



Indiana Content Standards for Educators

SOCIAL STUDIES—GOVERNMENT AND CITIZENSHIP

Government and citizenship teachers are expected to have a broad and comprehensive understanding of the knowledge and skills needed for this educator license, and to use that knowledge to help students prepare for the challenges and opportunities of the twenty-first century. This requires the ability to identify, comprehend, analyze, synthesize, and evaluate the basic principles, fundamental concepts, and essential content defined in these standards, and to apply that knowledge to the tasks of planning and delivering effective instruction and assessment.

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Table of Contents

Social Studies–Government and Citizenship Educator Standards 1

Selected Bibliography of Standards and Sources Related to
Social Studies–Government and Citizenship 7

Alignment of Educator Standards with State and National Standards 9

Social Studies—Government and Citizenship Educator Standards

Standard 1: Foundations of U.S. Government

Government and citizenship teachers have a broad and comprehensive understanding of the political ideals, core values, and fundamental principles of U.S. government.

Standard 2: The Federal Government

Government and citizenship teachers have a broad and comprehensive understanding of the organization, powers, and functions of the U.S. federal government.

Standard 3: State and Local Government

Government and citizenship teachers have a broad and comprehensive understanding of the structure, responsibilities, and operation of state and local government in Indiana.

Standard 4: The U.S. Political System

Government and citizenship teachers have a broad and comprehensive understanding of the U.S. political system and the electoral process at the national, state, and local levels.

Standard 5: The U.S. Legal System

Government and citizenship teachers have a broad and comprehensive understanding of the central role of law in U.S. government and society and the operation of the U.S. legal system.

Standard 6: Citizenship

Government and citizenship teachers have a broad and comprehensive understanding of the rights and responsibilities of U.S. citizenship.

Standard 7: Purposes, Forms, and Characteristics of Government

Government and citizenship teachers have a broad and comprehensive understanding of the purposes of government and the distinguishing characteristics of historical and contemporary forms of government.

Standard 8: International Relations and U.S. Foreign Policy

Government and citizenship teachers have a broad and comprehensive understanding of international relations and the formation and execution of U.S. foreign policy.

Standard 9: Political Science Concepts and Skills

Government and citizenship teachers have a broad and comprehensive understanding of political science concepts and skills and the ability to analyze and interpret political science information.

Standard 10: Social Studies Instruction and Assessment

Government and citizenship teachers have a broad and comprehensive understanding of content-specific instruction and assessment in the social studies.

Social Studies–Government and Citizenship Educator Standards

The Indiana Educator Standards for Social Studies–Government and Citizenship describe the knowledge and skills that teachers need to help students achieve the learning outcomes defined by the Indiana Academic Standards for Social Studies. Links to relevant portions of the Indiana Academic Standards can be found below.

[Core Standards](#)

[Grade 5](#)

[Grade 6](#)

[Grade 7](#)

[Grade 8](#)

[United States Government](#)

Social Studies—Government and Citizenship Educator Standards

Standard 1: Foundations of U.S. Government

Government and citizenship teachers have a broad and comprehensive understanding of the political ideals, core values, and fundamental principles of U.S. government, including:

- 1.1** the political philosophies that shaped the development of U.S. government
- 1.2** the ways in which the colonial experience shaped the development of U.S. constitutional government
- 1.3** the Mayflower Compact, the Declaration of Independence, the Federalist Papers and other founding documents and debates associated with the evolution of free self-government in the United States
- 1.4** the core democratic values of the U.S. constitutional republic
- 1.5** the fundamental principles upon which the U.S. Constitution is based
- 1.6** the principal articles and significant amendments to the U.S. Constitution
- 1.7** tensions and conflicts between key principles of government in the United States

Standard 2: The Federal Government

Government and citizenship teachers have a broad and comprehensive understanding of the organization, powers, and functions of the U.S. federal government, including:

- 2.1** the structure, powers, operation, and role of the legislative branch of the federal government
- 2.2** the structure, powers, operation, and role of the executive branch of the federal government
- 2.3** the structure, powers, operation, and role of the judicial branch of the federal government
- 2.4** the separation of powers and the system of checks and balances in U.S. government
- 2.5** processes for enacting laws in Congress and amending the U.S. Constitution
- 2.6** the organization and responsibilities of executive departments, independent regulatory agencies, and government corporations

Standard 3: State and Local Government

Government and citizenship teachers have a broad and comprehensive understanding of the structure, responsibilities, and operation of state and local government in Indiana, including:

- 3.1** central concepts and principles of the Indiana Constitution
- 3.2** the structure, powers, and responsibilities of the legislative, executive, and judicial branches of Indiana state government
- 3.3** the structures, powers, and responsibilities of local government in Indiana
- 3.4** how laws are enacted and enforced in Indiana
- 3.5** the processes of initiative, referendum, and recall
- 3.6** the concept of federalism and the relationship between federal, state, and local governments

Social Studies—Government and Citizenship Educator Standards

Standard 4: The U.S. Political System

Government and citizenship teachers have a broad and comprehensive understanding of the U.S. political system and the electoral process at the national, state, and local levels, including:

- 4.1** major components and operation of the U.S. electoral system
- 4.2** the evolution of political parties in the United States and their current structure, functions, and operation
- 4.3** the role of third parties in the U.S. political system
- 4.4** factors influencing voter turnout and decision making at the local, state, and national levels
- 4.5** the influence of interest groups, the media, public opinion, and campaign finance on the electoral process
- 4.6** ways in which citizens participate in the political process and the skills needed for effective involvement in public affairs

Standard 5: The U.S. Legal System

Government and citizenship teachers have a broad and comprehensive understanding of the central role of law in U.S. government and society and the operation of the U.S. legal system, including:

- 5.1** basic legal terms and concepts
- 5.2** the role of law in democratic societies
- 5.3** major sources of U.S. law and the evolution of the U.S. legal system
- 5.4** civil litigation and alternative dispute resolution procedures
- 5.5** the operation of the criminal justice system
- 5.6** landmark U.S. Supreme Court decisions concerning such topics as federalism, due process, civil liberties, and civil rights

Standard 6: Citizenship

Government and citizenship teachers have a broad and comprehensive understanding of the rights and responsibilities of U.S. citizenship, including:

- 6.1** the rights guaranteed by the U.S. Constitution and their role in protecting individual liberties
- 6.2** events and developments in U.S. history that have increased or diminished individual rights and popular participation in the political process
- 6.3** the nature of citizenship and its relationship to the modern nation-state and the emergence of new concepts of citizenship such as global citizenship and multiple citizenship
- 6.4** the legal obligations and civic responsibilities of U.S. citizenship
- 6.5** how citizens participate in public affairs and exercise responsible conduct as members of a democratic society
- 6.6** similarities and differences in the role of citizen in the United States and in other countries
- 6.7** methods for making reasoned and informed decisions about public policy issues
- 6.8** how to resolve conflicts, negotiate differences, and achieve compromise on issues of public concern

Social Studies—Government and Citizenship Educator Standards

Standard 7: Purposes, Forms, and Characteristics of Government

Government and citizenship teachers have a broad and comprehensive understanding of the purposes of government and the distinguishing characteristics of historical and contemporary forms of government, including:

- 7.1** the origins and purposes of government and the sources of governmental authority
- 7.2** key documents related to the development of political thought
- 7.3** major transitions in governmental forms and concepts throughout world history
- 7.4** major events and developments related to the emergence and spread of democratic government from ancient Greece to the present
- 7.5** the forms and characteristics of different systems of government, including the nature of civil society under different governmental systems
- 7.6** the differences between limited and unlimited government and the relationship of limited government to political and economic freedom
- 7.7** different forms of democratic systems (e.g., presidential vs. parliamentary) and similarities and differences between the political system of the United States and other historical and contemporary governments
- 7.8** the influence of historical, economic, and cultural factors on the development of various governmental systems

Standard 8: International Relations and U.S. Foreign Policy

Government and citizenship teachers have a broad and comprehensive understanding of international relations and the formation and execution of U.S. foreign policy, including:

- 8.1** fundamental concepts of international law
- 8.2** how nations and governments interact, the factors that influence international relations, and historical and contemporary sources of cooperation and conflict between nations
- 8.3** the structure, functions, goals, and operation of the United Nations and other major international and nongovernmental organizations
- 8.4** major issues in contemporary international relations
- 8.5** the process by which U.S. foreign policy is made and the agencies and instruments used to carry out U.S. foreign policy
- 8.6** major historical and contemporary U.S. foreign policy declarations, positions, and initiatives
- 8.7** economic, geopolitical, cultural, and ideological factors that have shaped U.S. foreign policy and the process of globalization
- 8.8** the influence of the United States on other nations and the impact of global developments on the United States

Social Studies—Government and Citizenship Educator Standards

Standard 9: Political Science Concepts and Skills

Government and citizenship teachers have a broad and comprehensive understanding of political science concepts and skills and the ability to analyze and interpret political science information, including:

- 9.1** basic political science terms and concepts
- 9.2** the characteristics and uses of various sources of political science information
- 9.3** research methods and procedures used by political scientists and uses of information technology in political science research
- 9.4** the evaluation of political science information and the analysis of evidence and arguments presented in political science materials
- 9.5** the application of political science ideas, theories, and modes of inquiry to historical and contemporary issues in civics and government
- 9.6** effective written communication of political science information, analysis, and interpretation
- 9.7** the interpretation of political science information presented in graphic formats

Standard 10: Social Studies Instruction and Assessment

Government and citizenship teachers have a broad and comprehensive understanding of content-specific instruction and assessment in the social studies, including:

- 10.1** the Indiana Academic Standards and Core Standards for Social Studies
- 10.2** the NCSS National Standards for Social Studies Teachers, the CCE National Standards for Civics and Government, and the ISTE Technology Standards
- 10.3** instructional strategies and resources for promoting student understanding of concepts and skills related to government and citizenship and providing opportunities for students to engage actively with the political system and to exercise their rights and responsibilities as citizens
- 10.4** strategies and skills for planning and designing instruction in government and citizenship, including the use of techniques and approaches that meet the needs of diverse learners
- 10.5** instructional strategies for promoting student learning and fostering the development of critical-thinking, problem-solving, and performance skills in the social studies
- 10.6** communication methods that promote student learning and foster active inquiry, interaction, and collaboration in the social studies classroom
- 10.7** strategies and skills for selecting, adapting, and using technological resources to enhance teaching and learning about government and citizenship
- 10.8** strategies and skills for effectively assessing student understanding and mastery of essential government and citizenship concepts and skills

Selected Bibliography of Standards and Sources Related to Social Studies—Government and Citizenship

State and National Standards and Curriculum Frameworks

1. Indiana Department of Education. (2008). *Indiana academic standards for social studies*. <http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/socialstudies.shtml>
2. Indiana Department of Education. (2008). *Indiana's core standards for social studies: Core academic concepts across the K–12 curriculum. A companion to Indiana's academic standards for social studies*. <http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/docs-Core/2008-06-09-CoreStandards-SocStudies.pdf>
3. Council of Chief State School Officers (CCSSO)/National Governors Association (NGA). (2010). *Common core state standards for English language arts & literacy in history/social studies, science, and technical subjects*. http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf
4. Center for Civic Education. (2007). *National standards for civics and government*. <http://www.civiced.org/index.php?page=stds>
5. National Assessment Governing Board. (2006). *Civics framework for the 2006 National Assessment of Educational Progress*. http://www.nagb.org/publications/frameworks/civics_06.pdf
6. National Council for the Social Studies. (2002). *National standards for social studies teachers: Vol. 1*. Silver Spring, MD: National Council for the Social Studies. <http://downloads.ncss.org/NCSSTeacherStandardsVol1-rev2004.pdf>
7. National Board for Professional Teaching Standards. (2001). *NBPTS social studies–history standards*. http://www.nbpts.org/userfiles/File/aya_ssh_standards.pdf
8. National Council for the Social Studies. (2010). *National curriculum standards for social studies: A framework for teaching, learning, and assessment*. Silver Spring, MD: National Council for the Social Studies. <http://www.socialstudies.org/standards>
9. Quigley, C. N., & Bahmueller, C. F. (Eds.). (1991). *CIVITAS: A framework for civic education*. Calabasas, CA: Center for Civic Education.
10. International Society for Technology in Education (ISTE). (2008). *National educational technology standards for teachers*. http://www.iste.org/Libraries/PDFs/NETS_for_Teachers_2008_EN.sflb.ashx

Sources on Social Studies—Government and Citizenship Content

11. Kahne, J., & Middaugh, E. (2008). High quality civic education: What is it and who gets it? *Social Education*, 72(1), 34–39.
12. Levine, P., & Lopez, M. H. (2004). *Themes emphasized in social studies and civics classes: New evidence*. College Park, MD: The Center for Information & Research on Civic Learning & Engagement (CIRCLE).
13. Comber, M. K. (2003). *Civics curriculum and civic skills: Recent evidence*. College Park, MD: The Center for Information & Research on Civic Learning & Engagement (CIRCLE).
14. Kahne, J., & Westheimer, J. (2003). Teaching democracy: What schools need to do. *Phi Delta Kappan* 85(1) 34–67.
15. Branson, M. (2001). Content that counts: Educating for informed, effective, and responsible citizenship. Paper presented at the 40th Annual Conference of the California Council for the Social Studies, Oakland, CA. http://www.civiced.org/papers/articles_branson_ncss2001.html

Selected Bibliography of Standards and Sources Related to Social Studies—Government and Citizenship

Sources on Student Learning and Pedagogical Methodology

16. Hutchins, M. J., & Eveland, W. P., Jr. (2009). *The long-term impact of high school civics curricula on political knowledge, democratic attitudes and civic behaviors: A multi-level model of direct and mediated effects through communication*. [CIRCLE Working Paper 65]. College Park, MD: The Center for Information & Research on Civic Learning & Engagement (CIRCLE).
17. Torney-Purta, J., & Wilkenfeld, B. S. (2009). *Paths to 21st century competencies through civic education classrooms: An analysis of survey results from ninth-graders*. Chicago, IL: American Bar Association, Division for Public Education.
18. Soule, S. (2008). *Adapting civic education to new opportunities: What changes are underway in the U.S.? What innovations might we make to best practices in the future?* Center for Civic Education. http://www.civiced.org/pdfs/GermanAmericanConf2009/Paper_Soule_final.pdf
19. Syvertsen, A. K., Flanagan, C. A., & Stout, M. D. (2007). *Best practices in civic education: Changes in students' civic outcomes*. [CIRCLE Working Paper 57]. College Park, MD: The Center for Information & Research on Civic Learning & Engagement (CIRCLE). <http://www.civicyouth.org/PopUps/WorkingPapers/WP57Flanagan.pdf>
20. Torney-Purta, J., Barber, C. H., & Richardson, W. K. (2005). *How teachers' preparation relates to students' civic knowledge and engagement in the United States: Analysis from the IEA civic education study*. College Park, MD: The Center for Information & Research on Civic Learning & Engagement (CIRCLE).

Alignment of Educator Standards with State and National Standards

Indiana Educator Standards for Social Studies– Government and Citizenship	Indiana Academic Standards for Social Studies	Indiana Core Standards for Social Studies	Common Core State Standards for History/Social Studies	NCSS National Standards for Social Studies Teachers	CCE National Standards for Civics and Government	ISTE National Educational Technology Standards
<p><u>Standard 1: Foundations of U.S. Government</u></p> <p>Government and citizenship teachers have a broad and comprehensive understanding of the political ideals, core values, and fundamental principles of U.S. government.</p>	<p>5.2.1-5.2.4; 6.2.3; 8.2.1; 8.2.5-8.2.6; 8.2.10; USG.1.3; USG.1.7-1.10; USG.2.1-2.5; USG.3.1-3.3; USG.3.5-3.6; USG.5.5</p>	<p>CS5-2; CS6-2; CS8-2; CSUSG-1; CSUSG-3-5</p>		<p>IA6; IA10; IB3</p>	<p>5-8, IC; 5-8, IIA-IIB; 5-8, IID; 9-12, ID; 9-12, IIA; 9-12, IID</p>	
<p><u>Standard 2: The Federal Government</u></p> <p>Government and citizenship teachers have a broad and comprehensive understanding of the organization, powers, and functions of the U.S. federal government.</p>	<p>5.2.7; 8.2.2; 8.2.3; USG.3.1-3.2; USG.3.7; USG.3.9-3.12</p>	<p>CS5-2; CS8-2; CSUSG-4-5; CSUSG-7</p>		<p>IA6; IB3</p>	<p>5-8, III1-III2; 9-12, IIIA-IIIB</p>	
<p><u>Standard 3: State and Local Government</u></p> <p>Government and citizenship teachers have a broad and comprehensive understanding of the structure, responsibilities, and operation of state and local government in Indiana.</p>	<p>8.2.6; USG.3.2-3.3; USG.3.6-3.7; USG.3.11-3.12; USG.3.16</p>	<p>CS5-2; CS8-2; CSUSG-4; CSUSG-6</p>		<p>IA6; IB3</p>	<p>5-8, III1; 5-8, III3-III4; 9-12, IIIA; 9-12, IIIC</p>	

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<p><u>Standard 4: The U.S. Political System</u></p> <p>Government and citizenship teachers have a broad and comprehensive understanding of the U.S. political system and the electoral process at the national, state, and local levels.</p>	<p>5.2.6; 5.2.9; 8.2.8; 8.2.9; USG.1.2; USG.3.13-3.17; USG.3.20; USG.5.3; USG.5.7-5.9</p>	<p>CS5-2; CSUSG-8-9</p>		<p>IA6; IA10; IB3</p>	<p>5-8, IA; 5-8, IIC; 5-8, III6; 5-8, VD-VE; 9-12, IA; 9-12, IIC; 9-12, IIIE; 9-12, V5; 9-12, VE</p>	
<p><u>Standard 5: The U.S. Legal System</u></p> <p>Government and citizenship teachers have a broad and comprehensive understanding of the central role of law in U.S. government and society and the operation of the U.S. legal system.</p>	<p>USG.3.11; USG.3.19; USG.5.5; USG.5.10</p>	<p>CSUSG-7</p>		<p>IA6; IB3</p>	<p>5-8, III5; 9-12, IIID</p>	
<p><u>Standard 6: Citizenship</u></p> <p>Government and citizenship teachers have a broad and comprehensive understanding of the rights and responsibilities of U.S. citizenship.</p>	<p>5.2.5; 5.2.8- 5.2.9; 6.2.5; 8.2.2; 8.2.7; 8.2.9; USG.1.1; USG.1.8; USG.2.6-2.7; USG.5.3- 5.7; USG.5.9-5.11</p>	<p>CS5-2; CSUSG-2; CSUSG-11</p>		<p>IA6; IA10; IB3</p>	<p>5-8, IA; 5-8, IID; 5-8, III6; 5-8, VA-VD; 9-12, IA; 9-12, IID; 9-12, VA-VD</p>	

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<p><u>Standard 7: Purposes, Forms, and Characteristics of Government</u></p> <p>Government and citizenship teachers have a broad and comprehensive understanding of the purposes of government and the distinguishing characteristics of historical and contemporary forms of government.</p>	<p>6.2.1-6.2.2; 6.2.4-6.2.5; 6.2.7; 7.2.1-7.2.5; USG.1.4-1.5; USG.1.7; USG.1.9-1.10; USG.3.4; USG.4.1</p>	<p>CS5-2; CS6-2; CS7-2; CSUSG-1; CSUSG-4</p>		<p>IA6; IB3</p>	<p>5-8, IA; 5-8, IB; 5-8, ID; 5-8, VE; 9-12, IA-IB; 9-12, ID</p>	
<p><u>Standard 8: International Relations and U.S. Foreign Policy</u></p> <p>Government and citizenship teachers have a broad and comprehensive understanding of international relations and the formation and execution of U.S. foreign policy.</p>	<p>6.2.6; USG.4.2-10</p>	<p>CS6-2; CSUSG-10</p>		<p>IA6; IB3</p>	<p>5-8, IVA; 5-8, 4B; 9-12, IVA-IVC</p>	

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<p><u>Standard 9: Political Science Concepts and Skills</u></p> <p>Government and citizenship teachers have a broad and comprehensive understanding of political science concepts and skills and the ability to analyze and interpret political science information.</p>	<p>5.2.10; 6.2.4; 7.2.3; 8.2.10; USG.1.2; USG.5.12</p>		<p>Reading 6-8, 1-10; Reading 9-10, 1-10; Reading 11-12, 1-10</p> <p>Writing 6-8, 1-10 Writing 9-10, 1-10; Writing 11-12, 1-10</p>	<p>IA6; IA10; IB3</p>	<p>5-8, VD; 9-12, VD</p>	<p>3a–d; 4a–d</p>
<p><u>Standard 10: Social Studies Instruction and Assessment</u></p> <p>Government and citizenship teachers have a broad and comprehensive understanding of content-specific instruction and assessment in the social studies.</p>			<p>Reading 6-8, 1-10; Reading 9-10, 1-10; Reading 11-12, 1-10</p> <p>Writing 6-8, 1-10 Writing 9-10, 1-10; Writing 11-12, 1-10</p>	<p>IA10; II1</p>		<p>1a–d; 2a–d; 3a–d; 4a–d; 5a–d</p>