

## New Jersey Civics Standards



The New Jersey Civics Standards for Social Studies Standard stipulates, “All students will learn democratic citizenship and how to participate in the constitutional system of government of the United States.” Students learn:

- ❖ the structure and functions of federal, state, and local governments;
- ❖ the rights, duties, and responsibilities of citizens in a democratic society;
- ❖ the key principles of the United States Constitution and New Jersey Constitution.

In SIRS’ study of the New Jersey Civics 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 expectations for the study of **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. Thus, students develop the higher order thinking skills deemed necessary by the New Jersey Civics Standards.

<[http://www.state.nj.us/njded/cccs/11socstand6\\_1.html](http://www.state.nj.us/njded/cccs/11socstand6_1.html)> [2001, November 28]



**New Jersey Core Curriculum Content Standards**  
correlation with  
*What Citizens Need to Know About Government*



**The Civics Standard 6.1**

All students will learn democratic citizenship and how to participate in the constitutional system of government of the United States.

12. Explain the origins and interpret the continuing influence of the key principles embodied in the United States Constitution.

- *Chapter 1 documents the origins and historical influences reflected in the United States Constitution.*
- *Students analyze the Constitution from a link to this document found in Chapter 3.*
- *Chapter 2 examines components of the Constitution and presents an analysis of the concepts of separation of powers and checks and balances.*

13. Analyze the balance between the rights and responsibilities of citizens, and apply the analysis to understanding issues facing society in New Jersey and the United States.

- *Chapter 9, The Bill of Rights and Minority Rights, explores individual's rights and responsibilities as set forth by the Constitution and its Amendments. Students will also learn how certain groups are protected under the law.*
- *Students can access the New Jersey Constitution and the New Jersey State Home Page, from Chapter 10.*
- *Chapter 14 describes the rights and responsibilities of citizenship.*

14. Locate, access, analyze, organize, and apply information about public issues in order to evaluate the validity of different points of view.

- *Part II, Problems of Government, focuses on the following issues: Ethics, Environment, Agriculture, Health Care, Poverty, Education, Transportation, Business, Labor, Cities, National Defense and Foreign Policy. As students read about these issues, they can access articles offering differing views, thus gaining varying perspectives on the same issue.*

15. Analyze roles of the individual and the government in promoting the general welfare of the community under our Constitution.

- *Chapter 12 explores the taxation system and each individual's responsibility in paying for government.*
- *Chapter 27 discusses national defense policy and the country's defense posture. A discussion of recent terrorist attacks on the United States allows students the opportunity to read about timely topics from current news articles.*

16. Analyze the functioning of government processes, such as elections, in school, town, or community projects.

- *Chapter 16 focuses on the election process. The two-party system is explored. Students may also learn about third parties, such as the Green Party and Libertarian Party by accessing their respective web sites.*