



NEW HAMPSHIRE
Social Studies Curriculum Framework – Civics and Government
End of Grades Six and Ten
Civics Today: Citizenship, Economics & You © 2003

PROFICIENCY STANDARDS	PAGE REFERENCES
<p>Purpose. The major goal of civics and government education is to enable students to become responsible citizens who are committed to preserving and enhancing American constitutional democracy. Central to this objective is the development of students' knowledge relative to the purpose, structure, and functions of government at all levels as well as an understanding of the political process and the role of law. Equally important is the development of the skills and motivation necessary to apply their knowledge through civic participation.</p>	
<p>Curriculum Standard 1. Students will demonstrate an understanding of the purpose of government and how government is established and organized.</p>	
<p><u>End-of-Grade 6 (Elementary)</u> Students will be able to:</p>	
<p>◆ 1.6.1. Describe the major things governments do in their school, community, state, and nation including making school rules; building and maintaining highways; establishing courts of law; and providing for the defense of the nation.</p>	<p>SE: 6-12, 89-93, 146-149, 171-174, 200-204 <i>Evaluating Charts 8</i> TWE: TLL 4 CLA 7, 63 CTA 10</p>
<p>◆ 1.6.2. Describe, by using examples, government in terms of the people and institutions that make, apply, and enforce rules and laws including the resolution of disputes about rules and laws.</p>	<p>SE: 6-12, 82-87, 146-149, 157-161, 171-174, 200-204, 352-358, 364-367 <i>Evaluating Charts 92, 160</i></p>
<p>◆ 1.6.3. Identify and apply criteria for evaluating the effectiveness and fairness of rules and laws in the classroom, school, and community.</p>	<p>SE: 364-367, 375-378 <i>Evaluating Charts 366</i> TWE: CLA 365 WWW 365, 377 MSN 366 CTA 372</p>
<p>◆ 1.6.4. Explain that the basic purposes of government in the United States are to protect the inalienable rights of individuals and to promote the common good.</p>	<p>SE: 6-12, 89-93, 146-149, 171-174, 200-204 <i>Evaluating Charts 8</i> TWE: TLL 4 CLA 7, 63 CTA 10</p>
<p><u>End-of-Grade 10 (Secondary)</u> In addition to the above, students will be able to:</p>	
<p>◆ 1.10.1 Evaluate, take, and defend positions on the purposes government should serve and why government and politics are necessary.</p>	<p>SE: 6-12, 36-38, 588-593 <i>Evaluating Charts 8, 30</i> TWE: TLL 4 CLA 46, 81 CTA 592</p>

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◆ 1.10.2. Compare power and authority and explain that, in the United States, civil authority comes from custom, law, and the consent of the governed.	SE: 10-11, 28-32, 36-38, 89-90 <i>Evaluating Charts</i> 11, 30 TWE: TLL 4 CLA 46 BMA 68 DYK 68
◆ 1.10.3 Describe the major forms of limited and unlimited governments including monarchy, oligarchy, democracy, authoritarian, and totalitarian.	SE: 10-11, 28-30, 36-38, 588-593 <i>Evaluating Charts</i> 11 TWE: MSN 590 ICA 591 CTA 592
◆ 1.10.4. Discuss why limiting the powers of government is essential to the protection of individual rights.	SE: 10-11, 28-32, 36-38, 590-591 <i>Evaluating Charts</i> 11, 90 TWE: BMA 66 EC 72 CTA 592
◆ 1.10.5. 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.	SE: 10-11, 28-32, 36-38, 55-59, 588-593 <i>Evaluating Charts</i> 11 TWE: TLL 4 CLA 46 MSN 590 CTA 592
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.	
End-of-Grade 6 (Elementary) Students will be able to:	
◆ 2.6.1. Discuss the importance of the following ideals and principles to American democracy--individual rights and responsibilities; concern for the well-being of the community; tolerance for others; minority rights; equality of opportunity and equal protection under the law; and the importance of education, work, and volunteerism.	SE: 10-12, 19-23, 109-112, 113-115, 120-124, 125-130 <i>Evaluating Charts</i> 11, 122 TWE: CLA 114 MSN 127
◆ 2.6.2. Discuss the importance of the following to the creation and preservation of American constitutional democracy—the Declaration of Independence; the United States Constitution; the Bill of Rights; the Constitution of New Hampshire; and the Pledge of Allegiance.	SE: Inside Front Cover, 36-38, 55-59, 82-87, 89-93, 98-101, 103-107 TWE: CLA 46 BMA 70 EC 72
◆ 2.6.3. Explain that, in the United States, constitutional democracy is founded on the conviction that Americans are united as a nation by the ideals and principles they share rather than the race, religion, or country of origin of the nation's people.	SE: 10-12, 14-17, 19-23, 109-112, 113-115, 123-124 <i>Evaluating Charts</i> 114 TWE: CLA 15 EC 76 WWW 111

PROFICIENCY STANDARDS	PAGE REFERENCES
<p>◆ 2.6.4. Explain that the United States Constitution, including the Bill of Rights and other amendments, and the New Hampshire Constitution, including its amendments, are written documents that set forth the purposes and organization of the federal and state government.</p>	<p>SE: 55-59, 82-87, 90-93 <i>Evaluating Charts</i> 84, 91 TWE: CLA 63, 83 CTA 64, 86 BMA 66</p>
<p>◆ 2.6.5. Describe and compare the primary functions of the three branches of government including the passing of laws by the legislative branch; the carrying out and enforcement of laws by the executive branch; and the interpretation of laws and the protection of rights by the judicial branch.</p>	<p>SE: 146-150, 157-161, 171-174, 175-178, 200-204, 206-210 <i>Evaluating Charts</i> 149, 160, 172 TWE: CLA 147</p>
<p>◆ 2.6.6. Identify, describe, and compare the structure and major responsibilities and services of government at the local, county, state, and federal levels.</p>	<p>SE: 282-286, 306-311, 312-314, 315-318 TWE: TLL 4 CLA 7, 283, 307 CTA 10 ICA 92</p>
<p>◆ 2.6.7. Describe how public officials are chosen and how laws and/or policies are made at the local, county, state, and federal levels.</p>	<p>SE: 122-123, 138-144, 287-290, 306-311, 312-314, 315-318 <i>Evaluating Charts</i> 308, 314 TWE: CLA 121 CTA 310</p>
<p>◆ 2.6.8. Identify and describe the roles and responsibilities of the major components of the New Hampshire judicial system including law enforcement and the courts.</p>	<p>Note: The New Hampshire judicial system is not specifically covered in this text. SE: 55-56 could be used as a discussion prompt to facilitate this objective.</p>
<p>End-of-Grade 10 (Secondary) In addition to the above, students will be able to:</p>	
<p>◆ 2.10.1 Identify and discuss the political, legal, philosophical, and religious traditions that the early settlers brought to the development and establishment of American democracy.</p>	<p>SE: 28-32, 346-347 <i>Evaluating Charts</i> 30, 90 TWE: TLL 26 TTA 27 CLA 29 MSN 30 ICA 106</p>
<p>◆ 2.10.2. Discuss the creation and ratification 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.</p>	<p>SE: 28-32, 36-38, 39-42, 52-54, 55-59 <i>Evaluating Charts</i> 90 TWE: TTA 27 DYK 29 MSN 30 ICA 58</p>

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<p>◆ 2.10.3. Discuss the contributions of significant individuals, including Thomas Hobbes, John Locke, Montesquieu, John Milton, George Washington, James Madison, Alexander Hamilton, Benjamin Franklin, and Thomas Jefferson, to the development and adoption of the United States Constitution and Bill of Rights.</p>	<p>SE: 7, 36-38, 52-54, 55-59 <i>American Biographies</i> 37, 105</p> <p>TWE: CC 7 WWW 44 DYK 68</p>
<p>◆ 2.10.4. 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 individual rights and responsibilities, are incorporated in the United States Constitution and Bill of Rights.</p>	<p>SE: 89-93, 98-101, 103-107 <i>Evaluating Charts</i> 90, 91, 99</p> <p>TWE: CLA 63 BMA 66 MSN 91</p>
<p>◆ 2.10.5. 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.</p>	<p>SE: 6-12, 83, 90 <i>Evaluating Charts</i> 8, 11 <i>The Constitution of the United States</i> 61</p> <p>TWE: BMA 60, 66, 70 CLA 63</p>
<p>◆ 2.10.6. Explain how the United States Constitution is a living document by analyzing its evolution through amendments and Supreme Court interpretations and decisions.</p>	<p>SE: 85-87, 98-101, 103-107, 109-112, 206-210 <i>Evaluating Charts</i> 110, 207 <i>Landmark Supreme Court Case Studies</i> 211, 519</p> <p>TWE: BMA 72</p>
<p>◆ 2.10.7. 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; universal suffrage; prohibition; and civil rights.</p>	<p>SE: 55-59, 85-87, 109-112, 113-115 <i>Evaluating Charts</i> 110, 114</p> <p>TWE: EC 74, 76 CC 78 CLA 78</p>
<p>◆ 2.10.8. 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.</p>	<p>Note: The New Hampshire Constitution is not specifically covered in the text; these page references discuss the U.S. Constitution.</p> <p>SE: 90, 93, 282-286</p> <p>TWE: CTA 10 BMA 70 MSN 289</p>
<p>◆ 2.10.9. 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.</p>	<p>SE: 6-12, 146-150, 151-155, 287-290, 306-311, 312-314 <i>Evaluating Charts</i> 284</p> <p>TWE: TLL 4 CLA 7, 283</p>
<p>◆ 2.10.10. Describe the legislative and political processes by which a bill becomes a law or a governmental policy is established at the state and federal levels.</p>	<p>SE: 157-161, 171-174, 175-178, 282-286, 287-290, 292-295 <i>Evaluating Charts</i> 160, 284</p> <p>TWE: CLA 158 MSN 289</p>

PROFICIENCY STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> ◆ 2.10.11. Describe the organization and operation of the United States legal system including the justice system and the courts. 	SE: 192-195, 196-199, 200-204, 206-210, 297-300 <i>Interpreting Maps</i> 193 <i>Evaluating Charts</i> 197 TWE: TTA 191 CLA 193 MSN 194
<ul style="list-style-type: none"> ◆ 2.10.12. Discuss how individual rights are protected in the United States legal system. 	SE: 98-101, 103-106, 352-358 <i>Evaluating Charts</i> 104, 353, 355 TWE: CTA 73, 356 EC 75
<ul style="list-style-type: none"> ◆ 2.10.13. Explain why American constitutional democracy has survived for more than 200 years and why it has become a model governmental framework. 	SE: 85-87, 89-93 <i>Evaluating Charts</i> 85 TWE: CC 45 CLA 46, 70 DYK 47 BMA 68, 70, 72
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.	
End-of-Grade 6 (Elementary) Students will be able to:	
<ul style="list-style-type: none"> ◆ 3.6.1. Explain how the world is divided into different nations with their own governments. 	SE: 588-593, 595-598, 599-604 <i>Evaluating Charts</i> 596 <i>Interpreting Maps</i> 600 <i>Analyzing Graphs</i> 602 TWE: TLL 586 ICA 591 CLA 600
<ul style="list-style-type: none"> ◆ 3.6.2. Describe the major ways nations interact with one another including trade; diplomacy; international meetings and exchanges; treaties and agreements; and use of military force. 	SE: 176-178, 610-615, 617-621, 622-627 <i>Time Reports</i> 584-585, 630-631 TWE: CLA 176, 611 EC 584 MSN 624
<ul style="list-style-type: none"> ◆ 3.6.3. Explain why it is important for nations to work together to resolve problems. 	SE: 176-178, 610-615, 617-621, 622-627 <i>Interpreting Maps</i> 614 <i>Time Reports</i> 630-631 TWE: CLA 176, 611 MSN 624 CTA 626
End-of-Grade 10 (Secondary) In addition to the above, students will be able to:	
<ul style="list-style-type: none"> ◆ 3.10.1. 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. 	SE: 588-593, 595-598, 599-604 <i>Evaluating Charts</i> 596 <i>Interpreting Maps</i> 600 <i>Analyzing Graphs</i> 602 TWE: TLL 586 ICA 591 CLA 600

PROFICIENCY STANDARDS	PAGE REFERENCES
♦ 3.10.2. Discuss, using historical and contemporary examples, the national and international consequences of interactions between and among nations.	SE: 176-178, 610-615, 617-621, 622-627 <i>Time Reports</i> 584-585, 630-631 TWE: CLA 176, 611 EC 584 MSN 624
♦ 3.10.3. 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.	SE: 176-178, 610-615, 617-621, 622-627 <i>Time Reports</i> 630-631 TWE: CLA 176, 611 MSN 624 CTA 626 YDS 627
♦ 3.10.4. 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.	SE: 176-178, 334-337, 610-615, 617-621, 622-627 <i>Time Reports</i> 630-631 TWE: CLA 176, 611 EC 584 MSN 624
♦ 3.10.5. Discuss the impact of the American concept of democracy on world affairs.	SE: 10-12, 590-593, 624-627 TWE: CC 45 DYK 47 CLA 176 MSN 590 CTA 592
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, organization, and operation of American government through the political process and citizen involvement.	
End-of-Grade 6 (Elementary) Students will be able to:	
♦ 4.6.1. Discuss why it is important to participate in community and government affairs.	SE: 120-124, 125-130 <i>Evaluating Charts</i> 122 <i>Analyzing Graphs</i> 129 TWE: TTA 119 CLA 121, 126 ICA 123, 128 MSN 127
♦ 4.6.2. Discuss what it means to be a citizen of the United States including the rights and responsibilities of citizenship.	SE: 14-17, 19-23, 120-124, 125-130 <i>Evaluating Charts</i> 122 TWE: TTA 119 ICA 123 CLA 126 MSN 127 CTA 129
♦ 4.6.3. Describe basic elements of the voting process including eligibility to vote and alternative methods of casting votes (for example, voice, show of hands, secret ballot).	SE: 10-11, 236-240, 241-244 <i>Analyzing Graphs</i> 243 <i>Issues to Debate</i> 245, 394 <i>Time Reports</i> 254-255 TWE: DYK 67 ICA 123 CLA 242

PROFICIENCY STANDARDS	PAGE REFERENCES
◆ 4.6.4. Name the persons who represent them in Congress and the heads of the executive branch of their local, state, and federal governments.	TWE: TLL 4 CLA 56, 139, 237, 385 CTA 62
◆ 4.6.5. Explain how they can contact their representatives and other government officials.	SE: 258-262, 270-275 TWE: CLA 56, 158, 385 ICA 141, 261
End-of-Grade 10 (Secondary) In addition to the above, students will be able to:	
◆ 4.10.1. 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.	SE: 10-12, 23, 101, 123-124, 125-130 TWE: TLL 118 TTA 119 CLA 126
◆ 4.10.2. 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.	SE: 120-124, 125-130 <i>Analyzing Graphs</i> 129 TWE: TLL 118 CLA 121, 126 MSN 122, 127 ICA 128
◆ 4.10.3. 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.	TWE: TLL 4 CLA 56, 139, 158, 237, 385 CTA 62 ICA 141, 261
◆ 4.10.4. 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.	SE: 10-11, 223-226, 227-230, 236-240, 241-244 <i>Issues to Debate</i> 245, 394 <i>Time Reports</i> 254-255 TWE: ICA 123 CLA 242
◆ 4.10.5. 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).	SE: 12, 101 <i>Issues to Debate</i> 13, 291, 507 TWE: CTA 73 CC 73

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◆ 4.10.6. 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.	SE: 12, 109-112, 113-115, 364-367, 617-621, 622-627 <i>Evaluating Charts</i> 366 TWE: CLA 365 MSN 366
◆ 4.10.7. Discuss, using historical examples, efforts to more fully realize the fundamental ideals and principles of American constitutional democracy including abolitionism and the universal suffrage and civil rights movements.	SE: 12, 109-112, 113-115 <i>Evaluating Charts</i> 114 TWE: EC 74, 76 WWW 111 CLA 114
◆ 4.10.8. Analyze the assertion that constitutional democracy is fragile and that it requires the participation of an attentive, knowledgeable, and competent citizenry.	SE: 12, 120-124 <i>Evaluating Charts</i> 122 TWE: CTA 86, 129 TTA 119 CLA 121, 158 ICA 123, 160

Codes Used for TWE Pages

BMA	Bellringer Motivational Activity
CC	Curriculum Connection
CLA	Cooperative Learning Activity
CTA	Critical Thinking Activity
DYK	Did You Know
EC	Extending the Content
ICA	Interdisciplinary Connections Activity
MSN	Meeting Special Needs
TLL	Two-Minute Lesson Launcher
TTA	Teacher-to-Teacher Activity
WWW	What?Who?Where?When?
YDS	You Don't Say