

World History and Geography: 1500 A.D. to the Present

These standards enable students to cover history and geography from 1500 A.D. to the present, with emphasis on Western Europe. Geographic influences on history continue to be explored, but increasing attention is given to political boundaries that developed with the evolution of nations. Significant attention will be given to the ways in which scientific and technological revolutions created new economic conditions that in turn produced social and political changes. Noteworthy people and events of the nineteenth and twentieth centuries will be emphasized for their strong connections to contemporary issues.

The study of history rests on knowledge of dates, names, places, events and ideas. Historical understanding, however, requires students to engage in historical thinking, to raise questions and to marshal evidence in support of their answers. Students engaged in historical thinking draw upon chronological thinking, historical comprehension, historical analysis and interpretation, historical research, and decision-making. These skills are developed through the study of significant historical substance from the era or society that is being studied.

- WHII.1 The student will improve skills in historical research and geographical analysis by
- identifying, analyzing, and interpreting primary and secondary sources to make generalizations about events and life in world history since 1500 A.D.;
 - using maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past since 1500 A.D.;
 - identifying geographic features important to the study of world history since 1500 A.D.;
 - identifying and comparing political boundaries with the location of civilizations, empires, and kingdoms from 1500 A.D. to the present;
 - analyzing trends in human migration and cultural interaction from 1500 A.D. to the present.
- WHII.2 The student will demonstrate an understanding of the political, cultural, and economic conditions in the world about 1500 A.D. by
- locating major states and empires;
 - describing artistic, literary, and intellectual ideas of the Renaissance;
 - describing the distribution of major religions;
 - analyzing major trade patterns;
 - citing major technological and scientific exchanges in the Eastern Hemisphere.

Era V: Emergence of a Global Age, 1500 to 1650 A.D.

- WHII.3 The student will demonstrate knowledge of the Reformation in terms of its impact on Western civilization by
- explaining the effects of the theological, political, and economic differences that emerged, including the views and actions of Martin Luther, John Calvin, and Henry VIII;
 - describing the impact of religious conflicts, including the Inquisition, on society and government actions;
 - describing changing cultural values, traditions, and philosophies, and assessing the role of the printing press.

- WHII.4 The student will demonstrate knowledge of the impact of the European Age of Discovery and expansion into the Americas, Africa, and Asia by
- explaining the roles of explorers and conquistadors;
 - describing the influence of religion;
 - explaining migration, settlement patterns, cultural diffusion, and social classes in the colonized areas;
 - defining the Columbian Exchange;
 - explaining the triangular trade;
 - describing the impact of precious metal exports from the Americas.
- WHII.5 The student will demonstrate knowledge of the status and impact of global trade on regional civilizations of the world after 1500 A.D. by
- describing the location and development of the Ottoman Empire;
 - describing India, including the Mughal Empire and coastal trade;
 - describing East Asia, including China and the Japanese shogunate;
 - describing Africa and its increasing involvement in global trade;
 - describing the growth of European nations, including the Commercial Revolution and mercantilism.

Era VI: Age of Revolutions, 1650 to 1914 A.D.

- WHII.6 The student will demonstrate knowledge of scientific, political, economic, and religious changes during the sixteenth, seventeenth, and eighteenth centuries by
- describing the Scientific Revolution and its effects;
 - describing the Age of Absolutism, including the monarchies of Louis XIV, Frederick the Great, and Peter the Great;
 - assessing the impacts of the English Civil War and the Glorious Revolution on democracy;
 - explaining the political, religious, and social ideas of the Enlightenment and the ways in which they influenced the founders of the United States;
 - describing the French Revolution;
 - identifying the impact of the American and French Revolutions on Latin America;
 - describing the expansion of the arts, philosophy, literature, and new technology.
- WHII.7 The student will demonstrate knowledge of political and philosophical developments in Europe during the nineteenth century by
- assessing the impact of Napoleon and the Congress of Vienna, including changes in political boundaries in Europe after 1815;
 - describing the influence of revolutions on the expansion of political rights in Europe;
 - explaining events related to the unification of Italy and the role of Italian nationalists;
 - explaining events related to the unification of Germany and the role of Bismarck.
- WHII.8 The student will demonstrate knowledge of the effects of the Industrial Revolution during the nineteenth century by
- citing scientific, technological, and industrial developments and explaining how they brought about urbanization and social and environmental changes;
 - explaining the emergence of capitalism as a dominant economic pattern, and subsequent development of socialism and communism;
 - describing the evolution of the nature of work and the labor force, including its effects on families, the status of women and children, the slave trade, and the labor union movement;

- d) explaining the rise of industrial economies and their link to imperialism and nationalism;
- e) assessing the impact of European economic and military power on Asia and Africa, with emphasis on the competition for resources and the responses of colonized peoples.

Era VII: Era of Global Wars, 1914 to 1945

- WHII.9 The student will demonstrate knowledge of the worldwide impact of World War I by
- a) explaining economic and political causes, major events, and identifying major leaders of the war, with emphasis on Woodrow Wilson and Kaiser Wilhelm II;
 - b) explaining the outcomes and global effect of the war and the Treaty of Versailles;
 - c) citing causes and consequences of the Russian Revolution.
- WHII.10 The student will demonstrate knowledge of political, economic, social, and cultural developments during the Interwar Period by
- a) describing the League of Nations and the mandate system;
 - b) citing causes and assessing the impact of worldwide depression in the 1930s;
 - c) examining events related to the rise, aggression, and human costs of dictatorial regimes in the Soviet Union, Germany, Italy, and Japan, and identifying their major leaders, i.e., Joseph Stalin, Adolf Hitler, Benito Mussolini, Hirohito, and Hideki Tojo.
- WHII.11 The student will demonstrate knowledge of the worldwide impact of World War II by
- a) explaining economic and political causes, major events, and identifying leaders of the war, with emphasis on Franklin D. Roosevelt, Harry Truman, Dwight D. Eisenhower, Douglas MacArthur, George Marshall, Winston Churchill, Joseph Stalin, Adolf Hitler, Hideki Tojo and Hirohito;
 - b) examining the Holocaust and other examples of genocide in the twentieth century;
 - c) explaining the terms of the peace, the war crimes trials, the division of Europe, plans to rebuild Germany and Japan, and the creation of international cooperative organizations.

Era VIII: The Post War Period, 1945 to the Present

- WHII.12 The student will demonstrate knowledge of major events and outcomes of the Cold War by
- a) explaining key events of the Cold War, including the competition between the American and Soviet economic and political systems and the causes of the collapse of communism in the Soviet Union and Eastern Europe;
 - b) assessing the impact of nuclear weaponry on patterns of conflict and cooperation since 1945;
 - c) describing conflicts and revolutionary movements in eastern Asia, including those in China and Vietnam, and their major leaders, i.e., Mao Tse-tung (Zedong), Chiang Kai-shek, and Ho Chi Minh.
- WHII.13 The student will demonstrate knowledge of political, economic, social, and cultural aspects of independence movements and development efforts by
- a) describing the struggles for self-rule, including Gandhi's leadership in India;
 - b) describing Africa's achievement of independence, including Kenyatta's leadership of Kenya;
 - c) describing the end of the mandate system and the creation of states in the Middle East.

- WHII.14 The student will demonstrate knowledge of the influence of Judaism, Christianity, Islam, Buddhism, and Hinduism in the contemporary world by
- a) describing their beliefs, sacred writings, traditions, and customs;
 - b) locating the geographic distribution of religions in the contemporary world.
- WHII.15 The student will demonstrate knowledge of cultural, economic, and social conditions in developed and developing nations of the contemporary world by
- a) identifying contemporary political issues, with emphasis on migrations of refugees and others, ethnic/religious conflicts, and the impact of technology, including chemical and biological technologies;
 - b) assessing the impact of economic development and global population growth on the environment and society, including an understanding of the links between economic and political freedom;
 - c) describing economic interdependence, including the rise of multinational corporations, international organizations, and trade agreements.

World Geography

The focus of this course is the study of the world's peoples, places, and environments, with an emphasis on world regions. The knowledge, skills, and perspectives of the course are centered on the world's population and cultural characteristics, landforms and climates, economic development, and migration and settlement patterns. Spatial concepts of geography will be used as a framework for studying interactions between humans and their environments. Using geographic resources, students will employ inquiry, research, and technology skills to ask and answer geographic questions. Particular emphasis is placed on students' understanding and applying geographic concepts and skills to their daily lives.

Geographic skills provide the necessary tools and technologies for thinking geographically. These skills help people make important decisions in their daily lives, such as how to get to work and where to shop, vacation, or go to school. They also help people make reasoned political decisions and aid in the development and presentation of effective, persuasive arguments for and against matters of public policy. All of these decisions involve the ability to acquire, arrange, and use geographic information. Maps, as well as graphs, sketches, diagrams, photographs, and satellite-produced images, are essential tools of geography.

Geographic skills include

- asking geographic questions
- acquiring geographic information
- organizing geographic information
- analyzing geographic information
- answering geographic questions.

- WG.1 The student will use maps, globes, photographs, and pictures in order to
- a) obtain geographical information and apply the concepts of location, scale, and orientation;
 - b) develop and refine his or her mental maps of world regions;
 - c) create and compare political, physical, and thematic maps;
 - d) analyze and explain how different cultures develop different perspectives on the world and its problems;
 - e) recognize different map projections and explain the concept of distortion.
- WG.2 The student will analyze how selected physical and ecological processes shape the Earth's surface by
- a) identifying regional climatic patterns and weather phenomena and their effects on people and places;
 - b) describing how humans influence the environment and are influenced by it;
 - c) explaining how technology affects one's ability to modify the environment and adapt to it.
- WG.3 The student will apply the concept of a region by
- a) explaining how characteristics of regions have led to regional labels;
 - b) explaining how regional landscapes reflect cultural characteristics of their inhabitants;
 - c) analyzing how cultural characteristics, including the world's major languages and religions, link or divide regions.
- WG.4 The student will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America and the Caribbean, Europe, United States and Canada, North Africa and Southwest Asia, Sub-Saharan Africa, Russia and Central Asia, South Asia, Southeast Asia, East Asia, Australia and the Pacific Islands, and Antarctica.

- WG.5 The student will compare and contrast the distribution, growth rates, and characteristics of human population in terms of settlement patterns and the location of natural and capital resources.
- WG.6 The student will analyze past and present trends in human migration and cultural interaction as they are influenced by social, economic, political, and environmental factors.
- WG.7 The student will identify natural, human, and capital resources and explain their significance by
- showing patterns of economic activity and land use;
 - evaluating perspectives and consequences regarding the use of resources.
- WG.8 The student will distinguish between developed and developing countries and relate the level of economic development to the standard of living and quality of life.
- WG.9 The student will analyze the global patterns and networks of economic interdependence by
- identifying criteria that influence economic activities;
 - explaining comparative advantage and its relationship to international trade;
 - describing ways that economic and social interactions have changed over time;
 - describing and evaluating the formation of economic unions.
- WG.10 The student will analyze how the forces of conflict and cooperation affect the division and control of the Earth's surface by
- explaining and analyzing reasons for the different spatial divisions at the local and regional levels;
 - explaining and analyzing the different spatial divisions at the national and international levels;
 - analyzing ways cooperation occurs to solve problems and settle disputes.
- WG.11 The student will analyze the patterns of urban development by
- applying the concepts of site and situation to major cities in each region;
 - explaining how the functions of towns and cities have changed over time;
 - describing the unique influence of urban areas and some challenges they face.
- WG.12 The student will apply geography to interpret the past, understand the present, and plan for the future by
- using geographic knowledge, skills, and perspectives to analyze problems and make decisions;
 - relating current events to the physical and human characteristics of places and regions.

Virginia and United States History

The standards for Virginia and United States History include the historical development of American ideas and institutions from the Age of Exploration to the present. While focusing on political and economic history, the standards provide students with a basic knowledge of American culture through a chronological survey of major issues, movements, people, and events in United States and Virginia history. Students should use historical and geographical analysis skills to explore in depth the events, people, and ideas that fostered our national identity and led to our country's prominence in world affairs.

The study of history must emphasize the intellectual skills required for responsible citizenship. Students practice these skills as they extend their understanding of the essential knowledge defined by all of the standards for history and social science.

Skills

- VUS.1 The student will demonstrate skills for historical and geographical analysis, including the ability to
- identify, analyze, and interpret primary and secondary source documents, records, and data, including artifacts, diaries, letters, photographs, journals, newspapers, historical accounts, and art to increase understanding of events and life in the United States;
 - evaluate the authenticity, authority, and credibility of sources;
 - formulate historical questions and defend findings based on inquiry and interpretation;
 - develop perspectives of time and place, including the construction of maps and various time lines of events, periods, and personalities in American history;
 - communicate findings orally and in analytical essays and/or comprehensive papers;
 - develop skills in discussion, debate, and persuasive writing with respect to enduring issues and determine how divergent viewpoints have been addressed and reconciled;
 - apply geographic skills and reference sources to understand how relationships between humans and their environment have changed over time;
 - interpret the significance of excerpts from famous speeches and other documents.

Early America: Early Claims, Early Conflicts

- VUS.2 The student will describe how early European exploration and colonization resulted in cultural interactions among Europeans, Africans, and American Indians (First Americans).
- VUS.3 The student will describe how the values and institutions of European economic life took root in the colonies and how slavery reshaped European and African life in the Americas.

Revolution and the New Nation

- VUS.4 The student will demonstrate knowledge of events and issues of the Revolutionary Period by
- analyzing how the political ideas of John Locke and those expressed in Common Sense helped shape the Declaration of Independence;
 - describing the political differences among the colonists concerning separation from Britain;
 - analyzing reasons for colonial victory in the Revolutionary War.

- VUS.5 The student will demonstrate knowledge of the issues involved in the creation and ratification of the Constitution of the United States and how the principles of limited government, consent of the governed, and the social contract are embodied in it by
- explaining the origins of the Constitution, including the Articles of Confederation;
 - identifying the major compromises necessary to produce the Constitution, and the roles of James Madison and George Washington;
 - describing the conflict over ratification, including the Bill of Rights and the arguments of the Federalists and Anti-Federalists.
 - examining the significance of the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom in the framing of the Bill of Rights;

Expansion and Reform: 1801 to 1860

- VUS.6 The student will demonstrate knowledge of the major events during the first half of the nineteenth century by
- identifying the economic, political, and geographic factors that led to territorial expansion and its impact on the American Indians (First Americans);
 - describing the key features of the Jacksonian Era, with emphasis on federal banking policies;
 - describing the cultural, economic, and political issues that divided the nation, including slavery, the abolitionist and women's suffrage movements, and the role of the states in the Union.

Civil War and Reconstruction: 1860 to 1877

- VUS.7 The student will demonstrate knowledge of the Civil War and Reconstruction Era and its importance as a major turning point in American history by
- identifying the major events and the roles of key leaders of the Civil War Era, with emphasis on Abraham Lincoln, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass;
 - analyzing the significance of the Emancipation Proclamation and the principles outlined in Lincoln's Gettysburg Address;
 - examining the political, economic, and social impact of the war and Reconstruction, including the adoption of the 13th, 14th, and 15th Amendments to the Constitution of the United States.

Reshaping the Nation and the Emergence of Modern America: 1877 to 1930s

- VUS.8 The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century by
- explaining the relationship among territorial expansion, westward movement of the population, new immigration, growth of cities, and the admission of new states to the Union;
 - describing the transformation of the American economy from a primarily agrarian to a modern industrial economy and identifying major inventions that improved life in the United States;
 - analyzing prejudice and discrimination during this time period, with emphasis on "Jim Crow" and the responses of Booker T. Washington and W.E.B. Du Bois;
 - identifying the impact of the Progressive Movement, including child labor and antitrust laws, the rise of labor unions, and the success of the women's suffrage movement.

- VUS.9 The student will demonstrate knowledge of the emerging role of the United States in world affairs and key domestic events after 1890 by
- explaining the changing policies of the United States toward Latin America and Asia and the growing influence of the United States in foreign markets;
 - evaluating United States involvement in World War I, including Wilson's Fourteen Points, the Treaty of Versailles, and the national debate over treaty ratification and the League of Nations;
 - explaining the causes of the Great Depression, its impact on the American people, and the ways the New Deal addressed it.

Conflict: The World at War: 1939 to 1945

- VUS.10 The student will demonstrate knowledge of World War II by
- identifying the causes and events that led to American involvement in the war, including military assistance to Britain and the Japanese attack on Pearl Harbor;
 - describing the major battles and turning points of the war in North Africa, Europe, and the Pacific, including Midway, Stalingrad, the Normandy landing (D-Day), and Truman's decision to use the atomic bomb to force the surrender of Japan;
 - describing the role of all-minority military units, including the Tuskegee Airmen and Nisei regiments;
 - describing the Geneva Convention and the treatment of prisoners of war during World War II;
 - analyzing the Holocaust (Hitler's "final solution"), its impact on Jews and other groups, and postwar trials of war criminals.
- VUS.11 The student will demonstrate knowledge of the effects of World War II on the home front by
- explaining how the United States mobilized its economic, human, and military resources;
 - describing the contributions of women and minorities to the war effort;
 - explaining the internment of Japanese Americans during the war;
 - describing the role of media and communications in the war effort.

The United States since World War II

- VUS.12 The student will demonstrate knowledge of United States foreign policy since World War II by
- describing outcomes of World War II, including political boundary changes, the formation of the United Nations, and the Marshall Plan;
 - explaining the origins of the Cold War, and describing the Truman Doctrine and the policy of containment of communism, the American role in wars in Korea and Vietnam, and the role of the North Atlantic Treaty Organization (NATO) in Europe;
 - explaining the role of America's military and veterans in defending freedom during the Cold War;
 - explaining the collapse of communism and the end of the Cold War, including the role of Ronald Reagan.
- VUS.13 The student will demonstrate knowledge of the Civil Rights movement of the 1950s and 1960s by
- identifying the importance of the *Brown v. Board of Education* decision, the roles of Thurgood Marshall and Oliver Hill, and how Virginia responded;
 - describing the importance of the National Association for the Advancement of Colored People (NAACP), the 1963 March on Washington, the Civil Rights Act of 1964, and the Voting Rights Act of 1965.

- VUS.14 The student will demonstrate knowledge of economic, social, cultural, and political developments in the contemporary United States by
- a) analyzing the effects of increased participation of women in the labor force;
 - b) analyzing how changing patterns of immigration affect the diversity of the United States population, the reasons new immigrants choose to come to this country, and their contributions to contemporary America;
 - c) explaining the media influence on contemporary American culture and how scientific and technological advances affect the workplace, health care, and education.

Virginia and United States Government

Standards for Virginia and United States Government define the knowledge that enables citizens to participate effectively in civic life. Students examine fundamental constitutional principles, the rights and responsibilities of citizenship, the political culture, the policy-making process at each level of government, and the operation of the United States market economy. The standards identify the personal character traits that facilitate thoughtful and effective participation in the civic life of an increasingly diverse democratic society.

Civic education also must emphasize the intellectual skills required for responsible citizenship. Students practice these skills as they extend their understanding of the essential knowledge defined by the current standards for Virginia and United States Government.

- GOVT.1 The student will demonstrate mastery of the social studies skills citizenship requires, including the ability to
- analyze primary and secondary source documents;
 - create and interpret maps, diagrams, tables, charts, graphs, and spreadsheets;
 - analyze political cartoons, political advertisements, pictures, and other graphic media;
 - distinguish between relevant and irrelevant information;
 - evaluate information for accuracy, separating fact from opinion;
 - identify a problem and prioritize solutions;
 - select and defend positions in writing, discussion, and debate.
- GOVT.2 The student will demonstrate knowledge of the political philosophies that shaped the development of Virginia and United States constitutional government by
- describing the development of Athenian democracy and the Roman republic;
 - explaining the influence of the Magna Carta, the English Petition of Rights, and the English Bill of Rights;
 - examining the writings of Hobbes, Locke, and Montesquieu;
 - explaining the guarantee of the rights of Englishmen set forth in the charters of the Virginia Company of London;
 - analyzing the natural rights philosophies expressed in the Declaration of Independence.
- GOVT.3 The student will demonstrate knowledge of the concepts of democracy by
- recognizing the fundamental worth and dignity of the individual;
 - recognizing the equality of all citizens under the law;
 - recognizing majority rule and minority rights;
 - recognizing the necessity of compromise;
 - recognizing the freedom of the individual.
- GOVT.4 The student will demonstrate knowledge of the Constitution of the United States by
- examining the ratification debates and *The Federalist*;
 - analyzing the purposes for government stated in the Preamble;
 - examining the fundamental principles upon which the Constitution of the United States is based, including the rule of law, consent of the governed, limited government, separation of powers, and federalism;
 - illustrating the structure of the national government outlined in Article I, Article II, and Article III;
 - describing the amendment process.

- GOVT.5 The student will demonstrate knowledge of the federal system described in the Constitution of the United States by
- explaining the relationship of the state governments to the national government;
 - describing the extent to which power is shared;
 - identifying the powers denied state and national governments;
 - examining the ongoing debate that focuses on the balance of power between state and national governments.
- GOVT.6 The student will demonstrate knowledge of local, state, and national elections by
- describing the organization, role, and constituencies of political parties;
 - describing the nomination and election process;
 - examining campaign funding and spending;
 - analyzing the influence of media coverage, campaign advertising, and public opinion polls;
 - examining the impact of reapportionment and redistricting;
 - identifying how amendments extend the right to vote;
 - analyzing voter turnout.
- GOVT.7 The student will demonstrate knowledge of the organization and powers of the national government by
- examining the legislative, executive, and judicial branches;
 - analyzing the relationship between the three branches in a system of checks and balances.
- GOVT.8 The student will demonstrate knowledge of the organization and powers of the state and local governments described in the Constitution of Virginia by
- examining the legislative, executive, and judicial branches;
 - examining the structure and powers of local governments: county, city, and town;
 - analyzing the relationship among state and local governments.
- GOVT.9 The student will demonstrate knowledge of the process by which public policy is made by
- examining different perspectives on the role of government;
 - explaining how local, state, and national governments formulate public policy;
 - describing the process by which policy is implemented by the bureaucracy at each level;
 - analyzing how individuals, interest groups, and the media influence public policy.
- GOVT.10 The student will demonstrate knowledge of the operation of the federal judiciary by
- explaining the jurisdiction of the federal courts;
 - examining how John Marshall established the Supreme Court as an independent, co-equal branch of government through his opinions in *Marbury v. Madison*;
 - describing how the Supreme Court decides cases;
 - comparing the philosophies of judicial activism and judicial restraint.
- GOVT.11 The student will demonstrate knowledge of civil liberties and civil rights by
- examining the Bill of Rights, with emphasis on First Amendment freedoms;
 - analyzing due process of law expressed in the 5th and 14th Amendments;
 - explaining selective incorporation of the Bill of Rights;
 - exploring the balance between individual liberties and the public interest;
 - explaining every citizen's right to be treated equally under the law.

- GOVT.12 The student will demonstrate knowledge of the role of the United States in a changing world by
- describing the responsibilities of the national government for foreign policy and national security;
 - assessing the role played by national interest in shaping foreign policy and promoting world peace;
 - examining the relationship of Virginia and the United States to the global economy;
 - examining recent foreign policy and international trade initiatives since 1980.
- GOVT.13 The student will demonstrate knowledge of how governments in Mexico, Great Britain, and the People’s Republic of China compare with government in the United States by
- describing the distribution of governmental power;
 - explaining the relationship between the legislative and executive branches;
 - comparing the extent of participation in the political process.
- GOVT.14 The student will demonstrate knowledge of economic systems by
- identifying the basic economic questions encountered by all economic systems;
 - comparing the characteristics of free market, command, and mixed economies, as described by Adam Smith and Karl Marx;
 - evaluating the impact of the government’s role in the economy on individual economic freedoms;
 - explaining the relationship between economic freedom and political freedom;
 - examining productivity and the standard of living as measured by key economic indicators.
- GOVT.15 The student will demonstrate knowledge of the United States market economy by
- assessing the importance of entrepreneurship, the profit motive, and economic independence to the promotion of economic growth;
 - comparing types of business organizations;
 - describing the factors of production;
 - explaining the interaction of supply and demand;
 - illustrating the circular flow of economic activity;
 - analyzing global economic trends, with emphasis on the impact of technological innovations.
- GOVT.16 The student will demonstrate knowledge of the role of government in the Virginia and United States economies by
- analyzing the impact of fiscal and monetary policies on the economy;
 - describing the creation of public goods and services;
 - examining environmental issues, property rights, contracts, consumer rights, labor-management relations, and competition in the marketplace.
- GOVT.17 The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by
- practicing trustworthiness and honesty;
 - practicing courtesy and respect for the rights of others;
 - practicing responsibility, accountability, and self-reliance;
 - practicing respect for the law;
 - practicing patriotism.

- GOVT.18 The student will understand that thoughtful and effective participation in civic life is characterized by
- a) obeying the law and paying taxes;
 - b) serving as a juror;
 - c) participating in the political process;
 - d) performing public service;
 - e) keeping informed about current issues;
 - f) respecting differing opinions in a diverse society.