

Indiana Academic Standards



The Indiana Academic Standards for the study of United States Government states:

This course provides a framework for understanding the purposes, principles, and practices of American government as established by the United States Constitution. Students are expected to understand their rights and responsibilities as citizens and how to exercise these rights and responsibilities in local, state, and national government.

In SIRS' study of the Indiana Academic 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 United States 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 Indiana Academic Standards.

<http://ideanet.doe.state.in.us/standards/standards2000_sstudies.html> [2001, December20]



Indiana Academic Standards
correlation with
What Citizens Need to Know About Government



United States Government

STANDARD 1
The Nature of Citizenship, Politics, and Government

Students will identify, define, compare, and contrast ideas regarding the nature of government, politics, and civic life, and explain how these ideas have influenced contemporary political and legal systems. They will also explain the importance of government, politics, and civic engagement in a democratic republic, and demonstrate how citizens participate in civic and political life in their own communities.

- USG.1.1** Distinguish among civic life, political life, and private life.
- USG.1.2** Define the terms politics and government, and give examples of how political solutions to public policy problems are generated through interactions of citizens with their government.
- USG.1.3** Describe the purposes and functions of government.
- USG.1.4** Define and provide examples of different forms of government, including direct democracy, representative democracy, republic, monarchy, oligarchy, and autocracy.
- USG.1.5** Explain the interchangeable use of representative democracy and democratic republic to describe the government of the United States.
- USG.1.6** Distinguish limited from unlimited government and provide examples of each type of government.
- USG.1.7** Explain how civil society contributes to the maintenance of limited government in a representative democracy or democratic republic, such as the United States.
- USG.1.8** Define and provide examples of the rule of law and constitutionalism, which reveal how these two ideas in concert are essential characteristics of limited government.
- USG.1.9** Explain how the rule of law, embodied in a constitution, limits government to protect rights of individuals.
- USG.1.10** Examine the sources of authority from ancient to modern times, and explain popular sovereignty or consent of the governed as the source of legitimate authority of government in a representative democracy or democratic republic.
- USG.1.11** Explain how a constitutional democracy provides majority rule with equal protection for the rights of individuals, including those in the minority, through limited government and the rule of law.

- USG.1.12** Using both contemporary and historical examples, identify governments in the world that are, and are not, examples of constitutional representative democracy.
- USG.1.13** Examine fundamental documents in the American political tradition. Examples: Use the Magna Carta (1215), the Mayflower Compact (1620), the Massachusetts Body of Liberties (1641), the English Bill of Rights (1689), the Pennsylvania Charter of Privileges (1701), the Virginia Declaration of Rights (1776), the Declaration of Independence (1776), the United States Constitution (1787), Bill of Rights (1791), and the Indiana Constitutions of 1816 and 1851 to identify key ideas regarding the nature of limited government and the protection of individual rights.
- USG.1.14** Explain the part of Article IV, Section 4, of the United States Constitution, which says, “The United States shall guarantee to every State in the Union a Republican form of Government...”
- USG.1.15** Evaluate the extent and limitations of personal and political rights in the constitutional government of the United States.
- USG.1.16** Use a variety of sources to compare and contrast historical and contemporary examples of governments with constitutions but without limited government and constitutional (limited) governments.
Examples: Nazi Germany and the Soviet Union had constitutions that did not effectively limit government. The United States, the United Kingdom, Japan, and the Federal Republic of Germany have constitutional governments in which the powers of government are limited effectively.

- *Chapter 1 defines the term government. Students learn the purposes and functions of government while exploring various political systems. Examples of limited and unlimited forms of government allow students to build an understanding of each.*
- *Chapter 1 provides a framework for understanding how civil society contributes to the maintenance of limited governments in a representative democracy. Students learn what is meant by “rule of law” and constitutionalism.*
- *Chapter 1 explores government by consent and provides historical and contemporary examples.*
- *Chapter 1 has links to examples of limited and unlimited governments with various types of Constitutions. Two such examples are the governments of Japan and Germany under the Weimar Constitution.*
- *Students may also link to the British Parliament web site.*
- *In Chapter 3, students can examine the U.S. Constitution to determine how the rule of law limits government to protect individual rights.*
- *From Chapter 1, students may link to primary source documents such as:*
 - o *Magna Carta*
 - o *English Bill of Rights*
 - o *Declaration of Independence*
- *From Chapter 3, students may link to the U.S. Constitution.*
- *From Chapter 9, students may link to primary source documents such as:*
 - o *Virginia Declaration of Rights*
 - o *Bill of Rights*

- *Massachusetts Body of Liberties*
- *Chapter 9 examines the Bill of Rights and subsequent Constitutional Amendments.*

STANDARD 2

Foundations of Government in the United States

Students will identify and define ideas at the core of government and politics in the United States, interpret founding-era documents and events associated with the core ideas, and explain how commitment to these foundational ideas constitutes a common American civic identity. They will also analyze issues about the meaning and application of these core ideas to government, politics, and civic life, and demonstrate how citizens use these foundational ideas in civic and political life.

- USG.2.1** Trace the colonial, revolutionary, and founding-era experiences and events that led to the writing, ratification, and implementation of the United States Constitution (1787) and Bill of Rights (1791).
- USG.2.2** Analyze and interpret central ideas in founding documents of the United States. Examples: The Virginia Declaration of Rights (1776), the Declaration of Independence (1776), the Massachusetts Constitution (1780), the Virginia Statute for Religious Freedom (1786), the Northwest Ordinance (1780), the United States Constitution (1787), selected Federalist Papers, such as numbers 1, 9, 10, 39, 51, and 78 (1787-1788), the Bill of Rights (1791), President Washington’s Farewell Address (1796), and President Jefferson’s First Inaugural Address (1801).
- USG.2.3** Identify and explain elements of the social contract and natural rights theories in United States founding-era documents.
- USG.2.4** Define and provide examples of foundational ideas of American government, including popular sovereignty, constitutionalism, republic or representative government, federalism, and individual rights, which are embedded in founding-era documents.
- USG.2.5** Explain how a common and shared American civic identity is based on commitment to central ideas in founding-era documents and in core documents of subsequent periods of United States history. Examples: The Seneca Falls Declaration of Sentiments and Resolutions (1848), President Abraham Lincoln’s Gettysburg Address (1863) and Second Inaugural Address (1865), President Franklin Roosevelt’s “Four Freedoms” speech (1941), President John F. Kennedy’s Inaugural Address (1961), Reverend Martin Luther King’s “I Have a Dream” speech and “Letter from a Birmingham City Jail” (1963), and selected opinions in landmark decisions of the United States Supreme Court, such as Justice Robert Jackson’s opinion for the Court in West Virginia Board of Education v. Barnette (1943) and Justice Oliver Wendell Holmes’ dissenting opinion in the case of Abrams v. United States (1919).
- USG.2.6** Define and provide examples of fundamental principles and values of American political and civic life, including liberty, the common good, justice, equality, tolerance, law and order, rights of individuals, social diversity, civic unity,

constitutionalism, popular sovereignty, and representative democracy.

- USG.2.7** Explain the importance of diverse individuals, groups, and communities to make a common commitment to foundational ideas and values of American democracy, which constitutes a unifying civic identity in a pluralistic society.
- USG.2.8** Identify and explain historical and contemporary efforts to narrow discrepancies between foundational ideas and values of American democracy and realities of American political and civic life.
- USG.2.9** Evaluate, take, and defend positions on issues concerning foundational ideas or values in tension or conflict.
Examples: Analyze issues involving liberty in conflict with equality, liberty in conflict with authority, individual rights in conflict with the common good, or majority rule in conflict with minority rights.
- USG.2.10** Compare and contrast ideas on good government of the Federalist and the Anti-Federalists during their debates on ratification of the U.S. Constitution (1787-1788).
- USG.2.11** Analyze and explain ideas about liberty, equality, and justice in Reverend Martin Luther King’s “I Have a Dream” speech and “Letter from Birmingham City Jail” (1963), and compare King’s ideas to those in such founding-era documents as the Virginia Declaration of Rights (1776), the Declaration of Independence (1776), Massachusetts Declaration of Rights (1780), and The Federalist (1788).
- USG.2.12** Evaluate the function of law in American civic and political life as it pertains to protection of individual rights and promotion of the common good.

- *Chapter 1 traces the events and experiences of the early colonists. For examples, students may read about the Stamp Act and Continental Congress.*
- *From Chapter 1, students may read the Declaration of Independence.*
- *Chapter 2 discusses the founding fathers’ concerns over a strong central government. Students may read the Federalist Papers to gain first hand experience with these important documents. They may also access other primary source documents from the Yale Law School’s Avalon Project web site. For example, students may read the Northwest Ordinance and Washington’s Farewell Address.*
- *Chapter 9 provides additional primary sources, such as the Virginia Declaration of Rights, and Virginia Statute of Religious Freedom.*
- *After reading the founding documents found in Chapters 1, 2, 3 & 9, students will be able to explain the elements of social contract and natural rights theories, as well as foundational ideas of American government.*
- *From Chapter 9, students may explore the Women’s Movement and read about the Seneca Falls Declaration of Sentiments and Resolutions by linking to the PBS web site and accessing the episode entitled, “Not For Ourselves Alone.” Additionally, students may read, Martin Luther King’s “Letter from a Birmingham City Jail.”*
- *Chapter 9 allows students to investigate fundamental political and civic principles as they relate to everyday realities.*

STANDARD 3

Purposes, Principles, and Institutions of Government in the United States of America

Students will explain how purposes, principles, and institutions of government for the American people are established in the United States Constitution. They will also describe the structures and functions of American constitutional government at national, state, and local levels and practice skills of citizenship in relationship to their constitutional government.

- USG.3.1** Compare and contrast governments that are unitary, confederate, and federal.
- USG.3.2** Compare and contrast types of government, such as parliamentary and presidential, democratic and non-democratic, constitutional and non-constitutional, and republican or aristocratic.
- USG.3.3** Explain characteristics of government in the United States, which make it a federal, presidential, constitutional, democratic republic.
- USG.3.4** Identify and describe provisions of the United States Constitution and the Indiana Constitution that define and distribute powers and authority of the federal or state government.
- USG.3.5** Explain the constitutional principles of federalism, separation of powers among three branches of government, the system of checks and balances, republican government (republicanism) or representative democracy, and popular sovereignty; provide examples of these principles in the governments of the United States and State of Indiana.
- USG.3.6** Explain the functions of the courts of law in the governments of the United States and the State of Indiana with emphasis on the principles of judicial review and an independent judiciary.
- USG.3.7** Distinguish among the enumerated, implied, and denied powers the United States Constitution and the Constitution of Indiana.
- USG.3.8** Explain the relationship among branches of the United States government and the state government of Indiana, which involve separation and sharing of powers as a means to limited government.
- USG.3.9** Explain the functions of departments or agencies of the executive branch in the formation and implementation of public policy in the governments of the United States and the State of Indiana.
- USG.3.10** Trace the evolution of political parties in the American government system, and analyze their functions in elections and government at national and state levels of the Federal System.
- USG.3.11** Define the relationship between the public agenda, special interest agendas, and the political agenda acted on by the government.
- USG.3.12** Give examples of the fiscal and monetary policies of the United States government and Indiana government, and explain how they affect individuals, groups, and businesses.
- USG.3.13** Explain how state and local governments in Indiana are organized and how they affect the lives of citizens.

- USG.3.14** Compare and contrast state and local government institutions in Indiana with those of other states of the United States.
- USG.3.15** Compare and contrast ideas regarding governmental power and authority in the Articles of Confederation (1781), original state constitutions during the founding period (1776 to 1780), the United States Constitution, and Article I of the Indiana Constitution. Compare the ways they limit power of government.
- USG.3.16** Examine core documents associated with the protection of individual rights, including the Northwest Ordinance, the Bill of Rights, and the Fourteenth Amendment to the United States Constitution, and Article I of the Indiana Constitution. Compare the ways they limit the power of government.
- USG.3.17** Use a variety of sources, including newspapers and World Wide Web sites on the Internet, to identify current legislative issues and examine the influence on the legislative process of special interest groups, public opinion, the news media, and individual voters.
- USG.3.18** Use a variety of sources to investigate, explain, and evaluate the functions of political parties and elections in local, state, and national governments of the United States, with particular emphasis on Indiana.
- USG.3.19** Analyze and evaluate decisions by the United States Supreme Court about the constitutional principles of separation of powers and checks and balances in such landmark cases as *Marbury v. Madison* (1803), *Meyers v. United States* (1926), *United States v. Curtiss-Wright Export Corporation* (1936), *Youngstown Sheet and Tube Company v. Sawyer* (1952), *United States v. Nixon* (1974), *City of Boerne, Texas v. Flores* (1997), and *Clinton v. City of New York* (1998).
- USG.3.20** Analyze and evaluate decisions by the United States Supreme Court about the constitutional principle of federalism in landmark cases, such as *McCulloch v. Maryland* (1819), *Cohens v. Virginia* (1821), *Texas v. White* (1869), *Alden v. Maine* (1999), *Kimel v. Florida Board of Regents* (2000), and *Bush v. Gore* (2000).
- USG.3.21** Identify a current community issue and the branch or branches of Indiana local or state government that might deal with the issue, and examine ways of participating in the decision-making process about the issue.

- *Students may read the U.S. Constitution (Chapter 3) and then access the Indiana Constitution from Chapter 10, to conduct a comparative analysis of the two documents. From this chapter, students learn about the structure of state governments and reserved and concurrent powers. Students may access all 50 state Constitutions and government pages. A link to Indiana's Government web site, Access Indiana, allows students to explore the structure of the government's executive, legislative, and judicial branches.*
- *Chapter 2 explores the concepts of federalism, separation of powers and checks and balances.*
- *Chapter 7 examines the justice system with emphasis on the federal courts. Chapter 10 examines the state judicial system and the various court jurisdictions.*
- *Chapters 4 and 5 explore the executive branch of the federal government. Students learn how policies are shaped and implemented.*

- *Chapter 16 explores the two party system and traces its roots from Washington’s warning against political parties to modern day political structures.*
- *Chapter 13 examines Political Action Committees (PACS) and special interest groups. Students can learn how they affect government policy.*
- *Chapter 12, Paying for Government, describes the fiscal responsibilities required for a functioning government. Students may link to the Office of Management and Budget to read, “The Citizen’s Guide to the Federal Budget” for the 2001 fiscal year.*
- *From Chapter 6, The Congress, students can read related articles and access web sites relating to current legislative issues.*
- *Chapter 13 explores the influence of the media, polls, and lobbies on the President, the Congress and the political process.*
- *Students may access historical and contemporary Supreme Court decisions from Chapters 2,7, 9, 10.*

STANDARD 4

The Relationship of the United States to Other Nations in World Affairs

Students will analyze the interactions between the United States and other nations, and evaluate the role of the United States in world affairs.

- USG.4.1** **Describe how the world is divided politically, and give examples of the ways** nation states interact, including trade, diplomacy, treaties and agreements, and military action.
- USG.4.2** Compare and contrast the structure and organization of various forms of political systems, and describe how they interact in world affairs.
- USG.4.3** Examine reasons for conflict among nation states, such as competition for resources and territory, differences in system of government, and religious or ethnic conflict.
- USG.4.4** Identify and explain powers that the United States Constitution gives to the executive, legislative, and judicial branches of government in the area of foreign affairs, such as the making of treaties.
- USG.4.5** Describe the approaches used to carry out United States foreign policy.
Examples: Diplomacy, economic aid, military aid, humanitarian aid, treaties, sanctions, and military intervention.
- USG.4.6** Examine the influence of individuals, businesses, labor, and other segments of the economy on United States foreign policy.
- USG.4.7** Differentiate among various governmental and non-governmental international organizations, and describe their purposes and functions.
Examples: Major governmental international organizations include North American Treaty Organization (NATO), the World Court, and the Organization of American States (OAS). The International Red Cross and the Catholic Relief Services are examples of non-governmental organizations.

- USG.4.8** Explain and evaluate participation by the United States in international organizations.
Example: the United Nations
- USG.4.9** Use a variety of sources, including newspapers, magazines, and the Internet to identify significant world political, demographic, and environmental developments. Analyze ways that these developments may affect United States foreign policy in specific regions of the world.
- USG.4.10** Use information technology to research critical international issues facing the United States, to develop hypothetical solutions, and to analyze their potential effectiveness.
- USG.4.11** Use a variety of sources, including electronic media, to gather information about the impact of American ideas about democracy and individual rights in other areas of the world.
- USG.4.12** Evaluate, take, and defend a position about whether or not the United States should promote the spread of democracy throughout the world.
- USG.4.13** Evaluate, take, and defend positions on specific foreign policy issues in light of American interests and constitutional principles.
- USG.4.14** Examine the effects of development in other nations on state and community life in Indiana, and explain the role of individual citizens in world affairs.

- *After reading the Constitution, Chapter 3, students can find further discussions on foreign affairs policy-making procedures in Chapter 28.*
- *Chapter 28 provides a full discussion of foreign policy issues. Students may also learn about governmental and non-governmental organizations. Examples of linking organizations include, NATO, CIA, Peace Corps and the Human Rights Commission.*
- *For a complete discussion of World Affairs, students may access the second Interactive Citizen product, What Citizens Need to Know About World Affairs.*

STANDARD 5

Roles of Citizens in the United States

Students will explain the idea of citizenship in the United States, describe the roles of United States citizens, and identify and explain the rights and responsibilities of United States citizens. They will also examine civic dispositions conducive to the maintenance and improvement of civil society and government, and describe and demonstrate how citizens can participate responsibly and effectively in the civic and political life of the United States.

- USG.5.1** Explain the meaning of citizenship in the United States of America.
- USG.5.2** Describe roles of citizens in the United States, including voting in public elections, participating in voluntary associations of civil society to promote the common good, and participating in political activities to influence public policy decisions of government.

- USG.5.3** Describe the political, personal and economic rights of citizens embedded in the United States Constitution and in constitutional law developed through decisions of the United States Supreme Court.
- USG.5.4** Describe how citizens can monitor and influence local, state, and national government as individuals and members of interest groups.
- USG. 5.5** Explain how citizens in the United States participate in public elections as voters and supporters of candidates for public office.
- USG.5.6** Identify and explain the meaning and importance of civic dispositions or traits of character that, when exhibited by citizens, contribute to the preservation and improvement of civil society and government.
- USG.5.7** Describe the ways that citizens can participate responsibly in civil society and the political process at local, state, and national levels of government.
- USG.5.9** Analyze and evaluate decisions about rights of individuals in landmark cases of the United States Supreme Court, such as *Whitney v. California* (1927), *Stromberg v. California* (1931), *Near v. Minnesota* (1931), *Brandenburg v. Ohio* (1969), *Texas v. Johnson* (1989), and *Reno v. American Civil Liberties Union* (1997).
- USG.5.10** Evaluate, take, and defend positions on criteria used for the attainment of the status of citizen through naturalization.
- USG. 5.11** Analyze and evaluate arguments in favor of voluntary participation by citizens in the civil associations that constitute civil society, which were presented by Alexis de Touqueville in *Democracy in America*, Volume I (1835) and Volume II (1839).
- USG.5.12** Practice responsible citizenship through voluntary participation in student government or other school and community organizations that contribute to the common good.
- USG.5.13** Practice civic skills and dispositions by participating cooperatively in a group to identify a significant issue in the community, gather information about the issue, and make a justifiable decision to resolve the issue.
- USG.5.14** Practice civic skills and dispositions by participating in simulated public hearings, mock trials, and debates.

- *Chapter 14 examines the rights and responsibilities of citizenship. Students can read the American Bar Association’s list, “Responsibilities of Citizenship.” They will also learn how to become a citizen and understand the problems and issues related to illegal immigration.*
- *Chapter 13 explores how citizens can participate in changing public policy through their involvement in special interest groups.*
- *Chapter 15 examines the voting process and the role citizens play in the overall political process.*
- *Chapter 9 provides access to landmark Supreme Court decisions that have addressed individual rights. Students may read the syllabi, concurring and dissenting opinions for cases such as *Texas v. Johnson*.*
- *Chapter 7 contains a link to Cornell Law School’s Supreme Court Collection, which allows students to access all historic and contemporary court cases.*

- *Chapter 3 presents information on Alexis de Touqueville and provides a link to the Alexis de Touqueville Tour web site. Students may view a Library of Congress video about his tour around America. Students may also read the text of his two volumes entitled, "Democracy in America."*