



INDIANA  
DEPARTMENT of  
EDUCATION

# 2024 INDIANA CONTENT CONNECTORS SOCIAL STUDIES

## U.S. GOVERNMENT



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## Indiana Content Connectors Context and Purpose

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### Introduction

The Indiana Content Connectors for U.S. Government are the result of a process designed to identify, evaluate, synthesize, and create high-quality learning expectations for Indiana students with significant cognitive disabilities.

The Indiana Department of Education (IDOE) convened stakeholder committees to review proposed revisions to Indiana’s Alternative Standards, known as content connectors. The content connectors are designed to measure the knowledge and skills of students with the most significant cognitive disabilities and are assessed with the state’s alternate assessment. The content connectors are designed to ensure that all Indiana students in this population are prepared with essential knowledge and skills needed to access employment, enrollment, or enlistment leading to service.

### What are the Content Connectors and how should they be used?

The Indiana Content Connectors are designed to help educators, parents, students, and community members understand the necessary content for each grade level, and within each content area domain, to access employment, enrollment, or enlistment leading to service. These content connectors should form the basis for strong core instruction for all students at each grade level and content area. The content connectors identify the minimum academic content or skills to which Indiana students need access in order to be prepared for success after graduation, but they are not an exhaustive list.

While the Indiana Content Connectors establish key expectations for knowledge and skills and should be used as the basis for curriculum, the content connectors by themselves do not constitute a curriculum. It is the responsibility of the local school corporation to select and formally adopt curricular tools, including textbooks and any other supplementary materials, that align with Indiana Content Connectors. Additionally, corporation and school leaders should consider the appropriate instructional sequence of the content connectors as well as the length of time needed to teach each one. Every content connector has a unique place in the continuum of learning, but each content connector will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. These content connectors must also be complemented by robust, evidence-based instructional practices to support overall student development. By utilizing strategic and intentional instructional practices, other areas such as STEM and employability skills can be integrated with the content connectors.

## Acknowledgments

IDOE appreciates the time, dedication, and expertise offered by Indiana’s K-12 general and special educators, higher education professors, representatives from business and industry, families, and other stakeholders who contributed to the development of the Indiana Content Connectors. We wish to specially acknowledge the committee members, as well as participants in the public comment period, who dedicated many hours to the review and evaluation of these content connectors designed to prepare Indiana students for success after graduation.

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*Standards and content connectors identified as essential for mastery by the end of the course are indicated with gray shading and an “E.”*

Indiana Academic Standards	Content Connectors
<b>Nature of Politics and Government</b>	
<b>USG.1.1:</b> Define civic life, political life, and private life, and describe the activities of individuals in each of these spheres.	<b>USG.1.1a:</b> Identify a role or activity of individuals in civic life (e.g., volunteering), political life (e.g., voting), or private life (e.g., personal interests). (E)
<b>USG.1.2:</b> Define the terms and explain the relationship between politics, government, and public policy.	<b>USG.1.2a:</b> Identify the meanings of and relationship between the terms politics, government, and public policy.
<b>USG.1.3:</b> Interpret and analyze the purposes and functions of government found in the Preamble of the United States Constitution. (E)	<b>USG.1.3a:</b> Analyze functions or purposes of government found in the Preamble of the United States Constitution. (E)
<b>USG.1.4:</b> Compare and contrast types of government including representative democracy, monarchy, oligarchy, totalitarianism, and anarchy.	<b>USG.1.4a:</b> Identify defining characteristics of different types of government, including representative democracy, monarchy, and totalitarianism. Compare and contrast to identify one similarity and one difference.
<b>USG.1.5:</b> Compare and contrast unitary, confederate, and federal systems of government.	<b>USG.1.5a:</b> Identify characteristics of unitary, confederate, and federal systems of government. Compare and contrast to identify one similarity and one difference.
<b>USG.1.6:</b> 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. (E)	<b>USG.1.6a:</b> Identify an example of constitutionalism, rule of law, limited government, or popular sovereignty in the United States Constitution and how they protect the rights of individuals.
<b>USG.1.7:</b> Evaluate how the United States Constitution establishes majority rule while protecting minority rights and balances the common good with individual liberties. (E)	<b>USG.1.7a:</b> Give an example of how the United States Constitution establishes majority rule while protecting minority rights, or protects individual liberties. (E)

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Foundations of Government in the United States	
<b>USG.2.1:</b> 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).	<b>USG.2.1a:</b> Identify events from the colonial, revolutionary, or Founding-era that led to the creation of the United States Constitution (1787) or Bill of Rights (1791).
<b>USG.2.2:</b> Understand the concept of compromise and evaluate its application during the Constitutional Convention.	<b>USG.2.2a:</b> Define compromise and give an example of compromise that arose during the Constitutional Convention (e.g., Three-Fifths Compromise or Great Compromise).
<b>USG.2.3:</b> Analyze and interpret central ideas on government, individual rights, and the common good in founding documents of the United States. (E)	<b>USG.2.3a:</b> Analyze a founding document of the United States (Declaration of Independence, United States Constitution, or Bill of Rights) and identify an example of a central idea on government, individual rights, or the common good.
<b>USG.2.4:</b> 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. (E)	<b>USG.2.4a:</b> Identify foundational rights of American government from the Founding-era documents (e.g., natural rights philosophy, popular sovereignty, representative democracy, federalism, or individual rights).
<b>USG.2.5:</b> 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.	<b>USG.2.5a:</b> Identify how a shared American civic identity is based on commitment to foundational ideas in Founding-era documents.
<b>USG.2.6:</b> 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. (E)	<b>USG.2.6a:</b> Explain historical or contemporary examples of fundamental principles or values of American political or civil life (e.g., liberty, security, the common good, justice, equality, law and order, rights of individuals, diversity, popular sovereignty, or representative democracy).

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Purposes, Principles, and Institutions of the Government of the United States	
<b>USG.3.1:</b> 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.	<b>USG.3.1a:</b> Analyze the United States Constitution and identify a characteristic in the United States government that defines it as a federal, presidential, constitutional, or representative democracy.
<b>USG.3.2:</b> 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. (E)	<b>USG.3.2a:</b> Identify examples of the constitutional principles of federalism, separation of powers, the system of checks and balances, or republican government in the United States or Indiana. (E)
<b>USG.3.3:</b> Compare and contrast the enumerated, implied, and denied powers in both the United States Constitution and the Indiana Constitution.	<b>USG.3.3a:</b> Classify a given power in the United States Constitution or the Indiana Constitution as enumerated, implied, or denied.
<b>USG.3.4:</b> 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. (E)	<b>USG.3.4a:</b> Describe the separation and sharing of powers of the United States government or the Indiana government and how this provides a limited government. (E)
<b>USG.3.5:</b> Explain how a bill becomes law in the legislative process of the United States and the state of Indiana. (E)	<b>USG.3.5a:</b> Identify the key steps in the legislative process of how a bill becomes a law in the United States.
<b>USG.3.6:</b> Describe the procedures for amending the United States and Indiana Constitutions, and analyze why it is so difficult to amend these Constitutions.	<b>USG.3.6a:</b> Identify the procedures for amending the United States and Indiana Constitutions, and explain why it is so difficult to amend these Constitutions.
<b>USG.3.7:</b> 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. (E)	<b>USG.3.7a:</b> Describe a function of the judicial branch of the United States, and identify the principles of due process, judicial review, and/or an independent judiciary. (E)
<b>USG.3.8:</b> Explain the electoral process in terms of election laws and election systems on the national, state, and local level. (E)	<b>USG.3.8a:</b> Identify the steps in the electoral processes at the national, state, or local levels. (E)

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<p><b>USG.3.9:</b> Analyze the election of Benjamin Harrison, 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.</p>	<p><b>USG.3.9a:</b> Identify Benjamin Harrison and key events or characteristics of his presidency (e.g., his approach to the presidency, his relationship to the legislative branch, and his re-election defeat).</p>
<p><b>USG.3.10:</b> 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. (E)</p>	<p><b>USG.3.10a:</b> Analyze the functions of political parties in elections and government at the national, state, or local levels of the federal system.</p>
<p><b>USG.3.11:</b> Explain and evaluate the original purpose and role of the Electoral College and its relevance today. (E)</p>	<p><b>USG.3.11a:</b> Identify why the Electoral College was created and explain its role in national elections today.</p>
<p><b>USG.3.12:</b> Explain the organization of state and local governments in Indiana and analyze how they affect the lives of citizens.</p>	<p><b>USG.3.12a:</b> Identify one role of state or local governments in Indiana and explain how that role affects the lives of citizens. (E)</p>
<p><b>USG.3.13:</b> Describe the influence of the media and technology on public opinion and public policy.</p>	<p><b>USG.3.13a:</b> Describe the influence of the media or technology on public opinion and public policy. (E)</p>
<p><b>Relationship of the United States to Other Nations in World Affairs</b></p>	
<p><b>USG.4.1:</b> Analyze powers the United States Constitution gives to the executive, legislative, and judicial branches of government in the area of foreign affairs.</p>	<p><b>USG.4.1a:</b> Identify powers the United States Constitution gives to the executive, legislative, and judicial branches of government in the area of foreign affairs.</p>
<p><b>USG.4.2:</b> 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.</p>	<p><b>USG.4.2a:</b> Identify a key world issue (e.g., political, cultural, demographic, economic, or environmental challenges) that affects United States foreign policy in a specific region of the world.</p>
<p><b>USG.4.3:</b> Discuss specific foreign policy issues that impact local community and state interests. (E)</p>	<p><b>USG.4.3a:</b> Describe how a specific foreign policy issue can impact local community or state interests.</p>

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Roles of Citizens in the United States	
<b>USG.5.1:</b> 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. (E)	<b>USG.5.1a:</b> Identify the legal meaning of citizenship in the United States, and explain the difference between citizenship in the United States and residency in Indiana. (E)
<b>USG.5.2:</b> Analyze the roles and responsibilities of citizens in Indiana and the United States.	<b>USG.5.2a:</b> Describe roles or responsibilities of citizens in the United States. (E)
<b>USG.5.3:</b> Identify and describe the civil and constitutional rights found in the United States Constitution and Bill of Rights, describe how they are expanded by decisions of the United States Supreme Court. Analyze and evaluate landmark cases of the Supreme Court concerning civil rights and liberties of individuals. (E)	<b>USG.5.3a:</b> Identify and describe a civil or a constitutional right found in the United States Constitution or Bill of Rights and identify how a major landmark case of the Supreme Court concerning civil rights expanded individual rights or liberties. (E)
<b>USG.5.4:</b> 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. (E)	<b>USG.5.4a:</b> Identify examples of a constitutional limit on individual rights and reasons why the government would want to do this. (E)
<b>USG.5.5:</b> Explain and give examples of important citizen actions that can impact local, state, and federal government as individuals and members of interest groups.	<b>USG.5.5a:</b> Describe a key citizen action that can impact local, state, or federal government as either an individual or as a member of an interest group.
<b>USG.5.6:</b> Explain how citizens in the United States participate in public elections as voters and supporters of candidates for public office. (E)	<b>USG.5.6a:</b> Explain how citizens in the United States participate in public elections as either voters or as supporters of candidates for public office. (E)
<b>USG.5.7:</b> 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.	<b>USG.5.7a:</b> Describe a way individuals may contribute to the well-being of their communities or participate responsibly in the political process at local, state, or national levels of government.
<b>USG.5.8:</b> Use information from a variety of sources to describe and discuss current American political issues.	<b>USG.5.8a:</b> Use a variety of sources to describe current American political issues.