



**Indiana
Department of Education**
Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

**Indiana Academic Standards
Correlation Guide
United States Government**

Indiana Department of Education

College and Career Readiness

2007 Government Standards

2014 Government Standards

UNITED STATES GOVERNMENT

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.

At the high school level, Indiana's academic standards for social studies provide standards for specific courses that focus on one of the five content areas that make up the core of the social studies curriculum: history; government; geography; economics; and Individuals, Society and Culture (psychology, sociology and anthropology). One of these discipline areas may be the major focus of the course while the other areas play supporting roles or become completely integrated into the course content. Supporting content areas are indicated in parentheses. Each high school course continues to develop skills for thinking, inquiry and research, and participation in a democratic society.

UNITED STATES GOVERNMENT

United States Government provides 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.

DOE Code; 1540

Recommended Grade Level: Grades 11 or 12

Recommended Prerequisites: None

Credits: 1 semester, 1 credit

Fulfills the Government requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas or counts as an Elective for any diploma

At the high school level, Indiana's academic standards for social studies provide standards for specific courses that focus on one of the five content areas that make up the core of the social studies curriculum: history; government; geography; economics; and Individuals, society and culture (psychology, sociology, and anthropology). One of these content areas is the major focus of the course while the other areas play supporting roles or become completely integrated into the course content. Supporting content areas are indicated in parentheses. Each high school course continues to develop skills for thinking, inquiry and research, and participation in a democratic society.

GOVERNMENT CORRELATION

2007 Government Standards

Standard 1 — The Nature of 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.

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.

Standard 3 — Purposes, Principles and Institutions of Government in the United States

Students will 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. They will 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.

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.

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 how citizens can participate responsibly and effectively in the civic and political life of the United States.

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2007 Government Standards

Standard 1 — The Nature of Politics and Government

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USG.1.1 Define civic life, political life and private life and describe the activities of individuals in each of these spheres. (Individuals, Society and Culture)

USG.1.2 Define the terms and explain the relationship between politics*, government*, and public policy*. (Economics)

USG.1.3 Describe the purposes and functions of government through the interpretation of the Preamble of the United States Constitution. (Economics)

USG.1.4 Define and contrast types of government including direct democracy, monarchy, oligarchy, and totalitarianism. (History; Individuals, Society and Culture)

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*, confederal*, and federal* systems 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. (Individuals, Society and Culture)

USG.1.8 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 three constitutional principles to the protection of the rights of individuals. (History; Individuals, Society and Culture)

USG.1.9 Explain the importance of a written constitution in establishing and maintaining the principles of rule of law and limited government.

USG.1.10 Describe the sources of authority from ancient to modern times that provided governmental legitimacy. (History; Individuals, Society and Culture)

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USG.1.8 Evaluate the importance of a written constitution in establishing and maintaining the principles of rule of law and limited government.

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USG.1.11 Describe how the United States Constitution establishes majority rule while protecting minority rights and balances the common good with individual liberties. (History; Individuals, Society and Culture)

- politics: the art and science of governing. Through politics, people express opinions about what government should or should not do
- government: an institution that determines and enforces a society's laws
- public policy: decisions and laws that a government makes in a particular area of public concern
- unitary system: government in which all legal power is held by the national, or central, government
- confederal system: government in which independent states unite to accomplish common goals
- federal system: government in which power is shared among central, state and regional levels
- civil society: individuals and organizations independent of the government

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USG.1.9 Evaluate how the United States Constitution establishes majority rule while protecting minority rights and balances the common good with individual liberties. (History; Individuals, Society and Culture)

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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.	Standard 2 — Foundations of Government in the United States 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.
<p>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). (History; Individuals, Society and Culture)</p> <p>USG.2.2 Define and provide examples of foundational ideas of American government, including natural rights philosophy, social contract, popular sovereignty, constitutionalism, representative democracy, political factions, federalism and individual rights, which are embedded in Founding-Era documents. Example: Magna Carta (1215); Mayflower Compact (1620); English Bill of Rights (1689); The Virginia Declaration of Rights (1776); the Declaration of Independence (1776); the Virginia Statute for Religious Freedom (1786); the Northwest Ordinance (1787); 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); and the Indiana Constitutions of 1816 and 1851</p> <p>USG.2.3 Explain how a common and shared American civic identity is based on commitment to foundational ideas in Founding-Era documents and in core documents of subsequent periods of United States history. (History) Example: The Declaration of Independence (1776), 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), and Reverend Martin Luther King, Jr.’s “Letter From Birmingham Jail” (1963)</p>	<p>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). (History; Individuals, Society and Culture)</p> <p>USG.2.2 Understand the concept of compromise and evaluate its application during the Constitutional Convention.</p> <p>USG.2.3 Analyze and interpret central ideas on government, individual rights, and the common good in founding documents of the United States.</p> <p>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.</p> <p>USG.2.5 Identify and explain elements of the social contract and natural rights theories in United States founding-era documents.</p> <p>USG.2.6 Explain how a shared American civic identity is based on commitment to foundational ideas in Founding-Era documents and in core documents of subsequent periods of United States history. (History)</p>

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USG.2.4 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). (History)

USG.2.5 Define 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, and social diversity. (Individuals, Society and Culture)

USG.2.6 Explain the importance for communities comprised of diverse individuals and groups to make a common commitment to fundamental principles and values of American democracy. (History; Individuals, Society and Culture)

USG.2.7 Identify and explain historical and contemporary efforts to narrow discrepancies between fundamental principles and values of American democracy and realities of American political and civic life. (History; Individuals, Society and Culture)

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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). (History)

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. (Individuals, Society and Culture)

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Standard 3 — Purposes, Principles and Institutions of Government in the United States Students will 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. They will 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.		Standard 3 — Purposes, Principles and Institutions of Government in the United States 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 relationship to their constitutional government.	
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.3.1	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, representative democracy, and popular sovereignty; provide examples of these principles in the governments of the United States and the state of Indiana.	USG.3.2	Explain the constitutional principles of federalism, separation of powers, the system of checks and balances, republican government or representative democracy, and popular sovereignty; provide examples of these principles in the governments of the United States and the state of 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.3.3	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. (Economics)	USG.3.4	Explain the relationship between limited government and a market economy. (Economics)
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." (History)	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 the United States Constitution and the Indiana Constitution.	USG.3.6	Compare and contrast the enumerated, implied and denied powers in 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.3.7	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. (Economics)	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. (Economics)

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- USG.3.9** Explain how a bill becomes law in the legislative process of the United States.
- USG.3.10** Describe the procedures for amending the United States Constitution and analyze why it is so difficult to amend the Constitution.
- 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 major departments of the executive branch in the United States and in Indiana. (Individuals, Society and Culture)
Example: United States: Department of Defense, Department of State, Department of Homeland Security, Department of Treasury and Department of Justice; Indiana: Department of Agriculture, Department of Education, Department of Natural Resources, Department of Revenue, and the Indiana Economic Development Corporation
- USG.3.13** Explain the electoral process in terms of election laws and election systems on the national, state and local level.
Example: Voter registration, primary elections and campaign finance laws
- USG.3.14** Summarize the evolution of political parties and their ideologies in the American governmental system and analyze their functions in elections and government at national, state and local levels of the federal system. (History; Individuals, Society and Culture)
- USG.3.15** Explain and evaluate the original purpose and function of the Electoral College and its relevance today.
- USG.3.16** Explain the organization of state and local governments in Indiana and analyze how they affect the lives of citizens. (Individuals, Society and Culture)

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- USG.3.9** Explain how a bill becomes law in the legislative process of the United States and the state of Indiana.
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- 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** Summarize the evolution of political parties and their ideologies in the American governmental system and analyze their functions in elections and government at national, state and local levels of the federal system. (History; Individuals, Society and Culture)
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USG.3.17	Identify special interest groups and explain their impact on the development of state and local public policy. (Economics; History; Individuals, Society and Culture) Example: Citizen's groups, corporate lobbyists, unions and educational institutions
USG.3.18	Identify 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 <i>Marbury v. Madison</i> (1803), <i>Baker v. Carr</i> (1962), <i>United States v. Nixon</i> (1974), <i>Clinton v. City of New York</i> (1998) and <i>Bush v. Gore</i> (2000). (History; Individuals, Society and Culture)
USG.3.19	Identify and analyze decisions by the United States Supreme Court about the constitutional principle of federalism in cases such as <i>McCulloch v. Maryland</i> (1819), <i>Alden v. Maine</i> (1999) and the denial of certiorari* for the Terri Schiavo case (2005). (History; Individuals, Society and Culture)
USG.3.20	Describe the influence of the media on public opinion and public policy. <ul style="list-style-type: none"> • certiorari: a writ from a high court to a low court requesting a transcript of the proceedings of a case for review

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USG.3.18	Identify the role and development of special interest groups in politics and explain their impact on the development of state and local public policy. (Economics; History; Individuals, Society and Culture)
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 <i>Marbury v. Madison</i> (1803), <i>Baker v. Carr</i> (1962), <i>United States v. Nixon</i> (1974), <i>Clinton v. City of New York</i> (1998) and <i>Bush v. Gore</i> (2000).
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USG.3.21	Describe the influence of the media and technology on public opinion and public policy.

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<p>Standard 4 — The Relationship of the United States to Other Nations in World Affairs</p> <p>Students will analyze the interactions between the United States and other nations and evaluate the role of the United States in world affairs.</p>	<p>Standard 4 — The Relationship of the United States to Other Nations in World Affairs</p> <p>Students analyze the interactions between the United States and other nations and evaluate the role of the United States in world affairs.</p>
<p>USG.4.1 Compare and contrast governments throughout the world with the United States government in terms of source of the government’s power. Example: Democracy, dictatorship and monarchy</p>	<p>USG.4.1 Compare and contrast governments throughout the world with the United States government in terms of source of the government’s power.</p>
<p>USG.4.2 Describe how different governments interact in world affairs. (Individuals, Society and Culture) Example: Trade, diplomacy, military actions, treaties and agreements</p>	<p>USG.4.2 Describe how different governments interact in world affairs. (Individuals, Society and Culture)</p>
<p>USG.4.3 Identify and describe contemporary examples of conflict among nations. (Economics; Individuals, Society and Culture) Example: Competition for resources and territory, differences in ideology, and religious or ethnic conflict</p>	<p>USG.4.3 Analyze reasons for conflict among nations, such as competition for resources and territory, differences in ideology, and religious or ethnic conflicts.</p>
<p>USG.4.4 Identify the costs and benefits to the United States of participating in international organizations. (Economics; Individuals, Society and Culture) Example: The United Nations (UN), North Atlantic Treaty Organization (NATO), World Trade Organization (WTO) and North American Free Trade Association (NAFTA)</p>	<p>USG.4.4 Provide examples of governmental and non-governmental international organizations and explain their role in international affairs.</p>
<p>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. (History; Individuals, Society and Culture)</p>	<p>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.</p>
<p>USG.4.6 Identify and describe strategies available to the United States government to achieve foreign policy objectives. (Economics; Geography; History; Individuals, Society and Culture) Example: diplomatic aid, treaties, sanctions and military intervention</p>	<p>USG.4.6 Identify and describe strategies available to the United States government to achieve foreign policy objectives. (Economics; Geography; History; Individuals, Society and Culture)</p>
<p>USG.4.7 Describe the influence individuals, businesses, labor and other organizations exercise on United States foreign policy. (Economics; Individuals, Society and Culture) Example: Corporate lobbyists, unions, citizen groups, educational institutions, media and world institutions</p>	<p>USG.4.7 Examine the influence individuals, businesses, labor, and other organizations, interest groups, and public opinion has on United States foreign policy. (Economics)</p>

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USG.4.8	Provide examples of non-governmental international organizations and explain their role in international affairs. (Economics; Individuals, Society and Culture) Example: The International Red Cross and Catholic Relief Services
USG.4.9	Identify world issues, including political, cultural, demographic, economic and environmental challenges that affect the United States foreign policy in specific regions of the world. Example: Use technology to gather and present information about globalization, immigration, global climate change, terrorism and ethnic cleansing.
USG.4.10	Discuss specific foreign policy issues that impact local community and state interests. (Economics; Individuals, Society and Culture) Example: Trade, immigration and war

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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. .
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USG.5.1	Define the legal meaning of citizenship in the United States.
USG.5.2	Describe the requirements for citizenship in the United States and residency in Indiana and deliberate on criteria used for attaining both. (Individuals, Society and Culture)
USG.5.3	Analyze the roles of citizens in Indiana and the United States. (Individuals, Society and Culture) Example: Voting in public elections, being informed on civic issues, participating in voluntary associations and participating in political activities
USG.5.4	Discuss the individual's legal obligation to obey the law, serve as a juror and pay taxes.
USG.5.5	Identify and describe the civil and constitutional rights found in the United States

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USG.5.2	Analyze the roles and responsibilities of citizens in Indiana and the United States. (Individuals, Society and Culture)
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

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	Constitution and Bill of Rights and expanded by decisions of the United States Supreme Court. (Economics; Individuals, Society and Culture) Example: Freedom of speech, right to bear arms and the right to justice
USG.5.6	Identify when it is constitutional for governments to limit the rights of individuals. Example: Times of civil unrest or emergency
USG.5.7	Explain and give examples of important citizen actions that monitor and influence local, state, and national government as individuals and members of interest groups. Example: Voting, lobbying, editorial writing and protests
USG.5.8	Explain how citizens in the United States participate in public elections as voters and supporters of candidates for public office.
USG.5.9	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.5.10	Analyze and evaluate decisions about civil rights and liberties of individuals in landmark cases of the United States Supreme Court. Example: <i>Whitney v. California</i> (1927), <i>Stromberg v. California</i> (1931), <i>Near v. Minnesota</i> (1931), <i>Mapp v. Ohio</i> (1961), <i>Brandenburg v. Ohio</i> (1969), <i>Wisconsin v. Yoder</i> (1972), <i>Roe v. Wade</i> (1973), <i>Texas v. Johnson</i> (1989) and <i>Reno v. American Civil Liberties Union</i> (1997)
USG.5.11	Give examples of the role that individual citizens can play in world affairs. Example: Join international aid organizations such as the Peace Corps or Habitat for Humanity, write letters to state and federal legislators, write letters to the editor, and participate in public demonstrations.
USG.5.12	Use information from a variety of resources to describe and discuss American political issues such as environmental issues, women's rights and affirmative action

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	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. (History)
USG.5.6	Explain and give examples of important citizen actions that monitor and influence local, state, and national 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. (History, Economics, Geography)

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