

ECONOMIC RELATED SOLS

2008 SOLs (Includes July 17th 2008 final changes to Curriculum Framework)

Prepared by the Virginia Council on Economic Education

January 2009

Virginia and United States History

Essential Skill VUS.1i

***VUS.1i The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to i) identify the costs and benefits of specific choices made including the consequences, both intended and unintended, of the decision and how people and nations responded to positive and negative incentives.**

*Standard VUS.1i has been designed to be applied throughout various parts of this entire curriculum. Following are the basic economic concepts to be covered by this overarching standard. Our goal was to give basic knowledge of the economic concepts included in this standard which could then be applied to specific Virginia and United States History content.

Economic Way of Thinking	Concept Understanding	Lessons/Activities/Resources
Costs and Benefits (and resulting consequences)	Cost/benefit analysis... is a technique for deciding whether an action should be taken by comparing its benefits and costs. Cost... The effort, loss or sacrifice necessary to achieve or obtain something. Benefits... Monetary or non-monetary gain received because of an action taken or a decision made. Consequences... The outcome of your decision.	<ul style="list-style-type: none"> ▪ “The Economic Way of Thinking: Three Activities to Demonstrate Marginal Analysis,” Lesson 6, Economics in Action ▪ “Third Party Costs and Benefits,” Lesson 12, Focus HS Economics
Decision Making	Reaching a conclusion after considering alternatives and their results. Students will understand that: Effective decision making requires comparing the additional costs of alternatives with the additional benefits. Most choices involve doing a little more or a little less of something; few choices are all-or-nothing decisions.	<ul style="list-style-type: none"> ▪ “Economic Decision Making,” Lesson 2, Economics in Action ▪ “Planning and Goal Setting: Can You Get There from Here?” Lesson 3, Personal Decision Making: Focus on Economics
Incentives (Positive and Negative)	An incentive is a cost or benefit that motivates a decision or action by consumers, workers, firms or other participants in the economy. Incentives may be positive (i.e. a reward) or negative (i.e. a fine)	<ul style="list-style-type: none"> ▪ “Using Economic Reasoning to Solve Mysteries,” Lesson 3, Economics in Action ▪ “Rules Influence Economic Behavior,” Lesson 5, Capstone: Exemplary Lessons for High School Economics

SOLs expressly identified as topics where VUS.1i is applied...

SOL	Language
VUS 3	The student will describe how the values and institutions of European economic <u>and political</u> life took root in the colonies and how slavery reshaped European and African life in the Americas.
VUS 7d	The student will demonstrate knowledge of the Civil War and Reconstruction Era and its importance as a major turning point in American history by <u>d.) examining the political <u>and</u> 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 of America.</u>
VUS 10c	The student will demonstrate knowledge of the emerging role of the United states in world affairs and key domestic events after 1890 by c. <u>explaining the causes of the Great Depression, <u>and</u> its impact on the American people, and the ways the New Deal addressed it.</u>
VUS 10d	<u>The student will demonstrate knowledge of key domestic events of the 1920s and 1930s by d. describing how Franklin D. Roosevelt’s New deal relief, recovery, and reform measures addressed the Great Depression and expanded the government’s role in the economy.</u>
VUS 12a	The student will demonstrate knowledge of the effects of World War II on the home front by a) explaining how the United States mobilized its economic, human, and military resources:
VUS 15e	The student will demonstrate knowledge of economic, social, cultural, and political developments in the contemporary United States by <u>e) assessing the role of government actions that impact the economy.</u>

SOLs identified as topics where VUS.1i could/should be applied...

SOL	Language
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.4b	The student will demonstrate knowledge of events and issues of the Revolutionary Period by b) evaluating how key principles in the Declaration of Independence grew in importance to become unifying ideas of American democracy;
VUS.5a	The student will demonstrate knowledge of the issues involved in the creation and ratification of the Constitution of the United States of America and how the principles of limited government, consent of the governed, and the social contract are embodied in it by a) explaining the origins of the Constitution, including the Articles of Confederation;
VUS.8a	The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century by a) 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;
VUS.8d	The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century by d) identifying the <u>causes and</u> impact of the Progressive Movement, including the <u>excesses of the Gilded Age</u> , child labor and antitrust laws, the rise of labor unions, and the success of the women's suffrage movement;
VUS.10a	<u>The student will demonstrate knowledge of key domestic events of the 1920s and 1930s by a) analyzing how radio, movies, newspapers, and magazines created popular culture and challenged traditional values;</u>

VUS.10b	<u>The student will demonstrate knowledge of key domestic events of the 1920s and 1930s by b) assessing the causes and consequences of the stock market crash of 1929;</u>
VUS.13a	The student will demonstrate knowledge of United States foreign policy since World War II by a) describing outcomes of World War II, including political boundary changes, the formation of the United Nations, and the Marshall Plan;
VUS.15b	The student will demonstrate knowledge of economic, social, cultural, and political developments in the contemporary United States by b) analyzing how the 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, <u>and the debates over immigration policy;</u>
VUS.15c	The student will demonstrate knowledge of economic, social, cultural, and political developments in the contemporary United States by c) explaining the media influence on contemporary American culture and how scientific and technological advances affect the workplace, health care, and education;

Economics related SOLs

SOL #	Summary of Language
VUS.3	<p>The student will describe how the values and institutions of European economic <u>and political</u> life took root in the colonies and how slavery reshaped European and African life in the Americas.</p> <p>Essential Understandings Identified Economic <u>and political</u> institutions in the colonies developed in ways that were either typically European or were distinctively American, as climate, soil conditions, and other natural resources shaped regional economic development.</p> <p>The African slave trade and the development of a slave labor system in many of the colonies resulted from plantation economies and labor shortages.</p> <p>Essential Questions Identified How did the economic activity <u>and political institutions</u> of the three colonial regions reflect their <u>resources, geography and</u> or the European origins of their settlers?</p>
VUS.4b	<p>The student will demonstrate knowledge of events and issues of the Revolutionary Period by <u>b.) evaluating how key principles in the Declaration of Independence grew to importance to become unifying ideas of American democracy.</u></p> <p>Essential Knowledge Identified <u>Economic participation (pursuit of happiness)</u></p> <ul style="list-style-type: none"> ▪ <u>Regulating the free enterprise system</u> ▪ <u>Promoting economic opportunity</u> ▪ <u>Protecting property rights</u>

VUS.5d	<p>The student will demonstrate knowledge of the issues involved in the creation and ratification of the Constitution of the United States of America and how the principles of limited government, consent of the governed and the social contract are embodied in it by d.) <u>assessing the arguments of Federalists and Anti-Federalists during the ratification debates and their relevance to political debate today.</u></p> <p>Essential Knowledge Identified <u>Anti-Federalists feared an overly powerful central government destructive of the rights of individuals and the prerogatives of the states. Today more conservative thinkers echo these concerns and champion liberty, individual initiative, and free markets.</u></p>
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VUS.6a	<p>The student will demonstrate knowledge of the major events during the first half of the nineteenth century by a) <u>explaining the principles and issues that prompted Thomas Jefferson to organize the first opposition political party;</u></p> <p>Essential Understandings Identified <u>Different views of economic and foreign policy issues led to the development of the first American political parties.</u></p> <p>Essential Knowledge Identified <u>Typically, the Federalists, led by John Adams and Alexander Hamilton, believed in a strong national government and commercial economy and were supported by bankers and business interests in the Northeast.</u></p> <p><u>The Democratic-Republicans, believed in a weak national government and an agricultural economy. They were supported by farmers, artisans, and frontier settlers in the South.</u></p>
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VUS.6b	<p>The student will demonstrate knowledge of the major events during the first half of the nineteenth century by a) <u>b</u>) identifying the economic, political, and geographic factors that led to territorial expansion and its impact on the American Indians (First Americans);</p> <p>Essential Understandings Identified Economic and strategic interests, supported by popular beliefs, led to territorial expansion to the Pacific Ocean.</p> <p>The new American republic prior to the Civil War experienced dramatic territorial expansion, immigration, economic growth, and industrialization. Americans, stirred by their hunger for land and the ideology of “Manifest Destiny,” flocked to new frontiers.</p> <p>Essential Knowledge Identified The westward movement and economic development American settlers poured westward from the coastal states into the Midwest, Southwest, and Texas, seeking economic opportunity in the form of land to own and farm. The growth of railroads and canals helped the growth of an industrial economy and supported the westward movement of settlers.</p>
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VUS.6c	<p>The student will demonstrate knowledge of the major events during the first half of the nineteenth century by c) <u>examining the reasons why James Madison asked Congress to declare war on Great Britain in 1812 and how this divided the nation;</u></p> <p>Essential Knowledge Identified <u>British interference with American shipping and western expansionism fueled the call for a declaration of war.</u></p>
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VUS.6e	<p>The student will demonstrate knowledge of the major events during the first half of the nineteenth century by e) describing the cultural, economic, and political issues that divided the nation, including <u>tariffs</u>, slavery, the abolitionist and women’s suffrage movements, and the role of the states in the Union.</p> <p>Essential Knowledge Identified Sectional tensions were caused by debates over the nature of the Union.</p> <ul style="list-style-type: none"> ▪ <u>South Carolinians argued that sovereign states could nullify the Tariff of 1832 and other acts of Congress. A Union that allowed state governments to invalidate acts of the national legislature could be dissolved by states seceding from the Union in defense of slavery (Nullification Crisis)</u> ▪ <u>President Jackson threatened to send federal troops to collect the tariff revenues.</u>
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VUS.8b	<p>The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century by b) 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;</p> <p>Essential Understandings Identified During the period from the Civil War to World War I, the United States underwent an economic transformation that involved a developing industrial economy, the expansion of big business, the growth of large-scale agriculture, and the rise of national labor unions and industrial conflict.</p> <p>Essential Knowledge Identified Reasons for economic transformation</p> <ul style="list-style-type: none"> • Government policies of Laissez-faire capitalism and special considerations (e.g., land grants to railroad builders) • The increasing labor supply (from immigration and migration from farms) • America’s possession of a wealth of natural resources and navigable rivers
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VUS.10c	<p>The student will demonstrate knowledge of the emerging role of the United States in world affairs and key domestic events after 1890 by c) explaining the causes of the Great Depression, and its impact on the American people, and the ways the New Deal addressed it.</p> <p>Essential Knowledge Identified</p> <p>Causes of the Great Depression</p> <ul style="list-style-type: none"> • Overspeculation on stocks using borrowed money that could not be repaid when the s Stock market crashed in 1929 and stock prices collapsed • Federal Reserve's failure to prevent widespread collapse of the nation's banking system in the late 1920s and early 1930s, leading to severe contraction in the nation's supply of money in circulation • High protective tariffs that produced retaliatory tariffs in other countries, strangling world trade (Tariff Act of 1930, popularly called the Hawley-Smoot Act) <p>Impact</p> <ul style="list-style-type: none"> • Unemployment and homelessness • Collapse of financial system (bank closings) • <u>Demand for goods declined</u> • Political unrest (growing militancy of labor unions) • Farm foreclosures and migration
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VUS.11a	<p>The student will demonstrate knowledge of World War II by</p> <p>a) identifying analyzing the causes and events that led to American involvement in the war, including military assistance to Britain and the Japanese attack on Pearl Harbor;</p> <p>Essential Understandings Identified The United States gradually abandoned neutrality as events in Europe and Asia pulled the nations toward war.</p> <p>Essential Questions Identified How did the United States respond to increasing totalitarian aggression in Europe and Asia?</p> <p>What caused America’s gradual abandonment of its policy of neutrality?</p> <p>Essential Knowledge Identified</p> <p>The war in Europe</p> <ul style="list-style-type: none"> • World War II began with Hitler’s invasion of Poland in 1939, followed shortly after by the Soviet Union’s invasion of Poland from the east and the Baltic countries. • During the first two years of the war, the United States stayed officially neutral as Germany overran France, most of Europe, and pounded Britain from the air (the Battle of Britain). In mid-1941, Hitler turned on his former partner and invaded the Soviet Union. • Despite strong isolationist sentiment at home, the United States increasingly helped Britain. It gave Britain war supplies and old naval warships in return for military bases in Bermuda and the Caribbean. Soon after, the Lend-Lease Act gave the President authority to sell or lend equipment to countries to defend themselves against the Axis powers. Franklin Roosevelt compared it to “lending a garden hose to a next-door neighbor whose house is on fire.” <p>The war in Asia</p> <ul style="list-style-type: none"> • During the 1930s a militaristic Japan invaded and brutalized Manchuria and China as it sought military and economic domination over Asia. The United States refused to recognize Japanese conquests in Asia and imposed an embargo on exports of oil and steel to Japan. Tensions rose but both countries negotiated to avoid war. • While negotiating with the U.S. and without any warning, Japan carried out an air attack on the American naval base at Pearl Harbor, Hawaii, on December 7, 1941. The attack destroyed much of the
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	<p>American Pacific fleet and killed several thousand Americans. Roosevelt called it “a date that will live in infamy” as he asked Congress to declare war on Japan.</p> <ul style="list-style-type: none"> • After Pearl Harbor, Hitler honored a pact with Japan and declared war on the United States. The debates over isolationism in the United States were over. World War II was now a true world war and the United States was fully involved
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VUS.12a	<p>The student will demonstrate knowledge of the effects of World War II on the home front by</p> <p>a) explaining how the United States mobilized its economic, human, and military resources;</p> <p>Essential Understanding Identified Success in the war required the total commitment of the nation’s resources. On the home front, public education and the mass media promoted nationalism.</p> <p>Essential Questions Identified How did the United States organize and distribute its resources to achieve victory during World War II?</p> <p>Essential Knowledge Identified</p> <p>Economic resources U.S. government and industry forged a close working relationship to allocate resources effectively.</p> <ul style="list-style-type: none"> • Rationing was used to maintain supply of essential products to the war effort. • War bonds and income tax were used for financing the war. • Business retooled from peacetime to wartime production (e.g., car manufacturing to tank manufacturing). <p>Human resources</p> <ul style="list-style-type: none"> • More women and minorities entered the labor force as men entered the armed forces. • Citizens volunteered in support of the war effort. <p>Military resources</p> <ul style="list-style-type: none"> • The draft/selective service was used to provide personnel for the military.
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VUS.12b	<p>The student will demonstrate knowledge of the effects of World War II on the home front by</p> <p>b) describing the contributions of women and minorities to the war effort;</p> <p>Essential Understandings Identified Contributions to a war effort come from all segments of a society. Women entered into previously male job roles as African Americans and others struggled to obtain desegregation of the armed forces and end discriminatory hiring practices.</p> <p>Essential Questions Identified How did women and minorities contribute to America’s efforts during World War II?</p> <p>Essential Knowledge Identified Women during World War II</p> <ul style="list-style-type: none"> • Women increasingly participated in the workforce to replace men serving in the military (e.g., Rosie the Riveter). • They typically participated in non-combat military roles. <p>African Americans during World War II</p> <ul style="list-style-type: none"> • African Americans migrated to cities in search of jobs in war plants. • They campaigned for victory in war and equality at home.
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VUS.13a	<p>The student will demonstrate knowledge of United States foreign policy since World War II by</p> <p>a) describing outcomes of World War II, including political boundary changes, the formation of the United Nations, and the Marshall Plan;</p> <p>Essential Understandings Identified Wars have political, economic, and social consequences.</p> <p>Essential Questions Identified What were the political, economic, and social consequences of World War II?</p> <p>Essential Knowledge Identified Postwar outcomes</p> <ul style="list-style-type: none"> • The end of World War II found Soviet forces occupying most of Eastern and Central Europe and the eastern portion of Germany. • Germany was partitioned into East and West Germany. West Germany became democratic and resumed self-government after a few years of American, British and French occupation. East Germany remained under the domination of the Soviet Union and did not adopt democratic institutions. • Following its defeat, Japan was occupied by American forces. It soon adopted a democratic form of government, resumed self-government, and became a strong ally of the United States. • Europe lay in ruins, and the United States launched the Marshall Plan which provided massive financial aid to rebuild European economies and prevent the spread of communism. • The United Nations was formed near the end of World War II to create a body for the nations of the world to try to prevent future global wars.
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VUS.13b	<p>The student will demonstrate knowledge of United States foreign policy since World War II by</p> <p>b) explaining the origins of the Cold War, and describing the Truman Doctrine and the policy of containment of communism, the American role of wars in Korea and Vietnam, and the role of the North Atlantic Treaty Organization (NATO) in Europe;</p> <p>Essential Understandings Identified</p> <p>The Cold War set the framework for global politics for 45 years after the end of World War II. It also influenced American domestic politics, the conduct of foreign affairs, and the role of the government in the economy after 1945.</p> <p>The Cold War was essentially a competition between two very different ways of organizing government, society, and the economy: the American-led western nations' belief in democracy, individual freedom and a market economy, and the Soviet belief in a totalitarian state and socialism.</p> <p>The U. S. government's anti-Communist strategy of containment in Asia led to America's involvement in the Korean and Vietnamese Wars. The Vietnam War demonstrated the power of American public opinion in reversing foreign policy. It tested the democratic system to its limits, left scars on American society that have not yet been erased, and made many Americans deeply skeptical of future military or even peacekeeping interventions.</p> <p>Essential Questions Identified</p> <p>How did the U.S. respond to the threat of communist expansion?</p> <p>What are the origins of the Cold War?</p> <p>What events characterize the early events of the Cold War?</p> <p>What was the impact of the Cold War on Americans at home?</p> <p>What was the impact of the Vietnam War on Americans at home</p> <p>Essential Knowledge Identified</p> <p>Origins of the Cold War</p> <ul style="list-style-type: none"> • The Cold War lasted from the end of World War II until the collapse of
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the Soviet Union ~~in 1989~~.

- The United States and the Soviet Union represented starkly different fundamental values. The United States represented democratic political institutions and a generally free market economic system. The Soviet Union was a totalitarian government with a communist (socialist) economic system.
- The Truman Doctrine of “containment of communism” was a guiding principle of American foreign policy throughout the Cold War, not to roll it back but to keep it from spreading and to resist communist aggression into other countries.
- The North Atlantic Treaty Organization (NATO) was formed as a defensive alliance among the United States and western European countries to prevent a Soviet invasion of Western Europe. Soviet allies in eastern Europe formed the Warsaw Pact and for nearly 50 years both sides maintained large military forces facing each other in Europe.
- The communist takeover in China shortly after World War II increased American fears of communist domination of most of the world. Rather than strong allies, however, the communist nations of China and the Soviet Union eventually became rivals for territory and diplomatic influence, a split which American foreign policy under President Nixon in the 1970s exploited.
- After the Soviet Union matched the United States in nuclear weaponry in the 1950s, the threat of a nuclear war that would destroy both countries was ever-present throughout the Cold War. America, under President Eisenhower, adopted a policy of “massive retaliation” to deter any nuclear strike by the Soviets.

The Korean War

- American involvement in the Korean War in the early 1950s reflected the American policy of containment of communism.
- After communist North Korea invaded South Korea, American military forces led a United Nations counterattack that drove deep into North Korea itself. Communist Chinese forces came into the war on the side of North Korea and the war threatened to widen, but eventually ended in a stalemate with South Korea free of communist occupation.

The Vietnam War

- American involvement in Vietnam also reflected the Cold War policy of containment of communism.
- Beginning in the 1950s and continuing into the early 1960s, the communist government of North Vietnam attempted to install through force a communist government in South Vietnam. The United States helped South Vietnam resist.
- The American military buildup in Vietnam began under President John Kennedy. After Kennedy’s assassination in 1963, the buildup was

intensified under President Lyndon Johnson.

- The scale of combat in Vietnam grew larger over the course of the 1960s. American military forces repeatedly defeated the North Vietnamese forces in the field, but could not force an end to the war on favorable terms by fighting a limited war.
- The country became bitterly divided. While there was support for the American military and conduct of the war among many Americans, others opposed the war and active opposition to the war mounted, especially on college campuses.
- After Johnson declined to seek re-election, President Nixon was elected on a pledge to bring the war to an honorable end. He instituted a policy of “Vietnamization,” withdrawing American troops and replacing them with South Vietnamese forces while maintaining military aid to the South Vietnamese.
- Ultimately “Vietnamization” failed when South Vietnamese troops proved unable to resist invasion by the Soviet-supplied North Vietnamese Army, and President Nixon was forced from office by the Watergate scandal. In 1975, both North and South Vietnam were merged under communist control.

Cuba

- Cuba was also a site of Cold War confrontations.
- Fidel Castro led a communist revolution that took over Cuba in the late 1950s. Many Cubans fled to Florida and later attempted to invade Cuba and overthrow Castro. This “Bay of Pigs” invasion failed.
- In 1962, the Soviet Union stationed missiles in Cuba, instigating the Cuban Missile Crisis. President Kennedy ordered the Soviets to remove their missiles and for several days the world was on the brink of nuclear war. Eventually, the Soviet leadership “blinked” and removed their missiles.

Impact of the Cold War at home

- The fear of communism and the threat of nuclear war affected American life throughout the Cold War.
- During the 1950s and 1960s, American schools regularly held drills to train children what to do in case of a nuclear attack, and American citizens were urged by the government to build bomb shelters in their own basements.
- The convictions of Alger Hiss, and Julius and Ethel Rosenberg for spying for the Soviet Union, and the construction of nuclear weapons by the Soviets using technical secrets obtained through spying, increased domestic fears of communism.
- Senator Joseph McCarthy played on American fears of communism by recklessly accusing many American governmental officials and citizens of being communists based on flimsy or no evidence. This led to the coining of the term *McCarthyism*, or the making of false

accusations based on rumor or guilt by association.

- The Cold War made foreign policy a major issue in every presidential election during the period.
- The heavy military expenditures throughout the Cold War benefited Virginia's economy proportionately more than any other state, especially in Hampton Roads, home to several large naval and air bases, and Northern Virginia, home to the Pentagon and numerous private companies that contract with the military.

American military forces during the Cold War

- In President John Kennedy's inaugural address, he pledged that the United States would "pay any price, bear any burden, meet any hardship, support any friend, oppose any foe, in order to assure the survival and the success of liberty." In the same address, he also said, "Ask not what your country can do for you; ask what you can do for your country."
- During the Cold War era, millions of Americans served in the military, defending freedom in wars and conflicts that were not always popular. Many were killed or wounded. As a result of their service, the United States and American ideals of democracy and freedom ultimately prevailed in the Cold War struggle with Soviet communism.
- President Kennedy, a World War II veteran, was assassinated in 1963 in Dallas, Texas, in an event that shook the nation's confidence and began a period of internal strife and divisiveness, especially spurred by divisions over U.S. involvement in Vietnam.
- Unlike veterans of World War II, who returned to a grateful and supportive nation, Vietnam veterans returned often to face indifference or outright hostility from some who opposed the war.
- It was not until several years after the end of the war that the wounds of the war began to heal in America, and Vietnam veterans were recognized and honored for their service and sacrifices.

VUS.15c	<p>The student will demonstrate knowledge of economic, social, cultural, and political developments in the contemporary United States by</p> <p>c) explaining the media influence on contemporary American culture and how scientific and technological advances affect the workplace, health care, and education.</p> <p>Essential Understandings Identified Dramatic advances in technology have affected life in America in many significant areas.</p> <p>The American space program was a triumph of American technological prowess.</p> <p>Technology can make communication and information more accessible.</p> <p>Essential Questions Identified How has the accessibility to improved technology and communications affected American culture?</p> <p>Essential Knowledge Identified In the early 1960s, President John Kennedy pledged increased support for the American space program. The race to the moon continued through the 1960s. U.S. astronaut John Glenn was the first American to orbit the Earth. In 1969, American astronaut Neil Armstrong was the first person to step onto the moon’s surface. He proclaimed, “That’s one small step for a man, one giant leap for mankind.”</p> <p><u>Sally Ride was the first female astronaut in the United States.</u></p> <p>Over the past three decades improved technology and media have brought about better access to communication and information for rural areas, businesses, and individual consumers. As a result, many more Americans have access to global information and viewpoints.</p> <p>Examples of technological advances</p> <ul style="list-style-type: none"> • Cable TV/24-hour news (CNN) • Personal computers • Cellular phones • World Wide Web
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	<p>Changes in work/school/health care</p> <ul style="list-style-type: none"> • Telecommuting • Distance learning • Growth in white collar careers of service industries • Breakthroughs in medical research, including the development of the vaccine for polio by Dr. Jonas Salk • <u>Outsourcing and offshoring</u>
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VUS.15d	<p>The student will demonstrate knowledge of economic, social, cultural, and political developments in the contemporary United States by</p> <p>d) <u>examining the impact of the “Reagan Revolution” on federalism, the role of government, and state and national elections since 1988;</u></p> <p>Essential Understandings Identified <u>Ronald Reagan’s policies had an impact on the relationship between the federal and state governments.</u></p> <p><u>The conservative political philosophy of President Reagan prompted a re-evaluation of the size and role of government in the economy and society of contemporary America.</u></p> <p>Essential Questions Identified <u>What was the impact of the “Reagan Revolution” on federalism, the role of government, and state and national elections since 1988?</u></p> <p>Essential Knowledge Identified <u>President Reagan and conservative Republicans advocated for</u></p> <ul style="list-style-type: none"> • <u>tax cuts</u> • <u>transfer of responsibilities to state governments</u> • <u>appointment of judges/justices who exercised “judicial restraint”</u> • <u>reduction in the number and scope of government programs and regulations</u> • <u>strengthened American military</u> <p><u>The “Reagan Revolution” extended beyond his tenure in office with</u></p> <ul style="list-style-type: none"> • <u>the election of his vice president, George H. W. Bush</u> • <u>the election of a centrist Democrat, William Clinton</u> • <u>the Republican sweep of congressional elections and statehouses in the 1990s</u> • <u>the election of George W. Bush</u>
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VUS.15e	<p>The student will demonstrate knowledge of economic, social, cultural, and political developments in the contemporary United States by</p> <p>e) <u>assessing the role of government actions that impact the economy;</u></p> <p>Essential Understandings Identified <u>The Federal government has the ability to influence the United States economy. It bases its decisions on economic indicators such as Gross Domestic Product, exchange rates, inflation, and unemployment rates.</u></p> <p>Essential Questions Identified <u>What are the roles that government plays in the United States economy?</u></p> <p>Essential Knowledge Identified <u>Government promotes a healthy economy characterized by full employment and low inflation through the actions of</u></p> <ul style="list-style-type: none"> • <u>Federal Reserve - monetary policy decisions control the supply of money and credit to expand or contract economic growth</u> • <u>President and Congress - fiscal policy decisions determine levels of government taxation and spending; government regulates the economy</u>
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