

SOCIAL STUDIES – UNITED STATES GOVERNMENT

Subject: United States Government
Academic Standard: USG.1
Academic Standard Indicator: USG.1.5
Core Standard: Yes

Standard Description (Academic or Indicator): Compare and contrast characteristics of limited and unlimited governments and provide historical and contemporary examples of each type of government.

Suggestion for Integrating International Content: Have students contrast limited and unlimited government models, as well as unitary, confederal, and federal systems, using historical and modern global examples. **Extension:** Compare the American Articles of Confederation to the Maastricht Treaty of 1992 for the European Union. Compare the three branches of the American federal government to branches of government in Pakistan and Venezuela.

Subject: United States Government
Academic Standard: USG.1
Academic Standard Indicator: USG.1.6
Core Standard: Yes

Standard Description (Academic or Indicator): Compare and contrast unitary, confederal, and federal systems of government.

Suggestion for Integrating International Content: Have students contrast limited and unlimited government models, as well as unitary, confederal, and federal systems, using historical and modern global examples. Students should also compare a presidential system of government to parliamentary systems in other countries. Have students recognize the strengths and weaknesses of each. **Example:** Examine how a parliamentary system has functioned well in Great Britain, compared to Hezbollah winning parliamentary elections in Lebanon or the Nazis in Germany.

Subject: United States Government
Academic Standard: USG.1
Academic Standard Indicator: USG.1.9
Core Standard: Yes

Standard Description (Academic or Indicator): Explain the importance of a written constitution in establishing and maintaining the principles of rule of law and limited government.

Suggestion for Integrating International Content: Have students compare the written constitutions of the U.S. and the state of Indiana to other written and unwritten constitutions around the world. **Suggested resource:** *Constitutions of the World* by Robert L.Maddex (CQ Press, 2008).

Subject: United States Government
Academic Standard: USG.1
Academic Standard Indicator: USG.1.10
Core Standard: Yes

Standard Description (Academic or Indicator): Describe the sources of authority from ancient to modern times that provided governmental legitimacy.

Suggestion for Integrating International Content: Have students use international examples to compare legitimate to non-legitimate governments. Have students explore John Locke’s Social Contract Theory and how it influenced the writing of the Declaration of Independence. Students should then assess historical and contemporary examples of “justified” rebellions across the globe, where non-legitimate governments needed to be replaced.

Subject: United States Government
Academic Standard: USG.2
Academic Standard Indicator: USG.2.6
Core Standard: Yes

Standard Description (Academic or Indicator): Explain the importance for communities comprised of diverse individuals and groups to make a common commitment to fundamental principles and values of American democracy.

Suggestion for Integrating International Content: Have students explore why the Framers of the Constitution allowed for

contributions from a pluralistic society when shaping the U.S. government. Explain how the U.S. government has been shaped by opinions from a culturally varied and diverse population since the beginning and compare how our homogenous political ideology unites us, as opposed to ethnic, racial and religious factors that divide people in other countries. Students should identify other countries where diversity is appreciated and how those societies work together to uphold democratic principles.

Subject: United States Government
Academic Standard: USG.3
Academic Standard Indicator: USG.3.12
Core Standard: Yes

Standard Description (Academic or Indicator): Analyze the functions of major departments of the executive branch in the United States and in Indiana.

Suggestion for Integrating International Content: Have students list and describe the global impact of decisions made by the major departments of the executive branch.

Subject: United States Government
Academic Standard: USG.3
Academic Standard Indicator: USG.3.13
Core Standard: Yes

Standard Description (Academic or Indicator): Explain the electoral process in terms of election laws and election systems on the national, state, and local level.

Suggestion for Integrating International Content: Have students compare the U.S. electoral process to that of other countries. Students can research suffrage requirements in the U.S. and in other countries. They can also assess the pros and cons of mandatory participation in elections. Have students explore the advantages and disadvantages of candidates financing their own campaigns in America versus government subsidies for national campaigns in countries such as Canada.

Subject: United States Government
Academic Standard: USG.3

Academic Standard Indicator: USG.3.20
Core Standard: Yes

Standard Description (Academic or Indicator): Describe the influence of the media on public opinion and public policy.

Suggestion for Integrating International Content: Have students investigate how American public opinion on international issues can be shaped by the media and then how these altered opinions can subsequently shape public policy. Compare a free press society to a country such as China, where the government controls the media. *Suggested resource: Red Scarf Girl* by Ji-li Jang (HarperCollins, 1997).

Differentiated Instruction- Highly Able Accommodations: Have students thoughtfully deliberate as a class on the issue of censorship, incorporating reference materials and primary sources in their deliberation.

Subject: United States Government
Academic Standard: USG.5
Academic Standard Indicator: USG.5.3
Core Standard: Yes

Standard Description (Academic or Indicator): Analyze the roles of citizens in Indiana and the United States.

Suggestion for Integrating International Content: Have students compare the roles of citizens in Indiana and the U.S. with the roles of citizens in other countries. Have them identify important issues and examine whether or not these are state, national, or international issues. Then have students discuss about what it means to be a citizen of the state in which you reside, a citizen of the U.S., and a global citizen. Students should discuss the legal and moral obligations of citizenry at all levels.

Subject: United States Government
Academic Standard: USG.5
Academic Standard Indicator: USG.5.6
Core Standard: No

Standard Description (Academic or Indicator): Identify when it is constitutional for governments to limit the rights of individuals.

Suggestion for Integrating International

Content: Have students compare countries that limit liberties and rights versus those that try not to. Have them assess when it is necessary to limit rights, if ever. Also have them assess the security risks and cultural traditions in other nations versus the U.S. and whether or not those should be factors in limiting individual rights.

Subject: United States Government

Academic Standard: USG.5

Academic Standard Indicator: USG.5.7

Core Standard: Yes

Standard Description (Academic or

Indicator): Explain and give examples of important citizen actions that monitor and influence local, state, and national government as individuals and members of interest groups.

Suggestion for Integrating International

Content: Have students describe the impact interest groups with global concerns have on U.S. and foreign governments. Have students assess the most effective ways interest groups can raise awareness and communicate their messages to the public and government entities.

Subject: United States Government

Academic Standard: USG.5

Academic Standard Indicator: USG.5.9

Core Standard: Yes

Standard Description (Academic or

Indicator): 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.

Suggestion for Integrating International

Content: Have students compare ways to participate responsibly in U.S. world affairs and how to impact global issues. *Suggested resource:* *The Good Citizen: How a Younger Generation is Reshaping American Politics* by Russell J. Dalton (CQ Press, 2008).

Subject: United States Government

Academic Standard: USG.5

Academic Standard Indicator: USG.5.11

Core Standard: No

Standard Description (Academic or

Indicator): Give examples of the role that individual citizens can play in world affairs.

Suggestion for Integrating International

Content: Have students identify ways that citizens in the U.S. may interact with world affairs. Discuss why global concerns mandate a citizen's response in a democratic society.

Subject: United States Government

Academic Standard: USG.5

Academic Standard Indicator: USG.5.12

Core Standard: Yes

Standard Description (Academic or

Indicator): Use information from a variety of resources to describe and discuss American political issues such as environmental issues, women's rights, and affirmative action.

Suggestion for Integrating International

Content: Explain how many American political issues are also global issues. Have students compare and contrast how American policies and other countries' policies on these issues are similar or different.
