

New Mexico Curriculum Framework



The New Mexico Curriculum Framework is based on five guiding principles.

- ❖ Social Studies should provide learning opportunities that build upon significant concepts and skills over time.
- ❖ An effective curriculum in social studies emphasizes content from the humanities and social sciences.
- ❖ Effective social studies curriculum recognizes each person as an individual, encourages, respect for the human and civil rights of all people, and also emphasizes students' shared heritage.
- ❖ Social studies provides a setting and a frame of reference from which current events and public policy issues directly impact student interest and commitment to the study of social studies content.
- ❖ Social Studies should be supported by a variety of appropriate formative and summative assessments that measure knowledge and skills and determine whether students are progressing not only towards instructional objectives, but also towards the attainment of standards (local state, and/or national).

(Introduction)

In SIRS' study of the New Mexico 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 Mexico Curriculum Framework.

<<http://sde.state.nm.us/divisions/learningservices/schoolprograms/standards/socialintro.html>>
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New Mexico Curriculum Framework
correlation with
What Citizens Need to Know About Government



Social Studies

Strand: Civics and Government

9 – 12 Benchmark III –A: Compare and analyze the structure, power, and purpose of government at the local, state, tribal, and national levels as set forth in their respective constitutions or governance documents.

Performance Standards

1. Analyze the structure, powers, and role of the legislative branch of the United States government, to include:
 - specific powers delegated in Article I of the Constitution
 - checks and balances described in The Federalist Papers Number 51
 - lawmaking process
 - role of leadership within Congress
 - Federalist and anti-Federalist positions

- Chapter 6 examines the structure, powers, and the role of the legislative branch of the government. Links to the House of Representatives and Senate web sites allow for further research into these Congressional bodies.

- Chapter 3 contains a link to the full text of the U.S. Constitution.

- Chapter 2 contains a link to the Federalist Papers and discusses the anti-Federalist position.

2. Analyze the structure, powers, and the role of the executive branch of the United States government, to include:
 - specific powers delegated in Article II of the Constitution
 - checks and balances
 - development of the Cabinet and federal bureaucracy
 - roles and duties of the presidency, including those acquired over time such as “head of state” and “head of a political party.”

- *Chapters 4 and 5 examine the structure, powers, and the role of the executive branch of the government.*
- *The Presidency (Chapter 4) provides links to the Office of the President and the Vice – President.*
- *The Cabinet (Chapter 5) traces the history of the Cabinet from George Washington’s presidency through George W. Bush’s presidency and provides links to cabinet level agencies such as the Department of State and Department of the Treasury.*

3. Examine the election of the president through the nomination process, national conventions, and Electoral College.

- *Chapter 16 examines the election process, including the nomination process, political conventions, and the campaign. A link to the Electoral College web site is available.*

4. Analyze the structure, powers, and role of the judicial branch of the United States government, including landmark United States Supreme Court decisions, to include:

- specific powers delegated by the Constitution in Article II and described in the Federalist Papers Numbers 78-83.
- checks and balances
- judicial review as developed by Marbury v. Madison
- issues raised in McCulloch v. Maryland
- dual court system of state and federal governments, including their organization and jurisdiction.

- *Chapter 7 examines the structure, powers, and the role of the judicial branch of government with an emphasis on the federal court system. Students can access landmark Supreme Court decisions and read the syllabus, minority, and majority opinions for each case. Additionally, a link to the Supreme Court web sites provides access to in depth information about the Court and its jurists.*
- *Chapter 10 examines state governments, including the state court systems.*

5. Analyze the rights, protections, limits, and freedoms included within the United States Constitution and Bill of Rights, to include:

- constitutional mandates such as the right of habeas corpus, no bill of attainder, and the prohibition of the ex post facto laws

- 1st Amendment guarantees freedom of religion, speech, press, assembly, and petition
- 4th, 5th, and 6th Amendments address search and seizure, rights of the accused, right to a fair and speedy trial, and other legal protections
- 14th Amendment protection of due process and equal protection under the law
- conflicts which occur between rights, including tensions between the right to a fair trial and freedom of the press and between majority rule and individual rights
- expansion of voting rights, limitation of presidential terms, etc.

- *Chapter 3 closely examines the Constitution.*
 - *Chapter 9 looks at the Bill of Rights and discusses each amendment. An explanation of Amendment 14 is included.*

6. Compare and contrast the structure and powers of New Mexico's government as expressed in the New Mexico Constitution with that of the United States Constitution, to include:

- direct democracy in the initiative, referendum, and recall process
- impeachment process
- process of voter registration and voting
- role of primary elections to nominate candidates
- how a bill becomes a law
- executive officers and their respective powers
- New Mexico courts, appointment of judges, and elections and retainment process for judges
- organization of county and municipal governments.

- *Chapter 10 discusses state governments. A link to New Mexico's Constitution is included.*

7. Describe and analyze the powers and responsibilities of (including the concept of legitimate power) local, state, tribal, and national governments.

- *Chapter 1 discusses tribal governments and has a link to American Indian/Tribal Nations Home page.*
 - *Chapter 2 examines the powers of the federal government.*
 - *Chapter 10 examines states governments and links to state constitutions and government web pages.*
 - *Chapter 11 examines the powers and jurisdiction of local governments.*

9 - 12 Benchmark III-B: Analyze how the symbols, icons, songs, traditions, and leaders of New Mexico and the United States exemplify and provide continuity and a sense of unity.

Performance Standards

1. Analyze the qualities of effective leadership.
2. Evaluate the impact of United States political, tribal, and social leaders on New Mexico and the nation.
3. Analyze the contributions of symbols, songs, and traditions toward promoting a sense of unity at the state and national levels.
4. Evaluate the role of New Mexico and United States symbols, icons, songs, and traditions in providing continuity over time.

- *From reading the related articles associated with each Chapter, students can analyze the actions of United States leaders in relation to current issues.*
- *Chapter 14, Citizenship, has a link to Historical Flags of the United States and Flag of the United States. From these sites, students can research this important symbol.*

9 - 12 Benchmark III-C: Compare and contrast the philosophical foundations of the United States political system in terms of the purpose of government, including its historical sources and ideals, with those of other governments in the world.

Performance Standards

1. Analyze the structure, functions, and powers of the federal government (e.g., legislative, executive, and judicial branches).
2. Analyze and explain the philosophical foundations of the American political system in terms of the inalienable rights of people and the purpose of government, to include:
 - Iroquois League and its organizational structure for effective governance
 - basic philosophical principles of John Locke expressed in the Second Treatise of Government (nature, equality, and dissolution of government)
 - foundation principles of laws by William Blackstone (laws in general and absolute rights of individuals)
 - importance of the founders of the Rights of Englishmen, the Magna Carta, and representative government in England.

- *Chapter 2 examines the federal government's structure, functions, and powers. A discussion of Blackstone's principles of laws is a chapter component.*
- *Chapter 1 discusses the Iroquois League and Locke's Two Treatise of Government. A hypertext link allows students to read this document. Students can read the Magna Carta from this chapter.*

3. Analyze the fundamental principles in the Declaration of Independence.

- Students can analyze the fundamental principles of the Declaration of Independence when they link to this document in Chapter 1.

4. Analyze the historical sources and ideals of the structure of the United States government, to include:

- principles of democracy
- essential principles of a republican form of government
- code of law put forth in the Code of Hammurabi
- separation of powers expressed by the Baron of Montesquieu
- checks and balances as expressed by Thomas Hobbs (sic)
- ideas of individual rights developed in the English Bill of Rights
- role of philosophers in supporting changes in governments in the 18th and 19th centuries (e.g., Locke, Rousseau, Voltaire).

- Chapter 1 discusses the roots of American democracy and traces it back to our European heritage. Students can access the English Bill of Rights, the Code of Hammurabi, and the writings of Montesquieu, Hobbes, Locke, Rousseau and Voltaire.

5. Compare and contrast the concepts of courts and justice from Henry II of England to the court system of today.

- From Chapter 1, students may learn about the court of Henry II of England.
- From Chapter 7, students learn about the history of the U.S. court system.

6. Compare and contrast the unitary, confederal, and federal systems.

- From Chapter 1, students can compare and contrast unitary, confederal, and federal systems of government.

7. Analyze the ways powers are distributed and shared in a parliamentary system.

- *Chapter 1 describes the Parliamentary system. A link to the British Parliament web site allows for further research into a contemporary government.*

8. Compare and contrast the different philosophies, structures, and institutions of democratic versus totalitarian systems of government.

- *From Chapter 1, students can compare and contrast democratic and totalitarian systems.*

9. Analyze and evaluate the concept of limited government and the rule of law.

- *From Chapter 1, students can analyze limited government and understand the rule of law.*

10. Compare and contrast the characteristics of representative governments.

- *From Chapter 1, students can compare and contrast representative governments.*

11. Compare and contrast characteristics of Native American governments with early United States government.

- *From Chapter 1, students can learn about Native American governments and the early United States government.*

12. Compare and contrast the philosophical foundations of forms of government to understand the purpose of the corresponding political systems (e.g., socialism, capitalism, secular, theocratic, totalitarian)

- *From Chapter 1, students can build background information regarding the various political systems.*

13. Analyze the role that the United States has played as a constitutional republican government for nations around the world.

- *Chapter 28 examines foreign policy and the United States' interaction with nations around the world. Topics such as treaties, organizations, and cultural exchanges are addressed.*

9 – 12 Benchmark III-D: Understand how to exercise the rights and responsibilities as citizens by participating in civic life and using skills that include interacting, monitoring, and influencing.

Performance Standards

1. Describe and analyze the influence of the non-elected (e.g., staff, lobbyists, interest groups).

- *Chapter 13 addresses the influence of the media, lobbyists, interest groups and Political Action Committees have on elected officials and government policy.*

2. Analyze the rights and obligations of citizens in the United States, to include:

- connections between self-interest, the common good, and the essential element of civic virtue as described in The Federalist Papers Numbers 5 and 49
- obeying the law, serving on juries, paying taxes, voting, registering for selective service, and military service.

- *Chapter 14 addresses the rights and responsibilities of citizenship.*
- *Chapter 2 links to Federalist Papers 5 and 49.*
- *Chapter 15 addresses the voting rights of citizens.*
- *Chapter 12 examines government's ability to tax and tax evasion.*
- *Chapter 27 discusses the military and the selective service process.*

3. Demonstrate the skills needed to participate in government at all levels, to include:

- analyze public issues and the political system

- evaluate candidates and their positions
- debate current issues

- *Part II, Problems of Government, addresses timely topics that concern all citizens. Topics include:*
 - *ethics*
 - *education*
 - *environment*
 - *health care*
 - *poverty*
 - *cities*
 - *business*
 - *transportation*
 - *agriculture*
 - *national defense*
 - *labor*
 - *foreign policy*

4. Analyze factors that influence the formation of public opinion (e.g., media, print, advertising, news broadcasts, magazines, radio).

- *Chapter 13 addresses the media's role in forming public opinion and government policy.*

5. Evaluate standards, conflicts, and issues related to universal human rights and their impact on public policy.

- *Chapter 9 examines rights issues.*
- *From Chapter 28, students may access the Human Rights Commission web site.*