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# Indiana Academic Standards Resource Guide United States Government

Standards Approved March 2014

**Indiana Department of Education**  
College and Career Readiness

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# APPENDIX A: TEACHER RESOURCE GUIDE

## UNITED STATES GOVERNMENT

*Updated April 2016*

This Teacher Resource Guide has been developed to provide supporting materials to help educators successfully implement the social studies standards. These resources are provided to help you in your work to ensure all students meet the rigorous learning expectations set by the Academic Standards. Use of these resources is optional – teachers should decide which resource will work best in their school for their students.

This resource document will be continually updated. Please send any suggested links and report broken links to:

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### WEBSITES FOR UNITED STATES GOVERNMENT

[The Library of Congress THOMAS](#)  
[The Library of Congress: Federal Government](#)  
[The Library of Congress: Government, Politics & Law](#)  
[Charters of Freedom](#)  
[Government Websites](#)  
[National Standards for Civics and Government](#)  
[Fundamentals of Representative Democracy](#)  
[Bill of Rights Institute](#)  
[50 Core Documents](#)  
[iCivics](#)  
[Exploring Constitutional Law](#)  
[Center for the Study of the American Constitution – Lesson Plans](#)  
[Center for the Study of the American Constitution – Document of the Month](#)  
[Civics Resources](#)  
[Civil Rights and Ethnic Education Resources](#)

## Standard 1: The Nature of Politics and Government

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.

**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)

### Resources

[What are examples of civic, political, and private life in American society?](#)

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

### Resources

[What is the meaning of citizenship, politics and government?](#)

[Civics Resources](#)

**USG.1.3** Interpret the purposes and functions of government found in the Preamble of the United States Constitution. (Economics)

### Resources

[The Preamble to the Constitution: How Do You Make a More Perfect Union](#) (Edsitement)

[Two versions of the Preamble to the Constitution, 1787](#) (Gilder Lehrman; free registration)

[The Evolution of the US Constitution: The Preambles to the Articles of confederation and the US Constitution](#)

[The Preamble to the US Constitution, the Pledge of Allegiance, and the Declaration of Independence](#)

[Thoughts on the Preamble to the Constitution](#)

[Describe the purposes and functions of government](#)

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

### Resources

[Who Rules?](#) (iCivics; free registration)

[Who Rules? - WordPress.com](#) (simple PowerPoint)

[Define and provide examples of different forms of government](#)

**USG.1.5** Compare and contrast characteristics of limited and unlimited governments and provide historical and contemporary examples of each type of government.

### Resources

[Limited and Unlimited Government](#) (flash cards)

[Limited vs. Unlimited Government](#) (PowerPoint)

[Limited and Unlimited Governments](#) (PowerPoint)

**USG.1.6** Compare and contrast unitary, confederate, and federal systems of government.

### Resources

[Federal, Confederal, and Unitary systems of government](#)

[Nations and States](#)

**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. (History; Individuals, Society and Culture)

**Resources**

[CHART](#)

[Chapter 3 Constitution Notes.docx](#)

[Rule of Law \(iCivics\)](#)

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

[The Importance of a Democratic Constitution](#)

**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)

**Resources**

[Majority Rule/Minority Rights: Essential Principles](#)

[Majority Rule vs. Minority Rights](#)

## **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.*

**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)

**Resources**

[Advice to Americans from Thomas Paine and George Washington, 1783](#)

[The Nature of the Republic](#)

[Attempts to Revise the Articles of Confederation](#)

[Articles of Confederation vs. the Constitution](#)

[Preparing for the Constitutional Convention](#)

[Federalist & Antifederalist Positions](#)

[The Debate Begins](#)

[The Last Day of the Constitutional Convention, 17 September 1787](#)

[The Bill of Rights: Its History and Significance](#)

[Advice to Americans \(pdf\)](#)

[Preparing for the Constitutional Convention \(pdf\)](#)

[Bill of Rights; A Primer](#)

**USG.2.2** Understand the concept of compromise and evaluate its application during the Constitutional Convention.

**Resources**

[The Great Compromise](#)

[The 3/5 Compromise](#)

[Constitutional Convention and the Compromises - Your ... PowerPoint](#)

## USG.2.3

Analyze and interpret central ideas on government, individual rights, and the common good in founding documents of the United States.

### **Resources**

[Civics Resources](#)

### **Magna Carta**

[http://www.archives.gov/exhibits/featured\\_documents/magna\\_carta/](http://www.archives.gov/exhibits/featured_documents/magna_carta/)

[Magna Carta and its American Legacy](#)

Edsitement: [Magna Carta: Cornerstone of the U.S. Constitution](#)

### **Mayflower Compact**

[MayflowerHistory.com](#)

### **English Bill of Rights**

[English Bill of Rights 1689](#)

### **Declaration of Independence**

[Declaration of Independence](#)

[Declaration of Independence – An Analytical View](#)

[The Declaration of Independence: Created Equal?](#)

[Gilder Lehrman: The Declaration of Independence](#)

[The Northwest Ordinance](#)

### **Federalist Papers (1,9,10,39,51,78)**

[Federalist No. 1](#)

[Federalist No. 10](#)

[Federalist No. 51](#)

### **U.S. Constitution**

[Constitution of the United States](#)

[Teaching Six Big Ideas in the Constitution](#) (National Archives)

[Constitution Day Activity](#) (Bill of Rights Institute)

[The Constitution: Drafting a More Perfect Union](#) (Library of Congress)

### **Bill of Rights**

[Bill of Rights](#)

[Congress and the Creation of the Bill of Rights](#) (National Archives)

[The Bill of Rights: Debating the Amendments](#) (Library of Congress)

[The Bill of Rights: Its History and Significance](#)

[Bill of Rights Infographic](#)

[Indiana Constitution \(1816\)](#)

[Indiana Constitution \(1851\)](#)

[Airport Scanners and the Fourth Amendment](#)

[Affirmative Action and the Constitution](#)

[Internet Copyright and Piracy Bills](#)

**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.

**Resources**

[Basic Concepts of American Democracy lesson](#)

[Magna Carta and its American Legacy](#)

**USG.2.5** Identify and explain elements of the social contract and natural rights theories in United States founding-era documents.

**Resources**

Social contract and natural rights theories: <http://resourcesforhistoryteachers.wikispaces.com/USG.2.3>

[John Locke](#) (Stanford .edu)

**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)

**Resources**

[Civics Resources](#)

[Declaration of Independence](#)

[The Seneca Falls Declaration of Sentiments and Resolutions](#)

[The Gettysburg Address](#)

[Lincoln's Second Inaugural Address \(1865\)](#)

[FDR's Four Freedom's Speech](#)

[JFK's Inaugural Address \(1961\)](#)

[MLK Jr.'s "Letter from a Birmingham Jail" \(1963\)](#)

**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)

**Resources**

[Federalist & Antifederalist Positions](#)

[What Conflicting Opinions Did the Framers Have about the Completed Constitution?](#)

[The Constitution: Counter Revolution or National Salvation?](#) (Library of Congress)

**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)

### **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 also 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.

#### **Resources**

[Constitution Annotated](#)

[Analysis and Interpretation of the Constitution](#)

[The Constitution Explained](#)

[How Was the Constitution Used to Organize the New Government?](#) 

**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.

#### **Resources**

[Teaching Six Big Ideas in the Constitution](#) (National Archives)

[Four Key Constitutional Principles](#)

**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.

#### **Resources**

[Constitution of the United States](#)

[Indiana Constitution \(1851\)](#)

**USG.3.4** Explain the relationship between limited government and a market economy. (Economics)

#### **Resources**

[Characteristics of a Market Economy](#) (Slide show)

**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."

#### **Resources**

[Republican Government](#) (Bill of Rights Institute)

Constitution Center: <http://constitutioncenter.org/constitution/the-articles/article-iv-the-states>



**USG.3.6** Compare and contrast the enumerated, implied and denied powers in the United States Constitution and the Indiana Constitution.

**Resources**

[Federalism Chart](#)  
[Powers Denied Congress](#)  
[Article 1 Section 8](#)  
[Article 1 Section 9](#)  
[Article 1 Section 10](#)

**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.

**Resources**

[Three Branches of Government](#) (image)  
[Separation of Powers](#)  
[Constitutional Issues; Separation of Powers](#)  
[The Clinton Impeachment](#)

**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)

**Resources**

[Effectiveness of Monetary Policy and Fiscal Policy](#)

**USG.3.9** Explain how a bill becomes law in the legislative process of the United States and the state of Indiana.

**Resources**

[Schoolhouse Rock – How a Bill Becomes a Law](#)  
[How a Bill Becomes a Law](#) (image)  
[How a Bill Becomes a Law in Indiana](#)  
[How a Bill Becomes a Law in Indiana](#) (Indiana Chamber of Commerce)

**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.

**Resources**

[Article V: Amending the Constitution](#)  
[The Constitutional Amendment Process](#) (National Archives)  
[Amending the Constitution](#) (image)  
[Article 16 Indiana 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.

**Resources**

iCivics: [Judicial Branch Resources](#)  
[Judicial Review](#)  
[Indiana Judiciary Website](#)

**USG.3.12** Analyze the functions of major departments of the executive branch in the United States and in Indiana. (Individuals, Society and Culture)

**Resources**

**United States**

[Department of Defense](#)

[Department of State](#)

[Department of Homeland Security](#)

[Department of Treasury](#)

[Department of Justice](#)

**Indiana**

[Indiana State & Local Government](#)

[Indiana Department of State](#)

[Indiana Department of Homeland Security](#)

[Indiana Department of Agriculture](#)

[Indiana Department of Education](#)

[Indiana Department of Natural Resources](#)

[Indiana Department of Revenue](#)

[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.

**Key Terms/Topics**

Voter Registration

Primary elections

Campaign Finance Laws

**Resources**

[Civics Resources](#)

[Election Process](#) (Library of Congress)

[Indiana Elections: Voter Resources – My Time To Vote](#)

**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.

**Resources**

[United States presidential election, 1888](#)

[Election of 1888](#)

[Benjamin Harrison Presidential Site](#)

[American President: Benjamin Harrison](#)

**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)

**Resources**

[Edsitement: The First American Party System – Events, Issues, and Positions](#) (3 Lessons)

**USG.3.16** Explain and evaluate the original purpose and function of the Electoral College and its relevance today.

**Resources**

[U. S. Electoral College](#)

[U.S. Electoral College Teaching Resources](#) (National Archives)

[The Electoral College Debate](#)

[What's the Deal with the Electoral College?](#)

**USG.3.17** Explain the organization of state and local governments in Indiana and analyze how they affect the lives of citizens.

**Resources**

[Let's Talk Politics](#) (Indiana Chamber of Commerce)

**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)

**Key Terms/Topics**

Citizens groups

Corporate lobbyists

Unions

Educational institutions

**Resources**

[The Role of Interest Groups](#)

**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).

**Resources**

[Exploring Constitutional Issues: Separation of Powers](#)

[Landmark Supreme Court Decisions and the Constitution](#)

[Marbury v. Madison](#)

[Baker v. Carr](#)

[U.S. v. Nixon](#)

[Clinton v. City of New York](#)

[Bush v. Gore](#)

[Bush v. Gore and the 2000 Presidential Election](#)

[Landmark Supreme Court Cases](#)

**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) and the denial of certiorari for the Terri Schiavo case (2005). (History; Individuals, Society and Culture)

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

**Resources**

[The Question of States' Rights: The Constitution and American Federalism](#)

[McCulloch v. Maryland](#)

[Alden v. Maine](#)

Terri Schiavo case

**USG.3.21** Describe the influence of the media and technology on public opinion and public policy.

[Mass Media Influence on Society](#)

## **Standard 4: The Relationship of the United States to Other Nations in World Affairs**

*Students analyze the interactions between the United States and other nations and evaluate the role of the United States 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.

**Key Terms/Topics**

Democracy

Dictatorship

Monarchy

**Resources**

[Comparing Governments](#)

**USG.4.2** Describe how different governments interact in world affairs. (Individuals, Society and Culture)

**Key Terms/Topics**

Trade

Diplomacy

Military actions

Treaties and agreements

**USG.4.3** Analyze reasons for conflict among nations, such as competition for resources and territory, differences in ideology, and religious or ethnic conflicts.

[Reasons for Conflict Between Nations](#)

**USG.4.4** Provide examples of governmental and non-governmental international organizations and explain their role in international affairs.

**Key Terms/Topics**

The United Nations

The International Red Cross

Catholic Relief Services

**Resources**

[United Nations Research Guide](#)

[ICRC Resource Centre](#)

[CRS Resource Library](#)

**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.

[An Understanding of the Constitution's Foreign Affairs Power](#)

**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)

**Key Terms/Topics**

Diplomatic aid

Treaties

Sanctions

Military intervention

**USG.4.7** Examine the influence individuals, businesses, labor, and other organizations, interest groups, and public opinion has on United States foreign policy. (Economics)

**Key Terms/Topics**

Corporate lobbyists

Unions

Citizen groups

Media

World institutions

**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. .

**Key Terms/Topics**

Immigration

Global climate change

Terrorism

Ethnic cleansing

**USG.4.9** Discuss specific foreign policy issues that impact local community and state interests. (Economics; Individuals, Society and Culture)

## Standard 5: Roles of Citizens in the United States

*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.*

**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 understand the criteria used for attaining both.

### **Resources**

[The Meaning of American Citizenship](#)  
[US Citizenship and Immigration Services](#)

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

### **Key Terms/Topics**

Voting in public elections  
Being informed on civic issues  
Participating in voluntary associations  
Participating in political activities

**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.

### **Resources**

[Civil Rights and Ethnic Education Resources](#)  
[Introduction to the Free Speech Clause](#)  
[What is "Speech"?](#)  
[Right to bear arms](#)  
[A Look at the Fourteenth Amendment](#)  
[Important Supreme Court Cases for Civil Rights](#)  
[PBS: Expanding Civil Rights](#)

**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)

### **Key Terms/Topics**

Times of civil unrest  
Wartime

### **Resources**

[Civil Rights and Ethnic Education Resources](#)  
[Civil Liberties in Wartime](#)

**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.

**Key Terms/Topics**

Voting  
Lobbying  
Editorial writing  
Protests

**USG.5.7** Explain how citizens in the United States participate in public elections as voters and supporters of candidates for public office.

**Resources**

[Civics Resources](#)  
[Let's Talk Politics](#) (Indiana Chamber of Commerce)

**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.

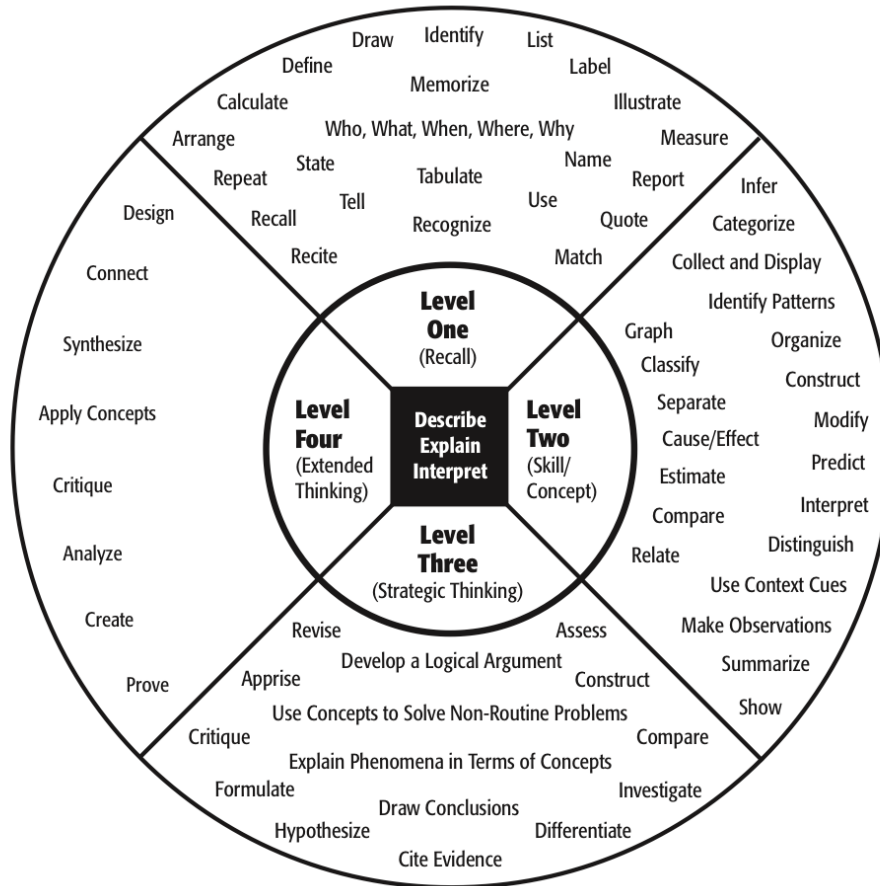
**USG.5.9** Use information from a variety of resources to describe and discuss current American political issues. (History, Economics, Geography)

**Key Terms/Topics**

Environmental issues  
Women's rights  
Affirmative action  
discrimination

# APPENDIX B

## Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting.	Identify and summarize the major events in a narrative.	Support ideas with details and examples.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions.
Conduct basic mathematical calculations.	Use context cues to identify the meaning of unfamiliar words.	Use voice appropriate to the purpose and audience.	Apply mathematical model to illuminate a problem or situation.
Label locations on a map.	Solve routine multiple-step problems.	Identify research questions and design investigations for a scientific problem.	Analyze and synthesize information from multiple sources.
Represent in words or diagrams a scientific concept or relationship.	Describe the cause/effect of a particular event.	Develop a scientific model for a complex situation.	Describe and illustrate how common themes are found across texts from different cultures.
Perform routine procedures like measuring length or using punctuation marks correctly.	Identify patterns in events or behavior.	Determine the author's purpose and describe how it affects the interpretation of a reading selection.	Design a mathematical model to inform and solve a practical or abstract situation.
Describe the features of a place or people.	Formulate a routine problem given data and conditions.	Apply a concept in other contexts.	
	Organize, represent and interpret data.		

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <<http://www.wcer.wisc.edu/WAT/index.aspx>>.