



Proposed Civics Standards

Please find below the draft of proposed standards for the middle school civics course drafted by the Civics Standards Committee. The Indiana Department of Education (IDOE) and the Civics Standards Committee recommend that students take the required civics course during the second semester of their grade six year in order to maximize licensing flexibility in identifying appropriately-credentialed teachers and to accommodate students with school transitions.

Grade Six Civics: Students explain major principles, values, and institutions of constitutional government and citizenship, which are based on the founding documents of the United States and how the three branches of government share and check power within our federal system of government.

Standards Indicator	Standards: Foundations of Government
C.6.1	Explain how the elements and foundations of Greek direct democracy can be found in modern systems of government.
C.6.2	Explain how the elements and foundations of Roman representative democracy are present in modern systems of government.
C.6.3	Examine key ideas of the Magna Carta (1215), the Petition of Right (1628), and the English Bill of Rights (1689) as documents to place limits on the English monarchy and how they have affected the shaping of other governments.
C.6.4	Summarize the principles and purposes of government as stated in the Preamble to the United States Constitution.
C.6.5	Identify and explain essential ideas of constitutional government, which include limited government; rule of law; due process of law; separated and shared powers; checks and balances; federalism; popular sovereignty; republicanism; representative government; and individual rights to life, liberty and property; and freedom of conscience and religion.
C.6.6	Explain the concept of a separation of powers and how and why these powers are distributed, shared, and limited in the constitutional government of the United States.



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<p>C.6.7</p>	<p>Describe and give examples of individual rights guaranteed by the Bill of Rights.</p> <ul style="list-style-type: none"> ● Examples: <ul style="list-style-type: none"> ○ The right to associate with whomever one pleases; ○ The right to practice the religion of one’s choice; ○ The right to speak freely, and criticize the government; ○ The right to due process; and ○ The right to be protected from unreasonable search and seizure; ○ When those rights could cause conflict or disagreement.
<p>C.6.8</p>	<p>Explain the major purposes of the Indiana Constitution, as stated in the Preamble.</p>
<p>C.6.9</p>	<p>Describe individual rights held under Article I of the Indiana Constitution, such as freedom of speech, freedom of religion, and the right to public education.</p>
<p>C.6.10</p>	<p>Examine ways that state and national government affects the everyday lives of people in the United States.</p>
<p>Standards Indicator</p>	<p>Standards: Function of Government</p>
<p>C.6.11</p>	<p>Describe the primary and general election process for local, state, and national offices, including those used to select congressional and presidential office holders.</p>
<p>C.6.12</p>	<p>Identify and explain the duties of and selection process for local and state government officials who make, implement, and enforce laws.</p>
<p>C.6.13</p>	<p>Explain that the United States has three levels of government (local, state, and national), and that each level has special duties and responsibilities.</p>
<p>C.6.14</p>	<p>Identify the three branches of the United States government and explain the functions of each.</p>



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	<ul style="list-style-type: none"> ● Examples: Separation of powers, shared powers, and checks and balances involving the legislative (law-making), executive (law enforcing), and judicial (law interpreting) branches of government.
C.6.15	Identify and explain the major responsibilities of the legislative (Article 4), executive (Article 5), and judicial branches (Article 7) of state government as written in the Indiana Constitution.
Standards Indicator	Standards: Role of Citizens
C.6.16	<p>Explain the role citizens have in making decisions and rules within the community, state, and nation.</p> <ul style="list-style-type: none"> ● Examples: Participating in local and regional activities, voting in elections, running for office, and voicing opinions in a positive way.
C.6.17	Use information from a variety of resources to demonstrate an understanding of local, state, regional leaders, as well as civic issues.
C.6.18	<p>Define and provide examples of civic virtues in a democracy.</p> <ul style="list-style-type: none"> ● Examples: Individual responsibility, self-discipline/self-governance, civility, respect for the rights and dignity of all individuals, honesty, respect for the law, courage, compassion, patriotism, fairness, and commitment to the common good, being respectful, trustworthy, practicing tolerance, and working with others to solve problems.
C.6.19	Examine ways by which citizens may effectively voice opinions, monitor government, and bring about change in government including voting and participation in the election process.
C.6.20	Use a variety of informational resources to identify and evaluate contemporary issues that involve civic responsibility, individual rights, and the common good.



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	<ul style="list-style-type: none">● Examples: Responsible use of the internet, smoking in public places, payment of property taxes, development of highways, and housing on historic lands.
C.6.21	Recognize and explain the relationship between the rights and responsibilities of citizenship in the United States.
C.6.22	Explain the importance of responsible participation by citizens in voluntary civil organizations to bring about social reform. Examples: United Way, Boys and Girls Club, Habitat for Humanity, Salvation Army.
C.6.23	Explain ways that citizens can participate in the election process (political parties, campaigns, and elections) at the national, state, and local levels.