

## Delaware Content Standards



The Delaware Department of Education's commitment to Civics education is inherent in the Social Studies curriculum. With the philosophy that "civics prepares students to translate their beliefs into actions and their ideas into policies," the curriculum sets forth a "citizenship education within the context of political systems." Students, study:

- ❖ the assumptions upon which governments are founded
- ❖ the organizations and strategies governments employ to achieve their goals
- ❖ the underlying principles of representative democracy
- ❖ the separation of powers
- ❖ the rule of law. (Civics, Introduction)

In SIRS' study of the Delaware Content Standards, 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 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.

[http://www.doe.state.de.us/Standards/Social\\_studies/standard.htm](http://www.doe.state.de.us/Standards/Social_studies/standard.htm)[2001,November19]



**Delaware Social Studies Content Standards**  
correlation with  
*What Citizens Need to Know About Government*



**Civics Standard One:** Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy [Government].

**9 – 12:** Students will analyze the ways in which the structure and purposes of different governments around the world reflect differing ideologies, cultures, values, and histories.

- *Chapter 1, Power of Government, examines different forms of government and political systems found around the world. Historical and current examples allow students to compare differing ideologies.*
- *Chapter 2 traces the formation of the United States' Constitutional government, from the Constitutional Convention to present day. Links to primary source documents such as The Federalist Papers, provide students the opportunity to read the writings of Hamilton, Jay, and Madison.*
- *Chapter 3 focuses on American democracy by examining the Constitution.*

**Civics Standard Two:** Students will understand the principles and ideals underlying the American political system [Politics].

**9 –12:** Students will examine and analyze the extra-Constitutional role that political parties play in American politics.

- *Chapter 16, Political Parties and Campaigns, explores the historical roots of the two-party system and the evolution of the Republican and Democratic parties. Links to modern day third parties, such as the Libertarian and Green parties , provide a balanced view of our present day political system.*

**9 –12:** Students will understand that the functioning of the government is a dynamic process which combines the formal balances of power incorporated in the Constitution with traditions, precedents, and interpretations which have evolved over the past 200 years.

- *Chapter 2 explains the concept of separation of powers and the system of checks and balances inherent in the Constitution.*
- *Chapter 3 describes the process of amending the Constitution.*

*- Chapter 9, The Bill of Rights and Minority Rights, describes the Constitutional Amendments known as The Bill of Rights. Additionally, students can learn how successive amendments came about.*

**Civics Standard Three:** Students will understand the responsibilities, rights, and privileges of United States citizens [Citizenship].

**9 –12:** Students will understand that citizens are individually responsible for keeping themselves informed about public policy issues on the local, state, and federal levels; participating in the civic process; and upholding the laws of the land.

*- Chapter 14 details the rights and responsibilities of citizenship including information about becoming a citizen. Links to the American Immigration Law Foundation Home Page, provides a clearinghouse for immigration resources.*

*- Chapters 10 and 11 detail state and local governments, providing information that encourages citizen participation in government.*

*- Chapter 13 examines the influences of political action committees, public opinion polls, and pressure groups and lobbies on elected officials.*

**Civics Standard Four:** Students will develop and employ the civic skills necessary for effective, participatory citizenship [Participation].

**9 –12:** Students will develop and employ the skills necessary to work with government programs and agencies.

*- Chapter 8 explores the bureaucracy that has developed in the government. Students learn about the hundreds of various agencies that keep government functioning. Students can link to such agencies as The Federal Trade Commission and Social Security Administration.*

*- Part II, Problems of Government, provides vital information regarding issues such as ethics, health care, national defense and urban growth. By understanding how these issues affect individuals and governments alike, students can develop the knowledge necessary to actively participate in government programs.*