

Program of Studies
Grade 8
Civics, Economics, and Geography

SECTION II

Required Instructional Program
Standards, Benchmarks, and Indicators

Revised Summer 2002

**Standards, Benchmarks, and Indicators
for
Civics, Economics, and Geography
Grade 8**

**Revised Summer
2002**

Virginia History and Social Science Standards of Learning for Civics and Economics

Standard CE. 1 a, b, c, d, e, f, g

The skills identified in SOL standard CE.1a-g are cited in the “Essential Skills” column of each chart for *Civics and Economics* with the exception of “c” (select and defend positions in writing, discussion, and debate). Students should have opportunities to practice writing, discussion, and debating skills, but these skills will not be assessed on the Standards of Learning test. All other skills will be assessed on the Standards of Learning test. **Teachers should incorporate these skills into instruction throughout the year.**

The following are correlated to the Program of Studies Procedural Knowledge Standard 8.5

The student will develop the social studies skills citizenship requires, including the ability to

- (a) examine and interpret primary and secondary source documents;*
- (b) create and explain maps, diagrams, tables, charts, graphs, and spreadsheets;*
- (c) analyze political cartoons, political advertisements, pictures, and other graphic media;*
- (d) distinguish between relevant and irrelevant information;*
- (e) review information for accuracy, separating fact from opinion;*
- (f) identify a problem and recommend solutions;*
- (g) select and defend positions in writing, discussion, and debate.*

Standard CE.4

This standard reflects character education and should be woven into the entire course. Many schools have character education requirements that can be met through this standard.

The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by:

- (a) practicing trustworthiness and honesty;*
- (b) practicing courtesy and respect for the rights of others;*
- (c) practicing responsibility, accountability, and self-reliance;*
- (d) practicing respect for the law;*
- (e) practicing patriotism.*

Virginia Board of Education 2001

Content Standard 8.1

Students will identify and understand the rights and responsibilities of citizens of the United States.

Questions to frame instruction:

- How are individual liberties and freedoms safeguarded?
- What are the roles of the citizen in our democratic republic?
- How do individuals make informed political decisions?
- How do candidates win elections?
- Has government affirmed the principles set forth in the United States Constitution?

Content Benchmark 8.1.1

8.1.1 Students will be able to explain the meaning of American citizenship and analyze issues involving the rights of citizens of the United States.

Students reach this benchmark when they are able to:

- Explain how an individual becomes a citizen of the United States. (CE 3a)*
- Explain the significance of the following documents: Charters of the Virginia Company of London, the Virginia Declaration of Rights, the Declaration of Independence, the Articles of Confederation, the Virginia Statute for Religious Freedom, and the United States Constitution, including the Bill of Rights. (CE 2b)*
- Identify the *fundamental principles* of our democratic republic including constitutionalism, *limited government, rule of law, democracy, representative government, consent of the governed*, and majority rule and minority rights. (CE 2a)
- Analyze the First Amendment freedoms of religion, speech, press, assembly, and petition, and the rights guaranteed by due process and equal protection under laws. (CE 3b)*
- Apply constitutional protections to everyday situations.

Text in italics correlates to the Virginia Standards of Learning and Curriculum Framework, 2001.

Content Benchmark 8.1.2

8.1.2 Students will demonstrate an understanding of the responsibilities of citizenship.

Students reach this benchmark when they are able to:

- a. Describe *the duties of citizenship including obeying the laws, paying taxes, defending the nation, and serving in court.* (CE 3c)
- b. Explain *the responsibilities of a citizen* in the family, school, *community, state, nation,* and world. (CE 3d, e)
- c. Discuss and evaluate issues involving *how civic and social duties address community needs and serve the public good* and the value and challenge of diversity in the United States. (CE 3c, d, e)
- d. *Demonstrate responsible citizenship by addressing the needs of the community* through participation in a service learning project. (CE 3e)

Text in italics correlates to the Virginia Standards of Learning and Curriculum Framework, 2001.

Content Benchmark 8.1.3

8.1.3 Students will demonstrate an understanding of political culture and be able to employ the civic skills necessary for effective, participatory citizenship.

Students reach this benchmark when they are able to:

- a. Realize the expectation that responsible citizens become informed about and involved with contemporary and continuing issues in civic life.
- b. Describe how individuals *participate in the political process by registering and voting, communicating with government officials, **supporting and working with political parties and interest groups**, serving in voluntary appointed positions, participating in political campaigns, keeping informed about current issues, **attending meetings of governing bodies**, and respecting differing opinions in a diverse society.* (CE 3d, CE 5e)
- c. Identify the *similarities and differences between the major political parties and the **functions** of political parties at the state and national levels.* (CE 5a, b)
- d. *Explain how individuals and interest groups influence public policy.* (CE 7d)
- e. ***Analyze campaigns for elective office to include:** the impact of the media on public opinion and policy makers, the accuracy of campaign advertising, and voter turnout in local, state, and national elections.* (CE 5c, CE 7c)
- f. ***Examine the role of campaign contributions and costs and how it has influenced the election process.*** (CE 5d)

Text in italics correlates to the Virginia Standards of Learning and Curriculum Framework, 2001.
Text in bold indicates changes from the 2001 Program of Studies.

Content Standard 8.2

Students will know, understand, and explain the importance of the political and civic beliefs, values, and principles that support and maintain American constitutional government and the workings of their own and other governments.

Questions to frame instruction:

- How are individual liberties and freedoms safeguarded?
- What purposes does government serve?
- How does government in the United States work?
- Has government affirmed the principles set forth in the United States Constitution?
- What is the role of the United States in a changing world?

Content Benchmark 8.2.1

8.2.1 Students will be able to identify and explain the purpose, organization, and powers of government in the United States.

Students reach this benchmark when they are able to:

- a. Evaluate, take, and defend a position why government is necessary and *identify the purposes for the United States Constitution as they are stated in the Preamble.* (CE2c)
- b. *Explain how and why powers are distributed and shared between national, state and local governments in the federal system.* (CE 6a, c; CE 8a)
- c. *Explain the functions of the executive, legislative, and judicial branches at each level.* (CE 6b; 7a,b; 8a,b,c)
- d. *Explain how and why power is separated and shared in the United States at each level of government including the operation of checks and balances.* (CE 6b,c; 7a, b; 8b)
- e. Identify the elected officials who represent Fairfax County in the legislative and executive branches at the national, state, and local levels.
- f. *Describe the procedure for amending the United States Constitution.* (CE 6.d)
- g. *Describe the role of the Electoral College in the election of the President and Vice President.* (CE 5f)

Text in italics correlates to the Virginia Standards of Learning and Curriculum Framework, 2001.

Content Benchmark 8.2.2

8.2.2 Students will demonstrate an understanding of the structure and function of the judicial system in the United States.

Students reach this benchmark when they are able to:

- a. Explain the *dual system of state and federal courts*. (CE 8a)
- b. Explain original and appellate jurisdiction and *the exercise of the power of judicial review by both state and federal courts*. (CE 8b)
- c. *Distinguish between **constitutional**, civil, and criminal law*. (CE 8c)
- d. *Describe the process of bringing and resolving criminal and civil cases in Virginia*. (CE 8c, d)
- e. Explain the function and process of the *juvenile justice system* and the differences between the rights of juveniles and the rights of adults. (CE 8c)
- f. *Explain how due process protections seek to ensure justice*. (CE 8d)

Text in italics correlates to the Virginia Standards of Learning and Curriculum Framework, 2001.
Text in bold indicates changes from the 2001 Program of Studies.

Content Benchmark 8.2.3

8.2.3 Students will be able to identify and explain other political systems and examine the relationship of the United States to other nations and to world affairs.

Students reach this benchmark when they are able to:

- a. Compare the political system of the United States to other political systems with emphasis on governmental structures and powers.
- b. Examine the changing role of the United States in world affairs.
- d. Recognize that diverse cultural perspectives lead peoples and nations to understand and to respond to global challenges differently.

This benchmark is no longer in the Virginia SOL for Civics and Economics. It should be used for extension and enrichment. Please refer to POS Content Benchmark CE 8.3.2 for reference.

Content Standard 8.3

Students will understand and explain the basic principles, structure, and operation of the United States economy as compared with other economies and demonstrate informed economic decision making.

Questions to frame instruction:

- What role does government play in a nation's economy?
- How do individuals make informed economic decisions?

Content Benchmark 8.3.1

8.3.1 Students will demonstrate an understanding of the United States economic system.

Students reach this benchmark when they are able to:

- Explain the concepts of supply and demand, scarcity, resources, choices, opportunity cost, incentives, price, production, consumption, free market, private property, profit, and competition in the market place. (CE 9a,c; CE 11a)*
- Describe the role of individual consumers and entrepreneurs, financial institutions, small businesses, corporations, and government in the United States economy. (CE 10a, b, c)*
- Describe how governments provide public goods and services and protect consumer rights, contracts, and property rights. (CE 11b; 11e)*
- Recognize the impact of government taxation, borrowing, and spending on individuals and on the production and distribution of goods and services. (CE 11c)*
- Identify the role of the Federal Reserve System. (CE 11.d)*

Text in italics correlates to the Virginia Standards of Learning and Curriculum Framework, 2001.
Text in bold indicates changes from the 2001 Program of Studies.

Content Benchmark 8.3.2

8.3.2 Students will be able to compare various economic systems.

Students reach this benchmark when they are able to:

- a. *Compare the differences of production, distribution, and consumption of goods and services in a free market economy, a command economy, and a mixed economy.* (CE 9b, c)
- b. Compare the United States economic system to other economic systems with emphasis on government regulation of the economy, entrepreneurial opportunity, productivity, and standards of living.
- c. Explain reasons for *global economic interdependence and the impact of technological innovations.* (CE 10d)

Text in italics correlates to the Virginia Standards of Learning and Curriculum Framework, 2001.

Content Benchmark 8.3.3

8.3.3 Students will be able to make effective economic decisions as informed consumers, productive workers, responsible savers and investors, and accountable citizens.

Students reach this benchmark when they are able to:

- a. Describe and evaluate common forms of *credit, savings, investments*, purchases, contractual agreements, warranties, and guarantees. (CE 10c)
- b. Apply the knowledge needed to make informed economic decisions and to manage personal economic choices.
- c. Analyze career opportunities and the skills and education needed for employment in the twenty-first century. (CE 12a-d)

Text in italics correlates to the Virginia Standards of Learning and Curriculum Framework, 2001.

Content Standard 8.4

Students will acquire, organize, and analyze geographic information to answer geographic questions.

Question to frame instruction:

- How does the informed citizen use geographic information to understand the world?

Content Benchmark 8.4.1

8.4.1 Students will demonstrate an understanding of the physical and political geography of the United States and the world.

Students reach this benchmark when they are able to:

- a. Identify and locate selected countries; world regions; and major rivers, mountain ranges, and bodies of water.
- b. Use a variety of maps, globes, charts, graphs, photographs, and technologies to acquire, organize, analyze, interpret, and communicate geographic information. (WG 1a-e)
- c. Apply the geographic concepts of relative location, orientation, and scale to construct mental maps to describe the world in spatial terms. (WG 1b)

Procedural Knowledge Standard 8.5

Students will conduct inquires and research to demonstrate knowledge and understanding of civics, economics, and geography.

FCPS PROCESS SKILLS CORRELATE TO SOL CE1.

Procedural Knowledge Benchmark 8.5.1

8.5.1 Students will be able to acquire information from a variety of sources.

Students reach this benchmark when they are able to:

- a. Gather information from written, oral, and visual sources. (CE 1a)
- b. Use search strategies to access and retrieve electronic information. (CT 8.4.1, 8.4.2, 8.4.3, 8.4.4, 8.4.5)
- c. Identify the characteristics of primary and secondary sources. (CE 1a)

Procedural Knowledge Benchmark 8.5.2

8.5.2 Students will be able to organize information in a variety of forms.

Students reach this benchmark when they are able to:

- a. Classify information according to specific criteria such as sequence, relative location, order of importance, comparison, and cause and effect relationships.
- b. Arrange information using different methods such as notes, timelines, maps, charts, tables, graphs, graphic organizers, databases, and spreadsheets. (CE 1b) (CT 8.1.2, 8.1.3)

Procedural Knowledge Benchmark 8.5.3

8.5.3 Students will be able to analyze information.

Students reach this benchmark when they are able to:

- a. Identify the main idea (thesis) and supporting details (evidence).
- b. Distinguish between relevant and irrelevant information. (CE 1d)
- c. Recognize bias and stereotyping.
- d. Paraphrase information.
- d. Summarize information from multiple sources.

Procedural Knowledge Benchmark 8.5.4

8.5.4 Students will be able to interpret information.

Students reach this benchmark when they are able to:

- a. Compare and contrast information.
- b. Determine cause and effect relationships.
- c. Distinguish between fact (reporting) and opinion (editorializing). (CE 1e)
- d. Examine point of view.
- e. Determine the accuracy and reliability of sources.
- f. Draw logical inferences.
- g. Develop generalizations based on information from multiple sources.

Procedural Knowledge Benchmark 8.5.5

8.5.5 Students will be able to communicate in a variety of written forms.

Students reach this benchmark when they are able to:

- a. Determine the purpose, audience, and format for writing, working individually or in groups.
- b. Use the writing process to bring a draft to publication.
- c. Communicate through products such as letters, visuals, maps, newspaper articles, research papers, learning logs, and reaction papers.
- d. Evaluate, take, and defend a position on a contemporary issue in civic life, working individually or in groups. (CE 1f, g)

Procedural Knowledge Benchmark 8.5.6

8.5.6 Students will be able to communicate orally.

Students reach this benchmark when they are able to:

- a. Determine the purpose, audience, and format for speaking, working individually or in groups.
- b. Demonstrate effective oral communication skills.
- c. Communicate knowledge and understanding through individual and group presentations.
- d. Communicate knowledge and understanding through participation in small and large group discussions, simulations, role plays, debates, and Socratic dialogues.

Procedural Knowledge Benchmark 8.5.7

8.5.7 Students will be able to communicate using technologies.

Students reach this benchmark when they are able to:

- a. Use application software and word processing skills to create a document. (CT 8.1.1, 8.1.4, 8.1.5)
- b. Use spreadsheets to record, analyze, and present information. (CT 8.1.2)
- c. Use databases to report information in a variety of forms. (CT 8.1.3)
- d. Publish a document on a local area network. (CT 8.2.1, 8.2.2)

Procedural Knowledge Standard 8.6

Students will apply knowledge of civics, economics, and geography to make decisions and solve problems.

Procedural Knowledge Benchmark 8.6.1

8.6.1 Students will be able to make and evaluate decisions.

Students reach this benchmark when they are able to:

- a. Identify a situation in which a decision is required.
- b. Make a decision based on available information.
- c. Identify possible alternatives to, and likely consequences of, the decision.
- d. Provide a rationale for the decision.
- e. Take action to implement the decision.

Procedural Knowledge Benchmark 8.6.2

8.6.2 Students will be able to apply knowledge and understanding of civics, economics, and geography to other areas of knowledge.

Students reach this benchmark when they are able to:

- a. Identify the connections between civics, economics, and geography; other disciplines; and life experiences.
- b. Design and/or participate in an interdisciplinary project.

Procedural Knowledge Benchmark 8.6.3

8.6.3 Students will be able to use interpersonal and group skills to promote collaborative decision making and problem solving.

Students reach this benchmark when they are able to:

- a. Demonstrate conduct that complements the dynamics of a variety of groups and situations.
- b. Participate effectively in a group by working with others to set goals, delegate responsibilities, and complete the task cooperatively.
- c. Reach a consensus that results from persuasion, compromise, debate, and/or negotiation.

Computer/Technology Standards by the End of Grade Eight

Computer/Technology skills are essential components of every student's education. In order to maximize opportunities for students to acquire necessary skills for academic success, the teaching of these skills should be the shared responsibility of teachers of all disciplines.

Minimum skills that students should acquire by the end of Grade 8 include the following:

C/T8.1 The student will communicate through application software.

- Compose and edit a multipage document at the keyboard, using word processing skills and the writing process steps.
- Communicate spreadsheets by entering data and setting up formulas, analyzing data, and creating graphs or charts to visually represent data.
- Communicate with databases by defining fields and entering data, sorting, and producing reports in various forms.
- Use advanced publishing software, graphics programs, and scanners to produce page layouts.
- Integrate databases, graphics, and spreadsheets into word-processed documents.

C/T8.2 The student will communicate through networks and telecommunication.

- Use local and worldwide network communication systems.
- Develop hypermedia _home page_ documents that can be accessed by worldwide networks.

C/T8.3 The student will have a basic understanding of computer processing, storing, retrieval, and transmission technologies and a practical appreciation of the relevant advantages and disadvantages of various processing, storage, retrieval, and transmission technologies.

C/T8.4 The student will process, store, retrieve, and transmit electronic information.

- Use search strategies to retrieve electronic information.
- Use electronic encyclopedias, almanacs, indexes, and catalogs to retrieve and select relevant information.
- Use laser discs with a computer in an interactive mode.
- Use local and wide-area networks and modem-delivered services to access and retrieve information from electronic databases.
- Use databases to perform research.