

New Hampshire Curriculum Framework



The New Hampshire Curriculum Framework states, “Social Studies education provides students with opportunities to acquire facts and concepts drawn from the chronology of our nation’s heritage...” It also provides students with an understanding of basic democratic principles necessary to become productive citizens.

In SIRS’ study of the New Hampshire 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 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 to 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 New Hampshire Curriculum Framework .

<<http://www.ed.state.nh.us/CurriculumFrameworks/k-126.htm>> [2002,January 9]



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correlation with

What Citizens Need to Know About Government



Civics and Government

End of Grade10

Curriculum Standard 1

Students will demonstrate an understanding of the purpose of government and how government is established and organized.

- Evaluate, take, and defend positions on the purposes government should serve and why government and politics are necessary.
- Compare power and authority and explain that, in the United States, civil authority comes from custom, law, and the consent of the governed.
- Describe the major forms of limited and unlimited governments including monarchy, oligarchy, democracy, authoritarian, and totalitarian.
- Discuss why limiting the powers of government is essential to the protection of individual rights.
- Analyze the major arguments for and against representative government as distinguished from direct democracy, and discuss why, in a representative democracy, decisions are made by the majority with minority rights protected.

- ***Chapter 1:***

- ***explains the purpose of government and how government has an impact on our lives***
- ***explains that governments have political power because they have sovereignty***
- ***provides historical and contemporary examples of the major forms of government. For example, students may access Tribal government web sites when reading about governments by custom and the British Parliament web site when reading about parliamentary governments.***

Curriculum Standard 2

Students will demonstrate an understanding of the fundamental ideals and principles of American democracy; the major provisions of the United States and New Hampshire Constitutions; and the organization and operation of government at all levels including the legislative, executive, and judicial branches.

- Identify and discuss the political, legal, philosophical, and religious traditions that the early settlers brought to the development and establishment of American democracy.

- Discuss the creation and ratifications of the United States Constitution and Bill of Rights including the significance of the Magna Carta, Mayflower Compact, Declaration of Independence, Articles of Confederation, and the Federalist Papers.
- Discuss the contributions of significant individuals, including Thomas Hobbes, John Locke, Montesquieu, John Milton, George Washington, James Madison, Alexander Hamilton, Benjamin Franklin, and the Thomas Jefferson, to the development and adoption of the United States Constitution and Bill of Rights.
- Describe how fundamental ideals and principles of American democracy, including popular sovereignty, rule of law, checks and balances, minority rights, civilian control of the military, separation of church and state, public or common good, and the individual rights and responsibilities, are incorporated in the United States Constitution and Bill of Rights.
- List the purposes of government as stated in the Preamble to the United States Constitution and explain how the Constitution gives government the power to fulfill these purposes.
- Explain how the United States Constitution is a living document by analyzing its evolution through amendments and Supreme Court interpretations and decisions.
- Describe how statements and events related to the following movements contributed to the evolution of the United States Constitution—ratification process including the Federalist Papers; states’ rights; abolition; suffrage; prohibition; and civil rights.
- Discuss the relationship of the New Hampshire Constitution to the United States Constitution and explain that the United States Constitution is the highest law in the land and that no government can make laws that take away the rights it guarantees.
- Discuss the major responsibilities of government at the local, county, state, and federal levels; how these governments are funded; and the purposes for which funds are used.
- Describe the legislative and political processes by which a bill becomes a law or a government policy is established at the state and federal levels.
- Describe the organization and operation of the United States legal system including the justice system and the courts.
- Discuss how individual rights are protected in the United States legal system.
- Explain why American constitutional democracy has survived for more than 200 years and why it has become a model governmental framework.

- *Chapter 1 examines the early settlers’ beliefs and how they were influenced by the writings of 18th century philosophers such as Locke, Hobbes, and Montesquieu. Students may access Locke’s, “Two Treatises on Government,” Montesquieu’s, “The Spirit of Laws,” and Hobbes’, “Leviathan” to fully understand their significance in helping shape American beliefs.*

- *From Chapter 1, students may:*

- *access the following documents:*

- *Magna Carta*
- *Declaration of Independence*
- *Articles of Confederation.*

- *read Franklin’s Plan of Union.*

- *Chapter 2 discusses the Federalist Papers. Students may read these documents from an embedded chapter link to see how Hamilton's and Madison's views contributed to the development of the Constitution.*
- *Chapter 3 examines the U.S. Constitution. Students may read this document to determine how the fundamental principles of popular sovereignty, rule of law, checks and balances, minority rights, etc. is incorporated into this document.*
- *From Chapter 9, students may:*
 - *read a brief history of the Bill of Rights from an embedded text link*
 - *read the Constitutional Amendments and landmark Supreme Court decisions that demonstrate how the U.S. Constitution is a living document open to interpretation and change*
 - *gather information on women's suffrage and civil rights issues and read the Amendments that address these issues.*
- *Chapter 10 examines state governments. Students may access the New Hampshire Constitution from this chapter.*
- *Chapter 2 examines the federal government structure.*
- *Chapter 11 examines local governments.*
- *Chapter 12, Paying for Government, looks at governments' ability to tax and how these monies are allocated.*
- *Chapter 6 examines the legislative branch of government.*
- *Chapter 7 examines the judiciary and focuses on the federal court system.*

Curriculum Standard 3

Students will demonstrate an understanding of the relationship of the United States to other nations and the role of the United States in world affairs.

- Explain how the world is organized politically, and discuss that no political organization at the international level has power comparable to that of an individual nation.
- Discuss, using historical and contemporary examples, the national and international consequences of interactions between and among nations.
- Discuss the reasons for conflicts between and among nations, and describe the role of governmental international organizations in the search for and maintenance of order.
- Discuss the nature, importance, and potential impacts on world affairs of political, demographic, environmental, pathogenic, economic, technological, and cultural developments, and identify and examine possible responses to these developments.
- Discuss the impact of the American concept of democracy on world affairs.

- World Affairs topics will be addressed in a future Interactive Citizenship product, What Citizens Need to Know About World Affairs.

Curriculum Standard 4

Students will demonstrate an understanding of the meaning, rights, and responsibilities of citizenship as well as the ability to apply their knowledge of the ideals, principles, organizations, and operation of American government through the political process and citizen involvement.

- Analyze those dispositions or traits of character that lead individuals to become independent members of society and that foster respect for individual worth and human dignity including self-discipline; self-governance; individual responsibility; respect for the rights and decisions of others; concern for the well-being of others; tolerance; and the ability to compromise.
- Describe and analyze the ways Americans can effectively participate in civic and political life at the school, community, state, and national levels and discuss how such participation can lead to the attainment of both individual and public goals.
- Name the persons who represent them in legislative bodies and the heads of the executive, legislative, and judicial branches of their local county, state, and federal governments, and explain which level(s) of government they should contact to express their opinions or to get information or help on specific problems and issues.
- Demonstrate an understanding of how an individual participates in primary and general elections including registering to vote; identifying the major duties, responsibilities, and qualifications required for a particular position; becoming informed about candidates and issues; declaring or changing party affiliation; and obtaining, marking, and depositing a ballot.
- Explain why, in a given situation, people may differ over which ideals and principles are most important (for example, the right of a person to a fair trial and the right of freedom of the press).
- Discuss ways misunderstandings and conflicts between members of different groups can be prevented, managed, or resolved in a fair and peaceful manner that respects individual rights and promotes the common good.
- Discuss, using historical examples, efforts to more fully realize the fundamental ideals and principle of American constitutional democracy including abolitionism and the universal suffrage and civil rights movements.
- Analyze the assertion that constitutional democracy is fragile and that it requires the participation of an attentive, knowledgeable, and competent citizenry.

- *From Chapter 6, students can access information about their state representatives and senators from the House and Senate websites. Through these sites, they can contact their representatives to gather information or submit concerns about public issues.*
- *From Chapter 10, students can access information about their local representatives when they access their state's government page.*
- *Chapter 15 explains the voting process and how citizens participate in it. A link to the Electoral College web site allows students to continue this investigation.*
- *Chapter 16 discusses political campaigns, the role of political parties, and the campaign process.*