violations of consumer rights.</li> </ul>
<b>Essential Questions</b>	What is the role of the United States government in protecting consumer rights and property rights?
<b>Primary Resources</b>	<a href="http://piggybank.disney.go.com/game/">http://piggybank.disney.go.com/game/</a>
<b>Essential Vocabulary</b>	

**Days: 7**

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**Reporting Category/Strand:**

<b>SOL 2 - 8</b>	<b>SOL REVIEW</b>
<b>Essential Knowledge/Skills/Understandings</b>	
<b>Essential Questions</b>	
<b>Primary Resources</b>	
<b>Essential Vocabulary</b>	

**Days: 7**

**Reporting Category/Strand:**

<b>SOL 9 - 14</b>	<b>SOL REVIEW</b>
<b>Essential Knowledge/Skills/Understandings</b>	
<b>Essential Questions</b>	
<b>Primary Resources</b>	
<b>Essential Vocabulary</b>	

**Days: 9**

**Reporting Category/Strand:**

<b>SOL</b>	<b>GEOGRAPHY INSTRUCTION</b>
<b>Essential Knowledge/Skills/Understandings</b>	

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<b>Essential Questions</b>	
<b>Primary Resources</b>	
<b>Essential Vocabulary</b>	

**Days: 1**

**Reporting Category/Strand:**

<b>SOL</b>	<b>SOL TESTING</b>
<b>Essential Knowledge/Skills/Understandings</b>	
<b>Essential Questions</b>	
<b>Primary Resources</b>	
<b>Essential Vocabulary</b>	