Indiana Department of Education

Indiana Academic Standards
United States Government

Indiana Department of Education

Introduction

The Indiana Academic Standards for Grade 4 social studies are the result of a process designed to identify, evaluate, synthesize, and create the most high-quality, rigorous standards for Indiana students. The standards are designed to ensure that all Indiana students, upon graduation, are prepared for both college and career opportunities. In alignment with Indiana's Every Student Succeeds Act (ESSA) plan, the academic standards reflect the core belief that all students can achieve at a high level.

What are the Indiana Academic Standards?

The Indiana Academic Standards are designed to help educators, parents, students, and community members understand what students need to know and be able to do at each grade level, and within each content strand, in order to exit high school college and career ready. The academic standards should form the basis for strong Tier 1 instruction at each grade level and for each content area for all students, in alignment with Indiana's vision for Multi-Tiered Systems of Supports (MTSS). While the standards have identified the academic content or skills that Indiana students need in order to be prepared for both college and career, they are not an exhaustive list. Students require a wide range of physical, social, and emotional support in order to be successful. This leads to a second core belief outlined in Indiana's ESSA plan that learning requires an emphasis on the whole child.

While the standards may be used as the basis for curriculum, the Indiana Academic Standards are not a curriculum. Curricular tools, including textbooks, are selected by the district/school and adopted through the local school board. However, a strong standards-based approach to instruction is encouraged, as most curricula will not align perfectly with the Indiana Academic Standards. Additionally, attention should be given at the district and school level to the instructional sequence of the standards as well as to the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning - omitting one will certainly create gaps - 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. The Indiana Academic Standards must also be complemented by robust, evidence-based instructional practices, geared to the development of the whole child. By utilizing well-chosen instructional practices, social-emotional competencies and employability skills can be developed in conjunction with the content standards.

Acknowledgments

The Indiana Academic Standards have been developed through the time, dedication, and expertise of Indiana's K-12 teachers, higher education professors, and other representatives. We wish to specially acknowledge the committee members who dedicated many hours to the review and evaluation of these standards designed to prepare Indiana students for college and careers.

Indiana Department of Education

Social Studies: United States Government (1540)

United States Government standards provide a framework for understanding the purposes, principles, and practices of constitutional representative democracy in the United States. Responsible and effective participation of citizens is stressed. Students understand the nature of citizenship, politics, and governments and understand the rights and responsibilities of citizens and how these are part of local, state, and national government. Students examine how the United States Constitution protects rights and provides the structure and functions of various levels of government. How the United States interacts with other nations and the government's role in world affairs will be examined. A focus on American interactions with other nations, and the government's role in world affairs, will also be included. Using primary and secondary resources, students articulate, evaluate, and defend positions on political issues. As a result, they will be able to explain the role of individuals and groups in government, politics, and civic activities and the need for civic and political engagement of citizens in the United States.

Please Note: *Examples, when provided, are intended to help illustrate what is meant by the standards. They are only a starting point and are not exclusive. Many additional possibilities exist.*

Indiana Department of Education

United States Government
Standard 1: Students 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. Students 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.
The Nature of Politics and Government

USG.1.1	*Define civic life, political life, and private life and describe the activities of individuals in each of these spheres.*
USG.1.2	*Define the terms and explain the relationship between politics, government, and public policy.*
USG.1.3	*Interpret and analyze the purposes and functions of government found in the Preamble of the United States Constitution.*
USG.1.4	*Compare and contrast types of government including representative democracy, monarchy, oligarchy, totalitarianism, including anarchy.*
USG.1.5	*Compare and contrast characteristics of limited and unlimited governments and provide historical and contemporary examples of each type of government.*
USG.1.6	*Compare and contrast unitary, confederate, and federal systems of government.*

USG.1.7	*Define and provide examples of constitutionalism, rule of law, limited government, and popular sovereignty in the United States Constitution and explain the relationship of these constitutional principles to the protection of the rights of individuals.*
USG.1.8	*Evaluate the importance of a written constitution in establishing and maintaining the principles of rule of law and limited government.*
USG.1.9	*Evaluate how the United States Constitution establishes majority rule while protecting minority rights and balances the common good with individual liberties.*

Indiana Department of Education

United States Government	
Standard 2: Students 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 also analyze the meaning and application of core ideas to government, politics and civic life, and demonstrate how citizens apply these foundational ideas in civic and political life.	
Foundations of Government in the United States	
USG.2.1	*Summarize 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	*Understand the concept of compromise and evaluate its application during the Constitutional Convention.*
USG.2.3	*Analyze and interpret central ideas on government, individual rights, and the common good in founding documents of the United States.*
USG.2.4	*Explain the history and provide examples of foundational ideas of American government embedded in the Founding-Era documents such as: natural rights philosophy, social contract, popular sovereignty, constitutionalism, representative democracy, political factions, federalism, and individual rights.*
USG.2.5	*Identify and explain elements of the social contract and natural rights theories in United States founding-era documents.*
USG.2.6	*Explain how a shared American civic identity is based on commitment to foundational ideas in Founding Era documents and how it has changed through subsequent periods of United States history to present day.*

Indiana Department of Education

USG.2.7	*Using primary documents compare and contrast the ideas of the Federalists and the Anti-Federalists regarding the respective roles of state and national government on ratification of the United States Constitution (1787–1788).*
USG.2.8	*Explain the history and provide historical and contemporary examples of fundamental principles and values of American political and civic life, including liberty, security, the common good, justice, equality, law and order, rights of individuals, diversity, popular sovereignty, and representative democracy.*

Indiana Department of Education

United States Government
Standard 3: Students explain how purposes, principles and institutions of government for the American people are established in the United States Constitution and reflected in the Indiana Constitution. Students describe the structures and functions of American constitutional government at national, state, and local levels and practice skills of citizenship in relation to their constitutional government.

Purposes, Principles, and Institutions of the Government of the United States	
USG.3.1	*Analyze the United States Constitution and explain characteristics of government in the United States, which define it as a federal, presidential, constitutional, and representative democracy.*
USG.3.2	*Explain the constitutional principles of federalism, separation of powers, the system of checks and balances, and republican government. Provide examples of these principles in the governments of the United States and Indiana.*
USG.3.3	*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.3.4	*Explain the relationship between limited government and a market economy.*
USG.3.5	*Explain the section 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.3.6	*Compare and contrast the enumerated, implied, and denied powers in both the United States Constitution and the Indiana Constitution.*

USG.3.7	*Explain the relationships among branches of the United States government and Indiana government, which involve separation and sharing of powers as a means to limited government.*
USG.3.8	*Describe the fiscal and monetary policies incorporated by the United States government and Indiana government and evaluate how they affect individuals, groups, and businesses.*
USG.3.9	*Explain how a bill becomes law in the legislative process of the United States and the state of Indiana.*
USG.3.10	*Describe the procedures for amending the United States and Indiana Constitutions and analyze why it is so difficult to amend these Constitutions.*
USG.3.11	*Analyze the functions of the judicial branch of the United States and Indiana governments with emphasis on the principles of due process, judicial review, and an independent judiciary.*
USG.3.12	*Analyze the functions of the Cabinet of the executive branch in the United States and in Indiana.*
USG.3.13	*Explain the electoral process in terms of election laws and election systems on the national, state, and local level.*
USG.3.14	*Analyze the election of Benjamin Harrison, Indiana's only president, his approach to the presidency, his relationship to the legislative branch, and his re-election defeat, considering the effects of party politics and public opinion.*

USG.3.15	*Examine the progression of political parties and their ideologies and the broad political spectrum in the American governmental system and analyze their functions in elections and government at national, state, and local levels of the federal system.*
USG.3.16	*Explain and evaluate the original purpose and role of the Electoral College and its relevance today.*
USG.3.17	*Explain the organization of state and local governments in Indiana and analyze how they affect the lives of citizens.*
USG.3.18	*Identify the role of special interest groups in politics and explain their impact on federal, state, and local public policy.*
USG.3.19	*Identify the historical significance of and analyze 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), Baker v. Carr (1962), United States v. Nixon (1974), Clinton v. City of New York (1998), and Bush v. Gore (2000).*
USG.3.20	*Identify the historical significance of and analyze decisions by the United States Supreme Court about the constitutional principle of federalism in cases such as McCulloch v. Maryland (1819), Alden v. Maine (1999), Furman v. Georgia (1972), and Lopez v. United States (1995), and the denial of certiorari for the Terri Schiavo case (2005).*
USG.3.21	*Describe the influence of the media and technology on public opinion and public policy.*

Indiana Department of Education

United States Government	
Standard 4: Students analyze the interactions between the United States and other nations and evaluate the role of the United States in world affairs.	
The Relationship of the United States to Other Nation in World Affairs	
USG.4.1	*Compare and contrast governments throughout the world with the United States government in terms of source of the government's power.*
USG.4.2	*Describe how different governments interact in world affairs.*
USG.4.3	*Analyze reasons for conflict among nations, such as competition for resources and territory, differences in ideology, and religious or ethnic conflicts as they affect the United States or United States foreign policy.*
USG.4.4	*Provide examples of governmental and non-governmental international organizations and explain their role in international affairs.*
USG.4.5	*Analyze powers the United States Constitution gives to the executive, legislative and judicial branches of government in the area of foreign affairs.*
USG.4.6	*Identify and describe strategies available to the United States government to achieve foreign policy objectives.*

USG.4.7	*Examine the influence individuals, businesses, labor, and other organizations, interest groups, and public opinion has on United States foreign policy.*
USG.4.8	*Identify and explain world issues, including political, cultural, demographic, economic and environmental challenges that affect the United States foreign policy in specific regions of the world.*
USG.4.9	*Discuss specific foreign policy issues that impact local community and state interests.*

United States Government
Standard 5: Students 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 also examine how citizens can participate responsibly and effectively in the civic and political life of the United States.

	Roles of Citizens in the United States
USG.5.1	*Define the legal meaning of citizenship in the United States; identify the requirements for citizenship in the United States and residency in Indiana; and differentiate between the criteria used for attaining both.*
USG.5.2	*Analyze the roles and responsibilities of citizens in Indiana and the United States.*
USG.5.3	*Discuss the individual's legal obligation to obey the law, serve as a juror, and pay taxes.*
USG.5.4	*Identify and describe the civil and constitutional rights found in the United States Constitution and Bill of Rights and expanded by decisions of the United States Supreme Court; analyze and evaluate landmark cases of the United States Supreme Court concerning civil rights and liberties of individuals.*
USG.5.5	*Identify when it is constitutional for our government to limit the rights of individuals and explain the reasons why the government would want to do this.*
USG.5.6	*Explain and give examples of important citizen actions that can impact local, state, and federal government as individuals and members of interest groups.*

USG.5.7	*Explain how citizens in the United States participate in public elections as voters and supporters of candidates for public office.*
USG.5.8	*Describe opportunities available to individuals to contribute to the well-being of their communities and participate responsibly in the political process at local, state and national levels of government.*
USG.5.9	*Use information from a variety of resources to describe and discuss current American political issues.*

Indiana Department of Education

Terminology _is listed in the order it appears in standards._

certiorari: a writ from a high court to a low court requesting a transcript of the proceedings of a case for review

Indiana Department of Education

Indiana Academic Standards
History/Social Studies Literacy

Guiding Principle: *Students develop discipline-specific reading and writing skills. Students in history/social studies courses apply these skills in order to develop a deeper understanding of the content area. These skills are known as disciplinary literacy.*

Six elements of literacy are taught in history/social studies for grades 6 through 12. These elements are Key Ideas and Textual Support, Structural Elements and Organization, Synthesis and Connection of Ideas, Writing Genres, the Writing Process, and the Research Process. By demonstrating the skills listed in each section, students will meet the Learning Outcomes for literacy in history/social studies.

These literacy standards are not designed for implementation in an English/Language Arts classroom. Instead, they provide guidance to content area teachers in grades 6 through 12 (Examples: History/Social Studies teachers, Science teachers, Career and Technical Education teachers) for the expectations of integrating reading and writing skills into classroom instruction.

Please Note: *When examples are provided, they are intended to help illustrate the meaning of the standards. They are only a starting point and are not exclusive. Many additional possibilities exist.*

Indiana Department of Education

Learning Outcome for Literacy in History/Social Studies Learning

LH.1: Read and comprehend history/social studies texts independently and proficiently, and write effectively for a variety of discipline-specific tasks, purposes, and audiences.

GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 6-8 independently and proficiently by the end of grade 8.	**9-10.LH.1.1:** Read and comprehend history/social studies texts within a range of complexity appropriate for grades 9-10 independently and proficiently by the end of grade 10.	**11-12.LH.1.1:** Read and comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12.
6-8.LH.1.2: Write routinely over a variety of timeframes for a range of discipline-specific tasks, purposes, and audiences.	**9-10.LH.1.2:** Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.	**11-12.LH.1.2:** Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.

Key Ideas and Textual Support *(Reading)*

LH.2: Extract and construct meaning from history/social studies texts using a variety of comprehension skills.

GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources.	**9-10.LH.2.1:** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	**11-12.LH.2.1:** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
6-8.LH.2.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	**9-10.LH.2.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	**11-12.LH.2.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

6-8.LH.2.3: Identify key steps in a text's description of a process related to history/social studies (Examples: *how a bill becomes a law, how interest rates are raised or lowered*).	**9-10.LH.2.3:** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	**11-12.LH.2.3:** Evaluate various explanations for actions or events, and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Structural Elements and Organization *(Reading)*

LH.3: Build understanding of history/social studies texts, using knowledge, structural organization, and author's purpose.

GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	**9-10.LH.3.1:** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.	**11-12.LH.3.1:** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (Examples: *how Madison defines faction in Federalist No. 10*).
6-8.LH.3.2: Describe how a text presents information (Examples: *sequentially, comparatively, causally*).	**9-10.LH.3.2:** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	**11-12.LH.3.2:** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

6-8.LH.3.3: Identify aspects of a text that reveal an author's perspective or purpose (Examples: *loaded language, inclusion or avoidance of particular facts*).	**9-10.LH.3.3:** Compare the perspectives of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	**11-12.LH.3.3:** Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Synthesis and Connection of Ideas *(Reading)*

LH.4: Build understanding of history/social studies texts by synthesizing and connecting ideas and evaluating specific claims.

GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.4.1: Integrate visual information (Examples: *charts, graphs, photographs, videos, or maps*) with other information in print and digital texts.	**9-10.LH.4.1:** Integrate quantitative or technical analysis (Examples: *charts, research data*) with qualitative analysis in print or digital text.	**11-12.LH.4.1:** Integrate and evaluate multiple sources of information presented in diverse formats and media (Examples: *visually, quantitatively, as well as in words*) in order to address a question or solve a problem.

Indiana Department of Education

6-8.LH.4.2: Distinguish among fact, opinion, and reasoned judgment in a text.	**9-10.LH.4.2:** Assess the extent to which the reasoning and evidence in a text support the author's claims.	**11-12.LH.4.2:** Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
6-8.LH.4.3: Compare and contrast treatments of the same topic in a primary and secondary source.	**9-10.LH.4.3:** Analyze the relationships among primary and secondary sources on the same topic.	**11-12.LH.4.3:** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WRITING GENRES *(WRITING)*

LH.5: Write for different purposes and to specific audiences or people.

GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.5.1: Write arguments focused on discipline-specific content.	**9-10.LH.5.1:** Write arguments focused on discipline-specific content.	**11-12.LH.5.1:** Write arguments focused on discipline-specific content.

6-8.LH.5.2: Write informative texts, including analyses of historical events.	**9-10.LH.5.2:** Write informative texts, including analyses of historical events.	**11-12.LH.5.2:** Write informative texts, including analyses of historical events.

Indiana Department of Education

THE WRITING PROCESS *(WRITING)*		
LH.6: Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others.		
GRADES 6-8	**GRADES 9-10**	**GRADES 11-12**
6-8.LH.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.	**9-10.LH.6.1:** Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.	**11-12.LH.6.1:** Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.
6-8.LH.6.2: Use technology to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	**9-10.LH.6.2:** Use technology to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	**11-12.LH.6.2:** Use technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Indiana Department of Education

THE RESEARCH PROCESS *(WRITING)*		
LH.7: Build knowledge about the research process and the topic under study by conducting short or more sustained research.		
GRADES 6-8	**GRADES 9-10**	**GRADES 11-12**
6-8.LH.7.1: Conduct short research assignments and tasks to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	**9-10.LH.7.1:** Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	**11-12.LH.7.1:** Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

6-8.LH.7.2: Gather relevant information from multiple sources, using search terms effectively; annotate sources; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (Examples: *APA or Chicago*).	**9-10.LH.7.2:** Gather relevant information from multiple authoritative sources, using advanced searches effectively; annotate sources; assess the usefulness of each source in answering the research question; synthesize and integrate information into the text selectivity to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (Examples: *APA or Chicago*).	**11-12.LH.7.2:** Gather relevant information from multiple types of authoritative sources, using advanced searches effectively; annotate sources; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; synthesize and integrate information into the text selectivity to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (Examples: *APA or Chicago*).
6-8.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.	**9-10.LH.7.3:** Draw evidence from informational texts to support analysis, reflection, and research.	**11-12.LH.7.3:** Draw evidence from informational texts to support analysis, reflection, and research.