

Vermont's Framework of Standards and Learning Opportunities



In SIRS' study of the Vermont Framework of 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 Citizenship 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 Vermont Framework of Standards.

<<http://www.state.vt.us/educ/pdf/framework.pdf>> [2002, January 10]



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correlation with

What Citizens Need to Know About Government



History and Social Sciences Standards Grades 9 – 12 Citizenship

Meaning of Citizenship

6.9 Students examine and debate the meaning of citizenship and act as citizens in a democratic society. This is evident when students:

- aaa. Analyze the relationship between participation in the political process (e.g., voting, petitioning) and the attainment of individual and collective goals;
- bb. Examine how citizens work to close the gap between the ideal and the reality of everyday life.

- *Chapter 15 explores the voting process and citizens' responsibilities as participants in this process.*
- *Part II, Problems of Government, discusses everyday issues such as poverty, education, and health care. Students learn how they, as citizens, can help address problems related to these issues.*

Types of Government

6.10 Students compare and evaluate the philosophical underpinnings and the workings of different types of government, including constitutional governments, in various times in their local community, in Vermont, in the United States, and in various locations world wide. This is evident when students:

- aaa. Analyze how people organize and exercise political power in limited governments (e.g., United States, Japan, India,) and unlimited governments (e.g, 20th Century totalitarian systems) and assess how each system has or has not worked in practice as representative democracies or authoritarian regimes;
- bbb. Evaluate how political systems, including the American system, evolve, and
- c. Trace the origins and interpret the continuing influence of different political philosophies as they emerge from the following traditions:
 - Greco-Roman
 - European-Enlightenment
 - Eastern traditions
 - African traditions
 - Native American traditions

- **Chapter 1:**
 - *examines the various political systems found around the world. Historical and contemporary examples of limited and unlimited governments are provided.*
 - *includes links to the writings of 18th century European philosophers such as, Locke, Hobbes, Montesquieu, Rousseau, Voltaire and Descartes.*
 - *discusses government by custom as found in Native American tribes. Links to Tribal governments allow students to understand the different tribal structures.*
- **Chapter 16 discusses Greek and Roman philosophies and contains links to Plato's "Republic" and Aristotle's "Politics."**

Institutional Access

6.11 Students analyze the access that various groups and individuals have had to justice, reward, and power, as those evident in the institutions in various times in their local community, in Vermont, in the United States, and in various locations world wide. This is evident when students:

- c. Analyze the influences that interest groups and public opinion have had on political, social, and economic life.

- **Chapter 13 addresses influences that interest groups, lobbies, public opinion polls, and Political Action Committees (PACs) have on political, social, and economic life.**
- **Chapter 10 contains a link to New Hampshire's state government web site. Students can research local issues and political agendas.**

Human Rights

6.12 Students identify and evaluate the concept of human rights in various times in their local community, in Vermont, in the United States, in various locations world wide. This is evident when students:

- aaa. Identify and evaluate how individual and group action promote or deny human rights; and
- bb. Compare and contrast various statements about human rights (e.g., U.S. Bill of Rights, Universal Declaration of Human Rights) and examine their current impact.

- **Chapter 9, The Bill of Rights and Minority Rights:**
 - *traces human rights issues from colonial times to the present*
 - *links to web sites such as Universal Rights Network Home Page and History of Women's Suffrage.*
- **Chapter 28 discusses U.S. involvement in world human rights organizations and contains a link to the Human Rights Commission.**