Civics and Economics
Content Review Notes for
Parents and Students

Grade 7
1st Nine Weeks, 2017-2018
Civics and Economics Content Review Notes:
Standards of Learning in Detail
Grade 7 Civics and Economics: First Nine Weeks
2017-2018

This resource is intended to be a guide for parents and students to improve content knowledge and understanding. The information below is detailed information about the Standards of Learning taught during the 1st grading period and comes from the Civics and Economics Standards of Learning Curriculum Framework issued by the Virginia Department of Education. The Curriculum Framework in its entirety can be found at the following website:


A section has also been developed to provide students with the opportunity to check their understanding of the content.

Principles of Government and Citizenship

CE.3a-e
The student will demonstrate knowledge of citizenship and the rights, duties, and responsibilities of citizens.

CE.3a
Describe the processes by which an individual becomes a citizen of the United States.

How does an individual become a citizen?

- A citizen is an individual with certain rights and duties under a government and who, by birth or by choice, owes allegiance to that government.

WAYS TO BECOME A UNITED STATES CITIZEN

- Birth
- Naturalization

- To become a naturalized citizen one must demonstrate knowledge of American History and principles and the ability to read, speak, and write words in ordinary usage in English language.

- 14th Amendment: defines citizenship as “All persons born or naturalized in the United States and subject to the jurisdiction thereof, are citizens of United States and the state wherein they reside.”

- Immigration and naturalization, particularly in the 20th century, have led to an increasingly diverse society.
CE.3c
Describe the duties of citizenship, including obeying the laws, paying taxes, defending the nation, and serving in court.

What civic duties are expected of citizens?
- For the government to be effective, citizens must fulfill their civic duties.

Obey Laws
Pay Taxes
Serve in the armed forces if called
Serve on a jury or as a witness in court

Citizens who choose not to fulfill these civics duties face legal consequences.
CE.3d
Examine the responsibilities of citizenship, including registering and voting, and communicating with government officials, participating in political campaigns, keeping informed about current issues, and respecting differing opinions in a diverse society.

What are the basic ways individuals demonstrate responsible citizenship?

- A basic responsibility of citizenship is to contribute to the common good.

Ways for Citizens to Participate in Community Service

- Volunteer to support democratic institutions (e.g. League of Women Voters)
- Express concern about the welfare of the community as a whole (Ex. environment, education, public health and safety, education)
- Help make the community good place to work and live (e.g. becoming involved with public service organizations, tutoring, volunteering in nursing homes).

CE.3e
Evaluate how civic and social duties address community needs and serve the public good.

In what ways do citizens participate in community service?

- A democratic society requires the active participation of its citizens.
CE.3a: Citizenship Scenarios
Directions: Read the following scenarios. Use standards CE.3acde to answer the following questions that follow.

Ten years ago, Miriam, who is 32 years old, visited the United States from Ecuador. She met and married Michael and has lived here ever since. She has never contacted the INS, Immigration and Naturalization Service, and does not have a green card, but she has a good job. Her two children, who were born in the U.S., get good grades in school, and no one in their family has ever been in trouble with the law. Maria has taken several adult education classes. She can read and write English and knows quite a bit about U.S. history.

1. Is Miriam a U.S. citizen? __________
2. Explain your answer. __________________________________________________
   __________________________________________________________
   __________________________________________________________
4. Explain your answer. __________________________________________________
   __________________________________________________________
   __________________________________________________________

Ciaou came to the United States from Japan with his parents when he was six years old. They immigrated to the U.S. to find a better life. After registering with the INS, they settled in Richmond, Virginia and worked hard to become successful. Ciaou is now 20 years old. He graduated from the local high school with honors and is attending the College of William and Mary. His parents are very proud of him because he works full time and has never been in trouble with the law.

1. What qualifications does Ciaou have that will allow him become a U.S. citizen?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
2. What will Ciaou have to do to become a U.S. citizen?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
CE.3cde: Duties, Responsibilities & Serving the Public Good

Directions: Read the following scenarios. Use standards CE.3cde to answer the following questions that follow.

Mr. Edwards is a U.S. citizen. As a young man, he was drafted into the army during the Vietnam War. He currently works for a large company and pays his taxes. He is a registered voter and hasn’t missed voting in an election in 25 years. Mr. Edwards serves as president of the middle school PTA. He has never broken the law and is a respected member of his community.

1. What civic duties does Mr. Edwards perform? _____________________________
   ______________________________________________________________________
   ______________________________________________________________________

2. What civic responsibilities does Mr. Edwards perform? ____________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________

Directions: Read the question below. Use standards CE.3cde to Circle or highlight the activities that will best help Cara reach her goal.

3. Cara wants to spend the summer serving her community.

   getting a job at the beach
   volunteering at a nursing home
   providing free tutoring to struggling students
   attending summer school
   participating in community clean ups
   going to summer camp
   delivering meals to the elderly
**CE.3cd: Duties and Responsibilities: Color Me Correctly**

Directions: Use standards CE.3cd to answer the questions below. You must correctly answer each question to color the eagle correctly.

<table>
<thead>
<tr>
<th>Duty</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. obey laws</td>
<td>red</td>
</tr>
<tr>
<td>2. register and vote</td>
<td>brown</td>
</tr>
<tr>
<td>3. hold elective office</td>
<td>orange</td>
</tr>
<tr>
<td>4. serve in the armed forces if called</td>
<td>blue</td>
</tr>
<tr>
<td>5. respect others’ rights to an equal voice in government</td>
<td>white</td>
</tr>
<tr>
<td>6. pay taxes</td>
<td>green</td>
</tr>
<tr>
<td>7. serve as a witness in court if called</td>
<td>light gray</td>
</tr>
<tr>
<td>8. keep informed about current issues</td>
<td>dark gray</td>
</tr>
<tr>
<td>9. hold elective office</td>
<td>red</td>
</tr>
</tbody>
</table>

**CE. 3e: Community Service - Odd One Out!**

Directions: Examine the pictures below. Which one does not show an example of citizens participating in community service?

A  
B  
C  
D
**Principles of Government and Citizenship**

**CE.2a-c**
The student will demonstrate knowledge of the foundations of American constitutional government.

**CE.2a**
Explain the fundamental principles of consent of the governed, limited government, rule of law, democracy, and representative government.

What are the fundamental political principles of that have shaped government in the United States?

- Fundamental political principles define and shape American constitutional government.

<table>
<thead>
<tr>
<th>Fundamental Principle</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consent of the Governed</td>
<td>People are the source of any and all governmental power.</td>
</tr>
<tr>
<td>Limited Government</td>
<td>Government is not all powerful and may do only those things people have given it the power to do.</td>
</tr>
<tr>
<td>Rule of Law</td>
<td>The government and those who govern are bound by the law.</td>
</tr>
<tr>
<td>Democracy</td>
<td>In a democratic system of government the people rule.</td>
</tr>
<tr>
<td>Representative Government</td>
<td>The people elect public officeholders to make laws and conduct government on the people’s behalf.</td>
</tr>
</tbody>
</table>
CE.2a: Political Principles Puzzle!
Directions: Use standard CE.2a to complete the puzzle.

**Across**

3. I’d like to sentence you to having your lips glued together for a day for spitting on the sidewalk, but I can’t.

5. We’ve got the POWER!

**Down**

1. Senators

2. That’s right Ms. Fitz. I’m here to do the job citizens elected me to do.

4. Senator Smythe is being arrested for driving under the influence.
CE.2b

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?

- American constitutional government is founded on concepts articulated in the earlier 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.

Charters of the Virginia Company of London
Rights of Englishmen guaranteed to the colonists

Virginia Declaration of Rights
Served as a model for the Bill of Rights of Constitution

Virginia Statute for Religious Freedom
Stated freedom of religious beliefs and opinions

Declaration of Independence
- Stated grievances against the King of Great Britain
- Declared colonies’ independence from Great Britain
- Affirmed “certain unalienable rights” (life, liberty, and the pursuit of happiness)
- Established the idea that all people are equal under the law

Articles of Confederation
- Established first form of national government
- Maintained that major powers resided with the individual states
- Weakness of central government led to the writing of the Constitution of the United States of America

Constitution of the United States of America
- Establishes the structure of the United States government
- Guarantees equality under the law with majority rule and the rights of the minority protected
- Affirms individual worth and dignity of all people
- Protects fundamental freedoms of religion, speech, press, assembly and petition

Katrina S. Cary, Supervisor of History and Social Sciences Instruction
Christina Klein and Joseph Rotzler, Civics and Economics Teachers
Suffolk Public Schools
CE.2b: Name That Document!
Directions: Use standard CE.2b to complete the graphic organizers.

1. Grievances:
   1. The king is ravaging our coasts
   2. Soldiers are harming our people
   3. We are not allowed to trade freely

   What a great idea; we’re all created equal!

   Unalienable rights are affirmed. They are:
   __________________
   __________________
   __________________

   We’re FREE!

2. 1st Government

   Central Government

   States

   I’ve got the power!

Katrina S. Cary, Supervisor of History and Social Sciences Instruction
Christina Klein and Joseph Rotzler, Civics and Economics Teachers
Suffolk Public Schools
**CE.2b: Who Am I?**

Directions: Use standard CE.2b to name the document described in each picture.

1. I replaced the Articles of Confederation.
   I guarantee that you will be treated equally.
   If you want to know how our government works, look to me.
   I protect your freedoms

2. I guaranteed colonists and their children the same rights they would have if they lived in England.

3. If you live in Virginia, I guarantee that you will have freedom of religion.

4. They copied from me when they wrote the Bill of Rights for the United States Constitution.
CE.2c
Identify the purposes for the Constitution of the United States of America as they are stated in the Preamble.

What are the purposes identified in the Preamble to the Constitution of the United States of America?

- The preamble of a constitution sets forth the goals and purposes to be served by the government.
- The Preamble to the Constitution of the United States of America expresses the reasons the constitution was written.

The Preamble to the Constitution of the United States of America begins, “We the people,” which establishes that the power of government comes from the people.

CE.3b
Describe the First Amendment freedoms of religion, speech, press, assembly, and petition, and the rights guaranteed by due process and equal protection of the laws.

What fundamental rights and liberties are guaranteed in the First and Fourteenth Amendments to the Constitution of the United States of America?

- The Constitution of the United States of America establishes and protects the citizen’s fundamental rights and liberties.
- Few rights, if any, are considered absolute.
CE.3b
Describe the First Amendment freedoms of religion, speech, press, assembly, and petition, and the rights guaranteed by due process and equal protection of the laws.

Government may not establish an official religion, nor endorse an official religion, or duly interfere with the free exercise of religion.

Individuals may peacefully gather.

The press has the right to gather and publish information, including that which criticizes the government.

Individuals have the right to make their views known to public officials.

Individuals are free to express their opinions and beliefs.

FOURTEENTH AMENDMENT

- Extends the due process protection to the actions of the states.
1ST NINE WEEKS MIDPOINT TEST

The district-wide Civics and Economics 1st Nine Weeks Midpoint Test will be administered approximately four to five weeks into the nine weeks marking period.

Tested Civics and Economics SOLs include CE.2a-c and CE.3abcde.
Structure of American Government

CE.6a-d
The student will demonstrate knowledge of the American constitutional government at the national level.

CE.6a
Describe the structure and powers of national government (Legislative Branch).

What is the structure of the national government as set out in the United States Constitution?
- The Constitution of the United States defines the structure and powers of the national government.
- Legislative, executive, and judicial powers of the national government are distributed among three distinct and independent branches of government.

What are the powers of the national government?
- The powers held by government are divided between the national government in Washington, D. C., and the governments of the 50 states.

<table>
<thead>
<tr>
<th>Bicameral Legislature</th>
<th>Confirms presidential appointments</th>
</tr>
</thead>
<tbody>
<tr>
<td>House of Representatives: 435 members (based upon population)</td>
<td>Raises revenue through taxes and other levies</td>
</tr>
<tr>
<td>Senate: 100 members (2 per state)</td>
<td>Regulates interstate and foreign trade</td>
</tr>
</tbody>
</table>

- Makes the laws of the nation
- Approves the annual budget
- Declares War
**Political and Governmental Processes**

**CE.6c**

Explain and simulate the lawmaking process.

**How does Congress make laws?**
- Officials who are elected to serve in the national legislatures make laws.

**Which branch of the national government has the power to pass laws?**
- National laws are made by Congress.

**Which branch of the national government has the power to pass laws?**
- All citizens can learn the importance of the individual’s participation in the policy making process though direct participation and simulations.

### Legislative Branch: makes the laws

**Bicameral: having two houses**
- **National Level:** United States Congress = Senate and the House of Representatives

**Legislative Powers**
- **Expressed powers:** specifically listed in the United States Constitution
- **Implied:** used to carry out expressed powers

### How A Bill Becomes A Law

**In National Legislatures**

- **Introducing A bill by Senator or Representative**
- **Working in committees**
- **Debating the bill on the floor of each house**
- **Voting on bill by both houses**
- **Sending the bill to the president to sign into law**
CE.6c (continued)

Explain and simulate the lawmaking process.

- Elected officials 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.
- Students should practice the legislative process through direct involvement or simulations.

Structure of American Government

CE.6a

Describe the structure and powers of the national government (Executive Branch).

What is the structure of the national government as set out in the United States Constitution?

- The Constitution of the United States defines the structure and powers of the national government.
- Legislative, executive, and judicial powers of the national government are distributed among three distinct and independent branches of government.

What are the powers of the national government?

- The powers held by government are divided between the national government in Washington, D. C., and the governments of the 50 states.

| Headed by the president of the United States, the chief executive office of the nation |
| Executes the law of the land |
| Prepares the annual budget for congressional action |
| Appoints cabinet officers, ambassadors, and federal judges |
| Administers the federal bureaucracy |
CE.6d
Describe the roles and powers of the executive branch.

What are the roles and powers of the executive branch at the state and national level?

➢ The executive branch plays a key role in the policy making process.

<table>
<thead>
<tr>
<th>National Executive Branch</th>
</tr>
</thead>
<tbody>
<tr>
<td>❖ Powers defined in the Constitution of the United States of America</td>
</tr>
<tr>
<td>❖ President.</td>
</tr>
<tr>
<td>❖ Vice President</td>
</tr>
<tr>
<td>❖ Cabinet Departments</td>
</tr>
<tr>
<td>❖ Executive Agencies</td>
</tr>
<tr>
<td>❖ Independent Agencies</td>
</tr>
</tbody>
</table>

➢ Cabinet departments, agencies, and regulatory groups interpret and help with carrying out the laws.

WAYS THE EXECUTIVE BRANCH INFLUENCES POLICY MAKING

Proposing legislation in an annual speech to Congress (i.e. State of the Union Address)

Appealing directly to the people

Approving on vetoing legislation

Appointing officials who carry out laws
CE.6d (continued)
Describe the roles and powers of the executive branch.

What are the roles and powers of the president?
➤ Presidential power is broad in both domestic and foreign affairs, but there are limits on what the president can and cannot do.

Presidential Roles

<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chief of State</td>
<td>Ceremonial head of the government</td>
</tr>
<tr>
<td>Chief Executive</td>
<td>Head of the executive branch of government</td>
</tr>
<tr>
<td>Chief Legislator</td>
<td>Proposer of the legislative agenda</td>
</tr>
<tr>
<td>Commander-In-Chief</td>
<td>Head of the nation’s armed forces</td>
</tr>
<tr>
<td>Chief of Party</td>
<td>Leader of the political party that controls the executive branch</td>
</tr>
<tr>
<td>Chief Citizen</td>
<td>Representative of all of the people</td>
</tr>
<tr>
<td>Chief Diplomat</td>
<td>Architect of American foreign policy</td>
</tr>
</tbody>
</table>

Presidential power has grown in the years since the Constitution was ratified.
CE.6d: The Power of the President

Directions: Presidential power has grown in the years since the Constitution was ratified. Use standard CE.6d to match the role with the picture and scenario?

A- Chief Legislator
B- Chief Citizen
C- Chief of State
D- Chief of the Party
E- Chief Executive
F- Commander-In-Chief
G- Chief Diplomat

_____1. The President takes part in lighting the national Christmas tree.

_____2. The President appoints cabinet officers to help him carry out the laws.

_____3. The President asks Congress to introduce legislation that will reform immigration policies.

_____4. The President orders top military leaders to send combat troops into Afghanistan.

_____5. The President tells leaders of the Democratic Party that he will endorse candidate Bill Jones in his quest to win one of the Senator seats in Minnesota.

_____6. The President begins his speech with these words, “My fellow Americans…”

Political and Governmental Processes

**CE.9a**
Examine the impact of the media on public opinion and public policy.

*What influence does the media have on public policy and policymakers?*
- The media informs policymakers and influences public policy.

**WAYS MEDIA PLAY AN IMPORTANT ROLE IN SETTING THE PUBLIC AGENDA**
- Government officials use the media to communicate to the public
- Focusing public attention on selected issues
- Offering a forum in which opposing viewpoints are communicated
- Holding government officials accountable to the public

**CE.9b**
Describe how individuals and interest groups influence public policy.

*How do individuals and interest groups influence policymakers?*
- Individuals and interest groups influence public policy.

**WAYS INDIVIDUALS INFLUENCE PUBLIC POLICY**
- Participating in politics (voting, campaigning)
- Expressing opinions (lobbying*, demonstrating, writing letters)
- Joining interest groups

- *Lobbying: seeking to influence legislators to introduce or vote for or against a bill*

**WAYS INTEREST GROUPS INFLUENCE PUBLIC POLICY**
- Identifying issues
- Making political contributions
- Lobbying government officials
CE.9ab: The Power of the President
Directions: Using standards CE.9ab, identify how each group influences public policy by drawing a line from the term(s) to the picture.
Structure of American Government

CE.6a-d
The student will demonstrate knowledge of the American constitutional government at the national level.

CE.6a
Describe the structure and powers of the national government (Judicial Branch).

What is the structure of the national government as set out in the United States Constitution?
- The Constitution of the United States defines the structure and powers of the national government.
- Legislative, executive, and judicial powers of the national government are distributed among three distinct and independent branches of government.

What are the powers of the national government?
- The powers held by government are divided between the national government in Washington, D. C., and the governments of the 50 states.

Consists of the federal courts, including the Supreme Court, the highest court in the land.

The Supreme Court Exercise exercises the power of judicial review.

The federal courts try cases involving federal laws and questions involving interpretation of the Constitution of the United States.
CE.6a: Branching Out!
Directions: Use standard CE.6a to answer the questions below.

Branch: _______________________
Branch: _______________________
Branch: _______________________

Headed by: _______________________
Headed by: _______________________
Headed by: _______________________

Directions: Powers of the branches of government are listed below. Each picture above is aligned with the boxes below. Based on your answers for the activity above, place the number of the power in the correct box. Each box should total 15.

1. Appoints cabinet officers
2. Interpret laws
3. Approves annual budget
4. Make laws for the nation
5. Prepares annual budget
6. Hear cases involving Constitutional questions
7. Can declare laws unconstitutional
8. Confirms Presidential appointments
9. Executes laws

What do they do??

1. ________________________
   ________________________
   ________________________
   ________________________
   ________________________Total

2. ________________________
   ________________________
   ________________________
   ________________________
   ________________________Total

3. ________________________
   ________________________
   ________________________
   ________________________
   ________________________Total
The student will demonstrate knowledge of the judicial system established by the Virginia Constitution and the Constitution of the United States of America.

Describe the organization of the United States judicial system as consisting of state and federal courts with original and appellate jurisdiction.

How are federal courts organized, and what jurisdiction does each exercise?

- The judicial function is exercised in a dual court system, which consists of state courts and federal courts.

United States Court System

The United States has a separate court system whose organization and jurisdiction are derived from the Constitution of the United States of America and federal laws.

<table>
<thead>
<tr>
<th>U. S. Supreme Court</th>
<th>(justices/no jury)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appellate and Limited Original Jurisdiction</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>U. S. Court of Appeals</th>
<th>(judges/no jury)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appellate Jurisdiction</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>U. S. District Court</th>
<th>(judge with or without jury)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Original Jurisdiction</td>
<td></td>
</tr>
</tbody>
</table>

Describe the exercise of judicial review.

What is judicial review?

- The power of judicial review is an important check on the legislative and executive branches of government.

Judicial Review

- Judicial review: declaring a law or act unconstitutional.
- The supreme courts of the United States and Virginia determine the constitutionality of laws and acts of the executive branch of government.
- Marbury vs. Madison established the principal of judicial review at the national level.
- The Constitution of the United States of America is the supreme law of the land.
- State laws must conform to the Virginia and United States constitutions.
CE.6a-d
The student will demonstrate knowledge of the American constitutional government.

CE.6b
Explain the principle of separation of powers and the operation of checks and balances.

*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 government?*

- The powers of the national government are separated among the branches of the government in ways that limit any one branch from abusing its power.

**SEPARATION OF POWERS:** The Constitution of the United States in Articles I, II, and III define the powers of the legislative, executive, and judicial branch of the national government.

**CHECKS AND BALANCES:** Each of the three branches of the national government limits the exercise of power by the other two branches.

### LEGISLATIVE POWERS

#### LEGISLATIVE BRANCH CHECKS EXECUTIVE BRANCH

- **CONGRESS**
  - √ Overrides vetoes
  - √ Impeaches and convicts a president

#### LEGISLATIVE BRANCH CHECKS JUDICIAL BRANCH

- **CONGRESS**
  - √ Confirms or refuse to confirm federal judges/justices
  - √ Impeaches and convicts federal judges/justices

Supreme Court
CE.6b (continued)

Explain the principle of separation of powers and the operation of checks and balances.

EXECUTIVE POWERS

EXECUTIVE BRANCH CHECKS LEGISLATIVE BRANCH

- Proposes legislation
- Prepares an annual budget for Congress to approve
- Calls special session of Congress
- Vetoes legislation Congress has passed

EXECUTIVE BRANCH CHECKS JUDICIAL BRANCH

- Appoints federal judges/justices
CE.6b (continued)
Explain the principle of separation of powers and the operation of checks and balances.

JUDICIAL POWERS

JUDICIAL BRANCH CHECKS LEGISLATIVE BRANCH

- Declares acts of Congress to be unconstitutional

JUDICIAL BRANCH CHECKS EXECUTIVE BRANCH

- Declares executive actions to be unconstitutional
CE.6b: Who Checks Whom?
Directions: Use standard CE.6b to name the branch that “checks” the other.

KEY
L=Legislative   E=Executive   J=Judicial

Example: The President calls a special session of Congress.
___E___checks___L___

1. Congress refuses to ratify a treaty made by the President.
2. Congress refuses to appropriate money for the President to spend on military projects.
3. The Supreme Court declares a President’s actions unconstitutional.
4. Congress impeaches a judge.
5. The President vetoes a bill.
6. Congress tries a President on impeachment charges and removes him from office.
7. The Supreme Court rules that a law is unconstitutional.
8. Congress overrides the President’s veto.
9. The President appoints a federal judge.
10. Congress denies approval of a Presidential appointment.

Place answers here.
1._____CHECKS_____
2._____CHECKS_____
3._____CHECKS_____
4._____CHECKS_____
5._____CHECKS_____
6._____CHECKS_____
7._____CHECKS_____
8._____CHECKS_____
9._____CHECKS_____
10._____CHECKS_____
How can the Constitution of Virginia and the Constitution of the United States of America be amended?

- The Constitution of Virginia and the United States of America can be amended through a processes outlined in the constitution.
- The amendment process is complex; to date, only 27 amendments have been added to the Constitution of the United States.

Process for amending the Constitution of the United States of America

1. Proposal: action by Congress or convention
2. Ratification: by the states

Process for amending the Constitution of Virginia

3. Proposal: action by General assembly or convention
4. Ratification: by the voters of Virginia
Political and Governmental Processes

**CE.5a-g**
The student will demonstrate knowledge of the political process at the local, state, and national levels of government.

**CE.5a**
Describe the functions of political parties.

*What roles do political parties play in the American political process?*

- Political parties play a key role in government and provide opportunities for citizens to participate in the political process.

---

**FUNCTIONS OF POLITICAL PARTIES**

- Recruiting and nominating candidates
- Educating the electorate about campaign issues
- Helping candidates win elections
- Monitoring actions of officeholders

---

**CE.5a: Do You Know the Function?**

**Directions:** Use standard CE.5a to match the scenario with the correct function.

| Functions of Political Parties | A – Educating the electorate about campaign issues | B – Helping candidates win elections | C – Recruiting and nominating candidates | D – Monitoring actions of officeholders |

**Scenario 1.** The Republican Party is seeking a candidate that will be competitive against the Democrats in the upcoming presidential election. They have selected candidate Tom Smith through a series of primary elections and announce the selection at a convention.

**Scenario 2.** The Democratic Party runs a series of political advertisements that communicate to voters their plans to solve economic problems facing the United States. They include information about how their policies toward global trade will help benefit American workers.

**Scenario 3.** The Green Party holds numerous fundraisers to pay for political advertising. They also send out party members to go door to door distributing campaign literature that promotes their political beliefs.

**Scenario 4.** The Constitution Party announces plans to enter a candidate in the upcoming election. They appear on a weekly television news show to discuss how they have observed the current governor conducting himself in a way that they perceive to be acting in an unconstitutional manner.
CE.5b
Compare the similarities and differences of political parties.

**How are the two major political parties similar, and how do they differ?**
- A two-party system characterizes the America political process.

**How do third parties differ from the two major third parties?**
- Although third parties rarely win elections, they play an important role in public politics.

<table>
<thead>
<tr>
<th>SIMILARITIES BETWEEN PARTIES</th>
<th>DIFFERENCES BETWEEN PARTIES</th>
<th>THIRD PARTIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Organize to win elections</td>
<td>• Stated in party’s platform and reflected in campaigning</td>
<td>• Introduce new idea or press for a particular issue</td>
</tr>
<tr>
<td>• Influence public policies</td>
<td></td>
<td>• Often revolve around a political personality (ex. Theodore Roosevelt)</td>
</tr>
<tr>
<td>• Reflect both liberal and conservative views</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Define themselves in a way that wins majority support by appealing to the political center</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CE.5c
Analyze campaigns for elective office, with emphasis on the role of the media.

*How do citizens make informed choices in elections?*
- Voters evaluate information presented in political campaigns to make reasoned choices among candidates.

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**STRATEGIES FOR EVALUATION**

- Separating fact from opinion
- Detecting bias
- Evaluating sources
- Identifying Propaganda

---

*How does the media play a role in the political process?*
- The media plays an important role in the political process.

---

**Mass Media Roles in Elections**

- Identifying candidates
- Emphasizing selected issues
- Writing Editorials, creating political cartoons, publishing op-ed pieces
- Broadcasting different points of view
CE.5c: Election Evaluation
Directions: Use standard CE.5c to examine the flyers and answer the questions that follow.

Democrat Mary Wentworth for State Representative

- Lifetime resident of Virginia
- With university degrees in law and commerce, Mary will be a strong and capable voice for the people of Virginia

Paid for by WFC-Women for Change

Vote Rupert Muldoon for House of Delegates

- Retired Captain from the U.S Navy
- Married to Sarah Muldoon for 25 years.
- He supports policies that will create much needed jobs.

Paid for by the Republican Party of Virginia

1. Name one fact found in each advertisement. __________________________________________

2. Name one opinion found in each advertisement. __________________________________________

3. What is the source of Mary Wentworth’s flyer? __________________________________________

4. What is the source of Rupert Muldoon’s flyer? __________________________________________

The Media

1. What role of the media is depicted in the picture above? ________________________________

2. What role of the media is depicted in the picture above? ________________________________

Katrina S. Cary, Supervisor of History and Social Sciences Instruction
Christina Klein and Joseph Rotzler, Civics and Economics Teachers
Suffolk Public Schools
CE.5d
Examine the role of campaign contributions and costs.

How has the high cost of getting elected changed campaigning for public office?

- Running for public office is expensive.

**RISING CAMPAIGN COSTS**

- Require candidates to conduct extensive fundraising activities
- Limit opportunities to run for public office
- Give an advantage to wealthy individuals who run for office
- Encourage the development of political action committees (PACs)
- Give issue-oriented special interest groups increased influence

**CAMPAIGN FINANCE REFORM**

Rising campaign costs have led to efforts to reform campaign finance laws.

Limits have been placed on the amount individuals may contribute to political candidates and campaigns.
CE.5e
Describe voter registration and participation.

What are the qualifications for voter registration in Virginia?

- Voter registration is required before a citizen may vote.

QUALIFICATIONS TO REGISTER TO VOTE IN VIRGINIA

- Citizen of the United States
- Resident of Virginia and precinct
- 18 Years of age by day of general election

HOW TO REGISTER IN VIRGINIA

- In person at the registrar’s office, at the Department of Motor Vehicles, or other designated sites (school, etc.)
- By mail-in application
- Registering Online

Only citizens who register can participate in primary and general elections. Registration is closed 22 days before elections.

What factors influence voter turnout and registration?

- The number of citizens who register and vote is related to how important elections issues are to citizens.

FACTORS IN PREDICTING WHICH CITIZENS WILL VOTE

- Education
- Age
- Income

WHY CITIZENS FAIL TO VOTE

- Lack of interest (apathy)
- Failure to register

*The percentage of voters who participate in presidential elections is usually greater than the percentage of voters who participate in state and local elections.*
CE.5e: Voting 101
Directions: Use standard CE.5e to fill in the blanks in the passage below.

Jimmy knows that voting is an important (1) duty / responsibility of citizenship. Jimmy has met the qualifications to vote in Virginia because he is at least (2)_________ years old, a resident of (3)______________________, and a citizen of (4)__________________________.

When talking to his friend Zack about how to register to vote in Virginia, Jimmy told Zack that he registered in person at the (5)___________________________ office. Other ways to register are at the Division of Motor Vehicles, online, and by mail.

How many days before the election did Jimmy register? (6)____________

Jimmy could not explain why citizens fail to vote. Can you help Jimmy?

Citizens fail to vote because-
(7)____________________
(8)____________________

Toward the end of their conversation, Jimmy was telling Zack that there are certain factors that predict likely voters. Can you list the factors Jimmy was talking about based on the clues provided?

(9)____________________
(10)____________________
(11)____________________

Finally, the percentage of voters who participate in (12)____________________________ elections is usually greater than the percentage of voters who participate in state and local elections.
CE.5f
Describe the role of the Electoral College in the election of the President and Vice President.

How does the Electoral College select the President and Vice President of the United States?

- The Electoral College process is used to select the President and Vice President of the United States.

Electoral College Process

- A slate of electors for each state is chosen by popular vote.
- The electors meet to vote for president and vice president.
- The number of electors for each state is based on the state’s congressional (House of Representatives and Senate combined) representation.

Example: Virginia has 2 senators in the Senate and 11 representatives in the House. Virginia’s combined total of congressional representation is 13. Therefore, Virginia has 13 electors.

- Most states have a winner-take-all system.
- The winner-take-all system leads to the targeting of large states for campaigning, although candidates must pay attention to small states whose electoral votes may make the difference in tight elections.
- The requirement for a majority vote to win in the Electoral College favors a two party system.
**CE.5q**
Participate in a simulated local, state and/or national elections.

*How can students under 18 participate in the democratic process?*

- All citizens can learn the importance of the individual participation in the political process either through direct involvement in campaigns or through simulations.

**Student participation in the democratic process can include:**

- Participating in campaigns
- Participation in classroom and online simulations.
End of 1st Nine Weeks

A teacher-made Civics and Economics 1st Nine Weeks Test **MAY** be administered at this time.

Tested Civics and Economics SOLs may include CE.2d, CE.5a-g, CE.6a-d, CE.9ab, and CE.10ab.

Previously tested SOLs may be included from the district-made 1st Nine Weeks Midpoint Test. Previously tested Civics and Economics SOLs include: CE2abc and CE.3acde.
STAR (Students Teaching Activities Resources)

Suffolk Public Schools STAR webpage contains resources that assist students in enhancing their comprehension of the Virginia Standards of Learning. Resources include but are not limited to activities, games, powerpoints, webquests, websites that address Standards of Learning objectives in each content area in grades K-12.

http://www.spsk12.net/departments/STAR/socialscience/ss_ce7.htm
The following pages contain vocabulary sorts that can be used to review relevant Civics and Economics terms for this grading period. Cut out the sort and practice matching the vocabulary word with the matching definition.

Quizlet is a free online website that provides students extra opportunities to practice and review vocabulary words. Links to Suffolk Public Schools Civics and Economics Quizlet files are located on the Suffolk Public Schools STAR (Students Teaching Activities Resources) webpage.

http://www.spsk12.net/departments/STAR/socialscience/ss_ce7.htm
<p>| CE.3a | fourteenth amendment | defines a United States citizen as anyone born or naturalized in the United States |
|       | citizen | person owing loyalty to and entitled by birth or naturalization to the protection of a state or nation |
|       | naturalization | the legal process of obtaining citizenship |
|       | diverse society | a society made up of many different races, religions, and cultures. |
| CE.3c | duties | things we must do, or face legal consequences |
| CE.3d | responsibilities | things that we should do voluntarily to make our community safe and successful |</p>
<table>
<thead>
<tr>
<th>CE.3d</th>
<th>voluntary</th>
<th>somebody's own choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>CE.3d</td>
<td>register</td>
<td>to make a record of something, or have something officially recorded</td>
</tr>
<tr>
<td>CE.3e</td>
<td>community service</td>
<td>donating your time and services to your community without payment</td>
</tr>
<tr>
<td>CE.3e</td>
<td>welfare</td>
<td>somebody's state or condition with respect to whether he or she is healthy, safe, happy, or prospering</td>
</tr>
<tr>
<td>CE.3e</td>
<td>democratic Institutions</td>
<td>characterized by free and equal participation in government or in the decision-making processes of an organization or group</td>
</tr>
<tr>
<td>CE.3e</td>
<td>community</td>
<td>a group of people who live in the same area, or the area in which they live</td>
</tr>
<tr>
<td>CE.2a</td>
<td><strong>rule of law</strong></td>
<td>the government and those who govern are bound by the law</td>
</tr>
<tr>
<td>CE.2a</td>
<td><strong>consent of the governed</strong></td>
<td>people are the source of any and all governmental power</td>
</tr>
<tr>
<td>CE.2a</td>
<td><strong>limited government</strong></td>
<td>the government is not all powerful and can only do those things that the people have allowed it to do</td>
</tr>
<tr>
<td>CE.2a</td>
<td><strong>representative government</strong></td>
<td>people elect officeholders to make laws and conduct government on their behalf</td>
</tr>
<tr>
<td>CE.2a</td>
<td><strong>Democracy</strong></td>
<td>a system of government based on the principle of majority decision-making</td>
</tr>
<tr>
<td>CE.2a</td>
<td><strong>Fundamental</strong></td>
<td>basic</td>
</tr>
<tr>
<td>CE.2b</td>
<td>Charters of the Virginia Company of London</td>
<td>stated that the rights of the English men were guaranteed to colonists</td>
</tr>
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<td>------------------------------------------</td>
<td>---------------------------------------------------------------------</td>
</tr>
<tr>
<td>CE.2b</td>
<td>Virginia Declaration of Rights</td>
<td>served as a model for the Bill of Rights of the Constitution of the United States of America</td>
</tr>
</tbody>
</table>
| CE.2b | Declaration of Independence              | • Stated grievances against the king of Great Britain  
• Declared the colonies' independence from Great Britain  
• Affirmed “certain unalienable rights” (life, liberty, and the pursuit of happiness)  
• Established the ideas that all people are equal under the law |
| CE.2b | Articles of Confederation                | • Established the first form of national government for the independent states  
• Maintained that major powers resided with individual states  
• Weakness of central government (no power to tax and enforce laws) led to the writing of the U.S. Constitution |
| CE.2b | Virginia Statute for Religious Freedom   | established freedom of religious beliefs and opinions |
| CE.2b | Constitution of the United States of America | • Establishes the structure of the United States government  
• Guarantees equality under the law with majority rule and the rights of the minority protected  
• Affirms individual worth and dignity of all people  
• Protects the fundamental freedoms of religion, speech, press, assembly, and petition |
<table>
<thead>
<tr>
<th>CE.2b</th>
<th>unalienable rights</th>
<th>rights that cannot be taken away</th>
</tr>
</thead>
<tbody>
<tr>
<td>CE.2b</td>
<td>Grievances</td>
<td>complaints</td>
</tr>
<tr>
<td>CE.2c</td>
<td>domestic tranquility</td>
<td>to maintain peace and order, keeping citizens and their property safe from harm</td>
</tr>
<tr>
<td>CE.2c</td>
<td>Preamble</td>
<td>the opening section of the Constitution that expresses the reasons it was written</td>
</tr>
<tr>
<td>CE.2c</td>
<td>Liberties</td>
<td>the freedom to think or act without being constrained by necessity or force</td>
</tr>
<tr>
<td>CE.3b</td>
<td>rights</td>
<td>the things we are entitled to by law</td>
</tr>
<tr>
<td>CE.3b</td>
<td>due process</td>
<td>a set of procedures established by law and guaranteed by the constitution to protect legal rights</td>
</tr>
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<td>------------</td>
<td>------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>CE.3b</td>
<td>petition</td>
<td>a formal request to lawmakers for government action</td>
</tr>
<tr>
<td>CE.3b</td>
<td>absolute</td>
<td>Fully allowed</td>
</tr>
<tr>
<td>CE.3b</td>
<td>unduly interfere</td>
<td>excessively hinder</td>
</tr>
<tr>
<td>CE.6a</td>
<td>National Legislative</td>
<td>Bicameral</td>
</tr>
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<tr>
<td>CE.6a</td>
<td>National Legislative</td>
<td>legislative</td>
</tr>
<tr>
<td>CE.6a</td>
<td>National Legislative</td>
<td>Congress</td>
</tr>
<tr>
<td>CE.6a</td>
<td>National Legislative</td>
<td>House of Representatives</td>
</tr>
<tr>
<td>CE.6a</td>
<td>National Legislative</td>
<td>Senate</td>
</tr>
<tr>
<td>CE.6a</td>
<td>National Legislative</td>
<td>confirm</td>
</tr>
<tr>
<td>CE.6a</td>
<td>National Legislative revenue</td>
<td>the income of a government from all sources, used to pay for a nation's expenses</td>
</tr>
<tr>
<td>CE.6a (2008) CE.6a</td>
<td>National Legislative levies</td>
<td>to use government authority to impose or collect a tax</td>
</tr>
<tr>
<td>CE.6a</td>
<td>National Legislative interstate trade</td>
<td>the activity of buying and selling, or sometimes bartering, goods occurring between, connecting, or involving two or more states</td>
</tr>
<tr>
<td>CE.6a</td>
<td>National Legislative foreign trade</td>
<td>the activity of buying and selling, or sometimes bartering, goods occurring between, connecting, dealing with or involved with another country</td>
</tr>
<tr>
<td>CE.6c</td>
<td>National Legislative expressed powers</td>
<td>specifically listed</td>
</tr>
<tr>
<td>CE.6c</td>
<td>National Legislative implied powers</td>
<td>used to carry out expressed powers</td>
</tr>
<tr>
<td>CE.6c</td>
<td>Legislative</td>
<td>Virginia General Assembly</td>
</tr>
<tr>
<td>-------</td>
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<tr>
<td>CE.6a</td>
<td>National Executive</td>
<td>ambassador</td>
</tr>
<tr>
<td>CE.6a</td>
<td>National Executive</td>
<td>administer</td>
</tr>
<tr>
<td>CE.6a (2008) CE. 6a</td>
<td>National Executive</td>
<td>bureaucracy</td>
</tr>
<tr>
<td>CE.6a</td>
<td>National Executive</td>
<td>cabinet officers</td>
</tr>
<tr>
<td>CE.6d</td>
<td>National Executive</td>
<td>veto</td>
</tr>
<tr>
<td>CE.6d</td>
<td>National Executive</td>
<td>groups which organize and control an activity or process by making it subject to rules or laws</td>
</tr>
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<td>-------------------------------------------------------------------------------------------------</td>
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<td></td>
<td>regulatory groups</td>
<td></td>
</tr>
<tr>
<td>CE.6d</td>
<td>National Executive</td>
<td>architect</td>
</tr>
<tr>
<td></td>
<td></td>
<td>creative designer</td>
</tr>
<tr>
<td>CE.6d</td>
<td>National Executive</td>
<td>Foreign policy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>dealing with or involved with a country or countries other than your own</td>
</tr>
<tr>
<td>CE.6d</td>
<td>National Executive</td>
<td>ratified</td>
</tr>
<tr>
<td></td>
<td></td>
<td>formal approval</td>
</tr>
<tr>
<td>CE.6d</td>
<td>National Executive</td>
<td>domestic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>home affairs-not foreign</td>
</tr>
<tr>
<td>CE.6d</td>
<td>National Executive</td>
<td>Policy making</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a program of actions adopted by a person, group, or government, or the set of principles on which they are based</td>
</tr>
<tr>
<td>CE.6d</td>
<td>National Executive</td>
<td>ceremonial head</td>
</tr>
<tr>
<td>-------</td>
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</tr>
<tr>
<td>CE.9a</td>
<td>Public agenda</td>
<td></td>
</tr>
<tr>
<td></td>
<td>forum</td>
<td></td>
</tr>
<tr>
<td>CE.9a</td>
<td>accountable</td>
<td></td>
</tr>
<tr>
<td>CE.9b</td>
<td>lobbying</td>
<td></td>
</tr>
<tr>
<td>CE.9b</td>
<td>interest group</td>
<td></td>
</tr>
<tr>
<td>CE. 6a</td>
<td>National Judicial</td>
<td>Judicial review</td>
</tr>
<tr>
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</tr>
<tr>
<td>CE.10a</td>
<td>Federal Courts</td>
<td>Appeal</td>
</tr>
<tr>
<td>CE. 10a</td>
<td>Federal Courts</td>
<td>Appellate Jurisdiction</td>
</tr>
<tr>
<td>CE. 10a</td>
<td>Federal Courts</td>
<td>Original Jurisdiction</td>
</tr>
<tr>
<td>CE.10b</td>
<td>Marbury vs Madison</td>
<td></td>
</tr>
<tr>
<td>CE.10b</td>
<td></td>
<td>Judicial Review</td>
</tr>
<tr>
<td>CE.10b</td>
<td>conform</td>
<td>to comply with requirements</td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>CE.6b</td>
<td>separation of powers</td>
<td>the split of authority among the legislative, executive, and judicial branches of government</td>
</tr>
<tr>
<td>CE.6b</td>
<td>checks and balances</td>
<td>a system in which each branch of government is able to check, or restrain, the powers of the others</td>
</tr>
<tr>
<td>CE.6b</td>
<td>impeach</td>
<td>to charge a serving government official with serious misconduct while in office</td>
</tr>
<tr>
<td>CE.6b</td>
<td>veto</td>
<td>the power of one branch of government to reject the legislation of another</td>
</tr>
<tr>
<td>CE.6b</td>
<td>override</td>
<td>to cancel or change an action or decision taken by somebody else</td>
</tr>
<tr>
<td>CE. 6b</td>
<td>unconstitutional</td>
<td>not allowed by or against the principles set down in a constitution</td>
</tr>
<tr>
<td>CE.2d</td>
<td>amendment</td>
<td>an addition or alteration to a motion, bill, or constitution</td>
</tr>
<tr>
<td>CE.2d</td>
<td>ratification</td>
<td>to give formal approval to something</td>
</tr>
<tr>
<td>CE.5a</td>
<td>political party</td>
<td>An association of voters with broad common interests who want to influence or control decision making in government by electing the party’s candidates to public office</td>
</tr>
<tr>
<td>CE.5a</td>
<td>recruit</td>
<td>To enroll somebody as a worker or member, or to take on people as workers or members</td>
</tr>
<tr>
<td>CE.5a</td>
<td>monitoring</td>
<td>Informing of duty; looking after something or someone</td>
</tr>
<tr>
<td>CE.5a</td>
<td>nominate</td>
<td>To select somebody for appointment or election to a public office</td>
</tr>
<tr>
<td>CE.5a</td>
<td>electorate</td>
<td>All the officially qualified voters within a given country or area or for a given election</td>
</tr>
<tr>
<td>CE.5a</td>
<td>candidate</td>
<td>Person who runs for election to a political office or an official position</td>
</tr>
<tr>
<td>CE.5b</td>
<td>political reforms that extend democracy, distribute wealth more evenly, and protect the personal freedom of the individual.</td>
<td></td>
</tr>
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<td></td>
</tr>
<tr>
<td>liberal</td>
<td>In favor of preserving the status quo and traditional values and customs, and against abrupt change</td>
<td></td>
</tr>
<tr>
<td>conservative</td>
<td>A series of statements expressing the party’s principles, beliefs and positions on election issues</td>
<td></td>
</tr>
<tr>
<td>platform</td>
<td>A party that challenges the two major parties</td>
<td></td>
</tr>
<tr>
<td>third parties</td>
<td>The power that somebody has to affect other people’s thinking or actions</td>
<td></td>
</tr>
<tr>
<td>organize</td>
<td>to arrange to create a structure</td>
<td></td>
</tr>
<tr>
<td>CE.5c</td>
<td></td>
<td>the various means of mass communication thought of as a whole, including television, radio, magazines, and newspapers, together with the people involved in their production</td>
</tr>
<tr>
<td>------------</td>
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<td>----------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>CE.5c</td>
<td>bias</td>
<td>an unfair preference for or dislike of something</td>
</tr>
<tr>
<td>CE.5c</td>
<td>propaganda</td>
<td>certain ideas that may involve misleading messages designed to manipulate people</td>
</tr>
<tr>
<td>CE.5c</td>
<td>evaluate</td>
<td>to consider or examine something in order to judge its value, quality, importance, extent, or condition</td>
</tr>
<tr>
<td>CE.5c</td>
<td>editorial</td>
<td>an article in a newspaper or magazine that expresses the opinion of its editor or publisher</td>
</tr>
<tr>
<td>CE.5c</td>
<td>political cartoons</td>
<td>a cartoon relating to politics, especially party politics.</td>
</tr>
<tr>
<td>CE.5c</td>
<td>op-ed pieces</td>
<td>opinionated editorials</td>
</tr>
<tr>
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<td>------------------------</td>
</tr>
<tr>
<td>CE.5c</td>
<td>advertisements</td>
<td>a public announcement in a newspaper or on the radio, television, or Internet promoting something such as a product for sale or an event</td>
</tr>
<tr>
<td>CE.5d</td>
<td>finance</td>
<td>the business or art of managing the monetary resources of an organization, country, or individual</td>
</tr>
<tr>
<td>CE.5d</td>
<td>Political Action Committee (PAC)</td>
<td>a political organization established by a corporation, labor union, or other special-interest group designed to support candidates by contributing money</td>
</tr>
<tr>
<td>CE.5d</td>
<td>campaign</td>
<td>a series of events, including rallies and speeches, that are intended to persuade voters to vote for a particular politician or party</td>
</tr>
<tr>
<td>CE.5d</td>
<td>oriented</td>
<td>openly supporting or favoring a particular point of view or set of beliefs</td>
</tr>
<tr>
<td>CE.5e</td>
<td></td>
<td></td>
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<tr>
<td>-----------------------</td>
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</tr>
<tr>
<td>designated</td>
<td>chosen for a particular position, while not yet actually in office</td>
<td></td>
</tr>
<tr>
<td>registration</td>
<td>an act of keeping an official record; enrollment</td>
<td></td>
</tr>
<tr>
<td>registrar</td>
<td>someone who is responsible for keeping official records</td>
<td></td>
</tr>
<tr>
<td>qualifications</td>
<td>a condition or requirement that must be met by somebody who is to be eligible for a position or privilege</td>
<td></td>
</tr>
<tr>
<td>precinct</td>
<td>a geographic area that contains a specific number of voters</td>
<td></td>
</tr>
<tr>
<td>elections</td>
<td>an organized event at which somebody is chosen for something, especially a public office, by vote</td>
<td></td>
</tr>
<tr>
<td>CE.5e</td>
<td><strong>general elections</strong></td>
<td>an election in which the citizens of a country or state vote to elect representatives of most or all constituencies to a legislative body</td>
</tr>
<tr>
<td>CE.5e</td>
<td><strong>primary elections</strong></td>
<td>the process by which a candidate is placed on a ballot for an election</td>
</tr>
<tr>
<td>CE.5f</td>
<td><strong>electoral college</strong></td>
<td>a group of people equal to the congressional representation of each state that select the president and vice president of the U.S.</td>
</tr>
<tr>
<td>CE.5f</td>
<td><strong>popular vote</strong></td>
<td>the actual number of voters that voted for a presidential candidate</td>
</tr>
<tr>
<td>CE.5f</td>
<td><strong>two-party system</strong></td>
<td>a system of government in which two parties compete for power</td>
</tr>
<tr>
<td>CE.5f</td>
<td><strong>slate</strong></td>
<td>a list of the candidates in an election</td>
</tr>
<tr>
<td>CE.5f</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td>---------------------</td>
<td></td>
</tr>
<tr>
<td>elector</td>
<td>a person appointed to vote in presidential elections for the major candidates</td>
<td></td>
</tr>
<tr>
<td>winner-take-all</td>
<td>a system in which the candidate who wins the popular vote in a state usually receives all of the states electoral votes</td>
<td></td>
</tr>
<tr>
<td>congressional representation</td>
<td>the fact or right of being represented by somebody, especially of having a member in a legislature with power to vote or speak for an electorate</td>
<td></td>
</tr>
<tr>
<td>simulation</td>
<td>the reproduction of the essential features</td>
<td></td>
</tr>
</tbody>
</table>
“TRY IT” ANSWER KEYS

Page 5 - CE.3a: Citizenship Scenarios Answers

Scenario 1
1. no
2. Miriam was not born in the US and has not gone through the naturalization process
3. Yes
4. Both children were born in the United States

Scenario 2
1. He has registered with INS, is a good student, and never been in trouble with the law.
2. Ciaou will have to demonstrate his ability to read, write, and speak the English language and an understanding of American history and principles.

Page 6 - CE.3cde: Duties, Responsibilities and Serving the Public Good

Duties, Responsibilities & Serving the Public Good Answers
1. Serve in the armed forces if called, pay taxes, obey the law
2. Register and vote, serve in voluntary or appointed positions, appointed position
3. Volunteering at a nursing home
   Providing free tutoring to struggling students
   Participating in community clean-ups
   Delivering meals to the elderly

Page 7 - CE.3cd: Duties and Responsibilities: Color Me Correctly

<table>
<thead>
<tr>
<th>Duty</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>obey laws</td>
<td>red</td>
</tr>
<tr>
<td>register and vote</td>
<td>yellow</td>
</tr>
<tr>
<td>hold elective office</td>
<td>purple</td>
</tr>
<tr>
<td>serve in the armed forces if called</td>
<td>blue</td>
</tr>
<tr>
<td>respect others’ rights to an equal voice in government</td>
<td>red</td>
</tr>
<tr>
<td>pay taxes</td>
<td>green</td>
</tr>
<tr>
<td>serve as a witness in court if called</td>
<td>light gray</td>
</tr>
<tr>
<td>keep informed about current issues</td>
<td>dark brown</td>
</tr>
<tr>
<td>hold elective office</td>
<td>red</td>
</tr>
</tbody>
</table>
Page 7 - CE.3e: Community Service – Odd One Out!
Answer: C

Page 9 - CE.2a: Political Principals Puzzle
Across
3. limited government
5. democracy

Down
1. consent of the governed
2. representative government
4. rule of law

Page 11 - CE.2b: Name That Document!
2. Articles of Confederation

Page 12 - CE.2b: Who Am I?
1. United States Constitution
2. Charters of the Virginia Company of London
4. Virginia Declaration of Rights

Page 21 - CE.6d: The Power of the President!
1. C
2. E
3. A
4. F
5. D
6. B
7. G
### Individuals
- Write letters
- Voting
- Join interest groups

### Media
- Forum for opposing viewpoints
- Hold government accountable
- Focus attention issues

### Interest Groups
- Identify issues
- Make political contributions

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#### CE.9ab Alternate Key

**Individuals**
- Write letters
- Voting
- Join interest groups

**Media**
- Forum for opposing viewpoints
- Hold government accountable
- Focus attention issues

**Interest Groups**
- Identify issues
- Make political contributions

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**Page 25 - CE.6a: Branching Out!**

<table>
<thead>
<tr>
<th>1. Legislative Branch</th>
<th>2. Executive Branch</th>
<th>3. Judicial Branch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Congress</td>
<td>President</td>
<td>Supreme Court</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>7</td>
</tr>
</tbody>
</table>

**Page 30 - CE.6b: Who Checks Whom?**

1. L CHECKS E  
6. L CHECKS E  
2. L CHECKS E  
7. J CHECKS L  
3. J CHECKS E  
8. L CHECKS E  
4. L CHECKS J  
9. E CHECKS J  
5. E CHECKS L  
10. L CHECKS E  

**Page 32 - CE.5a: Do You Know the Function?**

1. C  
2. A  
3. B  
4. D  

**Page 35 - CE.5c: Election Evaluation**

**Campaign Flyers Answers**

1. Mary – lifetime resident of Virginia, university degrees in law and commerce  
   Rupert - Retired Captain from the U.S Navy, married to Sarah Muldoon for 25 years  
2. Mary will be a strong and capable voice for the people of Virginia, ready to deliver positive change, prosperity begins here  
   Rupert - supports policies that will create much needed jobs, a man of the people, a firm commitment to open and honest government  
3. WFC - Women for Change  
4. Republican Party of Virginia  

**Media Answers**

1. Creating political cartoons  
2. Identifying candidates
Page 38 - CE.5e: Voting 101

1. Responsibility
2. 18
3. Virginia
4. United States
5. Registrar’s
6. 22
7. Lack of interest
8. Failure to register
9. Education
10. Age
11. Income
12. Presidential