

Civics & Economics CE.1

2023 Standards

Reformatted version created by SOLpass

www.solpass.org

CE.1a Fundamental Principles of American Government

The U.S. government is based on a set of **important ideas** that help **protect people's rights** and prevent any one person or group from having **too much power**:

Limited Government:

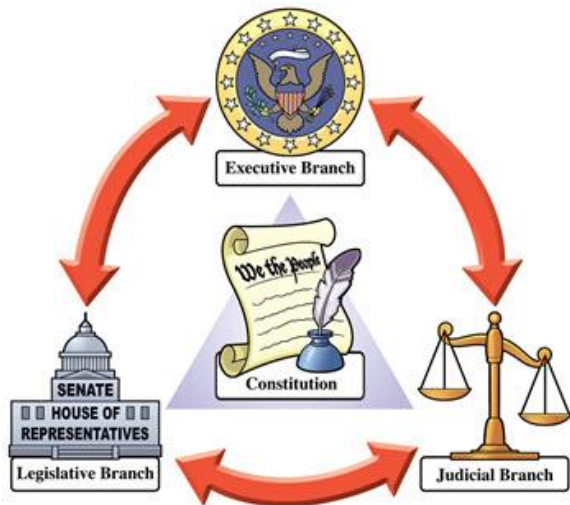
- Government power is **restricted** by laws and the Constitution.
- Leaders** must follow the **rules** just like everyone else.

Republicanism:

- The people **elect representatives** to make decisions and pass laws on their behalf.

Federalism:

- Power is **shared** between the **national** government and the **state** governments. Each has its own responsibilities.



CHECKS AND BALANCES

Each branch of government can limit the power of the other keeping any one branch from becoming too powerful

Checks and Balances:

- Each **branch** of government (legislative, executive, judicial) can **limit the power** of the others.
- This keeps any one branch from becoming **too powerful**.

Separation of Powers:

- Government power is **divided** among the **three branches**, with each branch having its own duties.

Printing and/or distribution of this document is authorized only for schools with **active SOLpass school subscriptions**.

Printing and/or distribution is **NOT authorized** for those with Family/home subscriptions of trial passwords.

Questions: contact maria@solpass.org

Popular Sovereignty:

- The power of government comes **from the people**.
- Citizens **vote** and have a **voice** in how they are governed.

CE.1b Historical Influences on the U.S. Constitution

Many earlier documents and traditions helped shape the **U.S. Constitution** and the **Constitution of Virginia**:

Magna Carta (1215):



King John signs the Magna Carta in the year 1215

- An English document that **limited the king's power** and introduced the idea that everyone—even **rulers**—must follow the law.

English Common Law:

- Traditional **English laws** based on court decisions and customs, which influenced American legal ideas like **trial by jury**.

Charters of the Virginia Company of London:

- Gave English settlers the right to **form a colony** in Virginia and guaranteed them the **same rights** as English citizens.

Declaration of Independence (1776) Written by **Thomas Jefferson**, it announced that the American colonies were **breaking away** from Britain and listed the reasons why.



DECLARATION OF INDEPENDENCE

Virginia Declaration of Rights (1776):

- Written by **George Mason**, this document declared rights like freedom of the **press** and **religion**—many of which were later included in the **U.S. Bill of Rights**.

Articles of Confederation:

- The first U.S. **government framework**.
- It gave too much **power to the states** and was replaced by the **Constitution** because it was too weak.

Virginia Statute for Religious Freedom (1786):

- Written by **Jefferson**, it said people should **be free to choose their religion**.
- This helped inspire the **First Amendment**.

CE.1c Creating and Ratifying the Constitution

The **U.S. Constitution** didn't happen overnight—it was the result of **debates** and **compromises**:

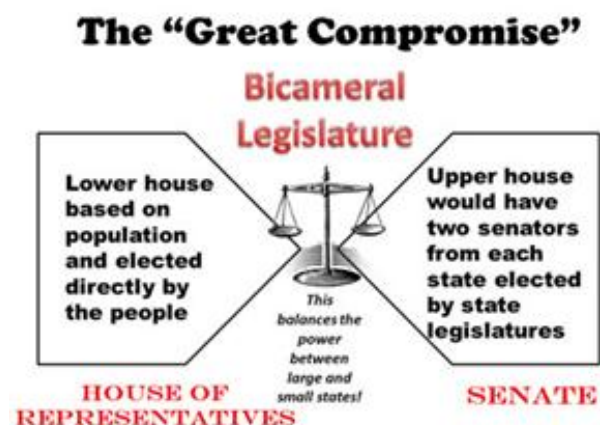
Debates:

- Delegates disagreed about how much power the **federal government** should have and how **states** should be represented.

Plans:

- The **Virginia Plan** favored **big states** by giving more votes to states with larger **populations**.
- The **New Jersey Plan** gave all states **equal power**, no matter their size.

Great Compromise:



- Combined the **two plans**—Congress would have **two houses**: one based on **population** (House of Representatives) and one with **equal representation** (Senate).

Three-Fifths Compromise:

- Decided how **enslaved** people would be counted for representation and taxes.

Federalists vs. Anti-Federalists:

- Federalists** supported the Constitution; **Anti-Federalists** worried it gave too much power to the **federal government**.
- The **Bill of Rights** was added to protect individual freedoms and convince Anti-Federalists to support it.

CE.1d The Preamble to the Constitution

The **Preamble** is the introduction to the Constitution explains the purpose of the government:

- "**We the People** of the United States, in Order to form a more perfect Union..."
- It goes on to list the goals of the Constitution, like ensuring **peace**, providing **defense**, promoting general **welfare**, and protecting **liberty**.

CE.1e Key Concepts of U.S. Government

Here are some ideas that guide how the government works and protects our rights:

- Due Process:** The government must follow **fair procedures** and before taking away a person's life, liberty, or property.
- Equal Justice Under the Law:** Everyone must be treated **fairly** in court, no matter who they are.
- Equal Protection:** The laws must apply **equally** to all people.
- Elections and Representative Government:** Citizens **vote** to choose leaders who **represent** their views.
- Right to Private Property:** People can own things, and the **government can't take their property** without good reason and fair payment.
- Rule of Law:** **Everyone**, including leaders, must follow the **law**.
- Supremacy Clause:** The U.S. Constitution is the **highest law** in the land. If state and national laws conflict, the **national law wins**.
- Separation of Powers:** Repeated here to emphasize how government power is **divided** among branches to **avoid abuse**.



CE.1f Amending the Constitution

Changing a constitution is a serious and thoughtful process:

- **U.S. Constitution:**
 - An **amendment** must be approved by **two-thirds** of **both houses** of Congress and then ratified by **three-fourths** of the **state legislatures**.
- **Virginia Constitution:**
 - An **amendment** must be passed by the **General Assembly** (Virginia's legislature) two times and then approved by Virginia **voters** in a general election.

Civics & Economics

CE.2 - American Constitutional Democracy: Structure and Powers of Government (new 2023 standards)

Reformatted version created by SOLpass

www.solpass.org

The U.S. Constitution tells us how our **national government** is set up, what each part of government can do, and how those parts work together (and sometimes keep each other in check). The Constitution is divided into **three main sections**—called **Articles**—that describe the **three branches of government**.

CE.2a The Three Branches of Government

a) describe the structure and powers of the government (the three branches of government)



The national government has **three** main parts, or **branches**:

- **Legislative Branch** – *Makes the laws*
- **Executive Branch** – *Carries out the laws*
- **Judicial Branch** – *Interprets the laws*

Each **branch** has different **responsibilities** and **powers**, and they must **work together** to run the country fairly and effectively.

Printing and/or **distribution** of this document is authorized only for schools with **active SOLpass school subscriptions**.

Printing and/or distribution is **NOT authorized** for those with Family/home subscriptions of trial passwords.

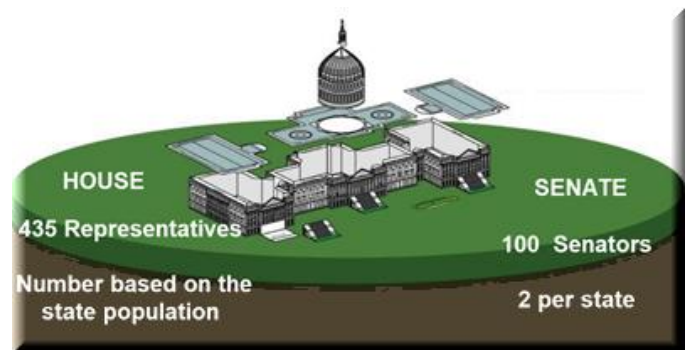
Questions: contact maria@solpass.org

CE.2b The Legislative Branch (Article I)

*b) explain the **legislative branch** and the lawmaking process as explained in **Article I** of the Constitution of the United States*

The **Legislative Branch** was established by **Article I** of the constitution.

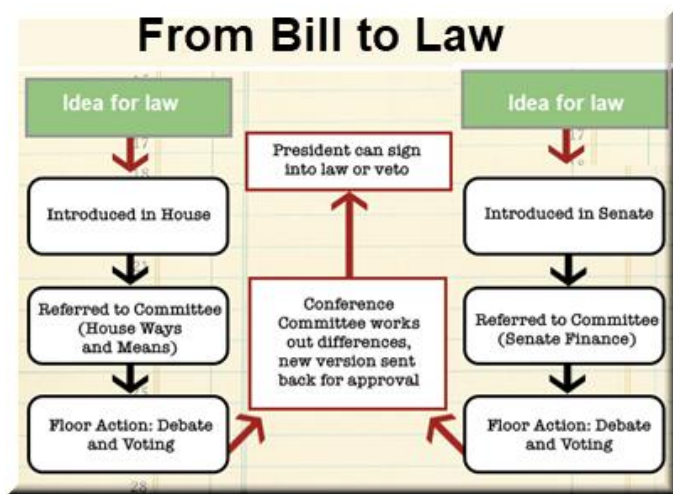
This branch is called **Congress**, and it consists of a **bicameral legislative** (it's made up of two parts):



- **The House of Representatives**
 - **435 members**, based on each **state's** population.
 - **Larger** states have **more** representatives.
- **The Senate:**
 - **100 members**, with **two senators** from each state.

Together, they make up a **bicameral legislature**—"bi" means two, and "camera" means chamber.

Congress is responsible for **writing and passing laws**.



How a Bill Becomes a Law:

- Someone comes up with an **idea** for a law.
- A member of Congress introduces it as a **bill**.
- The bill goes to **committees** to be studied and debated.
- It must **pass** both the House and the Senate.
- If both parts of Congress agree, the bill goes to the **President**, who can **sign** it into law or **veto** it.
- Congress can **override** a veto with a **two-thirds** vote.

Congress makes the laws at the **national level**.

The lawmaking process includes **collaboration** and **compromise**.

Other **duties of Congress**:

- To approve the annual **budget**
- To confirm **presidential appointments**
- To **raise revenue** through taxes and other levies
- To **regulate** interstate and foreign **trade**
- To **declare war**
-

Who Influences Laws?

- Citizens, interest groups, and lobbyists try to **influence** lawmakers.
- People write **letters**, organize **protests**, or talk to their representatives to support or oppose laws

CE.2c The Executive Branch (Article II)

c) explain the particular role and powers of the **executive branch** as explained in **Article II** of the Constitution of the United States

Article II of the constitution outlines the structure, function, and powers of the **executive branch** and specifically the **roles and authority of the president**.

The **Executive Branch** is led by the **President** of the United States, who serves as:



- **Head of State** – represents the U.S. around the world.
- **Commander-in-Chief** – leads the military.
- **Chief Executive** – enforces the laws passed by Congress.
- **Chief Diplomat** – works with leaders of other countries.
- **Chief Legislator** – proposes ideas for new laws and signs or vetoes bills.

The Vice President, Cabinet, and many federal agencies (like the FBI or the Department of Education) **help the President** carry out these responsibilities.

The executive branch plays a **key role in the lawmaking process**.

CE.2d The Judicial Branch (Article III)

d) explain the particular role and powers of the **judicial branch** as explained in **Article III** of the Constitution of the United States

Article III of the Constitution establishes the **judicial branch**. Article III requires that there be **one Supreme Court**, but leaves it up to **Congress** to decide what the **federal court system** will look like and how it will work.



- The **Supreme Court** is the highest court in the U.S.
- There are also **lower federal courts**, like appeals courts and district courts.

Congress decides how many judges serve and how the court system is organized, but the **Constitution** requires there be **one Supreme Court**.

The main job of the courts is to **settle disputes** and make sure that laws and actions are **constitutional**—this is called **judicial review**.

CE.2e Separation of Powers & Checks and Balances

e) explain the principle of **separation of powers** and the operation of **checks and balances**.

Articles I, II, and III of the Constitution define the powers of the **legislative, executive, and judicial branches** of the national government.

The Constitution **divides power** between the **three branches** so no one group gets **too powerful**. This is called **separation of powers**.



Each of the three branches also has the ability to **limit or “check” the power** of the other branches. This is called the system of **checks and balances**.

Concepts to Review:

Bill of Rights

- The **first 10 amendments** to the **Constitution**.
- Protect rights like **freedom of speech, religion, and the press**, as well as the right to **due process** (fair treatment under the law).



The **Constitution** establishes that **all powers not delegated to the federal government are reserved to the people or the states**.

Due Process

- The government must follow **fair legal procedures**.
- Protected by the **5th Amendment** (for the federal government) and the **14th Amendment** (for **state** governments).



Judicial Review

- Courts can declare a law or action **unconstitutional**.
- The **Supreme Court** is the **highest authority** but **lower federal courts** also have the **power to review laws**.
- This power was established by the famous Supreme Court case **Marbury v. Madison** (1803).

Checks and Balances: Examples

Branch	Checks On	How
Legislative	Executive	• Overriding presidential vetoes • Impeaching and convicting a president • Approving or not the budget • Approving or not presidential appointments
Legislative	Judicial	• Confirming or not federal judges/justices • Impeaching and convicting judges/justices
Executive	Legislative	• Proposing legislation • Preparing an annual budget • Calling special sessions of Legislative • Vetoing legislation
Executive	Judicial	• Appointing judges/justices • Granting pardons and reprieves
Judicial	Legislative	• Declaring acts of Legislative unconstitutional
Judicial	Executive	• Declaring executive actions unconstitutional

Civics & Economics CE.3 -

State Government in Virginia: Structure, Powers, and Federalism (new 2023 standards)

Reformatted version created by SOLpass

www.solpass.org

CE.3a Structure and Powers of Virginia's State Government

a) describe the **structure** and **powers** of the state government (the **three branches** of government)

Virginia's **state government** is based on the **Virginia Constitution**, which explains how the government is **organized** and what **powers** each branch has.

Virginia's government has **three separate branches**, just like the national government:



The **Legislative Branch**, called the **General Assembly**, makes the laws.

- The General Assembly is **bicameral**. It has two parts: the **House of Delegates** and the **Virginia Senate**.
- Members are elected by the **people of Virginia**.
- The **General Assembly** meets annually for a fixed number of days. It **creates laws**, approves the state **budget**, and respond to **issues** that affect Virginians.

Executive Branch – Enforces the laws

- Led by the **Governor**, who is elected by voters for a **four-year term**.
- Other important officials include the **Lieutenant Governor** and **Attorney General**.
- The Governor works with **executive agencies** and **regulatory boards** to carry out the laws and manage state programs like **transportation**, **public safety**, and **education**.

Printing and/or **distribution** of this document is authorized only for schools with **active SOLpass school subscriptions**.

Printing and/or distribution is **NOT authorized** for those with Family/home subscriptions of trial passwords.

Questions: contact maria@solpass.org

Judicial Branch – Interprets the laws

- Includes the **Supreme Court of Virginia**
- **Court of appeals**
- **Circuit courts**
- **District courts** (including small claims courts and juvenile and domestic relations courts.

These courts make sure state laws follow the **Virginia Constitution** and help settle **disputes**.

This system **separates powers** so that no single branch becomes too **powerful**.

CE.3b The State Lawmaking Process

b) explain the **state lawmaking process**



VA House of Delegates

Making laws in Virginia involves several steps—and it takes **teamwork and cooperation**.

Here's how it works:

- **Idea** – A legislator or citizen comes up with a **proposal** for a new law.
- **Introduction** – A legislator introduces the idea as a **bill**.
- **Committee Work** – A small group reviews and **debates** the bill.

- **Governor's Action** – The Governor can **sign** the bill into law or **veto** it.
- If **Vetoed** – The General Assembly can **override** the veto with enough votes.
- **Compromise.** is often needed to get enough support from both sides before a bill can become law.
- **Citizens and interest groups** (like environmental groups or business organizations) can speak up to **influence** laws and public policy. They might contact lawmakers, testify in committee, or organize campaigns.

The primary issues in the legislative process at the state level

- **Education:** To promote an informed and engaged citizenry (i.e., establish minimum standards for local schools)
- **Public health:** To promote and protect the health of its citizens
- **Environment:** To protect natural resources (i.e., improve water quality in the Chesapeake Bay)
- **State budget:** To approve a biennial (two year) budget proposed by the governor
- **Revenue:** To levy and collect taxes

CE.3c The Executive Branch and Regulatory Boards

*c) describe the roles and powers of the **executive branch** and regulatory boards as they affect states*

The **Governor** not only **enforces** laws but also helps shape public policy by **proposing laws**, preparing the **budget**, and working with the General Assembly.



- **Regulatory Boards** are groups within the **executive branch** that help **enforce rules** in specific areas like health, education, or transportation.
- These **boards** have the power to **create regulations**, issue **licenses**, and make decisions that **affect businesses and individuals**.

Ways the **executive branch** influences policymaking

- Proposes biennial **budget**
- **Proposes** legislation
- Approves **veto** or line-item veto bills

The **governor of Virginia** exercises the formal powers granted by the **Virginia Constitution**.

In carrying out both the formal and informal powers of the office, the governor fills **several roles**, including

- **chief of state:** ceremonial head of the state government
- **chief legislator:** proposer of the legislative agenda
- **chief executive:** head of the executive branch of state government
- **party chief:** leader of the political party that controls the executive branch
- **chief citizen:** representative of all Virginians

Cabinet secretaries and departments, **agencies, commissions, and regulatory boards**

- **administer laws** and enforce laws
- create **regulations** to monitor aspects of business and the economy
- provide **services**.

CE.3d Federalism and the Relationship Between State and National Government

*d) explain the relationship between state governments and the national government in the federal system, referencing **Federalist No.10** and **Federalist No.51***

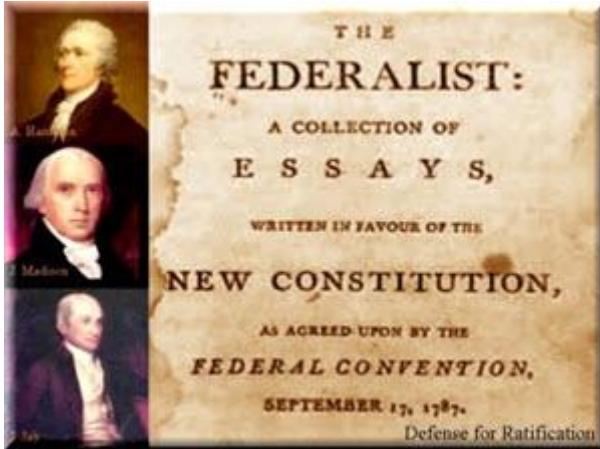
Virginia is part of the United States, so the state government **shares power** with the **national (federal) government**. This system is called **federalism**.

Here's how **federalism** works:

- The U.S. Constitution established a **federal form of government** in which the **national government is supreme**.
- The Constitution gives certain **powers** to the **national government**—like printing **money** conducting **foreign**

policy, making **treaties**, regulating commerce, providing for the common **defense**.

- Powers not given to the national government are **reserved for the states**. Examples: running **schools**, holding **elections**, promoting **health, safety and welfare**.
- Some powers are **shared (called concurrent powers)**—like collecting **taxes** or building **roads**.



The **Federalist Papers** are a collection of essays written by Alexander **Hamilton**, James **Madison**, and John Jay to help people understand the **principles behind the Constitution**, such as **separation of powers** and **federalism**.

- **Federalist No. 10** (written by James **Madison**) explained that a **strong central government** was needed to control the effects of **factions** (groups with special interests) and keep the country stable.
- **Federalist No. 51** talked about the importance of **separation of powers** and **checks and balances** so that no part of the government gets too strong.

Sometimes there's **conflict** between the **state and national governments**—especially if the federal government **requires states to do something without giving them money** to pay for it. This can cause **tension**.

CE.3e Separation of Powers and Checks and Balances at the State Level

*e) explain the principle of **separation of powers** and the operation of **checks and balances** at the state level*

Just like the U.S. government, Virginia **separates power** among the **three branches**:



- The **legislative** branch **makes laws**.
- The **executive** branch **carries them out**.
- The **judicial** branch **interprets** the laws.

Each branch can **check** the others so that no branch becomes too powerful. For example:

- The **Governor** can **veto** laws passed by the General Assembly.
- The **General Assembly** can **override** a veto.
- The **courts** can rule a law **unconstitutional** if it goes against the Virginia Constitution.

This system of **checks and balances** helps protect our freedoms by keeping government **power under control**.



Key Concepts to Know:

- Virginia has a **state constitution** that sets up its government.
- The government is divided into **three branches** to balance power.
- Laws are made by the **General Assembly** through a process of collaboration and compromise.
- **Citizens** and **interest groups** can have a voice in the lawmaking process.
- Virginia **shares power** with the national government, but also has its own powers.
- **Federalist Papers** support a system of federalism with checks and balances to protect democracy.

Civics & Economics CE.4 -

Local Government in Virginia (new 2023 standards)

Reformatted version created by SOLpass

www.solpass.org

CE.4a Structure and Powers of Local Government

*a) describe the structure and powers of the **local government** and explain the local lawmaking process;*

In Virginia, **local governments** get their power from the **state** government. They can only do what the **Virginia General Assembly** (the state legislature) gives them permission to do.

Virginia has **three** types of local government:



- **Counties** (like Fairfax or Albemarle)
- **Cities** (like Richmond or Virginia Beach);
- **Towns** (like Herndon or Leesburg)

Each **local government** has:

- **A legislative branch:** Usually a **board of supervisors** or **city/town council** that makes local laws (called **ordinances**)
- **An executive branch:** Usually a **mayor** or **county administrator** who enforces the laws and manages services like police, fire, and public works
- **A judicial branch:** Local **courts** (like district courts) that handle traffic tickets, small claims, and local disputes

Like the state and national governments, local governments have **separation of powers** and must **work together** to pass laws and run services.

How Local Laws Are Made

Making a **local law** (called an **ordinance**) usually goes like this:

Printing and/or distribution of this document is authorized only for schools with **active SOLpass school subscriptions**.

Printing and/or distribution is **NOT authorized** for those with Family/home subscriptions of trial passwords.

Questions: contact maria@solpass.org

- Someone — a council member, citizen, or interest group — has an **idea for a law**.
- The idea is discussed at **public meetings**.
- A **vote** is taken by the council or board.
- If it **passes**, it becomes an **ordinance** that must be followed in that locality.

This process takes **teamwork** and **compromise**, just like at the state and national levels.

CE.4b How Bigger Issues Affect Local Decisions

b) describe how state, national, and international issues and events impact local decision making

Local governments don't operate in a bubble. They are **affected** by **state, national, and international** events. **Examples:**

- A **state law** requiring all **local schools** to teach certain subjects will affect your local school board's curriculum.
- A national **economic crisis** could reduce **federal funding** for local programs like food assistance.
- An **international pandemic** like COVID-19 could **force local governments** to make health and safety rules, provide vaccines, and support local businesses.

Local leaders have to be **flexible** and make policies that respond to what's happening beyond their borders.

CE.4c Comparing Local, State, Federal, and Tribal Governments

*c) compare and contrast powers and responsibilities of **local, state, federal, and tribal governments** including, but not limited to citizen engagement, how each is financed, and how they work together and independently.*

All levels of government — **local, state, federal, and tribal** — have different responsibilities, but sometimes they **overlap**.



2018 - Seven Virginia tribes gather to celebrate federal recognition

TRIBAL GOVERNMENTS

Tribal governments are not part of local or state governments. They are **sovereign** political entities, meaning they have the right to **govern themselves**.

- In Virginia, **seven tribes** are federally **recognized**, including the **Pamunkey** and **Chickahominy**.
- Tribal governments **make laws** and decisions for their members on issues like education, health care, and land use.
- They work with federal, state, and sometimes local governments — but they have their **own authority**.

Here’s how the **four levels** of government **compare**:

	Main Responsibilities	How It’s Funded	Citizen Involvement
Local	Schools, police, trash, zoning, parks	Local taxes (property, sales), state aid	Town halls, school boards, voting
State	Roads, education, public safety, health	State income/sales taxes, federal aid	State elections, contacting reps
Federal	Military, foreign policy, immigration, money	Federal income taxes	Voting for president/Congress
Tribal	Varies by tribe: culture, health, justice	Federal funds, tribal enterprises	Tribal councils, community meetings



Key Concepts to Remember:

- Virginia’s local governments are **created by the state** and get their power from the **Virginia General Assembly**.
- Local governments have **legislative, executive, and judicial powers**.
- The **lawmaking process** includes public meetings, proposals, voting, and often compromise.
- **Local decisions** are shaped by events and laws at the state, national, and international levels.
- **Tribal governments** are sovereign and have unique responsibilities.
- All levels of government **share power** but also have distinct duties.

Civics & Economics CE.5 - Understanding the Judicial System (new 2023 standards)

Reformatted version created by SOLpass
www.solpass.org

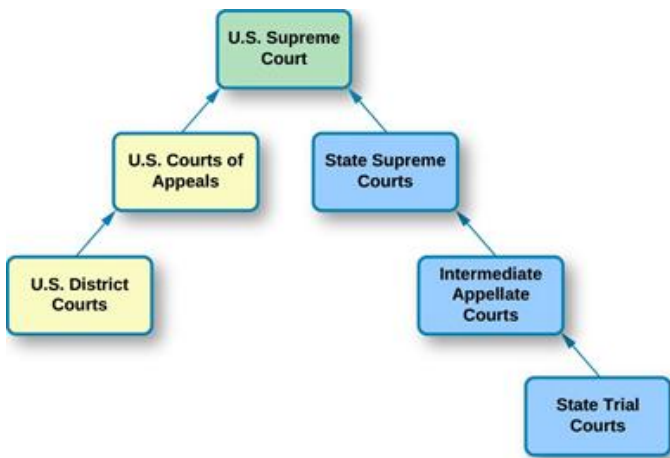
CE.5a the System of State and Federal Courts, Including Jurisdiction and Judicial Review

a) describe the system of state and federal courts including, but not limited to **jurisdiction** and **judicial review**

? What is the judicial branch?

The **judicial branch** is the part of government that **interprets laws**. That means it decides what laws mean and whether they **follow the Constitution**.

? What is the court system like in the United States?



We have a **dual court system**, which means there are **two levels** of courts.

- **State courts** handle cases that deal with **state laws** (like traffic laws, state crimes, or family matters).
- **Federal courts** handle cases involving **federal laws** (like immigration, disputes between states, or national laws).

Each type of court has its own **jurisdiction**—that means the **kinds of cases** it's allowed to hear. For example:

- If someone breaks a **federal law**, their case goes to **federal court**.

Printing and/or distribution of this document is authorized only for schools with **active SOLpass school subscriptions**.

Printing and/or distribution is **NOT authorized** for those with Family/home subscriptions of trial passwords.

Questions: contact maria@solpass.org

- If someone breaks a **state law**, their case goes to **state court**.

? What is judicial review?

Judicial review is the power of the **courts** to decide whether a **law or government action** goes **against the Constitution**. If it does, the courts can say that law is **unconstitutional** and **strike it down**.

CE.5b How Due-Process Protections Seek to Ensure Justice

b) describe how **due-process protections** seek to ensure justice

? What is due process?

Due process means the government has to treat people **fairly** and follow the **rules** when it carries out the law. This **protects people** from unfair treatment by the government.



5th Amendment - National Gov't
14th Amendment - State Gov't

Which amendments talk about due process?

- The **5th Amendment** says the **national** government must follow due process.
- The **14th Amendment** says **state** governments must also follow due process.

? Why is due process important?

It helps protect people's **rights and freedoms**.

- You can't be **punished** unless you've had a **fair trial**.
- The government **can't take your property** or **lock you up** without following the **proper legal steps**.

CE.5c Comparing Civil and Criminal Cases

c) compare and contrast **civil** and **criminal** cases



? What is a criminal case?

- A **criminal case** is when someone is accused of **breaking the law**.
- The government charges the person with a **crime**. Example: Someone is accused of stealing.
- If found **guilty**, they may go to **jail** or pay a **fine**.

? What is a civil case?

- A **civil case** is a legal **disagreement** between **two people** or groups.
- No one is being accused of a crime.
- Example: **One person sues another** because of a car accident or contract disagreement.

CE.5d The Supreme Court, the Judiciary and Marbury v. Madison

d) explain the effects of Supreme Court cases affecting the judiciary including but not limited to **Marbury v. Madison (1803)**

? What is the Supreme Court?

- The **Supreme Court** is the **highest court** in the United States. It has the **final say** on what laws mean and whether they follow the **Constitution**.

? Why is Marbury v. Madison important?

- In the case **Marbury v. Madison (1803)**, the **Supreme Court** decided that it had the power of **judicial review**.
- This means the Court can say whether **laws or actions** are **constitutional**.

? What does the power of Judicial Review mean today?

- It gives the **judicial** branch a **powerful role**.
- It helps keep the **legislative** and

executive branches in **check**, making sure no one **breaks the rules** of the Constitution.

If you would like to **learn more** about **Malbury v. Madison** and Judicial Review, click

on this [interactive tutorial](https://cpalms.org) by cpalms.org



The Supreme Court can decide whether laws are **CONSTITUTIONAL**.

Type of Case	Criminal	Civil
Who's involved?	Government vs. Person	Person vs. Person (or group)
Example	Theft, assault	Property damage, divorce, contracts
Possible outcome	Jail, fine, probation	Money awarded, change in behavior

Civics & Economics CE.6 -

Defining Citizenship in the United States (new 2023 standards)

Reformatted version created by SOLpass

www.solpass.org

CE.6a – How an Individual Becomes a U.S. Citizen

a) describe the processes by which an individual becomes a **citizen** of the United States

A citizen is an individual with **certain rights**, who by **birth** or **naturalization** shows **allegiance** to the government and fulfills certain duties.

Citizens have certain **rights** and **responsibilities**.

The **Fourteenth Amendment** to the U.S. Constitution says:

*“All persons **born or naturalized** in the United States, and subject to the jurisdiction thereof, are **citizens** of the United States and the state wherein they reside.”*

Two main ways to become a citizen:

- **By Birth**
 - **Born** in the U.S. or in U.S. territories (like Puerto Rico, Guam, U.S. Virgin Islands).
 - **Born to parents** who are U.S. citizens (even if born abroad, depending on legal rules).



2 ways to become a citizen:
By Birth
By Naturalization

- **By Naturalization**
 - Process for **immigrants** to become citizens.
 - Requirements often include:
 - **Living in the U.S.** for 3–5 years.

Printing and/or **distribution** of this document is authorized only for schools with **active SOLpass school subscriptions**.

Printing and/or distribution is **NOT authorized** for those with Family/home subscriptions of trial passwords.

Questions: contact maria@solpass.org

- Being at least **18** years old.
- Demonstrating good **moral** character.
- Passing English and **civics tests**.
- Taking the **Oath of Allegiance**.

CE.6b – Rights and Freedoms of Citizens

b) describe the rights and privileges guaranteed by the **First Amendment**, including freedoms of religion, speech, press, assembly, and petition, the rights guaranteed by **due process** and **equal protection** under the law (**Fifth, Sixth, and Fourteenth Amendments**), and protection from unreasonable government **search and seizure** (**Fourth Amendment**);

The **U.S. Constitution** protects freedoms and rights.

Disagreements about these rights are often resolved by the **courts**.



First Amendment Freedoms:

- **Religion** – Practice any religion or none.
- **Speech** – Express opinions without government interference (with limits for safety and honesty).
- **Press** – News organizations can publish freely.
- **Assembly** – Gather peacefully in groups.

- **Petition** – Ask the government to change laws or policies.

Other Key Constitutional Protections:

- **Due Process** – Fair legal procedures (Fifth, Sixth, Fourteenth Amendments).
- **Equal Protection** – Laws must treat people **fairly** (Fourteenth Amendment).
- **Protection from Unreasonable Search and Seizure** – Police and government usually need a **warrant** to search (Fourth Amendment).

Key Amendments – Quick Guide

- **1st Five Freedoms:** Religion, Speech, Press, Assembly, Petition
- **4th Search & Seizure:** No unreasonable searches or seizures (warrant required)
- **5th Due Process:** Due process, no double jeopardy, no self-incrimination
- **6th Rights of the Accused:** Speedy trial, lawyer, jury, know the charges
- **14th Citizenship & Equal Protection:** Citizenship, equal protection, and due process from states



In 2005, the federal government designated **September 17th** as **Constitution Day**, also known as **Citizenship Day**, that recognizes the **adoption of the Constitution** of the United States and those who have

become **U.S. citizens**.

CE.6c – Peacefully Working for Change

c) examine ways to peacefully work for change in communities or the nation by participating in political campaigns and methods of peacefully petitioning the government for change

Citizens can **influence government** decisions without violence:

- **Vote** in elections.
- Work on **political campaigns** – make calls, distribute flyers, or attend events.
- Sign or organize **petitions**.
- Join peaceful **protests** or marches.
- Write **letters or emails** to government officials.
- Support **advocacy** groups.

How citizens can influence government decisions



Example: The Civil Rights Movement used marches, speeches, and petitions to **fight segregation**.

CE.6d – Civic Participation and the Public Good

*d) examine how **civic participation** can address community needs and serve the public good, including the importance of volunteering, staying informed about current issues, and respecting differing beliefs in a diverse society*



Civic participation means taking part in community and national life:

- **Volunteer** to help others.
- Stay **informed** about local, state, and national issues.
- **Respect** different beliefs and cultures.
- **Work together** to solve problems.
- Help create a community that is **safe, fair**, and a good place to live.

Why it matters: Democracies work best when citizens are **involved**.

CE.6e – Immigration Policies in U.S. History

e) examine the process and importance of immigration policies at different points in U.S. history;

Immigration policies have shaped who can come to the U.S. and how they can become citizens:

- **1800s** – Large waves of **European immigrants**; **Ellis Island** opened in 1892.
- **Early 1900s** – **Restrictions** based



Immigration and naturalization, especially in the 20th century, have made the U.S. a very diverse society.

on **nationality** were introduced.

- **1965 Immigration Act** – **Ended race-based quotas**, increasing diversity.
- **Today** – Immigration policy continues to **evolve**, balancing national security and opportunities for newcomers.

Immigration and naturalization—especially in the 20th century—have made the U.S. a very **diverse** society.

CE.6f – The Naturalization Exam

f) review the criteria and exam for naturalizing U.S. citizens.

To become a citizen through **naturalization**, applicants must:

Try a practice civics naturalization test. 🗳️ On

- Meet requirements for **residency**, **age**, and **moral character**.
- Pass:
 - An **English test** (reading, writing, speaking).

- A **Civics test** (U.S. history, government, symbols, and holidays).

- Take the **Oath of Allegiance**.
- Show **loyalty** to the Constitution and the country.

CE.7 – Qualities of Good Citizens (new 2023 standards)

The student will apply history and social science skills that exhibit effective and respectful participation in civic life including, but not limited to civility, trustworthiness and honesty, courtesy, respect for the rights of others, personal responsibility, military service, self-reliance, hard work, respect for the law, patriotism, and service in one's community.

Being a good citizen is about behavior and character. Key qualities include:

- **Civility** – Being polite in public discussions.
- **Trustworthiness & Honesty** – Being truthful and dependable.
- **Courtesy** – Showing respect in speech and actions.
- **Respect for Others' Rights** – Recognizing that everyone has freedoms.
- **Personal Responsibility** – Doing your part without being told.
- **Military Service** – Serving if called upon.
- **Self-Reliance** – Being able to take care of yourself.
- **Hard Work** – Putting in effort to contribute.
- **Respect for the Law** – Following rules and laws.
- **Patriotism** – Showing loyalty and love for the country.
- **Community Service** – Volunteering to improve the community.

Civics & Economics CE.8 –

Political Parties (new 2023 standards)

Reformatted version created by SOLpass

www.solpass.org

CE.8a – Origins, History, and Functions of Political Parties

a) describe the origins, history, and functions of political parties

What is a Political Party?

A **political party** is an organized group of people who share **similar ideas** about how the government should be run. They work together to **win elections**, **influence laws**, and **shape public policy**.

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

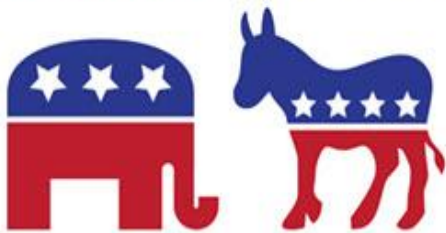
Origins in the U.S.

The first U.S. political parties began in the late **1700s**:

- **Federalists** – Favored a **strong national government** (led by Alexander **Hamilton**).
- **Democratic-Republicans** – Favored **stronger state governments** and more individual rights (led by Thomas **Jefferson**).



Republican vs. Democrat



Over time, these early parties changed or disappeared, leading to today's two major parties:

- **Democratic Party** (established in the 1820s)
- **Republican Party** (founded in the 1850s)

Third Parties – Smaller parties like the Green Party, Libertarian Party, and Constitution Party often focus on **specific issues**.

The American political process is driven by **two major political parties** with other **smaller parties** also participating.

Printing and/or distribution of this document is authorized only for schools with **active SOLpass school subscriptions**.

Printing and/or distribution is **NOT authorized** for those with Family/home subscriptions of trial passwords.

Questions: contact maria@solpass.org

Functions of Political Parties

- Recruit and nominate **candidates** for public office.
- **Educate voters** about campaign issues.
- **Help candidates win** elections through fundraising and organizing.
- Monitor the actions of officeholders to **ensure accountability**.

CE.8b – Campaigns for Elective Office

b) analyze campaigns for elective office, with emphasis on the roles of candidates, volunteers, the media, voters, and poll watchers



Roles in a Campaign

- **Candidates** – The people running for office, presenting their **ideas** and **goals** to the public.
- **Volunteers** – Help distribute flyers, make phone calls, knock on doors, and get voters to the polls.
- **The Media** – TV, newspapers, online news, and social media **share information** about candidates and issues.
 - **Traditional media** covers debates and campaign events.
 - **Social media** allows candidates to directly connect with voters.
- **Voters** – Evaluate the information, **compare** candidates, and make informed choices.

- **Poll Watchers** – **Authorized observers** who ensure elections are fair and follow proper procedures.

CE.8c – Campaign Contributions and the Cost of Campaigns

c) explain the role of campaign contributions and the cost of campaigns

Why Campaigns Are Expensive

- **Advertising** (TV, radio, online, mailers)
- **Travel** for candidates and staff
- Organizing **rallies** and events
- Paying for campaign **staff** and **technology**

Where the Money Comes From

- **Individual donations** – Citizens giving to candidates they support.
- **Political Action Committees (PACs)** – Groups that **raise and spend money** to elect or defeat candidates, usually based on specific interests or values.
- **Fundraising events** – Dinners, rallies, and online drives.



Impact of Rising Costs

- Candidates need to spend more time **raising money**.
- **Wealthier candidates** may have an advantage.
- Some worry that **large donors** have too much influence.

CE.8d – Voter Registration History and Requirements

d) examine the history of and requirements for voter registration

Voting is a **basic responsibility** of citizenship.

Voter registration is **required** before a citizen may vote and there are specific **qualifications** to register to vote in Virginia.

History of Voter Registration

- Initially, many Americans were **excluded from voting** (e.g., women, people of color, those without property).
- Over time, amendments and laws expanded **voting rights**:
 - **15th Amendment** – Voting rights for **African American men**.
 - **19th Amendment** – Voting rights for **women**.
 - **26th Amendment** – Voting age lowered to **18**.
 - **Voting Rights Act of 1965** – Ended **discriminatory practices** like literacy tests.

Requirements to Register to Vote in Virginia

- U.S. citizen.
- Resident of Virginia and of your voting precinct.
- At least 18 years old by the day of the general election.

Ways to Register

- Online (via Virginia Department of Elections)
- At the DMV
- By mail
- In person at your local registrar's office

➔ KEY AMENDMENTS & LAWS – QUICK GUIDE

15th

Voting rights for African American men.

19th

Voting rights for women

26th

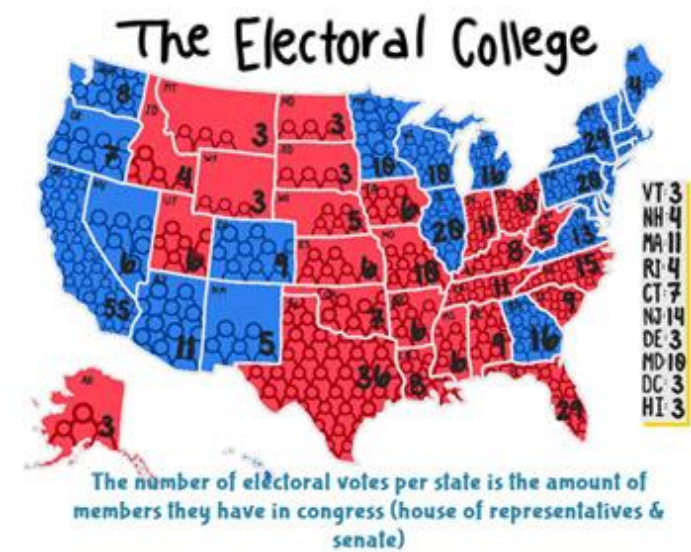
Voting age lowered to 18

Voting Rights Act of 1965

Ended discriminatory practices like literacy tests.

CE.8e – The Electoral College

e) describe the role of the Electoral College in the election of the president and vice president



The **Electoral College** is the process used to elect the **president** and **vice president**.

How It Works

Each state gets a number of **electors** equal to:

- **Number of U.S. Senators** (always 2) +
- **Number of Representatives** in the House (based on population)
- **Example:** Virginia has 2 senators + 11 representatives = 13 electoral votes. •
- The **number of electors** of each state is based on each **state's population**
- There are **538 electoral votes** total in the U.S.
- A candidate must win **270 electoral votes** to become president.

Key Facts

- Most states use a “**winner-take-all**” system: whoever gets the most popular votes in a state gets all of that state’s electoral votes.
- It’s possible to win the presidency **without winning the national popular vote** (this has happened in several elections, such as 2000 and 2016).

Civics & Economics CE.9 –

Role of the Media (new 2023 standards)

Reformatted version created by SOLpass

www.solpass.org

CE.9a – Role and Rights of the Press in Reporting Events

a) explain the role and rights of the press in reporting events

Freedom of the Press means the government cannot control what the media publishes or broadcasts. This is protected by the **First Amendment** to the U.S. Constitution.

The **press** includes newspapers, TV, radio, online news sites, and blogs.

A **free press** is essential to democracy because it:



- **Informs** citizens about events and issues.
- **Investigates** and reports on government actions.
- Provides a platform for **different viewpoints**.
- Holds leaders **accountable**

Example: Investigative journalists exposing corruption, such as in the Watergate scandal, which led to President Nixon's resignation.

CE.9b – Effect of Biased Reporting on Public Opinion

b) describe the effect biased reporting can have on public opinion

The media informs policymakers and **influences public policy**.

Media bias occurs when a news outlet presents information in a way that **favours one perspective** over another.

Bias can show up in:

- The choice of **words** or tone.
- Which **facts** are included or left out.
- The **images** used.

Impact: Biased reporting can:

- **Influence** how people view events or candidates.
- Cause group **polarization** (people only listening to sources that agree with them).

Printing and/or **distribution** of this document is authorized only for schools with **active SOLpass school subscriptions**.

Printing and/or distribution is **NOT authorized** for those with Family/home subscriptions of trial passwords.

Questions: contact maria@solpass.org

- **Reduce tolerance** for different viewpoints.

Example: Two news channels covering the same protest might portray it either as peaceful civic action or as disorderly, depending on their perspective.

CE.9c – Role of Individuals in Policy-Making Through Media

c) explain the role that individuals play in the political policy-making process by expressing their opinions formally or informally via print media, electronic media, or in-person

Citizens can **influence government** policy by **sharing their opinions**:

- **Print media** – Letters to the editor in newspapers or magazines.
- **Electronic media** – Emails to officials, online petitions, opinion pieces.
- **In-person** – Speaking at public meetings, rallies, or community forums.
- **Social media** – Posting about issues, using hashtags to raise awareness.

Example: Social media campaigns like #MeToo brought national attention to harassment and influenced workplace policy changes.



CE.9d – Effect of Social Media on Campaigns, Politics, and Civic Discourse

d) evaluate the effect of social media on political campaigns, politics, and civic discourse

Social media platforms like Instagram, TikTok, X (Twitter), and Facebook have transformed politics by:



An echo chamber is where people only see opinions they already agree with.

- Allowing candidates to **reach voters** instantly.
- Giving citizens a **voice** to share opinions widely.
- Enabling **grassroots fundraising** and organizing.

Positive effects:

- **Quick spread** of information.
- Encourages participation from **younger voters**.

Negative effects:

- Spread of **misinformation**.
- Heated or **disrespectful** online debates (poor civic discourse).
- **Echo chambers**, where people only see opinions they already agree with.

CE.9e – Identifying Sources and Possible Bias

e) identify the source of information and consider possible motivations or biases of its creator

- Check **who created it** – Is it a journalist, organization, political group?
- Ask **why it was created** – To inform? Persuade? Sell something?
- Look for loaded language or **selective facts**.
- Consider **funding sources** – Who supports the platform or person?

Example: A climate change article from a scientific journal is likely more fact-based than one funded by a fossil fuel company.

CE.9f – Evaluating Multiple Sources

f) evaluate multiple sources describing the same event or idea and reflecting on the reasons for any discrepancies

When **different sources** describe the same event, details can vary because of:

- Different eyewitness **perspectives**.
- Intentional **focus** on certain facts.
- Time **constraints** in reporting.
- **Bias** or editorial decisions.

Best practice for informed citizens:

- Compare multiple **credible sources**.
- Look for **common facts** across reports.
- **Think critically** about why differences exist.

Big Picture: A free and responsible media is crucial for:

- Holding leaders **accountable**.
- Providing accurate, **diverse perspectives**.
- Helping citizens make **informed decisions**

CE.10 – Public Participation in Civic Life (new 2023 standards)

CE.10a – Duties of Citizens (Required by Law)

a) describe the processes by which an individual becomes a citizen of the United States

DUTIES OF A CITIZEN (REQUIRED BY LAW)



Citizens **must**:

- **Pay taxes** – Funds services like schools, roads, and defense.
- **Serve on a jury when called** – Ensures fair trials.
- **Follow the law** – Keeps society safe and orderly.
- **Register for Selective Service (males 18–25)** – In case of a military draft.

CE.10b – Voting Responsibilities in Virginia

a) describe the processes by which an individual becomes a citizen of the United States

Voting is both a **right** and a **responsibility**.



- Citizens should **stay informed** about candidates and issues.
- **Election dates** and processes are posted on the **Virginia Department of Elections** website.

In **Virginia**:

- **General elections** are in **November**.
- **Primaries** are usually in **June**.

Responsible voters:

- **Register** on time.
- Learn about **issues**.
- **Vote** in every election.

CE.10c – Voter Eligibility and Registration

a) describe the processes by which an individual becomes a citizen of the United States

To register to **vote in Virginia**, you must:



- Be a **U.S. citizen**.
- Be a **resident of Virginia** and of your voting precinct.
- Be **at least 18** years old by the day of the general election.

Ways to register:

- **Online**.
- At the **DMV**.
- In person at a **registrar's** office.
- By **mail**.

Only **registered citizens can vote** in primary and general elections.

Civics & Economics CE.11 –

How economic decisions are made

(new 2023 standards) Reformatted version
created by SOLpass - www.solpass.org

CE.11a – Scarcity, Choices, and Opportunity Cost

a) explain that because of scarcity, consumers, producers, and governments must make economic choices and understand that all choices have an opportunity cost

Scarcity means there are **limited resources** (money, time, materials, workers) to meet unlimited wants and needs. **Choices** need to be made.

Resources include:

- **Natural resources** – oil, water, land
- **Human resources** – workers, skills
- **Capital resources** – machines, tools, factories



Because of **scarcity**:

- **Consumers** (people who buy things) must decide what to purchase.
- **Producers** (businesses) must decide what to make and how much to charge.
- **Governments** must decide how to spend money (e.g., roads vs. education).

Opportunity Cost – Whenever you make a **choice**, you give up the **next best alternative**.



- **Example:** If you spend \$20 on a movie ticket, your opportunity cost might be the pizza you could have bought instead.
- **Example:** If a city builds a new park, the opportunity cost might be a new library it can no longer afford.

Key idea: Every decision has a trade-off.

Printing and/or **distribution** of this document is authorized only for schools with **active SOLpass school subscriptions**.

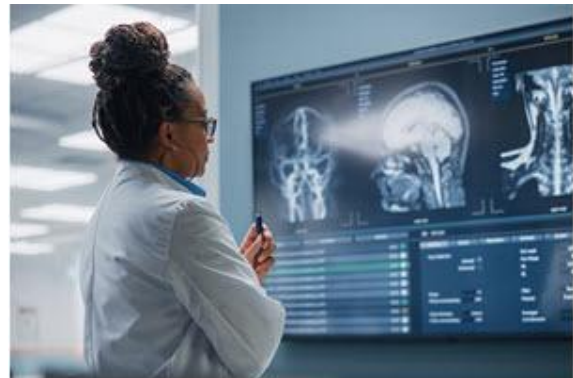
Printing and/or distribution is **NOT authorized** for those with Family/home subscriptions of trial passwords.

Questions: contact maria@solpass.org

CE.11b – Innovation and Productivity

b) explain the importance of innovation and productivity, including the freedom to choose occupations, the role of technology, and the development of human capital

Innovation – The development of new ideas, products, or ways of doing things.



Artificial Intelligence
A technology improving efficiency in medicine and many other fields

- **Example:** Smartphones transformed communication.
- **Example:** Online shopping changed retail business.

Productivity – How **efficiently** goods and services are produced using available resources.

- Higher productivity means **more output** with the **same input**.
- Achieved by:
 - Using better **technology**.
 - Training workers to **improve skills** (building **human capital**).
 - **Organizing** work more **effectively**.

Freedom to Choose Occupations – In a free-market system, **people decide** what job or career to pursue. This encourages **competition** for workers and motivates people to **develop skills**.

Role of Technology –

- **Automates** repetitive tasks.
- **Speeds** up production.
- **Connects** businesses and customers worldwide.

Human Capital – The skills, knowledge, and experience **workers** bring to their jobs.

- Education, training, and experience increase **human capital**, which usually increases productivity and wages.



Why It Matters:

- **Innovation** drives progress and keeps economies competitive.
- **Productivity** growth can lead to higher wages, lower prices, and better living standards.

CE.11c – Economic Systems and Resource Allocation

c) compare and contrast free-market, command, and mixed economies to determine how each affects the allocation of limited resources and the subsequent effects on individuals' lives

Every country has to decide how to **allocate limited resources**. This is determined by its **economic system**.

1. Free-Market Economy (Capitalism)



- Most decisions are made by **individuals** and **businesses**.
- Prices set by **supply and demand**.
- **Government** has **little role** in economic decisions.



The Soviet Union, a **command economy** before 1990
Consumer goods were usually in short supply

- **Example:** Hard to find a **pure free-market economy**. Most countries are a mix with at least some government involvement.
- **Pros:** Encourages **competition**, innovation, and choice.
- **Cons:** Can lead to **inequality** and fewer public services.

2. Command Economy

- **Government** makes all or most **economic decisions**.
- **Government decides** what to produce, how to produce, and for whom.
- **Example:** Former Soviet Union, North Korea.
- **Pros:** Can ensure resources go toward **government priorities**.
- **Cons:** Often **inefficient**, less innovation, **fewer choices** for consumers.

3. Mixed Economy

- **Combines** elements of both free-market and command systems.
- Government and individuals **share** decision-making power.
- **Example:** Most modern economies, including the **United States**.
- **Pros:** Balances **freedom** and **public welfare**.
- **Cons:** Requires constant balancing between **regulation** and **market freedom**.

Key Factor in Economic Type:

- The more decision-making is left to **individuals** → **closer to free-market**.
- The more decision-making is controlled by **government** → **closer to command**.

Civics & Economics - CE.12

Economic Principles and the United States Economy

Reformatted version created by SOLpass

www.solpass.org

CE.12a – Free Enterprise and Democracy

a) evaluate the shared fundamental principles and connection of free enterprise and democracy

The United States is a **free-market** economy, an economy based on **free enterprise** (also called **capitalism**), where **private individuals and businesses** make most economic decisions.

In a **free enterprise** system:

- Businesses **compete** for customers.
- **People can choose** their jobs and how to spend their money.
- Prices are determined by **supply and demand**.

Connection to Democracy:

- Both **democracy** and **free enterprise** value **individual choice** and **freedom**.
- Just as democracy allows people to **choose their leaders**, free enterprise allows people to **choose what to produce, sell, and buy**.

CE.12b – Components of the U.S. Economy

b) describe the critical components of the United States economy, such as limited government, private property, markets, consumer sovereignty, and competition



Key features of the **U.S. economy** include:

Printing and/or distribution of this document is authorized only for schools with **active SOLpass school subscriptions**.

Printing and/or distribution is **NOT authorized** for those with Family/home subscriptions of trial passwords.

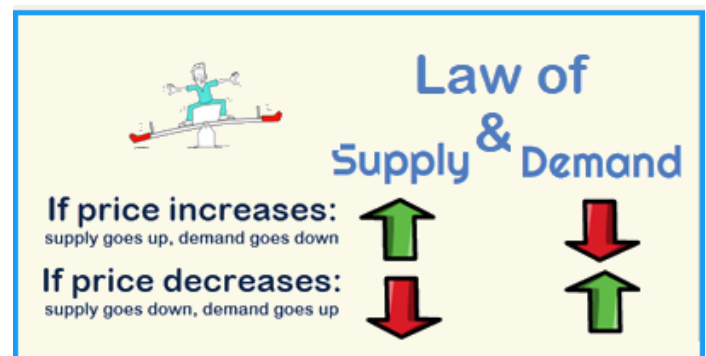
Questions: contact maria@solpass.org

- **Limited Government** – The government's role is mainly to enforce laws, protect property rights, and promote competition.
- **Private Property** – Individuals and businesses can own and use property as they wish.
- **Markets** – Places (physical or online) where buyers and sellers exchange goods and services.
- **Consumer Sovereignty** – Consumers decide what is produced by what they choose to buy.
- **Competition** – Businesses compete to offer the best products at the best prices, which helps improve quality and keep prices reasonable.

CE.12c – Inflation, Supply, and Demand

c) explain the concept of inflation and the effect of supply and demand on consumer prices in a market economy

Inflation – A general **rise in prices** over time, which reduces the purchasing power of money.



Supply and Demand:

- **Law of Demand** – As **prices go up**, people **buy less**; as prices **go down**, people **buy more**.
- **Law of Supply** – As **prices go up**, sellers are willing to **produce more**; as prices **go down**, sellers **produce less**.

- When supply and demand change, consumer **prices** adjust.

Example: A poor harvest can reduce supply of apples, making prices rise.

CE.12d – Types of Business Organizations & Entrepreneurship

d) describe the types of business organizations and the role of entrepreneurship

Three main types:



- **Proprietorship** – One person owns the business, keeps all profits, but has unlimited liability.
- **Partnership** – Two or more people share ownership and responsibilities.
- **Corporation** – A business that is a separate legal entity from its owners, sells stock to raise money, and has limited liability for shareholders.

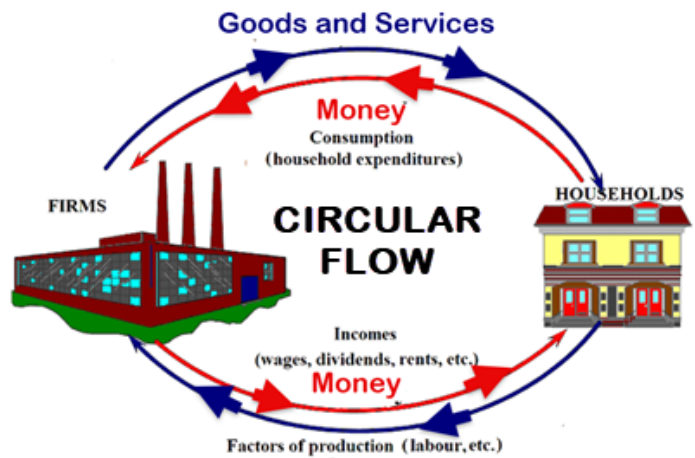
Entrepreneurs:

- People who **take risks** to start businesses.
- They bring together resources, create products, and drive **innovation**.
- Important in all three business types.

CE.12e – Consumers, Producers, and Government Interactions

e) explain the role of consumers, producers, and government interactions on the economy

- **Consumers** – Decide **what to buy**, influencing what is produced.
- **Producers** – Make **goods** and **services** to meet demand.



- **Government** – **Sets rules, protects** consumers and workers, and sometimes provides **goods or services** that markets don't (like national defense, public schools).

All three interact in a **circular flow**:

- Resources, goods, and services flow **one way**.
- Money flows the **other way**.

CE.12f – Financial Institutions

f) explain how financial institutions are critical to creating capital to fuel economic growth for individuals and the larger economy by channeling funds from savers to borrowers through lending

Banks, credit unions, savings and loan associations, and other institutions:



- Connect **savers** (people who deposit money) with **borrowers** (people or businesses that need money).
- Provide **capital** for businesses to expand and hire workers.
- Offer **services** like checking accounts, savings accounts, loans, and credit.

CE.12g – Virginia in the U.S. and Global Economies

g) analyze the role of Virginia in the United States and global economies, with an emphasis on the effect of technological innovations



Virginia's Role:

- Exports **agricultural products** (like poultry, soybeans).
- Produces **ships, technology**, and **defense-related** goods.
- Hosts major **government** and **military** facilities.

Specialization:

- Virginia and the U.S. focus on producing goods and services **they do best**, then **trade** with others for what they lack.

Technological Innovations:

- **Increase efficiency** and allow Virginia businesses to **compete** globally.
- **Example:** Advanced shipping technology at the Port of Virginia speeds up trade worldwide.

Civics & Economics - CE.13

Government in the Economy (new 2023 standards)

Reformatted version created by SOLpass

www.solpass.org

CE.13a – Competition in the Marketplace

a) examine the effect of competition in the marketplace

Competition happens when businesses try to attract the same customers by offering better prices, quality, or services.

Benefits of Competition:

- Encourages **innovation**.
- Keeps **prices** reasonable.
- Improves product **quality**.

Government's Role in Promoting Competition:

- Passes **antitrust laws** to prevent **monopolies** (when one company controls an entire market).
- Supports business **start-ups** through loans and tax incentives.
- Encourages **global trade** to give consumers more choices.

CE.13b – Public Goods and Services

b) explain how and why government provides certain public goods and services



The government provides goods and services that individuals or businesses **can't provide efficiently** on their own.

Examples: National defense, public schools, interstate highways, police, fire departments, public parks.

Printing and/or distribution of this document is authorized only for schools with **active SOLpass school subscriptions**.

Printing and/or distribution is **NOT authorized** for those with Family/home subscriptions of trial passwords.

Questions: contact maria@solpass.org

Characteristics:

- **Benefits many** people at the same time.
- Often **funded through taxes**.
- **Not profitable** for private companies to provide to everyone.

CE.13c – Government Budgets and Taxes

c) describe how local, state, and federal governments allocate their budgets and collect taxes to pay for goods and services

All levels of government—local, state, and federal—need **revenue** to operate.



Main Source of Revenue: Taxes from individuals and businesses.

Types of Taxes:

- **Income tax** (federal and state) – percentage of your **earnings**.
- **Sales tax** (state/local) – percentage added to **purchases**.
- **Property tax** (local) – based on the value of **property** owned.

Budgeting: Governments decide how to **allocate funds** for public goods and services such as education, transportation, health care, defense, and social programs.

CE.13d – The Federal Reserve System

d) explain the structure and main function of the Federal Reserve System and how it acts as the nation's central bank

The **Federal Reserve (“the Fed”)** is the nation's **central bank**.

Main Functions:

- **Regulates banks** to keep them safe.
- Influences the **money supply** and **interest rates** to keep **inflation low** and the economy stable.
- Provides **financial services** to banks and the federal government.



"the Fed" is the nation's central bank

Impact on You:

- When the Fed **raises interest rates**, borrowing money becomes more **expensive**.
- When it **lowers** rates, borrowing becomes **cheaper**.

CE.13e – Government Currency and a Money Economy

e) explain the role of government currency and analyzing the purpose of a money economy

Money – Anything generally accepted as payment for goods and services.

Why We Use Money Instead of Bartering:

- It's easier to carry and store.
- Has a standard value everyone accepts.
- Makes buying and selling faster and simpler.



U.S. Currency

U.S. currency is issued by the federal government and trusted because it's **backed by law**, not by gold or silver.

CE.13f – Government Regulation of Commerce

f) describe how governments regulate commerce to protect consumers, the environment, competition in the marketplace, and property rights

The government **regulates business** to:

- **Protect Consumers** – Ensure products are **safe** and **accurate** (e.g., food labeling).
- **Protect the Environment** – Limit **pollution**, preserve natural resources.
- **Protect Competition** – **Prevent monopolies** and unfair business practices.
- **Protect Property Rights** – Ensure **ownership** is honored and **disputes** can be resolved in court.

CE.13g – Regulating Industry, Labor, Competition, and Monopolies

g) evaluate how and why governments regulate industry, labor, competition, and monopolies in the marketplace

- **Industry Regulation** – Ensures businesses follow **safety, environmental, and quality** standards.
- **Labor Regulation** – Protects **workers' rights** (minimum wage, safe working conditions).
- **Competition Protection** – Stops companies from **unfairly eliminating rivals**.
- **Monopoly Prevention** – Keeps markets open so consumers have **choices**.

Civics & Economics - CE.14

Career and Personal Finance -(new 2023 standards)

Reformatted version created by SOLpass

www.solpass.org

CE.14a – Talents, Interests, and Aspirations in Career Choice

a) identify the talents, interests, and aspirations that can influence career choice

When choosing a career, it's important to know:



- **Talents** – Natural abilities (e.g., good at math, skilled in art, strong leadership).
- **Interests** – Activities you enjoy (e.g., working with animals, designing buildings, solving problems).
- **Aspirations** – Long-term goals and dreams (e.g., becoming a doctor, owning a business, helping communities).

Matching your talents and interests to your career can lead to greater satisfaction, better performance, and higher motivation.

Example: If you enjoy problem-solving, are skilled in science, and aspire to help people, you might consider a career in engineering or medicine.

CE.14b – Attitudes and Behaviors for Career Success

b) identify the attitudes and behaviors that strengthen individual work ethic and promote career success

A **strong work ethic** and **positive workplace habits** make a big difference in career growth:



Printing and/or **distribution** of this document is authorized only for schools with **active SOLpass school subscriptions**.

Printing and/or distribution is **NOT authorized** for those with Family/home subscriptions of trial passwords.

Questions: contact maria@solpass.org

- **Reliability** – Being on time and meeting deadlines.
- **Teamwork** – Cooperating with others and resolving conflicts respectfully.
- **Positive Attitude** – Approaching work with enthusiasm and adaptability.
- **Professionalism** – Dressing appropriately, speaking respectfully, and handling challenges maturely.
- **Lifelong Learning** – Staying open to improving skills over time.

Why It Matters: Employers value employees who not only have skills but also demonstrate responsibility, honesty, and commitment.

CE.14c – Human Capital, Skills, and Economic Demand

c) identify human capital, abilities, intellectual and physical skills, work habits, and education, and the changing supply and demand in the economy



Human Capital – The skills, education, training, and experience that make a worker valuable.

- **Abilities** – Natural capacities (e.g., creativity, physical strength).
- **Intellectual Skills** – Thinking, problem-solving, and decision-making.
- **Physical Skills** – Manual dexterity, stamina, or specialized physical abilities.
- **Work Habits** – Organization, time management, and attention to detail.

- **Education** – Formal schooling, vocational training, certifications.

Changing Supply and Demand in the Economy:

- Some **careers grow** quickly because of new technology or market needs.
- Others **shrink** due to automation, outsourcing, or reduced demand.
- Workers who **adapt** and learn new skills have more opportunities.

CE.14d – Effect of Technological Change and Globalization

d) examine the effect of technological change and globalization on career opportunities

Technological Change:

- Creates **new industries** (e.g., cybersecurity, renewable energy).
- Changes how **work is done** (automation, remote work).

Globalization:



- Expands job markets **beyond national borders**.
- Increases **competition** but also creates **opportunities** to work with international teams.
- Can shift certain types of **jobs overseas** but also **increases demand** for skills in global trade, technology, and communication.

Example: Advances in telemedicine allow doctors to treat patients around the world, creating new opportunities in healthcare technology.

CE.14e – Importance of Education

e) describe the importance of education to one's intellectual life, lifelong learning, and personal goals;

Education plays a key role in:

- **Intellectual Life** – Expanding knowledge, critical thinking, and problem-solving skills.
- **Lifelong Learning** – Adapting to changes in technology and job requirements.
- **Personal Goals** – Helping individuals achieve career aspirations, financial stability, and personal fulfillment.
- **Income Potential** – Generally, higher education levels lead to higher earnings over a lifetime.

Key Fact: There is a strong correlation between skills, education, and income—people with higher skills and education usually earn more.

CE.14f – Financial Responsibility

f) analyze the role of financial responsibility in good citizenship including, but not limited to evaluating common forms of credit, savings, and investments

Being **financially responsible** is an important part of being a good citizen. It means:



Making thoughtful spending choices – buying things you can afford and not overspending.



- **Saving for the future** – putting aside money for emergencies, big purchases, or retirement.



- **Investing wisely** – using tools like stocks, bonds, or mutual funds to grow your money over time.



- **Using credit carefully** – understanding how credit cards and loans work, and paying them back on time.



- **Maintaining a budget** – tracking your income and expenses so you don't spend more than you earn.



- **Protecting your purchases** – knowing how contracts, warranties, and guarantees help protect you when buying things.



- **Having insurance** – to help cover big expenses in case something goes wrong (like car accidents, health emergencies, or damage to your property).

💡 Why it matters:

When people **manage their money** well, they are less likely to go into **debt**, more likely to contribute to the economy, and better prepared for the future.

Financially responsible citizens are also more likely to make **smart choices** that help their families and communities.

CE.14g – Equal Opportunity in Education and Training

g) describe the importance of equal opportunities for access to education and training

Having **equal access** to education and job training means that everyone—no matter their race, gender, income level, or background—has a **fair chance** to learn and succeed. This includes access to:

- Public schools and colleges
- Job training programs and apprenticeships
- Online courses and certifications
- Career counseling and internships

Why it matters:

- People with more education and job training usually earn **higher incomes**.
- As technology changes, more jobs require **specialized skills**—so learning new things is key to staying employable.
- **Equal access** helps reduce poverty and increase social mobility, which benefits society as a whole.

Real-world connection:

Imagine two students with the same talent and work ethic. One has access to tutoring, internet, and training; the other doesn't. Equal opportunities help both reach their full potential.

CE.14h – Jobs and Careers in the public and private sectors

h) research jobs and careers in the public and private sectors and understanding the pathways to various careers



There are two main parts of the economy where people can work:

- **Public Sector** (government jobs)
 - Examples: teacher, firefighter, police officer, park ranger, public health nurse.

- Funded by tax dollars and focused on serving the community.

- **Private Sector** (business and industry jobs)

- Examples: engineer, graphic designer, restaurant manager, software developer.
- Run by individuals or companies to make a profit.

Pathways to Careers:

Career planning begins with **self-assessment**—identifying your interests, skills, and values. Then:

- Explore education or training requirements.
- Consider internships or part-time jobs in areas of interest.
- Research how supply and demand affects wages and job availability.
- Talk to people in the field or use online resources like the U.S. Bureau of Labor Statistics' Occupational Outlook Handbook.

Did you know?

- Jobs that require more training or education often **pay more**.
- Some jobs may require a **college degree**, while others may only need a **certificate** or **apprenticeship**.

Key Takeaways

- Being **financially responsible** helps you and your community.
- **Equal access** to education and training gives everyone a fair chance to succeed.
- The **public and private sectors** offer a wide range of career options, each with different paths to success.
- **Career planning** is a lifelong process that starts with understanding your interests and continues with setting goals and gaining experience.