

Connecticut Curriculum Framework



The Connecticut Common Core of Learning states that students will "...understand the interaction between and among history, the social sciences and humanities; and apply that knowledge and understanding as responsible citizens." Social Studies Program goals as set forth in the Curriculum Framework focus on the students' ability to:

- ❖ demonstrate knowledge of how people create rules and laws to regulate the dynamic relationships of individual rights and societal needs;
- ❖ apply concepts from the study of history, culture, economics and government to the understanding of the relationships among science, technology and society;
- ❖ demonstrate an understanding of how ideals, principles and practices of citizenship have emerged over time and across cultures. (Common Core of Learning)

In SIRS' study of the Connecticut Curriculum Framework, we see a direct correlation between the goals and objectives that are emphasized and the framework upon which SIRS Interactive Citizenship has been developed. SIRS Interactive Citizenship content emphasizes the generalizations and concepts that act as the framework for understanding democratic political institutions and their emergence throughout history, while the Discovery and Inquiry activities and related chapter lessons exemplify our commitment to critical thinking skills.

What Citizens Need to Know About Government, addresses the Social Studies expectations for **Civics and Government** and presents a framework for understanding America's ongoing struggle to realize the ideals of the Declaration of Independence and the U.S. Constitution and each citizen's role in this democracy. Through this framework, students are able to connect the past and the present as well as appreciate universal historical themes and dilemmas by accessing primary sources such as, biographies, documents, diaries, letters, legends and speeches and links to related articles and web sites while focusing on the basic concepts of government. Thus, students develop the higher order thinking skills deemed necessary by the Connecticut Curriculum Framework.

<<http://www.state.ct.us/sde/dtl/curriculum/index.htm>> [2001, November 29]



Connecticut's Common Core of Learning
correlation with
What Citizens Need to Know About Government



Content Standard 5: United States Constitution and Government

Students will apply knowledge of the U.S. Constitution, how the U.S. system of government works and how the rule of law and the values of liberty and equality have an impact on individual, local, state and national decisions.

Educational experiences in Grades 9-12 will assure that students:

- apply an understanding of historical and contemporary conflicts over Constitutional principles;

- Chapter 1 explains how the principle of compromise evolved as a result of designing the Constitution.
- Chapter 2 details the founding fathers' concerns expressed at the Constitutional Convention of 1787.

- analyze historical and contemporary conflicts through respective roles of local, state, and national governments;

- Chapters 2, 10, and 11 explore the respective roles of local, state, and national governments.

- explain how the design of the U.S. Constitution is intended to balance and check the powers of the branches of government;

- Chapter 2 discusses the checks and balances inherent in the federal government and the separation of powers deemed necessary for a democratic government.

- analyze, using historical and contemporary examples, the meaning and significance of the ideal of equal protection under the law for all persons;

- Chapter 7, The Judiciary, provides examples of landmark Supreme Court decisions that demonstrate the principle of equal protection.
- Chapter 9 explores the unending struggle for equal rights.

- explain why state and federal court powers of judicial review reflect the United States idea of constitutional government; and

- Chapters 7 and 10 investigate the federal and state court systems.

- evaluate the contemporary roles of political parties, associations, media groups and public opinion in local, state and national politics.

- Chapter 13 provides information about the role and influence the media, lobbies, and political action groups have in state and national politics.
- Chapter 16 explores the two party system and provides links to the Republican, Democratic, Libertarian and Green Parties Web sites.

Content Standard 6: Rights and Responsibilities of Citizens

Students will demonstrate knowledge of the rights and responsibilities of citizens to participate in and shape public policy, and contribute to the maintenance of our democratic way of life.

- evaluate whether or when their obligations as citizens require that their personal desires, beliefs and interests be subordinated to the public good;

- Chapter 14, Citizenship, allows students to learn about the rights and responsibilities of citizenship.

- identify and explain characteristics needed for effective participation in public life;

- Chapter 14 explores what it means to be a citizen. Included in this chapter are articles discussing topics such as volunteerism.

- establish, explain and apply criteria to evaluate rules and laws;

- Chapter 7 explores the judiciary and provides an understanding of the legal system.

- monitor and influence the formation and implementation of policy through various forms of participation; and

- In Chapters 13 and 17, students can assess the ethical implications of lobbyists and political action groups on elected officials. A link to the Common Cause Home Page allows students to investigate this nonprofit nonpartisan citizen's lobbying organization.

- take a position on current policy issue and attempt to influence its formation, development and implementation.

- Part II, Problems of Government, presents topical issues dealing with ethics, the environment, health care, etc. Students gather the requisite background information necessary to form educated opinions on these issues.