



INDIANA  
DEPARTMENT of  
EDUCATION

# 2024 INDIANA CONTENT CONNECTORS SOCIAL STUDIES

## GRADE 6 CIVICS



[in.gov/doe](https://in.gov/doe)

## Indiana Content Connectors Context and Purpose

---

### Introduction

The Indiana Content Connectors for Grade 6 Civics are the result of a process designed to identify, evaluate, synthesize, and create high-quality learning expectations for Indiana students with significant cognitive disabilities.

The Indiana Department of Education (IDOE) convened stakeholder committees to review proposed revisions to Indiana’s Alternative Standards, known as content connectors. The content connectors are designed to measure the knowledge and skills of students with the most significant cognitive disabilities and are assessed with the state’s alternate assessment. The content connectors are designed to ensure that all Indiana students in this population are prepared with essential knowledge and skills needed to access employment, enrollment, or enlistment leading to service.

### What are the Content Connectors and how should they be used?

The Indiana Content Connectors are designed to help educators, parents, students, and community members understand the necessary content for each grade level, and within each content area domain, to access employment, enrollment, or enlistment leading to service. These content connectors should form the basis for strong core instruction for all students at each grade level and content area. The content connectors identify the minimum academic content or skills to which Indiana students need access in order to be prepared for success after graduation, but they are not an exhaustive list.

While the Indiana Content Connectors establish key expectations for knowledge and skills and should be used as the basis for curriculum, the content connectors by themselves do not constitute a curriculum. It is the responsibility of the local school corporation to select and formally adopt curricular tools, including textbooks and any other supplementary materials, that align with Indiana Content Connectors. Additionally, corporation and school leaders should consider the appropriate instructional sequence of the content connectors as well as the length of time needed to teach each one. Every content connector has a unique place in the continuum of learning, but each content connector will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. These content connectors must also be complemented by robust, evidence-based instructional practices to support overall student development. By utilizing strategic and intentional instructional practices, other areas such as STEM and employability skills can be integrated with the content connectors.

## Acknowledgments

IDOE appreciates the time, dedication, and expertise offered by Indiana’s K-12 general and special educators, higher education professors, representatives from business and industry, families, and other stakeholders who contributed to the development of the Indiana Content Connectors. We wish to specially acknowledge the committee members, as well as participants in the public comment period, who dedicated many hours to the review and evaluation of these content connectors designed to prepare Indiana students for success after graduation.

## Grade 6 Civics (Second Semester Course)

Standards and content connectors identified as essential for mastery by the end of the course are indicated with gray shading and an “E.”

| Indiana Academic Standards  | Content Connectors   |
|---|--|
| <b>Foundations of Government</b>  |  |
| <b>6.CIV.1:</b> Summarize the principles and purposes of government as stated in the Preamble to the United States Constitution. (E)  | <b>6.CIV.1a:</b> Identify or explain the purposes of government stated in the Preamble to the United States Constitution. (E)  |
| <b>6.CIV.2:</b> Identify and explain essential ideas of constitutional government, which include limited government; rule of law; due process of law; separated and shared powers; checks and balances; federalism; popular sovereignty; republicanism; representative government; and individual rights to life, liberty, and property; and freedom of conscience and religion. (E)  | <b>6.CIV.2a:</b> Identify or describe essential ideas of constitutional government. <ul style="list-style-type: none"> <li>● <b>Examples:</b> limited government, rule of law, due process of law, separation of powers, checks and balances, federalism. (E)</li> </ul> |
| <b>6.CIV.3:</b> Explain the concept of a separation of powers and how and why these powers are distributed, shared, and limited in the constitutional government of the United States. (E)  | <b>6.CIV.3a:</b> Identify or explain how powers are limited and shared in the constitutional government of the United States. (E)  |
| <b>6.CIV.4:</b> Describe and give examples of individual rights guaranteed by the Bill of Rights. (E) <ul style="list-style-type: none"> <li>● <b>Examples:</b> The right to associate with whomever one pleases; the right to practice the religion of one’s choice; the right to speak freely, and criticize the government; the right to due process; and the right to be protected from unreasonable search and seizure; when those rights could cause conflict or disagreement.</li> </ul> | <b>6.CIV.4a:</b> Give two or more examples of individual rights guaranteed by the Bill of Rights. (E) <ul style="list-style-type: none"> <li>● <b>Examples:</b> freedom of association, freedom of religion, freedom of speech, freedom.</li> </ul>                      |
| <b>6.CIV.5:</b> Explain the major purposes of the Indiana Constitution, as stated in the Preamble.  | <b>6.CIV.5a:</b> Identify the major purposes of the Indiana Constitution as stated in the Preamble.  |

2024 Indiana Content Connectors: Grade 6 Civics (Second Semester Course)

|   |  |
|---|--|
| <p><b>6.CIV.6:</b> Describe individual rights held under Article I of the Indiana Constitution, such as freedom of speech and freedom of religion.</p>  | <p><b>6.CIV.6a:</b> Identify individual rights protected by Article One of the Indiana Constitution.</p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> freedom of speech and freedom of religion.</li> </ul> |
| <p><b>6.CIV.7:</b> Examine ways that state and national government affects the everyday lives of people in the United States. (E)</p>   | <p><b>6.CIV.7a:</b> Identify ways that state and national governments affect the everyday lives of people in the United States. (E)</p>  |
| <p><b>Functions of Government</b></p>   |  |
| <p><b>6.CIV.8:</b> Describe the primary and general election process for local, state, and national offices, including those used to select congressional and presidential office holders. (E)</p>  | <p><b>6.CIV.8a:</b> Identify or describe the process of electing a local, state, or national office holder (e.g., primary election and general election). (E)</p>  |
| <p><b>6.CIV.9:</b> Identify and explain the duties of and selection process for local and state government officials who make, implement, and enforce laws.</p>   | <p><b>6.CIV.9a:</b> Identify the selection processes and main duties of local and state government officials who make laws, enforce laws, and interpret laws.</p>  |
| <p><b>6.CIV.10:</b> Explain that the United States has three levels of government (local, state, and national), and that each level has special duties and responsibilities.</p>  | <p><b>6.CIV.10a:</b> List the three levels of the United States government and state two or more duties and responsibilities of each level.</p>  |
| <p><b>6.CIV.11:</b> Identify the three branches of the United States government and explain the functions of each. (E)</p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> Separation of powers, shared powers, and checks and balances involving the legislative (law making), executive (law enforcing), and judicial (law interpreting) branches of government.</li> </ul> | <p><b>6.CIV.11a:</b> List the three branches of government; identify one or more powers of each branch and how it limits the powers of the others. (E)</p>   |
| <p><b>6.CIV.12:</b> Identify and explain the major responsibilities of the legislative (Article 4), executive (Article 5), and judicial branches (Article 7) of state government as written in the Indiana Constitution.</p>  | <p><b>6.CIV.12a:</b> Identify the major responsibilities of each branch of state government according to the Indiana Constitution: legislative (Article 4), executive (Article 5), and judicial (Article 7).</p>         |

**Role of Citizens**

|   |   |
|---|---|
| <p><b>6.CIV.13:</b> Explain the role citizens have in making decisions and rules within the community, state, and nation.</p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> Participating in local and regional activities, voting in elections, running for office, and voicing opinions in a positive way.</li> </ul>   | <p><b>6.CIV.13a:</b> Identify or describe ways citizens may participate in community, state, or national government.</p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> Voting, running for political office, and voicing opinions in a positive way.</li> </ul>   |
| <p><b>6.CIV.14:</b> Examine ways by which citizens may effectively voice opinions, monitor government, and bring about change in government, including voting and participation in the election process.</p>  | <p><b>6.CIV.14a:</b> Identify or explain actions citizens may take to voice their opinions, monitor government, or change government policies.</p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> Voting and participating in elections.</li> </ul>                |
| <p><b>6.CIV.15:</b> Use a variety of informational resources to identify and evaluate contemporary issues that involve civic responsibility, individual rights, and the common good.</p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> Responsible use of the internet, smoking in public places, payment of property taxes, development of highways, and housing on historic lands.</li> </ul> | <p><b>6.CIV.15a:</b> Use a variety of informational resources to identify contemporary issues that involve civic responsibility, individual rights, and the common good.</p>  |
| <p><b>6.CIV.16:</b> Recognize and explain the relationship between the rights and responsibilities of citizenship in the United States. (E)</p>   | <p><b>6.CIV.16a:</b> Identify the relationship between the rights and responsibilities of citizenship in the United States. (E)</p>   |
| <p><b>6.CIV.17:</b> Explain ways that citizens can participate in the election process (e.g., political parties, campaigns, elections) at the national, state, and local levels.</p>  | <p><b>6.CIV.17a:</b> Identify ways citizens can participate in the election process at the national, state, or local levels.</p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> Joining political parties, participating in election campaigns, voting.</li> </ul> |