

Virginia Standards- U.S. Government	Dream of a Nation Chapter(s)											
	1. A People Centered and Accountable Government	2. Citizen Stewardship	3. Creating a Stable and Equitable Economy	4. A New Media That Informs and Empowers	5. Aiming for the Best in Education	6. Re-Powering America	7. Improving Health and Avoiding Alarming Trends	8. Ending Poverty and Building Common Wealth	9. Re-Imaging Business	10. Strengthening Communities	11. Waging Peace	12. A Nation That Shines
<p>GOVT.1 The student will demonstrate mastery of the social studies skills responsible citizenship requires, including the ability to</p> <ul style="list-style-type: none"> a) analyze primary and secondary source documents; b) create and interpret maps, diagrams, tables, charts, graphs, and spreadsheets; c) analyze political cartoons, political advertisements, pictures, and other graphic media; d) distinguish between relevant and irrelevant information; e) evaluate information for accuracy, separating fact from opinion; f) identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model 	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
<p>GOVT.3 The student will demonstrate knowledge of the concepts of democracy by</p> <ul style="list-style-type: none"> a) recognizing the fundamental worth and dignity of the individual; b) recognizing the equality of all citizens under the law; c) recognizing majority rule and minority rights; d) recognizing the necessity of compromise; e) recognizing the freedom of the individual. 	❖	❖	❖		❖			❖		❖	❖	
<p>GOVT.6 The student will demonstrate knowledge of local, state, and national elections by</p> <ul style="list-style-type: none"> a) describing the organization, role, and constituencies of political parties; 	❖	❖	❖	❖	❖	❖	❖	❖		❖	❖	

<ul style="list-style-type: none"> b) describing the nomination and election process; c) examining campaign funding and spending; d) analyzing the influence of media coverage, campaign advertising, public opinion polls, and Internet-based communications on elections; h) evaluating the degree to which interest groups influence political life; 												
GOVT.7 The student will demonstrate knowledge of the organization and powers of the national government by c) examining the ways individuals and groups exert influence on the national government.	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
GOVT.8 The student will demonstrate knowledge of the organization and powers of the state and local governments described in the Constitution of Virginia by d) examining the ways individuals and groups exert influence on state and local governments; e) evaluating the effectiveness of citizen efforts to influence decisions of state and local governments by examining historical or contemporary events.	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
GOVT.9 The student will demonstrate knowledge of the process by which public policy is made by a) examining different perspectives on the role of government; b) describing how the national government influences the public agenda and shapes public policy; c) describing how the state and local governments influence the public agenda and shape public policy; d) describing the process by which policy is implemented by the bureaucracy at each level; e) analyzing how individuals, interest groups, and the media influence public policy; f) formulating and practicing a course of action to address local and/or state issues.	❖	❖	❖	❖	❖	❖	❖	❖		❖	❖	❖

GOVT.10	The student will demonstrate knowledge of the operation of the federal judiciary by e) evaluating how the judiciary influences public policy by delineating the power of government and safeguarding the rights of the individual.									❖		
GOVT.11	The student will demonstrate knowledge of civil liberties and civil rights by d) exploring the balance between individual liberties and the public interest; e) explaining every citizen's right to be treated equally under the law.	❖							❖	❖	❖	
GOVT.12	The student will demonstrate knowledge of the role of the United States in a changing world by a) describing the responsibilities of the national government for foreign policy and national security; b) assessing the role played by national interest in shaping foreign policy and promoting world peace; d) examining recent foreign policy and international trade initiatives since 1980.	❖									❖	
GOVT.14	The student will demonstrate knowledge of economic systems by a) identifying the basic economic questions encountered by all economic systems; b) comparing the characteristics of traditional, free market, command, and mixed economies, as described by Adam Smith and Karl Marx; c) evaluating the impact of the government's role in the economy on individual economic freedoms; d) explaining the relationship between economic freedom and political freedom; e) examining productivity and the standard of living as measured by key economic indicators.	❖		❖					❖	❖	❖	
GOVT.15	The student will demonstrate knowledge of the United States market economy by a) assessing the importance of entrepreneurship, the profit motive, and economic independence to the promotion of economic growth; b) comparing types of business organizations;			❖						❖		

<p>GOVT.16 The student will demonstrate knowledge of the role of government in the Virginia and United States economies by</p> <ul style="list-style-type: none"> a) analyzing the impact of fiscal and monetary policies on the economy; b) describing the creation of government-provided goods and services that are not readily produced by the market; c) examining environmental issues, property rights, contracts, consumer rights, labor-management relations, and competition in the marketplace; d) understanding the types and purposes of taxation. 	❖	❖	❖			❖		❖	❖	❖		
<p>GOVT.18 The student will understand that thoughtful and effective participation in civic life is characterized by</p> <ul style="list-style-type: none"> a) obeying the law and paying taxes; b) serving as a juror; c) participating in the political process; d) performing public service; e) keeping informed about current issues; f) respecting differing opinions in a diverse society; g) practicing personal and fiscal responsibility. 	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
<p>GOVT.19 The student will explain the meaning of citizenship in the United States and how it relates to American civic life by</p> <ul style="list-style-type: none"> a) explaining how citizenship confers full membership in the American constitutional system; b) recognizing that American citizenship is defined by shared political and civic beliefs and values; c) describing how Americans are citizens of their locality, state, and nation; d) recognizing that noncitizens can become citizens. 	❖									❖		