

# Grade 7

## Civics and Economics

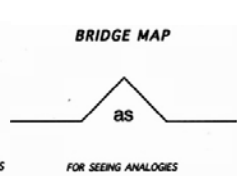
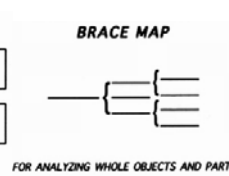
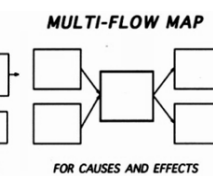
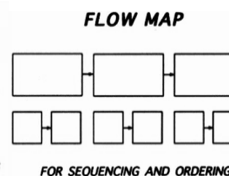
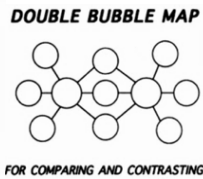
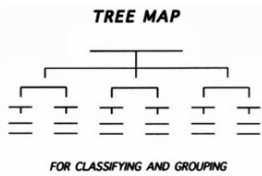
Standards for Civics and Economics examine the roles citizens play in the political, governmental, and economic systems in the United States. Students will examine the foundational documents and principles with which the constitutions of Virginia and the United States were established, identify the rights,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

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

### Skills

- CE.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
- a) analyzing and interpreting evidence from primary and secondary sources, including charts, graphs, and political cartoons;
  - b) analyzing how political and economic trends influence public policy, using demographic information and other data sources;
  - c) analyzing information to create diagrams, tables, charts, graphs, and spreadsheets;
  - d) determining the accuracy and validity of information by separating fact and opinion and recognizing bias;
  - e) constructing informed, evidence-based arguments from multiple sources;
  - f) determining multiple cause-and-effect relationships that impact political and economic events;
  - g) taking informed action to address school, community, local, state, national, and global issues;
  - h) using a decision-making model to analyze and explain the costs and benefits of a specific choice;
  - i) applying civic virtue and democratic principles to make collaborative decisions; and
  - j) defending conclusions orally and in writing to a wide range of audiences, using evidence from sources.

## Thinking Map Images for Copying and Pasting

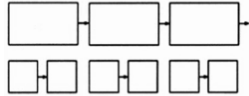
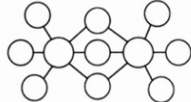



VUS Curriculum Framework, Additional icivics resources,

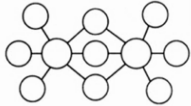
In top row, click the number of the CE # to go to that SOL

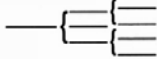
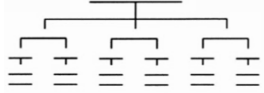
	Q1 Ce 14, 6, 7, 8	Q2 Ce 5, 2, 3	Q3 Ce 9, 10, 11	Q4 Ce 12, 13
	Essential Understandings	Essential Knowledge	Skill Focus and Exemplars Ce 1 Skills in ( ) (Instructions for linking to a Google Doc)	Resources (for instruction, assessment, and intervention)
Q1	<p>CE.14 The student will apply social science skills to understand personal finance and career opportunities (2 weeks)</p>	<p>Human capital</p> <p>Career planning starts with self-assessment.</p> <p>A strong work ethic.</p> <p>Higher skill and/or education levels generally lead to higher incomes. Supply and demand also influence job income.</p> <p>Keep pace with technological changes by updating skills.</p> <p>Technological advancements create new jobs.</p> <p>Technology and information flows permit people to work across international borders.</p>	<p>a) identifying talents, interests, and aspirations that influence career choice;</p> <p>b) identifying human capital such as attitudes and behaviors that strengthen the individual work ethic and promote career success;(1h)</p> <p>c) identifying human capital such as abilities, skills, and education and the changing supply of and demand for them in the economy;</p> <p>d) examining the impact of technological change and globalization on career</p>	<p>VA Wizard- self-assessment website 14a</p> <p>Onetonline.org- career website - 14a</p> <p>Vocational Guidance Counselor - Monty Python video - 14a</p> <p><b>FLOW MAP</b>                        FOR SEQUENCING AND ORDERING      Steps in career process</p> <p>Career paper using flow map as pre-writing assignment</p>

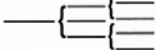

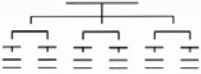
	Being fiscally responsible	<p>opportunities;(1d)</p> <p>e) describing the importance of education to lifelong personal finances; (1c)</p> <p>f) analyzing the financial responsibilities of citizenship, including evaluating common forms of credit, savings, investments, purchases, contractual agreements, warranties, and guarantees.(1c)</p>	
CE.6 The student will apply social science skills to understand the American constitutional government at the national level (4 weeks)	<p>The legislative branch</p> <p>The executive branch</p> <p>The judicial branch</p> <p>Separation of powers</p> <p>Checks and balances</p> <p>Legislative powers</p> <p>The lawmaking process in Congress</p> <p>Ways the executive branch influences policymaking</p>	<p>a) Describing the structure and powers of the national government.(1c)</p> <p>b) explaining the principle of separation of powers and the operation of checks and balances(1c)</p> <p>c) explaining and/or simulating the lawmaking process.(1j)</p> <p>d) describing the roles and powers of the executive branch</p>	<p>Ce 6 vocabulary w/definitions</p> <p>Legislative Branch questions - 6a</p> <p>Why Senate and House? I Civics -6a</p> <p>Congress in a Flash - iCivics - 6a</p> <p>Executive Branch questions - 6a</p> <p>SHR video Three branches of government-6a</p> <p>icivics branches game-6ab</p> <p>Operation of Checks and Balances-6b</p> <p>SHR video - I'm just A Bill - 6c</p>

			<p><b>FLOW MAP</b></p>  <p>FOR SEQUENCING AND ORDERING    How a Bill becomes a law - 6c</p> <p>Presidential T-Shirts project- 6d</p>
<p>CE.7 The student will apply social science skills to understand the American constitutional government at the state level (2 weeks)</p>	<p>The Virginia Constitution distributes power.</p> <p>The legislative branch is the General Assembly, a bicameral legislature.</p> <p>The executive power is exercised by the governor.</p> <p>The lieutenant governor and the attorney general.</p> <p>The judicial power is exercised by a court system that consists of four levels of courts.</p> <p>The Constitution of the United States of America establishes a federal form of government.</p> <p>The powers reserved for the states.</p> <p>Certain powers denied to both the national and state governments.</p> <p>Concurrent powers.</p> <p>Primary responsibilities of each level of government.</p>	<p>a) describing the structure and powers of the state government;(1c)</p> <p>b) explaining the relationship of state governments to the national government in the federal system;(1c)</p> <p>c) explaining and/or simulating the lawmaking process; (1j)</p> <p>d) describing the roles and powers of the executive branch and regulatory boards. (1a)</p>	<p>Ce 7a Vocabulary definitions</p> <p>Ce 7b Vocabulary definitions</p> <p><b>DOUBLE BUBBLE MAP</b></p>  <p>FOR COMPARING AND CONTRASTING - 7b Federalism (Venn Diagram)</p>

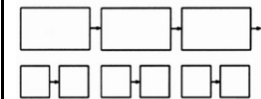
	<p>Tensions exist when federal mandates require state actions without adequate funding.</p> <p>The lawmaking process in the Virginia General Assembly.</p> <p>The primary issues in the legislative process at the state level.</p> <p>Ways the executive branch influences policymaking. The governor fills several roles.</p> <p>Cabinet secretaries and departments, agencies, commissions, and regulatory boards.</p>		
<p>CE 8 The student will apply social science skills to understand the American constitutional government at the local level (1 week)</p>	<p>The units of local government in Virginia are counties, towns, and cities.</p> <p>Virginia local governments exercise defined and limited powers.</p> <p>In every county and city, state courts resolve judicial disputes.</p> <p>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.</p> <p>Counties and cities assist in the local implementation of state laws and programs.</p> <p>Local government derives its</p>	<p>a) describing the structure and powers of the local government;(1c)</p> <p>b) explaining the relationship of local government to the state government; (1c)</p> <p>c) explaining and/or simulating the lawmaking process. (1j)</p>	<p>SOLPASS.org matching game</p> <p>Locality project</p> 

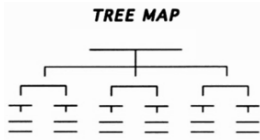
		<p>funding from its ability to raise revenue in addition to money that the state provides.</p> <p>An elected board of supervisors is responsible for passing laws (ordinances) in counties.</p>		
<p>Q 2</p>	<p>CE.5 The student will apply science skills to understand the political process at the local, state, and national levels of government (3 weeks)</p>	<p>Differences between parties.</p> <p>Third parties (ex. Green Party, Constitution Party, Libertarian Party, etc.).</p> <p>Strategies for evaluating campaign speeches, literature, and advertisements for accuracy.</p> <p>Mass media roles in elections.</p> <p>Rising campaign costs.</p> <p>Campaign finance reform.</p> <p>Legislation and constitutional amendments.</p> <p>Qualifications to register to vote in Virginia.</p> <p>How to register to vote in Virginia.</p> <p>Factors in predicting which citizens will vote.</p> <p>Reasons why citizens fail to vote.</p> <p>Electoral College Process. The Electoral College casts the official vote for president and vice president.</p>	<p>a) describing the functions of political parties; (1d)</p> <p>b) comparing and contrasting political parties;(1d)</p> <p>c) analyzing campaigns for elective office, with emphasis on the role of the media;(1a,b)</p> <p>d) evaluating and explaining the role of campaign contributions and costs;(1c,e)</p> <p>e) examining the history of and requirements for voter registration, and participating in simulated local, state, and/or national elections;</p> <p>f) describing the role of the Electoral College in the election of the president and vice president.(1e)</p>	<p>Create campaign posters for candidates and/or issues - 5ab</p> <p>Political Party Brochure -5ab Political Party Brochure rubric</p> <p>Propaganda Techniques lesson -5c</p> <p>Propaganda Techniques gallery walk -5c</p> <p>Honest Politician Video - 5cd</p> <p>iCivics -Win the White House - 5ef</p> <p>Electoral College interactive maps - 270towinit.com -5f</p> <p><b>DOUBLE BUBBLE MAP</b></p>  <p>FOR COMPARING AND CONTRASTING -5b (Venn Diagram)</p> <p>Mock Election/Debate</p>

<p>CE.2 The student will apply social science skills to understand the foundations of American constitutional government (3 weeks)</p>	<p>Fundamental political principles.</p> <p>Influence of earlier documents on the Constitution of the United States of America.</p> <p>Purposes of United States government.</p> <p>The Preamble to the Constitution of the United States of America.</p> <p>Constitution of the United States (amending).</p> <p>Constitution of Virginia (amending).</p>	<p>a) explaining the fundamental principles of consent of the governed, limited government, rule of law, democracy, and representative government;</p> <p>b) examining and evaluating the impact of the Magna Carta, charters of the Virginia Company of London, the Virginia Declaration of Rights, the Declaration of Independence, the Articles of Confederation, and the Virginia Statute for Religious Freedom on the Constitution of Virginia and the Constitution of the United States, including the Bill of Rights;(1a)</p> <p>c) describing the purposes for the Constitution of the United States as stated in its Preamble; and</p> <p>d) describing the procedures for amending the Constitution of Virginia and the Constitution of the United States.</p>	<p>icivics games - 2a</p> <p><b>BRACE MAP</b></p>  <p><small>FOR ANALYZING WHOLE OBJECTS AND PARTS</small></p> <p>Brace map of the Constitution</p> <p>Anatomy of the Constitution -icivics - preamble, articles, amendment process</p> <p>Just Right Govt -Articles of Confederation -2b -lesson</p> <p>Just Right Govt -Articles of Confederation -2b -sheets(ppt)</p> <p>icivics - You got Rights - 2b</p> <p><b>TREE MAP</b></p>  <p><small>FOR CLASSIFYING AND GROUPING</small></p> <p>Tree map of the Founding documents- 2b</p> <p>View excerpts from primary sources--2b</p> <p>Illustrate the principles of the earlier documents--2b</p> <p>Preamble in 52 parts -2c</p>
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			<p>Schoolhouse Rock Preamble song - 2c</p> <p>Preamble Cartoon - 2c</p> <p>Preamble in pictures - 2c</p> <p>SOLPASS.org - matching game/millionaire game</p>
<p>CE.3 The student will apply social science skills to understand citizenship and the rights, duties, and responsibilities of citizens (3 weeks)</p>	<p>Means of obtaining citizenship.</p> <p>How to become a citizen through naturalization.</p> <p>First Amendment freedoms. Fifth Amendment.</p> <p>Fourteenth Amendment.</p> <p>Duties of citizens.</p> <p>Responsibilities of citizens.</p> <p>Ways for citizens to participate in community service.</p>	<p>a) describing the processes by which an individual becomes a citizen of the United States;</p> <p>b) describing the First Amendment freedoms of religion, speech, press, assembly, and petition, and the rights guaranteed by due process and equal protection of the laws;</p> <p>c) describing the duties of citizenship, including obeying the laws, paying taxes, defending the nation, and serving in court;</p> <p>d) examining the responsibilities of citizenship, including registering and voting, communicating with government officials, participating in political campaigns, keeping informed about current issues, and respecting differing opinions in a diverse society; and</p>	<p>Dave Matthew Naturalization Day Speech - 3a</p> <p>Naturalization Test questions -3a</p> <p>Amendment Song to 12 Days of Christmas</p> <p><b>BRACE MAP</b></p>  <p><small>FOR ANALYZING WHOLE OBJECTS AND PARTS</small> Steps in Naturalization process -3a</p> <p><b>CIRCLE MAP</b></p>  <p><small>FOR DEFINING IN CONTEXT</small> 1st Amendment freedoms - 3b</p> <p><b>TREE MAP</b></p>  <p><small>FOR CLASSIFYING AND GROUPING</small> Duties of Citizens- 3c</p>



			<p>e) evaluating how civic and social duties address community needs and serve the public good.(1i)</p>	
<p>Q 3</p>	<p>CE.9 The student will apply science skills to understand the judicial systems established by the Constitution of Virginia and the Constitution of the United States (5 weeks)</p>	<p>Terms to Know: jurisdiction, original jurisdiction, appellate jurisdiction, felony, and misdemeanor.</p> <p>The United States has a court system whose organization and jurisdiction are derived from the Constitution of the United States and federal laws.</p> <p>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.</p> <p>Judicial Review.</p> <p>Marbury v. Madison.</p> <p>The Constitution of the United States of America is the supreme law of the land.</p> <p>Criminal case (definition).</p> <p>Procedure for criminal cases.</p> <p>Civil case (definition).</p> <p>Procedure for civil cases.</p> <p>Due process of law definition and</p>	<p>a) describing the organization of the United States judicial system as consisting of state and federal courts with original and appellate jurisdiction;</p> <p>b) describing the exercise of judicial review;</p> <p>c) comparing and contrasting civil and criminal cases; (1j)</p> <p>d) explaining how due process protections seek to ensure justice.</p>	<p>SpongeBob civil trial video - 10c</p> <p>You, the Jury-trial video - 10c</p> <p><b>FLOW MAP</b></p>  <p>FOR SEQUENCING AND ORDERING - 9c</p> <p>Show the 1957 movie “Twelve Angry Men” - use the questions in civics resource folder- 9c</p> <p>Students Perform scripted trials: Stolen computer Scripted trial</p> <p>Texting while driving scripted trial</p>

	<p>protections.</p> <p>The Supreme Court has extended the guarantees of the Bill of Rights, based upon the due process clause.</p>		
<p>CE.10 The student will apply social science skills to understand how public policy is made at the local, state, and national levels of government (1 week)</p>	<p>Ways the media play an important role in setting the public agenda.</p> <p>Strategies for evaluating media. Lobbying (definition).</p> <p>Individuals and interest groups influence public policy.</p> <p>International issues and events require policy decisions by local government officials.</p>	<p>a) examining the impact of the media on public opinion and public policy;(1g)</p> <p>b) describing how individuals and interest groups influence public policy; (1g)</p> <p>c) describing the impact of international issues and events on local decision making.</p>	<p>Historical Thinking Matters - Sinking of the Maine - 10a</p> <p>Honest Politician Video -10b</p> <p>Propaganda Techniques lesson - 10ab</p> <p>Propaganda Techniques gallery walk -10ab</p> <p>Role of Media Project -10a</p>
<p>CE.11 The student will apply social science skills to understand how economic decisions are made in the marketplace (3 weeks)</p>	<p>Terms to know: scarcity, resources, choice, opportunity cost, production, consumption.</p> <p>The problem of scarcity faces all individuals and organizations, including businesses and governments.</p> <p>The three basic questions of economics.</p> <p>Traditional economy.</p> <p>Free market economy.</p> <p>Command economy.</p> <p>Mixed economy.</p>	<p>a) explaining that because of scarcity, consumers, producers, and governments must make choices, understanding that everyone’s choice has an opportunity cost; (1h,f)</p> <p>b) comparing and contrasting how traditional, free market, command, and mixed economies decide how to allocate their limited resources.(1h,f)</p>	<p>Greed is Good - Wall St. movie clip - 11b</p> <p>12f - Global products page</p>  <p>-11b</p>

CE.12 The student will apply social science skills to understand the United States economy (4 weeks)

Characteristics of the United States economy.

The United States economy has characteristics of a free market economy; but because it has some aspects of command and traditional economies it is characterized as a mixed economy.

Government intervenes in a market economy when the perceived benefits of a government policy outweigh the anticipated costs.

Terms to know: price, demand, supply, and equilibrium price.  
Basic types of business ownership.

Entrepreneur.

Entrepreneurs increase competition by bringing new goods and services to market or delivering products in innovative ways. They often foster technological progress and economic growth.

Economic flow (circular flow).

Private financial institutions.

Global economy (definition).

Reasons that states and nations trade.

Impact of technological innovations.

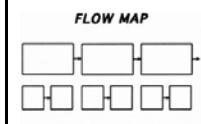
- a) describing the characteristics of the United States economy, including limited government, private property, profit, markets, consumer sovereignty, and competition;(1c,h,f)
- b) describing how in a market economy supply and demand determine prices;
- c) describing the types of business organizations and the role of entrepreneurship;
- d) explaining the circular flow that shows how consumers (households), businesses (producers), and markets interact;
- e) explaining how financial institutions channel funds from savers to borrowers
- f) analyzing the relationship of Virginia and the United States to the global economy, with emphasis on the impact of technological innovations.



**BUBBLE MAP**  
FOR DESCRIBING USING ADJECTIVES -12a

Fear the boom and bust-Rap anthem-12b

Fear the boom and bust II-12b



**FLOW MAP**  
FOR SEQUENCING AND ORDERING Circular Flow 12d

CE.13 The student will apply social science skills to

Ways the government promotes marketplace competition.

- a) examining competition in the marketplace;

13e- Warning labels page

<p>understand the role of government in the United States economy (5 weeks)</p>	<p>Government agencies that regulate and promote competition in the marketplace.</p> <p>Characteristics of most goods and services provided by government.</p> <p>Ways governments pay for public goods and services.</p> <p>Most economic decisions in the United States are made in the marketplace, but government also has a role in the economy.</p> <p>In the United States, governments collect several different types of revenue or taxes from individuals and businesses.</p> <p>Income tax.</p> <p>Sales tax.</p> <p>Property tax.</p> <p>Federal government revenue pays for specific services.</p> <p>State and local government revenue pays for specific services.</p> <p>As the central bank of the United States, the Federal Reserve System.</p> <p>A property right is a legal claim of ownership.</p> <p>Government agencies establish regulations that protect public</p>	<p>b) explaining how and why government provides certain goods and services;</p> <p>c) describing how local, state, and federal governments allocate their budgets and collect taxes to pay for goods and services they provide</p> <p>d) explaining the structure and main function of the Federal Reserve System and how it acts as the nation's central bank;</p> <p>e) describing how governments regulate to protect consumers, labor, the environment, competition in the marketplace, and property rights;</p> <p>f) explaining the role of government currency and analyzing the purpose of a money economy. (1b,f)</p>	<p>13bc - Monty Python video - What have the Romans done for us?</p> <p>Banks &amp; Credit sheets(ppt) -13d</p> <p>Banks &amp; Credit Lesson -13d</p> <p>Taxation sheets(ppt) - 13c</p> <p>Taxation lesson - 13c</p>
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		<p>health and safety, and promote competition.</p> <p>Some government agencies that protect.</p> <p>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.</p> <p>Money acts as a store of value, making it easier to save and invest.</p> <p>Three types of money generally used in the United States.</p>		
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