



InspireData™ Standards Match

PENNSYLVANIA



Academic Standards for History, Civics and Government

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The Inspired Standards Match is designed to demonstrate the many ways InspireData supports the standards and to give educators ideas for using this tool to meet learning goals.

How to read the InspireData Standards Match:

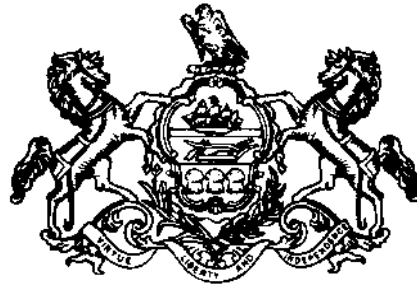
- ▶ **Yellow** highlight indicates a standard or objective that can be supported by the use of InspireData databases, database templates, user generated databases, lesson plans or program features.
- ▶ **Green** notes list details about how InspireData can be used to meet the standards, including examples of specific databases, lesson plans or features that support them.

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Academic Standards for History



Pennsylvania Department of Education

8.1. Historical Analysis and Skills Development

8.1.3. GRADE 3	8.1.6. GRADE 6	8.1.9. GRADE 9	8.1.12. GRADE 12
<p><i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to . . .</i></p>			
<p>A. Understand chronological thinking and distinguish between past, present and future time.</p> <ul style="list-style-type: none"> • Calendar time • Time lines • Continuity and change • Events (time and place) <p>B. Develop an understanding of historical sources.</p> <ul style="list-style-type: none"> • Data in historical maps • Visual data from maps and tables • Mathematical data from graphs and tables • Author or historical source <p>C. Understand fundamentals of historical interpretation.</p> <ul style="list-style-type: none"> • Difference between fact and opinion • The existence of multiple points of view • Illustrations in historical stories • Causes and results 	<p>A. Understand chronological thinking and distinguish between past, present and future time.</p> <ul style="list-style-type: none"> • Calendar time • Time lines • People and events in time • Patterns of continuity and change • Sequential order • Context for events <p>B. Explain and analyze historical sources.</p> <ul style="list-style-type: none"> • Literal meaning of a historical passage • Data in historical and contemporary maps, graphs and tables • Author or historical source • Multiple historical perspectives • Visual evidence • Mathematical data from graphs and tables <p>C. Explain the fundamentals of historical interpretation.</p> <ul style="list-style-type: none"> • Difference between fact and opinion • Multiple points of view • Illustrations in historical stories • Causes and results • Author or source of historical narratives 	<p>A. Analyze chronological thinking.</p> <ul style="list-style-type: none"> • Difference between past, present and future • Sequential order of historical narrative • Data presented in time lines • Continuity and change • Context for events <p>B. Analyze and interpret historical sources.</p> <ul style="list-style-type: none"> • Literal meaning of historical passages • Data in historical and contemporary maps, graphs, and tables • Different historical perspectives • Data from maps, graphs and tables • Visual data presented in historical evidence <p>C. Analyze the fundamentals of historical interpretation.</p> <ul style="list-style-type: none"> • Fact versus opinion • Reasons/causes for multiple points of view • Illustrations in historical documents and stories • Causes and results • Author or source used to develop historical narratives • Central issue 	<p>A. Evaluate chronological thinking.</p> <ul style="list-style-type: none"> • Sequential order of historical narrative • Continuity and change • Context for events <p>B. Synthesize and evaluate historical sources.</p> <ul style="list-style-type: none"> • Literal meaning of historical passages • Data in historical and contemporary maps, graphs and tables • Different historical perspectives • Data presented in maps, graphs and tables • Visual data presented in historical evidence <p>C. Evaluate historical interpretation of events.</p> <ul style="list-style-type: none"> • Impact of opinions on the perception of facts • Issues and problems in the past • Multiple points of view • Illustrations in historical stories and sources • Connections between causes and results • Author or source of historical narratives' points of view • Central issue

<p>D. Understand historical research.</p> <ul style="list-style-type: none"> • Event (time and place) • Facts, folklore and fiction • Formation of a historical question • Primary sources • Secondary sources • Conclusions (e.g., storytelling, role playing, diorama) 	<p>D. Describe and explain historical research.</p> <ul style="list-style-type: none"> • Historical events (time and place) • Facts, folklore and fiction • Historical questions • Primary sources • Secondary sources • Conclusions (e.g., simulations, group projects, skits and plays) 	<p>D. Analyze and interpret historical research.</p> <ul style="list-style-type: none"> • Historical event (time and place) • Facts, folklore and fiction • Historical questions • Primary sources • Secondary sources • Conclusions (e.g., History Day projects, mock trials, speeches) • Credibility of evidence 	<p>D. Synthesize historical research.</p> <ul style="list-style-type: none"> • Historical event (time and place) • Facts, folklore and fiction • Historical questions • Primary sources • Secondary sources • Conclusions (e.g., Senior Projects, research papers, debates) • Credibility of evidence
<p align="center">Historical Analysis and Skill Development are learned through and applied to the standards statements and their descriptors for 8.2. Pennsylvania History, 8.3. United States History and 8.4. World History.</p>			

8.2 Pennsylvania History			
8.2.3. GRADE 3	8.2.6. GRADE 6	8.2.9. GRADE 9	8.2.12. GRADE 12
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to analyze cultural, economic, geographic, political and social relations to . . .</i>			
<p>A. Understand the political and cultural contributions of individuals and groups to Pennsylvania history.</p> <ul style="list-style-type: none"> • William Penn • Benjamin Franklin • Pennsylvanians impacting American Culture (e.g., John Chapman, Richard Allen, Betsy Ross, Mary Ludwig Hayes, Rachel Carson, Elizabeth Jane Cochran, Marian Anderson) • Local historical figures in municipalities and counties. <p>B. Identify and describe primary documents, material artifacts and historic sites important in Pennsylvania history.</p> <ul style="list-style-type: none"> • Documents, Writings and Oral Traditions (e.g., Penn's Charter, Pennsylvania "Declaration of Rights") • Artifacts, Architecture and Historic Places (e.g., Local historical sites, museum collections, Independence Hall) • Liberty Bell • Official Commonwealth symbols (e.g., tree, bird, dog, insect) 	<p>A. Identify and explain the political and cultural contributions of individuals and groups to Pennsylvania history from Beginnings to 1824.</p> <ul style="list-style-type: none"> • Inhabitants (e.g., Native Americans, Europeans, Africans) • Military Leaders (e.g., Anthony Wayne, Oliver H. Perry, John Muhlenberg) • Political Leaders (e.g., William Penn, Hannah Penn, Benjamin Franklin) • Cultural and Commercial Leaders (e.g., Robert Morris, John Bartram, Albert Gallatin) • Innovators and Reformers (e.g., Society of Friends, Richard Allen, Sybilla Masters) <p>B. Identify and explain primary documents, material artifacts and historic sites important in Pennsylvania history from Beginnings to 1824.</p> <ul style="list-style-type: none"> • Documents, Writings and Oral Traditions (e.g., Charter of Privileges, The Gradual Abolition of Slavery Act of 1780, <i>Letters from a Pennsylvania Farmer</i>) • Artifacts, Architecture and Historic Places (e.g., Conestoga Wagon, Pennsylvania rifle, Brig Niagara) 	<p>A. Analyze the political and cultural contributions of individuals and groups to Pennsylvania history from 1787 to 1914.</p> <ul style="list-style-type: none"> • Political Leaders (e.g., James Buchanan, Thaddeus Stevens, Andrew Curtin) • Military Leaders (e.g., George Meade, George McClellan, John Hartranft) • Cultural and Commercial Leaders (e.g., John J. Audubon, Rebecca Webb Lukens, Stephen Foster) • Innovators and Reformers (e.g., George Westinghouse, Edwin Drake, Lucretia Mott) <p>B. Identify and analyze primary documents, material artifacts and historic sites important in Pennsylvania history from 1787 to 1914.</p> <ul style="list-style-type: none"> • Documents, Writings and Oral Traditions (e.g., Pennsylvania Constitutions of 1838 and 1874, The "Gettysburg Address", <i>The Pittsburgh Survey</i>) • Artifacts, Architecture and Historic Places (e.g., Gettysburg, Eckley Miners' Village, Drake's Well) 	<p>A. Evaluate the political and cultural contributions of individuals and groups to Pennsylvania history from 1890 to Present.</p> <ul style="list-style-type: none"> • Political Leaders (e.g., Gifford Pinchot, Genevieve Blatt, K. Leroy Irvis) • Military Leaders (e.g., Tasker H. Bliss, Henry "Hap" Arnold, George C. Marshall) • Cultural and Commercial Leaders (e.g., Milton Hershey, Marian Anderson, Fred Rogers) • Innovators and Reformers (e.g., Frank Conrad, Rachel Carson, Joseph Rothrock) <p>B. Identify and evaluate primary documents, material artifacts and historic sites important in Pennsylvania history from 1890 to Present.</p> <ul style="list-style-type: none"> • Documents, Writings and Oral Traditions (e.g., Constitution of 1968, <i>Silent Spring</i> by Rachel Carson, Pennsylvania historical markers) • Artifacts, Architecture and Historic Places (e.g., 28th Division Shrine, Fallingwater, Levittown, Allegheny Ridge heritage corridor)

C. Identify and describe how continuity and change have influenced Pennsylvania history.

- Belief Systems and Religions (e.g., Native Americans, early settlers, contemporary religions)
- Commerce and Industry (e.g., jobs, trade, environmental change)
- Innovations (e.g., technology, ideas, processes)
- Politics (e.g., rules, regulations, laws)
- Settlement Patterns (e.g., farms, towns, rural communities, cities)
- Social Organization (e.g., relationships of individuals, families, groups, communities; ability to be educated)
- Transportation (e.g., methods of moving people and goods over time)
- Women's Movement (e.g., changes in roles and rights over time)

C. Identify and explain how continuity and change have influenced Pennsylvania history from the Beginnings to 1824.

- Belief Systems and Religions (e.g., Native Americans, Quakers)
- Commerce and Industry (e.g., iron production, sailing, fur trade)
- Innovations (e.g., steam boat, Conestoga Wagon)
- Politics (e.g., The Mason-Dixon Line, Pennsylvania's acquisition and detachment of the "lower three counties," movements of State capital)
- Settlement Patterns (e.g., native settlements, Westward expansion, development of towns)
- Social Organization (e.g., trade and development of cash economy, African Methodist Episcopal Church founded, schools in the colony)
- Transportation (e.g., trade routes, turnpikes, post roads)
- Women's Movement (e.g., voting qualifications, role models)

C. Identify and analyze how continuity and change have influenced Pennsylvania history from the 1787 to 1914.

- Belief Systems and Religions (e.g., Ephrata Cloister, Harmonists, Amish, immigrant influences)
- Commerce and Industry (e.g., mining coal, producing iron, harvesting timber)
- Innovations (e.g., John Roebling's steel cable, steel-tipped plow, improved techniques for making iron, steel and glass)
- Politics (e.g., Fugitive Slave Act reaction, canal system legislation, The Free School Act of 1834)
- Settlement Patterns (e.g., farms and growth of urban centers)
- Social Organization (e.g., the Philadelphia Centennial Exposition of 1876, prohibition of racial discrimination in schools)
- Transportation (e.g., canals, National Road, Thompson's Horseshoe Curve)
- Women's Movement (e.g., work of the Equal Rights League of Pennsylvania)

C. Identify and evaluate how continuity and change have influenced Pennsylvania history from the 1890s to Present.

- Belief Systems and Religions (e.g., Buddhism, Christianity, Hinduism, Islam, Judaism)
- Commerce and Industry (e.g., work of defense industries, rise and decline of the steel industry, increase of service industries)
- Innovations (e.g., polio vaccine, air pollution examined, nuclear power plants)
- Politics (e.g., Great Depression special legislative session, creation of the state income tax)
- Settlement Patterns (e.g., growth and decline of cities, coal towns, Pittsburgh Renaissance)
- Social Organization (e.g., creation of the State Soil Conservation Commission, First Amendment challenges to education, social services)
- Transportation (e.g., Pennsylvania Turnpike, Interstate highways, international airports)
- Women's Movement (e.g., League of Women Voters, Commission on Women)

D. Identify and describe conflict and cooperation among social groups and organizations in Pennsylvania history.

- Domestic Instability (e.g., political, economic and geographic impact on daily activities)
- Ethnic and Racial Relations (e.g., treatment of various ethnic and racial groups in history)
- Labor Relations (e.g., working conditions over time)
- Immigration (e.g., diverse groups inhabiting the state)
- Military Conflicts (e.g., struggle for control)

D. Identify and explain conflict and cooperation among social groups and organizations in Pennsylvania history from Beginnings to 1824.

- Domestic Instability (e.g., religious diversity, toleration and conflicts, incursion of the Iroquois)
- Ethnic and Racial Relations (e.g., Penn's Treaties with Indians, the Underground Railroad, the abolition of slavery)
- Labor Relations (e.g., indentured servants, working conditions)
- Immigration (e.g., Germans, Irish)
- Military Conflicts (e.g., Dutch, Swedish and English struggle for control of land, Wyoming Massacre, The Whiskey Rebellion)

D. Identify and analyze conflict and cooperation among social groups and organizations in Pennsylvania history from 1787 to 1914.

- Domestic Instability (e.g., impact of war, 1889 Johnstown Flood)
- Ethnic and Racial Relations (e.g., Christiana riots, disenfranchisement and restoration of suffrage for African-Americans, Carlisle Indian School)
- Labor Relations (e.g., National Trade Union, the "Molly Maguires," Homestead steel strike)
- Immigration (e.g., Anti-Irish Riot of 1844, new waves of immigrants)
- Military Conflicts (e.g., Battle of Lake Erie, the Mexican War, the Civil War)

D. Identify and evaluate conflict and cooperation among social groups and organizations in Pennsylvania history from 1890 to Present.


- Domestic Instability (e.g., The Great Depression, Three-Mile Island nuclear accident, floods of 1936, 1972 and 1977)
- Ethnic and Racial Relations (e.g., segregation, desegregation, racial profiling)
- Labor Relations (e.g., strikes, work stoppages, collective bargaining)
- Immigration (e.g., increased immigration from Europe, migration of African-Americans from the South, influx of Hispanic and Asian peoples)
- Military Conflicts (e.g., World War I, World War II, Persian Gulf War)

Standard Category 8.1. Historical Analysis and Skills Development should be applied to the above standard statements and descriptors. Suggested chronology for grade levels 4-6, 7-9 and 10-12 focus on a particular century; however, instruction is encouraged that draws on prior and later events in history so that students may develop a seamless view of the world.

8.3. United States History


8.3.3. GRADE 3	8.3.6. GRADE 6	8.3.9. GRADE 9	8.3.12. GRADE 12
<p><i>Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to analyze cultural, economic, geographic, political and social relations to . . .</i></p>			
<p>A. Identify contributions of individuals and groups to United States history.</p> <ul style="list-style-type: none"> • George Washington • Thomas Jefferson • Abraham Lincoln • Theodore Roosevelt • Franklin D. Roosevelt • Individuals who are role models (e.g., Abigail Adams, Sacajawea, Frederick Douglass, Clara Barton, Jackie Robinson, Rosa Parks, Archbishop Patrick Flores, Jamie Escalante, Sally Ride, Tiger Woods, Cal Ripken, Jr., Sammy Sosa) <p>B. Identify and describe primary documents, material artifacts and historic sites important in United States history.</p> <ul style="list-style-type: none"> • Documents (e.g., Declaration of Independence, U.S. Constitution, Bill of Rights) • Writings and Communications (e.g., Pledge of Allegiance, famous quotations and sayings) • Historic Places (e.g., The White House, Mount Rushmore, Statue of Liberty) 	<p>A. Identify and explain the political and cultural contributions of individuals and groups to United States history from Beginnings to 1824.</p> <ul style="list-style-type: none"> • Native Americans, Africans and Europeans • Political Leaders (e.g., John Adams, Thomas Jefferson, John Marshall) • Military Leaders (e.g. George Washington, Meriwether Lewis, Henry Knox) • Cultural and Commercial Leaders (e.g., Paul Revere, Phyllis Wheatley, John Rolfe) • Innovators and Reformers (e.g., Ann Hutchinson, Roger Williams, Junipero Serra) <p>B. Identify and explain primary documents, material artifacts and historic sites important in United States history from Beginnings to 1824.</p> <ul style="list-style-type: none"> • Documents (e.g., Mayflower Compact, Northwest Ordinance, Washington’s Farewell Address) • 18th Century Writings and Communications (e.g., Paine’s <i>Common Sense</i>; Franklin’s “Join, or die,” Henry’s “Give me liberty or give me death”) 	<p>A. Identify and analyze the political and cultural contributions of individuals and groups to United States history from 1787 to 1914.</p> <ul style="list-style-type: none"> • Political Leaders (e.g., Daniel Webster, Abraham Lincoln, Andrew Johnson) • Military Leaders (e.g., Andrew Jackson, Robert E. Lee, Ulysses S. Grant) • Cultural and Commercial Leaders (e.g., Jane Addams, Jacob Riis, Booker T. Washington) • Innovators and Reformers (e.g., Alexander G. Bell, Frances E. Willard, Frederick Douglass) <p>B. Identify and analyze primary documents, material artifacts and historic sites important in United States history from 1787 to 1914.</p> <ul style="list-style-type: none"> • Documents (e.g., Fugitive Slave Law, Treaty of Guadalupe Hidalgo, Emancipation Proclamation) • 19th Century Writings and Communications (e.g., Stowe’s <i>Uncle Tom’s Cabin</i>, Brown’s “Washed by Blood,” Key’s “Star Spangled Banner”) • Historic Places (e.g., The Alamo, 	<p>A. Identify and evaluate the political and cultural contributions of individuals and groups to United States history from 1890 to Present.</p> <ul style="list-style-type: none"> • Political Leaders (e.g., Theodore Roosevelt, Woodrow Wilson, Franklin D. Roosevelt) • Military Leaders (e.g., John Pershing, Douglas MacArthur, Dwight D. Eisenhower) • Cultural and Commercial Leaders (e.g., Abby Aldrich Rockefeller, Langston Hughes, Alan Greenspan) • Innovators and Reformers (e.g., Wilbur and Orville Wright, John L. Lewis, Reverend Dr. Martin Luther King) <p>B. Identify and evaluate primary documents, material artifacts and historic sites important in United States history from 1890 to Present.</p> <ul style="list-style-type: none"> • Documents (e.g., Treaty of Versailles, North Atlantic Treaty, Neutrality Acts) • 20th Century Writings and Communication (e.g., Coolidge’s “The Business of America is Business,” King’s “I Have A Dream,” Armstrong’s “One Small Step for Man”)

- The Flag of the United States



C. Identify important changes in United States history (e.g., Belief Systems and Religions, Commerce and Industry, Innovations, Politics, Settlement Patterns and Expansion, Social Organization, Transportation, Women's Movement).


- Historic Places (e.g., Cahokia Mounds, Spanish Missions, Jamestown)



C. Explain how continuity and change has influenced United States history from Beginnings to 1824.

- Belief Systems and Religions (e.g., impact on daily life, colonial government established religions, communal sects)
- Commerce and Industry (e.g., fur trade, development of cash crops)
- Innovations (e.g., cotton gin, Whitney; wooden clock, Banneker; stove, Franklin)
- Politics (e.g., Hamilton's defense of John Peter Zenger, The Great Compromise, *Marbury v. Madison*)
- Settlement Patterns (e.g., frontier settlements, slave plantation society, growth of cities)
- Social Organization (e.g., community structure on the frontier, cultural and language barriers)
- Transportation and Trade (e.g., methods of overland travel, water transportation, National Road)
- Women's Movement (e.g., roles and changing status of women, Margaret Brent's vote, soldier Deborah Sampson)

Underground Railroad sites, Erie Canal)



C. Analyze how continuity and change has influenced United States history from 1787 to 1914.

- Belief Systems and Religions (e.g., 19th century trends and movements)
- Commerce and Industry (e.g., growth of manufacturing industries, economic nationalism)
- Innovations (e.g., Brooklyn Bridge, refrigerated shipping, telephone)
- Politics (e.g., election of 1860, impeachment of Andrew Johnson, Jim Crow laws)
- Settlement Patterns and Expansion (e.g., Manifest Destiny, successive waves of immigrants, purchase of Alaska and Hawaii)
- Social Organization (e.g., social class differences, women's rights and antislavery movement, education reforms)
- Transportation and Trade (e.g., Pony Express, telegraph, Transcontinental Railroad)
- Women's Movement (e.g., roles in the Civil War, medical college for women, Seneca Falls Conference)

- Historic Places (e.g., Ellis Island, Pearl Harbor, Los Alamos)



C. Evaluate how continuity and change has influenced United States history from 1890 to Present.

- Belief Systems and Religions (e.g., 20th century movements, religions of recent immigrants)
- Commerce and Industry (e.g., corporations, conglomerates, multinational corporations)
- Innovations (e.g., the Tin Lizzie, radio, World Wide Web)
- Politics (e.g., New Deal legislation, *Brown v. Topeka*, isolationist/non-isolationist debate)
- Settlement Patterns (e.g., suburbs, large urban centers, decline of city population)
- Social Organization (e.g., compulsory school laws, court decisions expanding individual rights, technological impact)
- Transportation and Trade (e.g., expansion and decline of railroads, increased mobility, Internet)
- Women's Movement (e.g., right to vote, women in the war effort, Women's Peace Party)

D. Identify conflict and cooperation among social groups and organizations in United States history.

- Domestic Instability (e.g., impact on daily activities)
- Ethnic and Racial Relations (e.g., treatment of minority groups in history)
- Labor Relations (e.g., working conditions over time)
- Immigration (e.g., diverse groups inhabiting the state)
- Military Conflicts (e.g., struggle for control)

D. Identify and explain conflict and cooperation among social groups and organizations in United States history from Beginnings to 1824.

- Domestic Instability (e.g., Salem Witch Trials, Shays Rebellion, religious persecution)
- Ethnic and Racial Relations (e.g., cooperation between and among Native Americans and European settlers, slave uprisings, “Colored” troops in the Revolution)
- Labor Relations (e.g., early union efforts, 10-hour day, women’s role)
- Immigration and Migration (e.g., western settlements, Louisiana Purchase, European immigration)
- Military Conflicts (e.g., French and Indian War, American Revolutionary War, War of 1812)

D. Identify and analyze conflict and cooperation among social groups and organizations in United States history from 1787 to 1914.

- Domestic Instability (e.g., wartime confiscation of private property, abolitionist movement, Reconstruction)
- Ethnic and Racial Relations (e.g., Cherokee Trail of Tears, slavery and the Underground Railroad, draft riots)
- Labor Relations (e.g., female and child labor, trade unionism, strike breakers)
- Immigration and Migration (e.g., Manifest Destiny, eastern and southern European immigration, Chinese Exclusion Act)
- Military Conflicts (e.g., Native American opposition to expansion and settlement, Civil War, Spanish-American War)

D. Identify and evaluate conflict and cooperation among social groups and organizations in United States history from 1890 to the Present.

- Domestic Instability (e.g., Great Depression, assassination of political and social leaders, terrorist threats)
- Ethnic and Racial Relations (e.g., internment camps for Japanese Americans, Montgomery Alabama Bus Boycott, land tensions with Native Americans)
- Labor Relations (e.g., rise and decline of industrial unions, free trade agreements, imports impact on domestic employment)
- Immigration and Migration (e.g., anti-immigrant attitudes, quota laws, westward and southward migration)
- Military Conflicts (e.g., World War I, World War II, War on Terrorism)

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8.4. World History

8.4.3. GRADE 3	8.4.6. GRADE 6	8.4.9. GRADE 9	8.4.12. GRADE 12
<p><i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to analyze cultural, economic, geographic, political and social relations to...</i></p>			
<p>A. Identify individuals and groups who have made significant political and cultural contributions to world history.</p> <ul style="list-style-type: none"> • Africa (e.g., Nefertiti, Mansa Musa, Nelson Mandela) • Americas (e.g., Montezuma, Simon Bolivar, Fidel Castro) • Asia (e.g., Hammurabi, Mohandas Gandhi, Benazir Bhutto) • Europe (e.g., Julius Ceasar, Joan of Arc, Pope John Paul) <p>B. Identify historic sites and material artifacts important to world history.</p> <ul style="list-style-type: none"> • Africa (e.g., Pyramids, treasures of Tutankhamen, Nefertiti's sculpture) • Americas (e.g., Olmec ritualistic centers, Mayan pyramids, arrowheads) • Asia (e.g., Code of Hammurabi, Ziggurat at Ur, canals) • Europe (e.g., ancient megaliths, Arc de Triomphe, Acropolis) 	<p>A. Identify and explain how individuals and groups made significant political and cultural contributions to world history.</p> <ul style="list-style-type: none"> • Africa (e.g., Nelson Mandela, Desmond Tutu, F. W. de Klerk, Pieter Botha, African National Congress) • Americas (e.g., Pizarro, Atahualpa, Aztecs, Incas, Montezuma, Cortez) • Asia (e.g., Tokugawa Ieyasu, Toyotomi clan, shogun Iemitsu, Commodore Perry, daimyo) • Europe (e.g., Pope Leo X, John Calvin, John Wesley, Martin Luther, Ignatius of Loyola) <p>B. Identify and explain important documents, material artifacts and historic sites in world history.</p> <ul style="list-style-type: none"> • Africa (e.g., Prohibition of Marriages Act, prison on Robben Island) • Americas (e.g., Tenochtitlan, Aztec masks) • Asia (e.g., samurai sword, Commodore Perry's Black Ships) • Europe (e.g., Luther's Ninety-Five Theses, Wittenberg Castle Church) 	<p>A. Analyze the significance of individuals and groups who made major political and cultural contributions to world history before 1500.</p> <ul style="list-style-type: none"> • Political and Military Leaders (e.g., King Ashoka, Montezuma I, Ghenghis Khan, William the Conqueror) • Cultural and Commercial Leaders (e.g., Mansa Musa, Yak Pac, Cheng Ho, Marco Polo) • Innovators and Reformers (e.g., Erastostenes, Tupac Inka Yupenqui, Johannes Gutenberg) <p>B. Analyze historical documents, material artifacts and historic sites important to world history before 1500.</p> <ul style="list-style-type: none"> • Documents, Writings and Oral Traditions (e.g., Rosetta Stone, Aztec glyph writing, Dead Sea Scrolls, Magna Carta) • Artifacts, Architecture and Historic Places (e.g., Ethiopian rock churches, Mayan pyramids, Nok terra cotta figures, megaliths at Stonehenge) • Historic districts (e.g., Memphis and its Necropolis, Sanctuary of 	<p>A. Evaluate the significance of individuals and groups who made major political and cultural contributions to world history since 1450.</p> <ul style="list-style-type: none"> • Political and Military Leaders (e.g., Askia Daud, Simon Bolivar, Napoleon Bonaparte, Mao Zedong) • Cultural and Commercial Leaders (e.g., Chinua Achebe, Gabriel Garcia Marquez, Akira Kurosawa, Christopher Columbus) • Innovators and Reformers (e.g., Nelson Mandela, Louis-Joseph Papineau, Mohandas Gandhi, Alexander Fleming) <p>B. Evaluate historical documents, material artifacts and historic sites important to world history since 1450.</p> <ul style="list-style-type: none"> • Documents, Writings and Oral Traditions (e.g., Declaration of the International Conference on Sanctions Against South Africa; Monroe Doctrine, Communist Manifesto, Luther's Ninety-five Theses) • Artifacts, Architecture and Historic Places (e.g., Robben Island, New York World Trade

<p>C. Compare similarities and differences between earliest civilizations and life today (e.g., Africa, Egypt; Asia, Babylonia; Americas, Olmec; Europe, Neolithic settlements).</p> <p>D. Identify how conflict and cooperation among social groups and organizations affected world history.</p> <ul style="list-style-type: none"> • Domestic Instability (e.g., political, economic and geographic impact on normal activities) • Labor Relations (e.g., working conditions over time) • Racial and Ethnic Relations (e.g., treatment of various ethnic and racial groups in history) • Immigration and migration (e.g., diverse groups inhabiting a territory) • Military Conflicts (e.g., struggle for control) 	<p>C. Identify and explain how continuity and change has affected belief systems, commerce and industry, innovations, settlement patterns, social organizations, transportation and women's roles in world history.</p> <ul style="list-style-type: none"> • Africa (e.g., Apartheid) • Americas (e.g., European conquest) • Asia (e.g., Japanese society prior to the Meiji Restoration) • Europe (e.g., Impact of the Great Schism and Reformation) <p>D. Explain how conflict and cooperation among social groups and organizations affected world history.</p> <ul style="list-style-type: none"> • Africa (e.g., imperialism) • Americas (e.g., European diseases) • Asia (e.g., trade routes) • Europe (e.g., Counter reformation) 	<p>Machu Picchu, Old City of Jerusalem and its Walls, Centre of Rome and the Holy See)</p> <p>C. Analyze how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women before 1500.</p> <ul style="list-style-type: none"> • Africa • Americas • Asia • Europe <p>D. Analyze how conflict and cooperation among social groups and organizations impacted world history through 1500 in Africa, Americas, Asia and Europe.</p> <ul style="list-style-type: none"> • Domestic Instability • Ethnic and Racial Relations • Labor Relations • Immigration and Migration • Military Conflicts 	<p>Center, Hiroshima Ground Zero Memorial, Nazi concentration camps)</p> <ul style="list-style-type: none"> • Historic districts (e.g., Timbuktu, Centre of Mexico City and Xochimilco, Taj Mahal and Gardens, Kremlin and Red Square) <p>C. Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450.</p> <ul style="list-style-type: none"> • Africa • Americas • Asia • Europe <p>D. Evaluate how conflict and cooperation among social groups and organizations impacted world history from 1450 to Present in Africa, Americas, Asia and Europe.</p> <ul style="list-style-type: none"> • Domestic Instability • Ethnic and Racial Relations • Labor Relations • Immigration and Migration • Military Conflicts
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Standard Category 8.1. Historical Analysis and Skills Development should be applied to the above standard statements and descriptors. Suggested chronology in organizing the content for grade levels 7-9 and 10-12 use the 15th century as the dividing point; however, instruction is encouraged that draws on prior and later events in history so that students may develop a seamless view of the world.

Academic Standards for Geography



Pennsylvania Department of Education

Academic Standards for Geography

7.1. Basic Geographic Literacy			
7.1.3. GRADE 3	7.1.6. GRADE 6	7.1.9. GRADE 9	7.1.12. GRADE 12
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to . .</i>			
<p>A. Identify geographic tools and their uses.</p> <ul style="list-style-type: none"> • Characteristics and purposes of different geographic representations <ul style="list-style-type: none"> ➤ Maps and basic map elements ➤ Globes ➤ Graphs ➤ Diagrams ➤ Photographs • Geographic representations to display spatial information <ul style="list-style-type: none"> ➤ Sketch maps ➤ Thematic maps • Mental maps to describe the human and physical features of the local area 	<p>A. Describe geographic tools and their uses.</p> <ul style="list-style-type: none"> • Basis on which maps, graphs and diagrams are created <ul style="list-style-type: none"> ➤ Aerial and other photographs ➤ Reference works ➤ Field observations ➤ Surveys • Geographic representations to display spatial information <ul style="list-style-type: none"> ➤ Absolute location ➤ Relative location ➤ Flows (e.g., goods, people, traffic) ➤ Topography ➤ Historic events • Mental maps to organize an understanding of the human and physical features of Pennsylvania and the home county • Basic spatial elements for depicting the patterns of physical and human features <ul style="list-style-type: none"> ➤ Point, line, area, location, distance, scale ➤ Map grids ➤ Alpha-numeric system ➤ Cardinal and intermediate directions 	<p>A. Explain geographic tools and their uses.</p> <ul style="list-style-type: none"> • Development and use of geographic tools <ul style="list-style-type: none"> ➤ Geographic information systems [GIS] ➤ Population pyramids ➤ Cartograms ➤ Satellite-produced images ➤ Climate graphs ➤ Access to computer-based geographic data (e.g., Internet, CD-ROMs) • Construction of maps <ul style="list-style-type: none"> ➤ Projections ➤ Scale ➤ Symbol systems ➤ Level of generalization ➤ Types and sources of data • Geographic representations to track spatial patterns <ul style="list-style-type: none"> ➤ Weather ➤ Migration ➤ Environmental change (e.g., tropical forest reduction, sea-level changes) • Mental maps to organize and understand the human and physical features of the United States 	<p>A. Analyze data and issues from a spatial perspective using the appropriate geographic tools.</p> <ul style="list-style-type: none"> • Spatial patterns of human features that change over time (e.g., intervening opportunity, distance decay, central place theory, locational preference) • Physical patterns of physical features that change over time (e.g., climate change, erosion, ecological invasion and succession) • Human and physical features of the world through mental maps

Academic Standards for Geography

B. Identify and locate places and regions.

- Physical features
 - Continents and oceans
 - Major landforms, rivers and lakes in North America
 - Local community
- Human features
 - Countries (i.e., United States, Mexico, Canada)
 - States (i.e., Pennsylvania, Delaware, Maryland, New Jersey, New York, Ohio, West Virginia)
 - Cities (i.e., Philadelphia, Erie, Altoona, Pittsburgh, Scranton, Harrisburg, Johnstown, Allentown, Washington D.C., Baltimore, New York, Toronto, Cleveland)
 - Local community
- Regions as areas with unifying geographic characteristics
 - Physical regions (e.g., landform regions, climate regions, river basins)
 - Human regions (e.g., neighborhoods, cities, states, countries)

B. Describe and locate places and regions.

- Coordinate systems (e.g., latitude and longitude, time zones)
- Physical features
 - In the United States (e.g., Great Lakes, Rocky Mountains, Great Plains)
 - In Pennsylvania (e.g., Coastal Plain, Piedmont, Appalachians)
- Human features
 - Countries (e.g., United Kingdom, Argentina, Egypt)
 - Provinces (e.g., Ontario, Quebec, Nova Scotia)
 - Major human regions (e.g., Mid Atlantic, New England, Southwest)
 - States (e.g., California, Massachusetts, Florida)
 - Major cities (e.g., London, Los Angeles, Tokyo)
 - Counties (e.g., Lancaster, Lackawanna, Jefferson)
 - Townships (e.g., Dickinson, Lower Mifflin, Southampton)
- Ways in which different people view places and regions (e.g., places to visit or to avoid)
- Community connections to other places
 - Dependence and interdependence
 - Access and movement

B. Explain and locate places and regions.

- How regions are created to interpret Earth's complexity (i.e., the differences among formal regions, functional regions, perceptual regions)
- How characteristics contribute to regional changes (e.g., economic development, accessibility, demographic change)
- How culture and experience influence perceptions of places and regions
- How structures and alliances impact regions
 - Development (e.g., First vs. Third World, North vs. South)
 - Trade (e.g., NAFTA, the European Union)
 - International treaties (e.g., NATO, OAS)
- How regions are connected (e.g., watersheds and river systems, patterns of world trade, cultural ties, migration)

B. Analyze the location of places and regions.

- Changing regional characteristics (e.g., short- and long-term climate shifts; population growth or decline; political instability)
- Criteria to define a region (e.g., the reshaping of south Florida resulting from changing migration patterns; the US-Mexico border changes as a function of NAFTA; metropolitan growth in the Philadelphia region)
- Cultural change (e.g., influence on people's perceptions of places and regions)

Basic Geography Literacy must include local-to-global progression (scales) for all students at all grade levels for the standard statements and their descriptors. Basic concepts introduced in lower grade levels must be developed more fully throughout higher grade levels. Portions of Basic Geography Literacy relate directly to the Mathematics Standards.

Academic Standards for Geography

7.2 The Physical Characteristics of Places and Regions			
7.2.3. GRADE 3	7.2.6. GRADE 6	7.2.9. GRADE 9	7.2.12. GRADE 12
<i>Pennsylvania's public schools shall challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to . . .</i>			
<p>A. Identify the physical characteristics of places and regions.</p> <ul style="list-style-type: none"> • Physical properties <ul style="list-style-type: none"> ➢ Landforms (e.g., plains, hills, plateaus and mountains) ➢ Bodies of water (e.g., rivers, lakes, seas and oceans) ➢ Weather and climate ➢ Vegetation and animals • Earth's basic physical systems <ul style="list-style-type: none"> ➢ Lithosphere ➢ Hydrosphere ➢ Atmosphere ➢ Biosphere <p>B. Identify the basic physical processes that affect the physical characteristics of places and regions.</p> <ul style="list-style-type: none"> • Earth-sun relationships (i.e., seasons and length of daylight, weather and climate) • Extreme physical events (e.g., earthquakes, floods, hurricanes, tornadoes) 	<p>A. Describe the physical characteristics of places and regions.</p> <ul style="list-style-type: none"> • Components of Earth's physical systems (e.g., clouds, storms, relief and elevation [topography], tides, biomes, tectonic plates) • Comparison of the physical characteristics of different places and regions (e.g., soil, vegetation, climate, topography) • Climate types (e.g., marine west coast, humid continental, tropical wet and dry) <p>B. Describe the physical processes that shape patterns on Earth's surface.</p> <ul style="list-style-type: none"> • Earth-sun relationships (i.e., differences between equinoxes and solstices, reasons they occur and their relationship to latitude) • Climate influences (e.g., elevation, latitude, nearby ocean currents) 	<p>A. Explain the physical characteristics of places and regions including spatial patterns of Earth's physical systems.</p> <ul style="list-style-type: none"> • Climate regions • Landform regions <p>B. Explain the dynamics of the fundamental processes that underlie the operation of Earth's physical systems.</p> <ul style="list-style-type: none"> • Wind systems • Water cycle • Erosion/deposition cycle • Plate tectonics • Ocean currents • Natural hazards 	<p>A. Analyze the physical characteristics of places and regions including the interrelationships among the components of Earth's physical systems.</p> <ul style="list-style-type: none"> • Biomes and ecosystem regions • Watersheds and river basins • World patterns of biodiversity <p>B. Analyze the significance of physical processes in shaping the character of places and regions.</p> <ul style="list-style-type: none"> • Circulation of the oceans • Ecosystem processes • Atmospheric systems • Extreme natural events

Academic Standards for Geography

	<ul style="list-style-type: none">• Climate change, (e.g., global warming/cooling, desertification, glaciations)• Plate tectonics• Hydrologic cycle		
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The Physical Characteristics of Places and Regions must include local-to-global progression (scales) for all students at all grade levels for the standard statements and their descriptors. Basic concepts must be developed more fully throughout higher grade levels. Portions of Physical Characteristics of Places and Regions relate directly to Science and Technology and Environment and Ecology standards.

Academic Standards for Geography

7.3 The Human Characteristics of Places and Regions			
7.3.3. GRADE 3	7.3.6. GRADE 6	7.3.9. GRADE 9	7.3.12. GRADE 12
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to . . .</i>			
<p>A. Identify the human characteristics of places and regions by their population characteristics.</p> <ul style="list-style-type: none"> • The number and distribution of people in the local community • Human movement in the local community (e.g., mobility in daily life, migration) 	<p>A. Describe the human characteristics of places and regions by their population characteristics.</p> <ul style="list-style-type: none"> • Spatial distribution, size, density and demographic characteristics of population at the county and state level. • Causes of human movement <ul style="list-style-type: none"> ➢ Mobility (e.g., shopping, commuting, recreation) ➢ Migration models (e.g., push/pull factors, barriers to migration) 	<p>A. Explain the human characteristics of places and regions by their population characteristics.</p> <ul style="list-style-type: none"> • Spatial distribution, size, density and demographic characteristics of population at the state and National level • Demographic structure of a population (e.g., life expectancy, fertility rate, mortality rate, infant mortality rate, population growth rate, the demographic transition model) • Effects of different types and patterns of human movement <ul style="list-style-type: none"> ➢ Mobility (e.g., travel for business) ➢ Migration (e.g., rural to urban, short term vs. long term, critical distance) 	<p>A. Analyze the significance of human activity in shaping places and regions by their population characteristics:</p> <ul style="list-style-type: none"> • Spatial distribution, size, density and demographic characteristics of population at the international level • Demographic trends and their impacts on patterns of population distribution (e.g., carrying capacity, changes in fertility, changes in immigration policy, the mobility transition model) • Impact of movement on human systems (e.g., refugees, guest workers, illegal aliens)
<p>B. Identify the human characteristics of places and regions by their cultural characteristics.</p> <ul style="list-style-type: none"> • Components of culture (e.g., language, belief systems and customs, social organizations, foods, ethnicity) 	<p>B. Describe the human characteristics of places and regions by their cultural characteristics.</p> <ul style="list-style-type: none"> • Ethnicity of people at the county and state levels (e.g., customs, celebrations, languages, religions) 	<p>B. Explain the human characteristics of places and regions by their cultural characteristics.</p> <ul style="list-style-type: none"> • Ethnicity of people at national levels (e.g., customs, celebrations, languages, religions) • Culture distribution (e.g., ethnic enclaves and neighborhoods) 	<p>B. Analyze the significance of human activity in shaping places and regions by their cultural characteristics.</p> <ul style="list-style-type: none"> • Cultural conflicts (e.g., over language (Canada), over political power (Spain), over economic opportunities (Mexico))

Academic Standards for Geography

<ul style="list-style-type: none"> • Ethnicity of people in the local community (e.g., customs, celebrations, languages, religions) <p>C. Identify the human characteristics of places and regions by their settlement characteristics.</p> <ul style="list-style-type: none"> • Types of settlements (e.g., villages, towns, suburbs, cities, metropolitan areas) • Factors that affect where people settle (e.g., water, resources, transportation) <p>D. Identify the human characteristics of places and regions by their economic activities.</p> <ul style="list-style-type: none"> • Location factors in the spatial distribution of economic activities (e.g., market, transportation, workers, materials) <ul style="list-style-type: none"> ➢ Producers of consumer products and services (e.g., bread, pizza, television, shopping malls) 	<ul style="list-style-type: none"> • Spatial arrangement of cultures creates distinctive landscapes (e.g., cultural regions based on languages, customs, religion, building styles as in the Pennsylvania German region) <p>C. Describe the human characteristics of places and regions by their settlement characteristics.</p> <ul style="list-style-type: none"> • Current and past settlement patterns in the local area • Factors that affect the growth and decline of settlements (e.g., immigration, transportation development, depletion of natural resources, site and situation) <p>D. Describe the human characteristics of places and regions by their economic activities.</p> <ul style="list-style-type: none"> • Spatial distribution of economic activities in the local area (e.g., patterns of agriculture, forestry, mining, retailing, manufacturing, services) • Factors that influence the location and spatial distribution of economic activities (e.g., market size for different types of 	<ul style="list-style-type: none"> • Cultural diffusion (e.g., acculturation and assimilation, cultural revivals of language) <p>C. Explain the human characteristics of places and regions by their settlement characteristics.</p> <ul style="list-style-type: none"> • Current and past settlement patterns in Pennsylvania and the United States • Forces that have re-shaped modern settlement patterns (e.g., central city decline, suburbanization, the development of transport systems) • Internal structure of cities (e.g., manufacturing zones, inner and outer suburbs, the location of infrastructure) <p>D. Explain the human characteristics of places and regions by their economic activities.</p> <ul style="list-style-type: none"> • Spatial distribution of economic activities in Pennsylvania and the United States (e.g., patterns of agriculture, forestry, mining, retailing, manufacturing, services) • Factors that shape spatial patterns of economic activity both Nationally and internationally (e.g., comparative advantage in 	<ul style="list-style-type: none"> • Forces for cultural convergence (e.g., the diffusion of foods, fashions, religions, language) <p>C. Analyze the significance of human activity in shaping places and regions by their settlement characteristics.</p> <ul style="list-style-type: none"> • Description of current and past settlement patterns at the international scale (e.g., global cities) • Use of models of the internal structure of cities (e.g., concentric zone, sector, multiple nuclei) • Forces that have reshaped settlement patterns (e.g., commuter railroads, urban freeways, the development of <u>megalopolis</u> and edge cities) <p>D. Analyze the significance of human activity in shaping places and regions by their economic characteristics.</p> <ul style="list-style-type: none"> • Changes in spatial distribution of economic activities at the global scale (e.g., patterns of agriculture, forestry, mining, retailing, manufacturing, services) • Forces that are reshaping business
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Academic Standards for Geography

<ul style="list-style-type: none"> ➤ Products of farms and factories at the local and regional level (e.g., mushrooms, milk, snack foods, furniture) • Spatial distribution of resources <ul style="list-style-type: none"> ➤ Non-renewable resources ➤ Renewable resources ➤ Flow resources (e.g., water power, wind power) <p>E. Identify the human characteristics of places and regions by their political activities.</p> <ul style="list-style-type: none"> • Type of political units (e.g., townships, boroughs, towns, cities, counties, states, countries (nation state)) • Political units in the local area 	<p>business, accessibility, modes of transportation used to move people, goods and materials)</p> <ul style="list-style-type: none"> • Spatial distribution of resources and their relationship to population distribution <ul style="list-style-type: none"> ➤ Historical settlement patterns and natural resource use (e.g., waterpower sites along the Fall Line) ➤ Natural resource-based industries (e.g., agriculture, mining, fishing, forestry) <p>E. Describe the human characteristics of places and regions by their political activities.</p> <ul style="list-style-type: none"> • Spatial pattern of political units in Pennsylvania • Functions of political units (e.g., counties, municipalities, townships, school districts, PA General Assembly districts (House and Senate), U.S. Congressional districts, states) 	<p>location of economic activities; changes in resource trade; disruption of trade flows)</p> <ul style="list-style-type: none"> • Technological changes that affect the definitions of, access to, and use of natural resources (e.g., the role of exploration, extraction, use and depletion of resources) <p>E. Explain the human characteristics of places and regions by their political activities.</p> <ul style="list-style-type: none"> • Spatial pattern of political units in the United States • Geographic factors that affect decisions made in the United States (e.g., territorial expansion, boundary delineation, allocation of natural resources) • Political and public policies that affect geography (e.g., open space, urban development) 	<p>(e.g., the information economy, business globalization, the development of off-shore activities)</p> <ul style="list-style-type: none"> • Effects of changes and movements in factors of production (e.g., resources, labor, capital) <p>E. Analyze the significance of human activity in shaping places and regions by their political characteristics:</p> <ul style="list-style-type: none"> • Spatial pattern of political units in the global system • Role of new political alliances on the international level (e.g., multinational organizations, worker's unions, United Nations' organizations) • Impact of political conflicts (e.g., secession, fragmentation, insurgencies, invasions)
<p>The Human Characteristics of Places and Regions must include local-to-global progression (scales) for all students at all grade levels for the standard statements and their descriptors. Basic concepts found in lower grade levels must be developed more fully throughout higher grade levels. Portions of Human Characteristics of Places and Regions relate directly to the Civics and Government and Economics Standards.</p>			

Academic Standards for Geography

7.4 The Interactions Between People and Places			
7.4.3. GRADE 3	7.4.6. GRADE 6	7.4.9. GRADE 9	7.4.12. GRADE 12
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to...</i>			
<p>A. Identify the impacts of physical systems on people.</p> <ul style="list-style-type: none"> How people depend on, adjust to and modify physical systems on a local scale (e.g., soil quality and agriculture, snowfall and daily activities, drought and water use) Ways in which natural hazards affect human activities (e.g., storms, lightning, flooding) <p>B. Identify the impacts of people on physical systems.</p> <ul style="list-style-type: none"> Effects of energy use (e.g., water quality, air quality, change in natural vegetation) Ways humans change local ecosystems (e.g., land use, dams and canals on waterways, reduction and extinction of species) 	<p>A. Describe the impacts of physical systems on people.</p> <ul style="list-style-type: none"> How people depend on, adjust to and modify physical systems on a regional scale (e.g., coastal industries, development of coastal communities, flood control) Ways in which people adjust to life in hazard-prone areas (e.g., California and earthquakes, Florida and hurricanes, Oklahoma and tornadoes) <p>B. Describe the impacts of people on physical systems.</p> <ul style="list-style-type: none"> Changing spatial patterns on Earth's surface that result from human activities (e.g., lake desiccation as in the Aral Sea, construction of dikes, dams and storm surge barriers in the Netherlands, designation of state parks and forests throughout Pennsylvania) 	<p>A. Explain the impacts of physical systems on people.</p> <ul style="list-style-type: none"> How people depend on, adjust to and modify physical systems on a National scale (e.g., soil conservation programs, projects of The Corps of Engineers) Ways in which people in hazard-prone areas adjust their ways of life (e.g., building design in earthquake areas, dry-farming techniques in drought-prone areas) <p>B. Explain the impacts of people on physical systems.</p> <ul style="list-style-type: none"> Forces by which people modify the physical environment (e.g., increasing population; new agricultural techniques; industrial processes and pollution) 	<p>A. Analyze the impacts of physical systems on people.</p> <ul style="list-style-type: none"> How people depend on, adjust to and modify physical systems on international scales (e.g., resource development of oil, coal, timber) Ways in which people modify ways of life to accommodate different environmental contexts (e.g., building in permafrost areas; the role of air-conditioning in the United States South and Southwest; the development of enclosed spaces for movement in cold climates) <p>B. Analyze the impacts of people on physical systems.</p> <ul style="list-style-type: none"> How people develop international agreements to manage environmental issues (e.g., Rio de Janeiro Agreement, the Law of the Sea, the Antarctica Treaty) How local and regional processes can have global effects (e.g., wind and hydroelectric power transmitted across regions,

Academic Standards for Geography

	<ul style="list-style-type: none"> • Ways humans adjust their impact on the habitat (e.g., Endangered Species Act, replacement of wetlands, logging and replanting trees) 	<ul style="list-style-type: none"> • Spatial effects of activities in one region on another region (e.g., scrubbers on power plants to clean air, transportation systems such as Trans-Siberian Railroad, potential effects of fallout from nuclear power plant accidents) 	<p>transmitted across regions, water use and irrigation for crop production)</p> <ul style="list-style-type: none"> • Sustainability of resources (e.g., reforestation, conservation) • World patterns of resource distribution and utilization (e.g., oil trade, regional electrical grids)
<p>The Interactions Between People and Places must include local to global scales for all students at all grade levels for the standard statements and their descriptors. Basic concepts found in lower grade levels must be developed more fully throughout higher grade levels.</p>			

Academic Standards for Economics



Pennsylvania Department of Education

Academic Standards for Economics

6.1. Economic Systems			
6.1.3. GRADE 3	6.1.6. GRADE 6	6.1.9. GRADE 9	6.1.12. GRADE 12
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to . . .</i>			
<p>A. Describe how individuals, families and communities with limited resources make choices.</p> <p>B. Describe alternative methods of allocating goods and services and advantages and disadvantages of each.</p> <p>C. Identify local economic activities.</p> <ul style="list-style-type: none"> • Employment • Output <p>D. Identify examples of local businesses opening, closing, expanding or contracting.</p>	<p>A. Describe and identify the characteristics of traditional, command and market systems.</p> <p>B. Explain the three basic questions that all economic systems attempt to answer.</p> <ul style="list-style-type: none"> • What goods and services should be produced? • How will goods and services be produced? • Who will consume goods and services? <p style="background-color: yellow;">C. Define measures of economic activity and relate them to the health of the economy.</p> <ul style="list-style-type: none"> • Prices • Employment • Output <p>D. Explain the importance of expansion and contraction on individual businesses (e.g., gourmet food shops, auto repair shops, ski resorts).</p>	<p>A. Analyze the similarities and differences in economic systems.</p> <p>B. Explain how traditional, command and market economies answer the basic economic questions.</p> <p style="background-color: yellow;">C. Explain how economic indicators reflect changes in the economy.</p> <ul style="list-style-type: none"> • Consumer Price Index (CPI) • Gross Domestic Product (GDP) • Unemployment rate <p style="background-color: yellow;">D. Describe historical examples of expansion, recession and depression in the United States.</p>	<p>A. Evaluate the strengths and weaknesses of traditional, command and market economies.</p> <p>B. Analyze the impact of traditional, command and market economies on the United States economy.</p> <p style="background-color: yellow;">C. Assess the strength of the regional, national and/or international economy and compare it to another time period based upon economic indicators.</p> <p style="background-color: yellow;">D. Describe historical examples of expansion, recession, and depression internationally.</p>

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6.2. Markets and the Functions of Governments			
6.2.3. GRADE 3	6.2.6. GRADE 6	6.2.9. GRADE 9	6.2.12. GRADE 12
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to . . .</i>			
<p>A. Define and identify goods, services, consumers and producers.</p> <p>B. Identify ways local businesses compete to get consumers.</p> <p>C. Identify and compare means of payment.</p> <ul style="list-style-type: none"> • Barter • Money <p>D. Identify groups of competing producers in the local area.</p> <p>E. Identify who supplies a product and who demands a product.</p> <p>F. Define price and identify the prices of different items.</p>	<p>A. Describe market transactions in terms of goods, services, consumers and producers.</p> <p>B. Describe the costs and benefits of competition to consumers in markets.</p> <p>C. Explain the function of money and its use in society.</p> <p>D. Define economic institutions (e.g., banks, labor unions).</p> <p>E. Explain how the interaction of buyers and sellers determines prices and quantities exchanged.</p> <p>F. Describe how prices influence both buyers and sellers and explain why prices may vary for similar products.</p>	<p>A. Explain the flow of goods, services and resources in a mixed economy.</p> <p>B. Analyze how the number of consumers and producers affects the level of competition within a market.</p> <p>C. Explain the structure and purpose of the Federal Reserve System.</p> <p>D. Analyze the functions of economic institutions (e.g., corporations, not-for-profit institutions).</p> <p>E. Explain the laws of supply and demand and how these affect the prices of goods and services.</p> <p>F. Analyze how competition among producers and consumers affects price, costs, product quality, service, product design, variety and advertising.</p>	<p>A. Analyze the flow of products, resources and money in a mixed economy.</p> <p>B. Evaluate the operation of noncompetitive markets.</p> <p>C. Analyze policies designed to raise or lower interest rates and how the Federal Reserve Board influences interest rates.</p> <p>D. Evaluate changes in economic institutions over time (e.g., stock markets, non-government organizations).</p> <p>E. Predict how changes in supply and demand affect equilibrium price and quantity sold.</p> <p>F. Identify and analyze forces that can change price.</p> <ul style="list-style-type: none"> • Government actions • Weather conditions • International events

Academic Standards for Economics

<p>G. Define what a tax is and identify a tax paid by most families.</p> <p>H. Identify government involvement in local economic activities.</p> <p>I. Identify goods and services produced by the government (e.g., postal service, food inspection).</p> <p>J. Explain the relationship between taxation and government services.</p> <p>K. Identify forms of advertising designed to influence personal choice.</p> <p>L. Explain why most countries create their own form of money.</p>	<p>G. Explain how taxes affect the price of goods and services.</p> <p>H. Describe the Pennsylvania and United States governments' roles in monitoring economic activities.</p> <p>I. Identify and describe public goods.</p> <p>J. Explain the cost and benefits of taxation.</p> <p>K. Explain how advertisements influence perceptions of the costs and benefits of economic decisions.</p> <p>L. Explain what an exchange rate is.</p>	<p>G. Contrast the largest sources of tax revenue with where most tax revenue is spent in Pennsylvania.</p> <p>H. Analyze the economic roles of governments in market economies. <ul style="list-style-type: none"> • Economic growth and stability • Legal frameworks • Other economic goals (e.g., environmental protection, competition) </p> <p>I. Explain how government provides public goods.</p> <p>J. Contrast the taxation policies of the local, state and national governments in the economy.</p> <p>K. Interpret how media reports can influence perceptions of the costs and benefits of decisions.</p> <p>L. Explain how the price of one currency is related to the price of another currency (e.g., Japanese yen in American dollar, Canadian dollar in Mexican nuevo peso).</p>	<p>G. Evaluate types of tax systems. <ul style="list-style-type: none"> • Progressive • Proportional • Regressive </p> <p>H. Evaluate the economic roles of governments. <ul style="list-style-type: none"> • Macroeconomics (e.g., tariffs and quotas, exchange rates, trade balance) • Microeconomics (e.g., price controls, monopolies, cartels) </p> <p>I. Evaluate government decisions to provide public goods.</p> <p>J. Evaluate the social, political and economic changes in tax policy using cost/benefit analysis.</p> <p>K. Analyze the impact of media on decision-making of consumers, producers and policymakers.</p> <p>L. Analyze how policies and international events may change exchange rates.</p>
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Academic Standards for Economics

6.3. Scarcity and Choice			
6.3.3. GRADE 3	6.3.6. GRADE 6	6.3.9. GRADE 9	6.3.12. GRADE 12
<i>Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to . . .</i>			
<p>A. Define scarcity and identify limited resources.</p> <p>B. Identify and define wants of different people.</p> <p>C. Identify and define natural, human and capital resources.</p> <p>D. Identify costs and benefits associated with an economic decision.</p> <p>E. Explain what is given up when making a choice.</p> <p>F. Explain how selfinterest influences choice.</p>	<p>A. Explain how scarcity influences choices and behaviors.</p> <ul style="list-style-type: none"> • Personal decision-making • Family decision-making • Community decision-making <p>B. Explain how limited resources and unlimited wants cause scarcity.</p> <p>C. Describe the natural, human and capital resources used to produce a specific good or service.</p> <p>D. Explain the costs and benefits of an economic decision.</p> <p>E. Define opportunity cost and describe the opportunity cost of a personal choice.</p> <p>F. Explain how negative and positive incentives affect choices.</p>	<p>A. Describe ways to deal with scarcity.</p> <ul style="list-style-type: none"> • Community • Pennsylvania • United States <p>B. Analyze how unlimited wants and limited resources affect decision-making.</p> <p>C. Explain how resources can be used in different ways to produce different goods and services.</p> <p>D. Explain marginal analysis and decision-making.</p> <p>E. Explain the opportunity cost of a public choice from different perspectives.</p> <p>F. Explain how incentives affect the behaviors of workers, savers, consumers and producers.</p>	<p>A. Analyze actions taken as a result of scarcity issues in the regional, national and international economies.</p> <p>B. Evaluate the economic reasoning behind a choice.</p> <p>C. Evaluate the allocation of resources used to produce goods and services.</p> <p>D. Evaluate regional, national or international economic decisions using marginal analysis.</p> <p>E. Analyze the opportunity cost of decisions by individuals, businesses, communities and nations.</p> <p>F. Evaluate in terms of marginal analysis how incentives influence decisions of consumers, producers and policy makers.</p>

Academic Standards for Economics

6.4. Economic Interdependence			
6.4.3. GRADE 3	6.4.6. GRADE 6	6.4.9. GRADE 9	6.4.12. GRADE 12
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to . . .</i>			
<p>A. Define specialization and the concept of division of labor.</p> <p>B. Explain why people trade.</p> <p>C. Explain why goods, services and resources come from all over the nation and the world.</p> <p>D. Identify local resources.</p> <ul style="list-style-type: none"> • Natural (renewable, nonrenewable and flow resources) • Human • Capital <p>E. Define specialization and identify examples of interdependence.</p>	<p>A. Explain the advantages and disadvantages of specialization and division of labor.</p> <p>B. Explain how specialization leads to more trade between people and nations.</p> <p>C. Identify and define imports, exports, inter-regional trade and international trade.</p> <p style="background-color: yellow;">D. Explain how the location of resources, transportation and communication networks and technology have affected Pennsylvania economic patterns.</p> <ul style="list-style-type: none"> • Agriculture (e.g., farms) • Forestry (e.g., logging) • Mining and mineral extraction (e.g., coal fields) • Manufacturing (e.g., steel mills) • Wholesale and retail (e.g., super stores, internet) <p>E. Explain how specialization and trade lead to interdependence.</p>	<p>A. Explain why specialization may lead to increased production and consumption.</p> <p>B. Explain how trade may improve a society's standard of living.</p> <p>C. Explain why governments sometimes restrict or subsidize trade.</p> <p style="background-color: yellow;">D. Explain how the location of resources, transportation and communication networks and technology have affected United States economic patterns.</p> <ul style="list-style-type: none"> • Labor markets (e.g., migrant workers) • Interstate highway system and sea and inland ports (e.g., movement of goods) • Communication technologies (e.g., facsimile transmission, satellite-based communications) <p>E. Analyze how Pennsylvania consumers and producers participate in the global production and consumption of goods or services.</p>	<p>A. Analyze how specialization may increase the standard of living.</p> <p>B. Analyze the relationships between trade, competition and productivity.</p> <p>C. Evaluate how a nation might benefit by lowering or removing trade barriers.</p> <p style="background-color: yellow;">D. Explain how the location of resources, transportation and communication networks and technology have affected international economic patterns.</p> <p>E. Analyze how United States consumers and producers participate in the global production and consumption of goods or services.</p>

Academic Standards for Economics

<p>F. Explain why some products are produced locally while others are not.</p> <p>G. Identify local geographic patterns of economic activities.</p> <ul style="list-style-type: none"> • Agriculture • Travel and tourism • Mining and mineral extraction • Manufacturing • Wholesale and retail • Health services 	<p>F. Explain how opportunity costs influence where goods and services are produced locally and regionally.</p> <p>G. Describe geographic patterns of economic activities in Pennsylvania.</p> <ul style="list-style-type: none"> • Agriculture • Travel and tourism • Mining and mineral extraction • Manufacturing • Wholesale and retail • Health services 	<p>F. Explain how opportunity cost can be used to determine the product for which a nation has a comparative advantage.</p> <p>G. Describe geographic patterns of economic activities in the United States.</p> <ul style="list-style-type: none"> • Primary – extractive industries (i.e., farming, fishing, forestry, mining) • Secondary – materials processing industries (i.e., manufacturing) • Tertiary – service industries (e.g., retailing, wholesaling, finance, real estate, travel and tourism, transportation) 	<p>F. Evaluate how trade is influenced by comparative advantage and opportunity costs.</p> <p>G. Evaluate characteristics and distribution of international economic activities.</p> <ul style="list-style-type: none"> • Primary – extractive industries (i.e., farming, fishing, forestry, mining) • Secondary – materials processing industries (i.e., manufacturing) • Tertiary – service industries (e.g., retailing, wholesaling, finance, real estate, travel and tourism, transportation)
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Academic Standards for Economics

6.5. Work and Earnings			
6.5.3. GRADE 3	6.5.6. GRADE 6	6.5.9. GRADE 9	6.5.12. GRADE 12
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to . . .</i>			
<p>A. Explain why people work to get goods and services.</p> <p>B. Identify different occupations.</p> <p>C. Describe businesses that provide goods and businesses that provide services.</p> <p>D. Define profit and loss.</p> <p>E. Identify examples of assets.</p> <ul style="list-style-type: none"> • Tangible (e.g., houses, cars, jewelry) • Financial assets (e.g., stocks, bonds, savings accounts) 	<p>A. Recognize that the availability of goods and services is the result of work by members of the society.</p> <p>B. Explain the concept of labor productivity.</p> <p>C. Compare the number of employees at different businesses.</p> <p>D. Explain how profits and losses serve as incentives.</p> <p>E. Describe how people accumulate tangible and financial assets through income, saving and financial investment.</p>	<p>A. Define wages and explain how wages are determined by the supply of and demand for workers.</p> <p>B. Describe how productivity is measured and identify ways in which a person can improve his or her productivity.</p> <p>C. Identify and explain the characteristics of the three types of businesses.</p> <ul style="list-style-type: none"> • Sole proprietorship • Partnership • Corporation <p>D. Analyze how risks influence business decision-making.</p> <p>E. Define wealth and describe its distribution within and among the political divisions of the United States.</p>	<p>A. Analyze the factors influencing wages.</p> <ul style="list-style-type: none"> • Demand for goods and services produced • Labor unions • Productivity • Education/skills <p>B. Evaluate how changes in education, incentives, technology and capital investment alter productivity.</p> <p>C. Analyze the costs and benefits of organizing a business as a sole proprietorship, partnership or corporation.</p> <p>D. Analyze the role of profits and losses in the allocation of resources in a market economy.</p> <p>E. Compare distribution of wealth across nations.</p>

Academic Standards for Economics

<p>F. Define entrepreneurship and identify entrepreneurs in the local community.</p> <p>G. Define saving and explain why people save.</p> <p>H. Explain how banks bring savers and borrowers together.</p>	<p>F. Identify entrepreneurs in Pennsylvania.</p> <ul style="list-style-type: none"> • Historical • Contemporary <p>G. Identify the costs and benefits of saving.</p> <ul style="list-style-type: none"> • Piggy banks • Savings accounts • U.S. Savings Bonds <p>H. Describe why there is a difference between interest rates for saving and borrowing.</p>	<p>F. Identify leading entrepreneurs in Pennsylvania and the United States and describe the risks they took and the rewards they received.</p> <p>G. Explain the differences among stocks, bonds and mutual funds.</p> <p>H. Explain the impact of higher or lower interest rates for savers, borrowers, consumers and producers.</p>	<p>F. Assess the impact of entrepreneurs on the economy.</p> <p>G. Analyze the risks and returns of various investments.</p> <ul style="list-style-type: none"> • Stocks • Bonds • Mutual funds • Savings bonds • Retirement savings (e.g., Individual Retirement Account (IRA), Keogh, 401K) • Savings accounts (e.g., passbook, certificate of deposit) <p>H. Evaluate benefits and costs of changes in interest rates for individuals and society.</p>
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Academic Standards for Civics and Government



Pennsylvania Department of Education

Academic Standards for Civics and Government

5.1. Principles and Documents of Government			
5.1.3. GRADE 3	5.1.6. GRADE 6	5.1.9. GRADE 9	5.1.12. GRADE 12
<i>Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to . . .</i>			
<p>A. Describe what government is.</p> <p>B. Explain the purposes of rules and laws and why they are important in the classroom, school, community, state and nation.</p> <p>C. Define the principles and ideals shaping government.</p> <ul style="list-style-type: none"> • Justice • Truth • Diversity of people and ideas • Patriotism • Common good • Liberty • Rule of law • Leadership • Citizenship <p>D. Identify the document which created Pennsylvania.</p>	<p>A. Explain the purpose of government.</p> <p>B. Explain the importance of the rule of law for the protection of individual rights and the common good in the community, state, nation and world.</p> <p>C. Describe the principles and ideals shaping government.</p> <ul style="list-style-type: none"> • Equality • Majority rule/Minority rights • Popular sovereignty • Privacy • Checks and balances • Separation of powers <p>D. Explain the basic principles and ideals within documents of Pennsylvania government.</p> <ul style="list-style-type: none"> • Charter of 1681 • Charter of Privileges • Pennsylvania Constitution • Pennsylvania Declaration of Rights 	<p>A. Identify and explain the major arguments advanced for the necessity of government.</p> <p>B. Describe historical examples of the importance of the rule of law.</p> <ul style="list-style-type: none"> • Sources • Purposes • Functions <p>C. Analyze the principles and ideals that shape government.</p> <ul style="list-style-type: none"> • Constitutional government • Liberal democracy • Classical republicanism • Federalism <p>D. Interpret significant changes in the basic documents shaping the government of Pennsylvania.</p> <ul style="list-style-type: none"> • The Great Law of 1682 • Constitution of 1776 • Constitution of 1790 • Constitution of 1838 • Constitution of 1874 • Constitution of 1968 	<p>A. Evaluate the major arguments advanced for the necessity of government.</p> <p>B. Analyze the sources, purposes and functions of law.</p> <p>C. Evaluate the importance of the principles and ideals of civic life.</p> <p>D. Analyze the principles and ideals that shape the government of Pennsylvania and apply them to the government.</p> <ul style="list-style-type: none"> • The Charter of 1681 • Charter of Privileges • PA Constitution, its revisions and Amendments

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<p>E. Identify documents of United States government.</p> <ul style="list-style-type: none"> • Declaration of Independence • Constitution of the United States • Bill of Rights <p>F. Explain the meaning of a preamble.</p> <ul style="list-style-type: none"> • Constitution of the United States • Pennsylvania Constitution <p>G. Describe the purpose of the United States Flag, The Pledge of Allegiance and The National Anthem.</p> <p>H. Identify framers of documents of governments.</p> <ul style="list-style-type: none"> • Pennsylvania • United States <p>I. Explain why government is necessary in the classroom, school, community, state and nation and the basic purposes of government in Pennsylvania and the United States.</p>	<p>E. Explain the basic principles and ideals within documents of United States government.</p> <p>F. Explain the meaning of the Preamble to the Constitution of the Commonwealth of Pennsylvania and compare it to the Preamble of the Constitution of the United States.</p> <p>G. Describe the proper use, display and respect for the United States Flag and explain the significance of patriotic activities.</p> <ul style="list-style-type: none"> • Reciting The Pledge of Allegiance • Standing for The National Anthem <p>H. Describe the roles played by the framers of the basic documents of governments of Pennsylvania and the United States.</p> <p>I. Describe and compare the making of rules by direct democracy and by a republican form of government.</p>	<p>E. Analyze the basic documents shaping the government of the United States.</p> <ul style="list-style-type: none"> • Magna Carta • English Bill of Rights • Mayflower Compact • Articles of Confederation • Declaration of Independence • Federalist papers • Anti-federalist writings • United States Constitution <p>F. Contrast the individual rights created by the Pennsylvania Constitution and those created by the Constitution of the United States.</p> <p>G. Describe the procedures for proper uses, display and respect for the United States Flag as per the National Flag Code.</p> <p>H. Explain and interpret the roles of framers of basic documents of government from a national and Pennsylvania perspective.</p> <p>I. Explain the essential characteristics of limited and unlimited governments and explain the advantages and disadvantages of systems of government.</p> <ul style="list-style-type: none"> • Confederal • Federal • Unitary 	<p>E. Evaluate the principles and ideals that shape the United States and compare them to documents of government.</p> <p>F. Analyze and assess the rights of the people as listed in the Pennsylvania Constitution and the Constitution of the United States.</p> <p>G. Analyze and interpret the role of the United States Flag in civil disobedience and in patriotic activities.</p> <p>H. Analyze the competing positions held by the framers of the basic documents of government of Pennsylvania and United States.</p> <p>I. Analyze historical examples of the importance of the rule of law explaining the sources, purposes and functions of law.</p>
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Academic Standards for Civics and Government

<p>J. Explain the importance of respect for the property and the opinions of others.</p> <p>K. Identify symbols and political holidays.</p> <ul style="list-style-type: none"> • Pennsylvania (e.g., Charter Day, Liberty Bell, Keystone State) • United States (e.g., Presidents' Day, Statue of Liberty, White House) <p>L. Identify ways courts resolve conflicts involving principles and ideals of government.</p> <p>M. Identify portions of famous speeches and writings that reflect the basic principles and ideals of government (e.g., "I have a dream," Reverend Martin Luther King; "One small step for mankind," Neil Armstrong).</p>	<p>J. Describe how the government protects individual and property rights and promotes the common good.</p> <p>K. Describe the purpose of symbols and holidays.</p> <p>L. Explain the role of courts in resolving conflicts involving the principles and ideals of government.</p> <ul style="list-style-type: none"> • Local • State • Federal <p>M. Explain the basic principles and ideals found in famous speeches and writings (e.g., "Governments, like clocks, go from the motion people give them," William Penn; "A date that will live in infamy," Franklin D. Roosevelt).</p>	<p>J. Explain how law protects individual rights and the common good.</p> <p>K. Explain why symbols and holidays were created and the ideals they commemorate.</p> <p>L. Interpret Pennsylvania and United States court decisions that have impacted the principles and ideals of government.</p> <p>M. Interpret the impact of famous speeches and writings on civic life (e.g., <i>The Gospel of Wealth</i>, <i>Declaration of Sentiments</i>).</p>	<p>J. Analyze how the law promotes the common good and protects individual rights.</p> <p>K. Analyze the roles of symbols and holidays in society.</p> <p>L. Analyze Pennsylvania and United States court decisions that have affected principles and ideals of government in civic life.</p> <ul style="list-style-type: none"> • Civil rights • Commerce • Judicial review • Federal supremacy <p>M. Evaluate and analyze the importance of significant political speeches and writings in civic life (e.g., <i>Diary of Anne Frank</i>, <i>Silent Spring</i>).</p>
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Basic concepts found in lower grades for standard statements and their descriptors must be developed more fully throughout higher grade levels.

Academic Standards for Civics and Government

5.2. Rights and Responsibilities of Citizenship			
5.2.3. GRADE 3	5.2.6. GRADE 6	5.2.9. GRADE 9	5.2.12. GRADE 12
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to . . .</i>			
<p>A. Identify examples of the rights and responsibilities of citizenship.</p> <ul style="list-style-type: none"> • Personal rights • Political rights • Economic rights • Personal responsibilities • Civic responsibilities <p>B. Identify personal rights and responsibilities.</p> <p>C. Identify sources of conflict and disagreement and different ways conflicts can be resolved.</p> <p>D. Identify the importance of political leadership and public service in the school, community, state and nation.</p> <p>E. Describe ways citizens can influence the decisions and actions of government.</p>	<p>A. Compare rights and responsibilities of citizenship.</p> <ul style="list-style-type: none"> • Political rights • Economic rights • Personal responsibilities of the individual and to society • Civic responsibilities of the individual and to society • Traits of character of individuals and to a republican form of government <p>B. Explain the relationship between rights and responsibilities.</p> <p>C. Explain ways citizens resolve conflicts in society and government.</p> <p>D. Describe the importance of political leadership and public service.</p> <p>E. Identify examples of the rights and responsibilities of citizenship.</p>	<p>A. Contrast the essential rights and responsibilities of citizens in systems of government.</p> <ul style="list-style-type: none"> • Autocracy • Democracy • Oligarchy • Republic <p>B. Analyze citizens' rights and responsibilities in local, state and national government.</p> <p>C. Analyze skills used to resolve conflicts in society and government.</p> <p>D. Analyze political leadership and public service in a republican form of government.</p> <p>E. Explain the importance of the political process to competent and responsible participation in civic life.</p>	<p>A. Evaluate an individual's civic rights, responsibilities and duties in various governments.</p> <p>B. Evaluate citizens' participation in government and civic life.</p> <p>C. Interpret the causes of conflict in society and analyze techniques to resolve those conflicts.</p> <p>D. Evaluate political leadership and public service in a republican form of government.</p> <p>E. Analyze how participation in civic and political life leads to the attainment of individual and public goals.</p>

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<p>F. Explain the benefits of following rules and laws and the consequences of violating them.</p> <p>G. Identify ways to participate in government and civic life.</p>	<p>F. Describe the impact of the consequences of violating rules and laws in a civil society.</p> <p>G. Explain the importance of participating in government and civic life.</p>	<p>F. Analyze the consequences of violating laws of Pennsylvania compared to those of the United States.</p> <p>G. Analyze political and civic participation in government and society.</p>	<p>F. Evaluate how individual rights may conflict with or support the common good.</p> <p>G. Evaluate what makes a competent and responsible citizen.</p>
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Basic concepts found in lower grades for standard statements and their descriptors must be developed more fully throughout higher grade levels.

Academic Standards for Civics and Government

5.3. How Government Works			
5.3.3. GRADE 3	5.3.6. GRADE 6	5.3.9. GRADE 9	5.3.12. GRADE 12
<i>Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to . . .</i>			
<p>A. Identify the elected representative bodies responsible for making local, Pennsylvania and United States laws.</p> <p>B. Identify the role of the three branches of government.</p> <ul style="list-style-type: none"> • Executive • Legislative • Judicial <p>C. Identify reasons for rules and laws in the school and community.</p> <p>D. Identify services performed by the local, state and national governments.</p>	<p>A. Compare the structure, organization and operation of local, state and national governments.</p> <p>B. Describe the responsibilities and powers of the three branches of government.</p> <p>C. Explain how government actions affect citizens' daily lives.</p> <p>D. Describe how local, state and national governments implement their services.</p>	<p>A. Explain the structure, organization and operation of the local, state, and national governments including domestic and national policy-making.</p> <p>B. Compare the responsibilities and powers of the three branches within the national government.</p> <p>C. Explain how a bill becomes a law on a federal, state, and local level.</p> <p>D. Explain how independent government agencies create, amend and enforce regulatory policies.</p> <ul style="list-style-type: none"> • Local (e.g., Zoning Board) • State (e.g., Pennsylvania Public Utility Commission) • National (e.g., Federal Communications Commission) 	<p>A. Analyze and evaluate the structure, organization and operation of the local, state, and national governments including domestic and national policy-making.</p> <p>B. Analyze the responsibilities and powers of the national government.</p> <p>C. Evaluate the process of how a bill becomes the law on a federal, state, and local levels.</p> <p>D. Evaluate how independent government agencies create, amend and enforce regulations.</p>

Academic Standards for Civics and Government

<p>E. Identify positions of authority at school and in local, state and national governments.</p> <p>F. Explain what an election is.</p> <p>G. Explain why being treated fairly is important.</p> <p>H. Identify individual interests and explain ways to influence others.</p> <p>I. Explain why taxes are necessary and identify who pays them.</p> <p>J. Identify the role of the media in society.</p>	<p>E. Identify major leaders of local, state and national governments, their primary duties and their political party affiliation.</p> <p>F. Describe the voting process. <ul style="list-style-type: none"> • Pennsylvania • United States </p> <p>G. Describe how the government protects individual rights. <ul style="list-style-type: none"> • Presumption of Innocence • Right to Counsel • Trial by Jury • Bill of Rights </p> <p>H. Identify individual interests and how they impact government.</p> <p>I. Describe why and how government raises money to pay for its operations and services.</p> <p>J. Describe the influence of media in reporting issues.</p>	<p>E. Explain how citizens participate in choosing their leaders through political parties, campaigns and elections.</p> <p>F. Explain the election process. <ul style="list-style-type: none"> • Voter registration • Primary Elections • Caucuses • Political party conventions • General Elections • Electoral College </p> <p>G. Explain how the government protects individual rights. <ul style="list-style-type: none"> • Equal protection • Habeas Corpus • Right Against Self Incrimination • Double Jeopardy • Right of Appeal • Due Process </p> <p>H. Analyze how interest groups provide opportunities for citizens to participate in the political process.</p> <p>I. Analyze how and why government raises money to pay for its operation and services.</p> <p>J. Analyze the importance of freedom of the press.</p>	<p>E. Evaluate the roles of political parties in election campaigns.</p> <p>F. Evaluate the elements of the election process.</p> <p>G. Evaluate how the government protects or curtails individual rights and analyze the impact of supporting or opposing those rights.</p> <p>H. Evaluate the impact of interest groups on the political process.</p> <p>I. Evaluate how and why government raises money to pay for its operations and services.</p> <p>J. Evaluate the role of media in political life in the United States and explain the role of the media in setting the public agenda.</p>
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Academic Standards for Civics and Government

<p>K. Identify different ways people govern themselves.</p>	<p>K. Describe forms of government.</p> <ul style="list-style-type: none"> • Limited • Unlimited 	<p>K. Identify and explain systems of government.</p> <ul style="list-style-type: none"> • Autocracy • Democracy • Oligarchy • Republic 	<p>K. Evaluate the strengths and weaknesses of various systems of government.</p> <ul style="list-style-type: none"> • Autocracy • Democracy • Oligarchy • Republic
<p>Basic concepts found in lower grades for standard statements and their descriptors must be developed more fully throughout higher grade levels.</p>			

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5.4. How International Relationships Function			
5.4.3. GRADE 3	5.4.6. GRADE 6	5.4.9. GRADE 9	5.4.12. GRADE 12
<i>Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to . . .</i>			
<p>A. Identify how customs and traditions influence governments.</p> <p>B. Recognize that the world is divided into various political units.</p> <p>C. Identify ways in which countries interact with the United States.</p> <p>D. Identify treaties and other agreements between or among nations.</p> <p>E. Identify how nations work together to solve problems.</p>	<p>A. Explain the concept of nation-states.</p> <p>B. Describe how nation-states coexist in the world community.</p> <p>C. Describe the governments of the countries bordering the United States and their relationships with the United States.</p> <p>D. Describe the processes that resulted in a treaty or agreement between the United States and another nation-state.</p> <p>E. Explain how nations work together on common environmental problems, natural disasters and trade.</p>	<p>A. Explain how the United States is affected by policies of nation-states, governmental and non-governmental organizations.</p> <p>B. Explain the role of the United States in world affairs.</p> <p>C. Explain the effects United States political ideas have had on other nations.</p> <p>D. Contrast how the three branches of federal government function in foreign policy.</p> <p>E. Explain the development and the role of the United Nations and other international organizations, both governmental and non-governmental.</p>	<p>A. Analyze the impact of international economic, technological and cultural developments on the government of the United States.</p> <p>B. Analyze the United States' interaction with other nations and governmental groups in world events.</p> <p>C. Compare how past and present United States' policy interests have changed over time and analyze the impact on future international relationships.</p> <p>D. Explain how foreign policy is developed and implemented.</p> <p>E. Compare the purposes and functions of international organizations. <ul style="list-style-type: none"> • Governmental (e.g., NATO, World Court, OAS) • Non-governmental (e.g., International Red Cross, Amnesty International, World Council of Churches) </p>