



INDIANA
DEPARTMENT *of*
EDUCATION

2023 INDIANA ACADEMIC STANDARDS
CIVICS

MIDDLE SCHOOL



Indiana Academic Standards Context and Purpose

Introduction

The Indiana Academic Standards for the Grade 6 Middle School Civics course are the result of a process designed to identify, evaluate, synthesize, and create high-quality, rigorous learning expectations for Indiana students.

Pursuant to (IC) 20-19-2-14.7, IDOE defined standards for a middle school Civics course to begin during the 2023-2024 school year. In accordance with (IC) 20-30-5-7.3, the semester-long middle school civics course will be completed by all Indiana students during the second semester of grade 6.

Pursuant to Indiana Code (IC) 20-31-3-1(c-d), the Indiana Department of Education (IDOE) facilitated the prioritization of the Indiana Academic Standards. The standards are designed to ensure that all Indiana students, upon graduation, are prepared with essential knowledge and skills needed to access employment, enrollment, or enlistment leading to service.

All standards are required to be taught. Standards identified as essential for mastery by the end of the grade level are indicated with shading and an “E.” The learning outcome statement for each domain immediately precedes each set of standards.

What are the Indiana Academic Standards and how should they be used?

The Indiana Academic Standards 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 standards should form the basis for strong core instruction for all students at each grade level and content area. The standards identify the minimum academic content or skills that Indiana students need in order to be prepared for success after graduation, but they are not an exhaustive list.

While the Indiana Academic Standards establish key expectations for knowledge and skills and should be used as the basis for curriculum, the standards 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 Academic Standards. Additionally, corporation and school leaders should consider the appropriate instructional sequence of the standards as well as the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning, but each standard 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 standards 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 standards.

Acknowledgments

The Indiana Department of Education appreciates the time, dedication, and expertise offered by Indiana’s K-12 educators, higher education professors, representatives from business and industry, families, and other stakeholders who contributed to the development of the Indiana Academic Standards. 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 standards designed to prepare Indiana students for success after graduation.

Civics Standards (Second Semester Course)

Standards identified as essential for mastery by the end of the course are indicated with gray shading and an “E.” The learning outcome statement for the course precedes the standards. The number for each standard is updated (e.g., 6.CIV.1) to help distinguish standards for this course compared to civics standards for first-semester instruction.

Learning Outcome: Students explain major principles, values, and institutions of constitutional government and citizenship, which are based on the founding documents of the United States, and how the three branches of government share and check power within our federal system of government.	
Foundations of Government	
6.CIV.1	Summarize the principles and purposes of government as stated in the Preamble to the United States Constitution. (E)
6.CIV.2	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)
6.CIV.3	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)
6.CIV.4	Describe and give examples of individual rights guaranteed by the Bill of Rights. (E) <ul style="list-style-type: none"> • Examples: 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.
6.CIV.5	Explain the major purposes of the Indiana Constitution, as stated in the Preamble.
6.CIV.6	Describe individual rights held under Article I of the Indiana Constitution, such as freedom of speech and freedom of religion.
6.CIV.7	Examine ways that state and national government affects the everyday lives of people in the United States. (E)
Functions of Government	
6.CIV.8	Describe the primary and general election process for local, state, and national offices, including those used to select congressional and presidential office holders. (E)
6.CIV.9	Identify and explain the duties of and selection process for local and state government officials who make, implement, and enforce laws.
6.CIV.10	Explain that the United States has three levels of government (local, state, and national), and that each level has special duties and responsibilities.
6.CIV.11	Identify the three branches of the United States government and explain the functions of each. (E) <ul style="list-style-type: none"> • Examples: Separation of powers, shared powers, and checks and balances

	involving the legislative (law making), executive (law enforcing), and judicial (law interpreting) branches of government.
6.CIV.12	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.
Role of Citizens	
6.CIV.13	<p>Explain the role citizens have in making decisions and rules within the community, state, and nation.</p> <ul style="list-style-type: none"> ● Examples: Participating in local and regional activities, voting in elections, running for office, and voicing opinions in a positive way.
6.CIV.14	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.
6.CIV.15	<p>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"> ● Examples: Responsible use of the internet, smoking in public places, payment of property taxes, development of highways, and housing on historic lands.
6.CIV.16	Recognize and explain the relationship between the rights and responsibilities of citizenship in the United States. (E)
6.CIV.17	Explain ways that citizens can participate in the election process (e.g., political parties, campaigns, elections) at the national, state, and local levels.