

# 4-H Curriculum Connections to the Virginia Standards of Learning

## Citizenship

### 61206 (Publication No. 384-167) My Government, Unit VI

#### History and Social Sciences 1.11

The student will recognize the symbols and traditional practices that honor and foster patriotism in the United States by

- a) identifying the American flag, bald eagle, Washington Monument, and Statue of Liberty;
- b) demonstrating respect for the American flag by learning the Pledge of Allegiance.

#### History and Social Sciences 2.11

The student will identify George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King, Jr. as Americans whose contributions improved the lives of other Americans.

#### History and Social Sciences 3.10

The student will recognize why government is necessary in the classroom, school, and community by

- a) explaining the purpose of rules and laws;
- b) explaining that the basic purposes of government are to make laws, carry out laws, and decide if laws have been broken;
- c) explaining that government protects the rights and property of individuals.

#### History and Social Sciences 3.11

The student will explain the importance of the basic principles that form the foundation of a republican form of government by

- a) describing the individual rights to life, liberty, and the pursuit of happiness; and equality under the law;
- b) identifying the contributions of George Washington, Thomas Jefferson, Abraham Lincoln, Rosa Parks, Thurgood Marshall, and Martin Luther King, Jr.;
- c) recognizing that Veterans Day and Memorial Day honor people who have served to protect the country's freedoms.

#### VS.9 The student will demonstrate knowledge of Virginia in the 20th century by

- identifying the political, social, and/or economic contributions made by Maggie L. Walker, Harry F. Byrd, Sr., L. Douglas Wilder, and Arthur R. Ashe, Jr.;
- identifying social and political events in Virginia linked to desegregation and Massive Resistance and their relationship to national history;

- describing the economic and social transition from a rural, agricultural society to a more urban, industrialized society, including the reasons people came to Virginia from other states and countries.

## Civics and Economics

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

- examining the responsibilities of citizenship, including registering and voting, communicating with government officials, participating in political campaigns, keeping informed about current issues, and respecting differing opinions in a diverse society.
- describing the duties of citizenship, including obeying the laws, paying taxes, defending the nation, and serving in court;
- describing the processes by which an individual becomes a citizen of the United States;
- describing the First Amendment freedoms of religion, speech, press, assembly, and petition, and the rights guaranteed by due process and equal protection of the laws;
- evaluating how civic and social duties address community needs and serve the public good.

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

- analyzing campaigns for elective office, with emphasis on the role of the media;
- comparing the similarities and differences of political parties;
- describing the functions of political parties;
- describing voter registration and participation;
- examining the role of campaign contributions and costs;
- describing the role of the Electoral College in the election of the President and Vice President.

CE.6 The student will demonstrate knowledge of the American constitutional government by

- explaining the relationship of state governments to the national government in the federal system;
- describing the structure and powers of local, state and national governments;
- explaining the principle of separation of powers and the operation of checks and balances;
- identifying the procedures for amending the Constitution of the United States.

CE.7 The student will demonstrate knowledge of how public policy is made at the local, state, and national levels of government by

- explaining the law-making process;
- describing the roles and powers of the executive branch;
- describing how individuals and interest groups influence public policy;

- examining the impact of the media on public opinion and public policy.

CE.8 The student will demonstrate knowledge of the judicial systems established by the Virginia and United States Constitutions by

- describing the organization and jurisdiction of state and federal courts;
- describing the exercise of judicial review;
- explaining court proceedings in criminal and civil cases;
- explaining how due process protections seek to ensure justice.

CE.12 The student will demonstrate knowledge of career opportunities by

- a) identifying talents, interests, and aspirations that influence career choice;
- b) identifying attitudes and behaviors that strengthen the individual work ethic and promote career success;
- c) identifying skills and education that careers require;
- d) examining the impact of technological change on career opportunities.

English 8.1 The student will use interviewing techniques to gain information.

- Prepare and ask relevant questions for the interview.
- Make notes of responses.
- Compile and report responses.
- Evaluate the effectiveness of the interview.

English 8.6 The student will read, comprehend, and analyze a variety of informational sources.

- Draw on background knowledge and knowledge of text structure to understand selections.
- Analyze the author's credentials, viewpoint, and impact.
- Analyze the author's use of text structure and word choice.
- Analyze details for relevance and accuracy.
- Read and follow instructions to complete an assigned task.
- Summarize and critique text.
- Evaluate and synthesize information to apply in written and oral presentations.
- Draw conclusions based on explicit and implied information.
- Make inferences based on explicit and implied information.

English 8.7 The student will write in a variety of forms, including narrative, expository, persuasive, and informational.

- Use prewriting strategies to generate and organize ideas.
- Organize details to elaborate the central idea.
- Select specific vocabulary and information.
- Revise writing for word choice, sentence variety, and transitions among paragraphs.
- Use available technology.

- English 8.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
- Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.
  - Use and punctuate correctly varied sentence structures to include conjunctions and transition words.
  - Choose the correct case and number for pronouns in prepositional phrases with compound objects.
  - Maintain consistent verb tense across paragraphs.
  - Use comparative and superlative degrees in adverbs and adjectives.
- English 9.1 The student will present and critique dramatic readings of literary selections.
- Choose a literary form for presentation, such as a poem, monologue, scene from a play, or story.
  - Adapt presentation techniques to fit literary form.
  - Use verbal and nonverbal techniques for presentation.
  - Evaluate impact of presentation.
- English 9.2 The student will make planned oral presentations.
- Include definitions to increase clarity.
  - Use relevant details to support main ideas.
  - Illustrate main ideas through anecdotes and examples.
  - Cite information sources.
  - Make impromptu responses to questions about presentation.
  - Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.
- English 9.6 The student will develop narrative, expository, and informational writings to inform, explain, analyze, or entertain.
- Generate, gather, and organize ideas for writing.
  - Plan and organize writing to address a specific audience and purpose.
  - Communicate clearly the purpose of the writing.
  - Write clear, varied sentences.
  - Use specific vocabulary and information.
  - Arrange paragraphs into a logical progression.
  - Revise writing for clarity.
  - Proofread and prepare final product for intended audience and purpose.
- English 10.7 The student will develop a variety of writing, with an emphasis on exposition.
- Generate, gather, and organize ideas for writing.
  - Elaborate ideas clearly through word choice and vivid description.
  - Write clear, varied sentences.
  - Organize ideas into a logical sequence.

- Revise writing for clarity and content of presentation.
- Proofread and prepare final product for intended audience and purpose.

English 10.10 The student will use writing to interpret, analyze, and evaluate ideas.

- Explain concepts contained in literature and other disciplines.
- Translate concepts into simpler or more easily understood terms.

English 10.11 The student will collect, evaluate, organize, and present information.

- Organize information from a variety of sources.
- Develop the central idea or focus.
- Verify the accuracy and usefulness of information.
- Credit sources for both quoted and paraphrased ideas.
- Present information in an appropriate format, such as an oral presentation, written report, or visual product.
- Use technology to access information, organize ideas, and develop writing.

English 11.1 The student will make information and persuasive presentations.

- Gather and organize evidence to support a position.
- Present evidence clearly and convincingly.
- Support and defend ideas in public forums.
- Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.

English 11.7 The student will write in a variety of forms, with an emphasis on persuasion.

- Generate, gather, plan, and organize ideas for writing.
- Develop a focus for writing.
- Evaluate and cite applicable information.
- Organize ideas in a logical manner.
- Elaborate ideas clearly and accurately.
- Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.
- Revise writing for accuracy and depth of information.
- Proofread final copy and prepare document for intended audience and purpose.

GOVT.5 The student will demonstrate knowledge of the federal system described in the Constitution of the United States by

- a) explaining the relationship of the state governments to the national government;
- b) describing the extent to which power is shared;
- c) identifying the powers denied state and national governments;

d) examining the ongoing debate that focuses on the balance of power between state and national governments.

GOVT.7 The student will demonstrate knowledge of the organization and powers of the national government by

- a) examining the legislative, executive, and judicial branches;
- b) 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

- a) examining the legislative, executive, and judicial branches;
- b) examining the structure and powers of local governments: county, city, and town;
- c) 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

- a) examining different perspectives on the role of government;
- b) explaining how local, state, and national governments formulate public policy;
- c) describing the process by which policy is implemented by the bureaucracy at each level;
- d) analyzing how individuals, interest groups, and the media influence public policy.