

Civics Tutorials offer targeted instruction, practice, and review designed to build middle school students' understanding of the roles citizens play in the political and governmental systems of the United States. Students engage with the content in an interactive, feedback-rich environment as they progress through standards-aligned modules. By honing their ability to analyze civic life, political practices, and government structures, students build the depth of knowledge and higher-order thinking skills required to demonstrate their mastery when put to the test.

In each module, the Learn It and Try It make complex ideas about the roles of citizens in political and governmental systems accessible through focused content, guided analysis, multi-modal representations, and personalized feedback. The Review It offers a high-impact summary of key concepts and relates those concepts to students' lives. The Test It assesses students' mastery of the module's concepts, providing granular performance data to students and teachers after each attempt. To help students concentrate on the content most relevant to them, unit-level pretests and posttests can quickly identify where students are strong and where they're still learning.

This Tutorial is built to state standards.

Unit 1: Founding Ideas and the Declaration of Independence

- **THE IDEAS THAT LEAD TO THE DECLARATION OF INDEPENDENCE**

- CE.1.b: The student will apply history and social science skills to explain the foundations of the American constitutional democracy by describing the Magna Carta, English common law, the charters of the Virginia Company of London (April 10, 1606; May 23, 1609; and March 12, 1612), the Virginia Declaration of Rights, the Declaration of Independence, the Articles of Confederation, and the Virginia Statute for Religious Freedom and their influence on the Constitution of Virginia and the Constitution of the United States, including the Bill of Rights;

Unit 2: The United States Constitution

- **PRINCIPLES OF THE U.S. CONSTITUTION**

- CE.1.e: The student will apply history and social science skills to explain the foundations of the American constitutional democracy by explaining the fundamental concepts of the U.S. government including but not limited to due process, equal justice under the law, equal protection, elections and a representative government, limited government, right to private property, rule of law, Supremacy Clause, and separation of powers; and
- CE.2.a: The student will apply history and social science skills to analyze how American constitutional government functions at the national level by describing the structure and powers of the government (the three branches of government);

- **RATIFYING AND AMENDING THE U.S. CONSTITUTION**

- CE.1.f: The student will apply history and social science skills to explain the foundations of the American constitutional democracy by describing the procedures for amending the Constitution of Virginia and the Constitution of the United States.

- **ANALYZING THE U.S. CONSTITUTION**

- CE.1.d: The student will apply history and social science skills to explain the foundations of the American constitutional democracy by describing the purpose of the Constitution of the United States as stated in its preamble;
- CE.1.c: The student will apply history and social science skills to explain the foundations of the American constitutional democracy by comparing and contrasting debates, compromises, and plans surrounding the drafting and ratification of the Constitution of the United States and the Bill of Rights;
- CE.2.c: The student will apply history and social science skills to analyze how American constitutional government functions at the national level by explaining the particular role and powers of the executive branch as explained in Article II of the Constitution of the United States;
- CE.2.d: The student will apply history and social science skills to analyze how American constitutional government functions at the national level by explaining the particular role and powers of the judicial branch as explained in Article III of the Constitution of the United States; and
- CE.2.e: The student will apply history and social science skills to analyze how American constitutional government functions at the national level by explaining the principle of separation of powers and the operation of checks and balances.
- CE.2.b: The student will apply history and social science skills to analyze how American constitutional government functions at the national level by explaining the legislative branch and the lawmaking process as explained in Article I of the Constitution of the United States;

Unit 3: The Three Branches

- **THE EXECUTIVE BRANCH**

- CE.3.a: The student will apply history and social science skills to analyze how constitutional government functions at the state level by describing the structure and powers of the state government (the three branches of government);

- **THE LEGISLATIVE BRANCH**

- CE.3.a: The student will apply history and social science skills to analyze how constitutional government functions at the state level by describing the structure and powers of the state government (the three branches of government);

- **THE JUDICIAL BRANCH**

- CE.5.d: The student will apply history and social science skills to explain the judicial systems established by the Constitution of Virginia and the Constitution of the United States by explaining the effects of Supreme Court cases affecting the judiciary including, but not limited to Marbury v. Madison.
- CE.3.a: The student will apply history and social science skills to analyze how constitutional government functions at the state level by describing the structure and powers of the state

government (the three branches of government);

- CE.5.a: The student will apply history and social science skills to explain the judicial systems established by the Constitution of Virginia and the Constitution of the United States by describing the system of state and federal courts including, but not limited to jurisdiction and judicial review;

Unit 4: Structure of Government

- **TYPES OF GOVERNMENT**

- CE.1.e: The student will apply history and social science skills to explain the foundations of the American constitutional democracy by explaining the fundamental concepts of the U.S. government including but not limited to due process, equal justice under the law, equal protection, elections and a representative government, limited government, right to private property, rule of law, Supremacy Clause, and separation of powers; and
- CE.1.a: The student will apply history and social science skills to explain the foundations of the American constitutional democracy by explaining the fundamental principles of limited government, republicanism, federalism, checks and balances, separation of powers, and popular sovereignty;

- **FEDERALISM**

- CE.3.b: The student will apply history and social science skills to analyze how constitutional government functions at the state level by explaining the state lawmaking process;
- CE.3.c: The student will apply history and social science skills to analyze how constitutional government functions at the state level by describing the roles and powers of the executive branch and regulatory boards as they affect states;
- CE.3.d: The student will apply history and social science skills to analyze how constitutional government functions at the state level by explaining the relationship between state governments and the national government in the federal system, referencing Federalist No.10 and Federalist No. 51; and

- **THE U.S. COURT SYSTEM**

- CE.5.c: The student will apply history and social science skills to explain the judicial systems established by the Constitution of Virginia and the Constitution of the United States by comparing and contrasting civil and criminal cases; and

Unit 5: Principles of Government

- **PRINCIPLES OF CITIZENSHIP**

- CE.6.a: The student will apply history and social science skills to define citizenship by describing the processes by which an individual becomes a citizen of the United States;
- CE.6.f: The student will apply history and social science skills to define citizenship by reviewing the criteria and exam for naturalizing U.S. citizens.
- CE.10.a: The student will apply history and social science skills to analyze the role of public participation in American civic life by describing duties of citizens, including paying taxes, serving on a jury, following the law, and registering for selective service;

- CE.10.c: The student will apply history and social science skills to analyze the role of public participation in American civic life by explaining voter eligibility and requirements for registration.
- **CIVIL LIBERTIES**
 - CE.6.b: The student will apply history and social science skills to define citizenship by describing 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);
 - CE.5.b: The student will apply history and social science skills to explain the judicial systems established by the Constitution of Virginia and the Constitution of the United States by describing how due-process protections seek to ensure justice;
- **ELECTIONS**
 - CE.8.b: The student will apply history and social science skills to examine the political process at the local, state, and national levels of government by analyzing campaigns for elective office, with emphasis on the roles of candidates, volunteers, the media, voters, and poll watchers;
 - CE.8.c: The student will apply history and social science skills to examine the political process at the local, state, and national levels of government by explaining the role of campaign contributions and the cost of campaigns;
 - CE.8.d: The student will apply history and social science skills to examine the political process at the local, state, and national levels of government by examining the history of and requirements for voter registration; and
 - CE.8.e: The student will apply history and social science skills to examine the political process at the local, state, and national levels of government by describing the role of the Electoral College in the election of the president and vice president.

Unit 6: Political Processes

- **POLITICAL VIEWS AND POLITICAL PARTIES**
 - CE.6.c: The student will apply history and social science skills to define citizenship by examining 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;
 - CE.8.a: The student will apply history and social science skills to examine the political process at the local, state, and national levels of government by describing the origins, history, and functions of political parties;
- **INTEREST GROUPS AND THE MEDIA**
 - CE.9.e: The student will apply history and social science skills to explain the role of the media and social media as well as its influence on local, state, and national levels of government by identifying the source of information and considering possible motivations or biases of its creator; and
 - CE.9.f: The student will apply history and social science skills to explain the role of the media and social media as well as its influence on local, state, and national levels of government by evaluating

multiple sources describing the same event or idea and reflecting on the reasons for any discrepancies.

- CE.9.a: The student will apply history and social science skills to explain the role of the media and social media as well as its influence on local, state, and national levels of government by explaining the role and rights of the press in reporting events;
- CE.9.c: The student will apply history and social science skills to explain the role of the media and social media as well as its influence on local, state, and national levels of government by explaining 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;
- CE.9.d: The student will apply history and social science skills to explain the role of the media and social media as well as its influence on local, state, and national levels of government by evaluating the effect of social media on political campaigns, politics, and civic discourse;
- CE.9.b: The student will apply history and social science skills to explain the role of the media and social media as well as its influence on local, state, and national levels of government by describing the effect biased reporting can have on public opinion;
- **EXAMINING CONTEXT AND BIAS IN POLITICAL COMMUNICATIONS**
 - CE.e: The student will apply history and social science skills to the content by comparing and contrasting historical, cultural, economic, and political perspectives;

Unit 7: Economic Principles

- **EXAMINING BASIC ECONOMIC CONCEPTS**
 - CE.11.a: The student will apply history and social science skills to analyze how economic decisions are made in the marketplace and in daily life by explaining that because of scarcity, consumers, producers, and governments must make economic choices, and understanding that all choices have an opportunity cost;
 - CE.11.c: The student will apply history and social science skills to analyze how economic decisions are made in the marketplace and in daily life by comparing and contrasting free-market, command, and mixed economies to determine how each affects the allocation of limited resources and the subsequent effects on individuals lives.
 - CE.12.a: The student will apply history and social science skills to describe the United States economy by evaluating the shared fundamental principles and connection of free enterprise and democracy;
 - CE.12.b: The student will apply history and social science skills to describe the United States economy by describing the critical components of the United States economy, such as limited government, private property, markets, consumer sovereignty, and competition;
 - CE.12.c: The student will apply history and social science skills to describe the United States economy by explaining the concept of inflation and the effect of supply and demand on consumer prices in a market economy;
 - CE.12.d: The student will apply history and social science skills to describe the United States economy by describing the types of business organizations and the role of entrepreneurship;

- CE.12.e: The student will apply history and social science skills to describe the United States economy by explaining the role of consumers, producers, and government interactions on the economy;
- **THE EARLY AMERICAN ECONOMY**
- CE.11.b: The student will apply history and social science skills to analyze how economic decisions are made in the marketplace and in daily life by explaining the importance of innovation and productivity, including the freedom to choose occupations, the role of technology, and the development of human capital; and

Unit 8: Our Economy 1

- **ECONOMIC REFORM IN THE PROGRESSIVE ERA**
- CE.13.c: The student will apply history and social science skills to analyze the role of government in the United States economy by describing how local, state, and federal governments allocate their budgets and collect taxes to pay for goods and services;
- CE.13.f: The student will apply history and social science skills to analyze the role of government in the United States economy by describing how governments regulate commerce to protect consumers, the environment, competition in the marketplace, and property rights; and
- **CORPORATIONS, CAPITALISM, AND THE CAPTAINS OF INDUSTRY**
- CE.13.g: The student will apply history and social science skills to analyze the role of government in the United States economy by evaluating how and why governments regulate industry, labor, competition, and monopolies in the marketplace.
- **GLOBAL ECONOMICS AFTER THE COLD WAR**
- CE.12.g: The student will apply history and social science skills to describe the United States economy by analyzing the role of Virginia in the United States and global economies, with an emphasis on the effect of technological innovations.
- CE.13.a: The student will apply history and social science skills to analyze the role of government in the United States economy by examining the effect of competition in the marketplace;
- CE.13.b: The student will apply history and social science skills to analyze the role of government in the United States economy by explaining how and why government provides certain public goods and services;

Unit 9: Our Economy 2

- **THE U.S. ECONOMY**
- CE.12.f: The student will apply history and social science skills to describe the United States economy by explaining 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; and
- CE.13.d: The student will apply history and social science skills to analyze the role of government in the United States economy by explaining the structure and main function of the Federal Reserve System and how it acts as the nations central bank;

- CE.13.e: The student will apply history and social science skills to analyze the role of government in the United States economy by explaining the role of government currency and analyzing the purpose of a money economy;
- **SCIENCE AND TECHNOLOGY IN THE INFORMATION AGE**
- CE.14.d: The student will apply history and social science skills to explain career opportunities and understand the fundamentals of personal finance by examining the effect of technological change and globalization on career opportunities;

Unit 10: State and Local Governments

- **STATE AND LOCAL GOVERNMENTS**
- CE.3.e: The student will apply history and social science skills to analyze how constitutional government functions at the state level by explaining the principle of separation of powers and the operation of checks and balances at the state level.
- CE.4.a: The student will apply history and social science skills to analyze American constitutional government at the local level by describing the structure and powers of the local government and explaining the local lawmaking process;
- CE.4.b: The student will apply history and social science skills to analyze American constitutional government at the local level by describing how state, national, and international issues and events impact local decision making; and
- CE.4.c: The student will apply history and social science skills to analyze American constitutional government at the local level by comparing and contrasting 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.

Unit 11: Social Studies Practices

- **READING HISTORICAL EVIDENCE**
- CE.a: The student will apply history and social science skills to the content by selecting and synthesizing evidence from information sources including, but not limited to artifacts, primary and secondary sources, charts, graphs, and diagrams to understand civics and economics;
- CE.9.f: The student will apply history and social science skills to explain the role of the media and social media as well as its influence on local, state, and national levels of government by evaluating multiple sources describing the same event or idea and reflecting on the reasons for any discrepancies.
- CE.d: The student will apply history and social science skills to the content by integrating evidence to construct and analyze timelines, classify events, and to distinguish fact and opinion;
- **UNDERSTANDING CAUSATION AND ARGUMENTATION IN HISTORY**
- CE.f: The student will apply history and social science skills to the content by determining and explaining cause and effect relationships;