



## NEW HAMPSHIRE

### CERTIFICATION

According to its Title II report, New Hampshire offers Type B and Type C certification for its teachers. New Hampshire provides five alternative plans for teacher certification in the state. In the first option, the New Hampshire State Board of Education must approve a candidate's professional education program and the chair of the Education Department of the institution conferring the degree must recommend the candidate to the Bureau of Credentialing.

#### **Elementary Certification**

The state provides a list of the Requirements for Education Personnel in Specific Subject Areas. In the area of elementary education, New Hampshire outlines components that must be part of a candidate's undergraduate program. The components must include instructional theory that enables a teacher to design instruction in many subjects, including social studies. No specific mention of hours or required courses is made. A social studies concentration that could be attached to elementary certification is being developed.

#### **Middle-Level Certification**

See below.

#### **Secondary Certification**

Educators who are specifically qualified to teach social studies are certified for grades 5–12. To be certified in social studies a candidate must have at least a bachelor's degree, must demonstrate competence in the New Hampshire K–12 Social Studies Curriculum Framework (meaning that the candidate must possess techniques for enhancing student learning and implementing appropriate assessments), and the candidate must have specific skills, competencies, and knowledge in particular areas. Content knowledge appropriate for a social studies teacher is listed. The areas in which a teacher must be knowledgeable include:

history, civics/government, geography, and economics. In the subject area of history, candidates are required to

- ❖ demonstrate the capacity to employ historical analysis, interpretation, and comprehension for the following purposes: to make reasoned judgments and to gain an understanding, perspective, and appreciation of history and its uses in contemporary situations;
- ❖ demonstrate a knowledge of the chronology and significance of the unfolding story of America, including the history of their community, New Hampshire, and the United States; and
- ❖ demonstrate knowledge of the chronology and significant developments of world history, including
  1. the study of ancient, medieval, and modern civilizations with particular emphasis on those developments that have shaped the experience of the entire globe over the last 500 years; and
  2. those ideas, institutions, and cultural legacies that have directly influenced American thought, culture, and politics.

Requirements in pedagogy and professionalism are also specified.

## **STANDARDS**

### **Standards for Teachers**

New Hampshire's standards for teachers are specified in the state's documents pertaining to certification requirements. For teachers of history, the standards are the areas in which a teacher must possess knowledge as outlined above. Performance standards have also been created in New Hampshire.

### **Standards for Students**

In 1993 the State Board and Department of Education in New Hampshire defined social studies as "the study of related knowledge and modes of inquiry selected from history, the humanities, and the social sciences, including economics, political science, sociology, archaeology, anthropology, psychology, geography, and philosophy." Four of the disciplines are mentioned in the definition guide the New Hampshire Social Studies Framework: civics and government, economics, geography, and history. Each of the four strands consists of three main parts: a narrative purpose statement that provides context for instructional delivery, end-of-grade standards that subdivide the strands, and proficiency standards that establish expectations for assessment. The end-of-grade standards are written for grade 6 and grade 10.

The framework is designed specifically to assist the state in assessment of students in social studies. It was not intended to establish a statewide curriculum with lessons or teaching strategies and materials. Twelve broad goals guide the framework.

- ❖ Students will demonstrate a thorough understanding of the fundamental principles, organization, and operation of government at all levels in the United States.

- ❖ Students will understand and accept the responsibilities of citizenship and share in the rights and benefits granted to citizens as expressed in the Declaration of Independence and the Constitutions of the United States and New Hampshire.
- ❖ Students will demonstrate a thorough understanding of economic concepts, including the American system of economics and its contributions to the development of our nation.
- ❖ Students will demonstrate a thorough knowledge of the geography of New Hampshire, the United States, and the world and understand the impact of geography on political, economic, and social developments.
- ❖ Students will demonstrate an awareness of and concern for the ways that the world's people, resources, and environments are interrelated and interdependent.
- ❖ Students will demonstrate a thorough knowledge of the history of their community, New Hampshire, the United States, Western Civilization, and the world, including the contributions of famous men and women, ordinary citizens, and groups of people.
- ❖ Students will demonstrate a thorough understanding of and appreciation for the heritage of our nation, including its ideals, principles, institutions, and collective experiences.
- ❖ Students will be able to read and examine narratives, documents, and other evidence of the past to clarify, illustrate, or elaborate upon their understanding of history.
- ❖ Students will be able to examine cause and effect, review chronologies, consider ideas, and analyze trends in order to understand the past and the present and prepare for the future.
- ❖ Students will be able to use the knowledge, skills, principles, and ideals of civics and government, economics, geography, history, and other fields of the social studies to understand and address contemporary problems and issues.

In preparing the history standards in the framework, educators drew upon the publications and work of the Bradley Commission and the National Center for History in Schools. The history standards consist of the following.

- ❖ Curriculum Standard 16: Students will demonstrate the ability to employ historical analysis, interpretation, and comprehension to make reasoned judgments and to gain an understanding, perspective, and appreciation of history and its uses in contemporary situations.
- ❖ Curriculum Standard 17: Students will demonstrate a knowledge of the chronology and significance of the unfolding story of America including the history of their community, New Hampshire, and the United States (grade 12 proficiency standards are written for standard 17).
- ❖ Curriculum Standard 18: Students will demonstrate a knowledge of the chronology and significant developments of world history including the study of ancient, medieval, and modern Europe (Western civilization)

with particular emphasis on those developments that have shaped the experience of the entire globe over the last 500 years and those ideas, institutions, and cultural legacies that have directly influenced American thought, culture, and politics.

The Bradley Commission's (now the National Council for History Education) Vital Themes and Narratives are listed and explained at the end of the framework.

## **HIGH SCHOOL GRADUATION/EXIT EXAM**

The state of New Hampshire has established policies pertaining to the curriculum that must be offered by local school districts in different content areas. In social studies, schools are required to offer opportunities for students to become familiar with knowledge relevant to social studies and opportunities to practice citizenship. Specifically, courses totaling at least five units of credit in social studies must be offered. The following areas must be included:

- ❖ at least 1 unit in national and state history and government;
- ❖ at least  $\frac{1}{2}$  unit in basic business and economic education which shall include the study of the development, goals, and essentials of the American free-enterprise system; the role of the entrepreneur, labor, government, and those forces that influence the production, distribution, and consumption of goods and services; the decision-making processes in business; and the importance of human relations skills;
- ❖ at least 2 and  $\frac{1}{2}$  units selected from the areas of geography, economics, and world history or global studies; and
- ❖ at least 1 unit selected from the areas of sociology, psychology, anthropology, political science, and philosophy.

The state also specifies systematic instruction that must take place to engage students in critical thinking.

Students are required to earn at least 19 and three-fourths credits to graduate. In social studies, students must take

- ❖ One unit of U.S. and New Hampshire history and government; and
- ❖ One unit of a social studies elective.

### **Exit Exam**

No exit examination exists in history or social studies.

## **ASSESSMENT**

All public school districts in New Hampshire are required to participate in the New Hampshire Educational Improvement and Assessment Program (NHEIAP). Students are assessed at the end of 3rd grade in English language arts and mathematics and at the end of 6th grade and 10th grade in English language arts, mathematics, science, and social studies. The NHEIAP tests include multiple choice and open-ended questions. Students' level of achievement are defined as novice, basic, proficient, or advanced.