

Regulatory Analysis Form		This space for use by IRRC OCT 18 PM 4:26 IRRC Number: 2259
(1) Agency State Board of Education		
(2) I.D. Number (Governor's Office Use) 6-275		
(3) Short Title Chapter 4 – Academic Standards and Assessment, Appendix C		
(4) PA Code Cite 22 Pa. Code Chapter 4	(5) Agency Contacts & Telephone Numbers Primary Contact: James Buckheit (717) 787-3787 Secondary Contact:	
(6) Type of Rulemaking (check one) Proposed Rulemaking <input checked="" type="checkbox"/> Final Order Adopting Regulation Final Order, Proposed Rulemaking Omitted	(7) Is a 120-Day Emergency Certification Attached? <input checked="" type="checkbox"/> No Yes: By the Attorney General Yes: By the Governor	
(8) Briefly explain the regulation in clear and nontechnical language. This regulation sets forth academic standards to be attained by students in public schools. These final form revisions to Chapter 4 would establish academic standards for Civics and Government; Economics; Geography; and History in Appendix C of Chapter 4.		
(9) State the statutory authority for the regulation and any relevant state or federal court decisions. The Public School Code of 1949 (24 P.S. Secs. 1-101—27-2702).		

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(10) Is the regulation mandated by any federal or state law or court order, or federal regulation? If yes, cite the specific law, case or regulation, and any deadlines for action.

These final form regulations are not mandated by federal statute or court order. The enabling statute for the State Board of Education requires it to “establish standards governing the educational program of the Commonwealth.” (24 P.S. § 26-2603-B(a)).

(11) Explain the compelling public interest that justifies the regulation. What is the problem it addresses?

Academic standards and assessments add clarity, focus, and accountability to the educational programs of the Commonwealth’s public schools. Academic standards in Civics and Government; Economics; Geography; and History will ensure that students throughout the Commonwealth attain the skills and knowledge necessary to become good citizens and productive, competitive contributors to Pennsylvania’s economy.

(12) State the public health, safety, environmental or general welfare risks associated with nonregulation.

Academic standards ensure that students in the Commonwealth are provided an education to develop the skills and knowledge necessary to succeed in an increasingly competitive world.

(13) Describe who will benefit from the regulation. (Quantify the benefits as completely as possible and approximate the number of people who will benefit.)

The approximately 1.8 million students enrolled in the Commonwealth’s public schools will be direct beneficiaries. Parents, taxpayers and employers generally will benefit from public school graduates demonstrating the attainment of high academic standards.

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(14) Describe who will be adversely affected by the regulation. (Quantify the adverse effects as completely as possible and approximate the number of people who will be adversely affected.)

No adverse effect is anticipated.

(15) List the persons, groups or entities that will be required to comply with the regulation. (Approximate the number of people who will be required to comply.)

All public schools of the Commonwealth (including intermediate units, area vocational-technical schools, charter schools and alternative schools), their professional employees, and students.

(16) Describe the communications with and input from the public in the development and drafting of the regulation. List the persons and/or groups who were involved, if applicable.

Over 350 people throughout the Commonwealth assisted in the development of the standards. They included parents, business and community leaders, teachers, higher education professors, school administrators and Department of Education staff. In developing the Pennsylvania Academic Standards, the development committees reviewed and applied national benchmarks, other states' standards, and international academic standards.

(17) Provide a specific estimate of the costs and/or savings to the regulated community associated with compliance, including any legal, accounting or consulting procedures, which may be required.

The Department believes implementation of these regulations will be cost neutral to school districts. Costs to implement this regulation may include curriculum development and the professional development of teachers. However, these costs may be cost neutral, as they have already been included in the budget. For example, curriculum revision is an ongoing activity for schools and is typically part of their normal budgeting. Costs associated with aligning curricula with these standards at the local level will be minimized by the following state efforts: technical assistance in curriculum development provided by Department staff; implementation materials developed by the Department; training provided by intermediate units and professional associations to public schools. Professional development of teachers is an ongoing activity for schools and is addressed in the normal budgeting process by school districts. Specific programs designed to support the implementation of these standards will minimize any financial impact on school districts.

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(18) Provide a specific estimate of the costs and/or savings to local governments associated with compliance, including any legal, accounting or consulting procedures, which may be required.

It is estimated that these regulations will be cost neutral to school districts, intermediate units, area vocational-technical schools, charter schools and alternative schools.

(19) Provide a specific estimate of the costs and/or savings to state government associated with the implementation of the regulation, including any legal, accounting, or consulting procedures, which may be required.

There are no increased costs directly attributable to this regulation. However, the Department does provide professional development to school districts, which may aid in the implementation of these regulations. State funded professional development is provided through Governor's Institutes for Educators, through on-line courses, and through specialized programs and workshops. Costs for these professional development activities are listed in the chart detailed in Item 20 of this Regulatory Analysis Form, and funding is available in the current fiscal year for these activities.

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(20) In the table below, provide an estimate of the fiscal savings and costs associated with implementation and compliance for the regulated community, local government, and state government for the current year and five subsequent years.

	Current FY Year	FY +1 Year	FY +2 Year	FY +3 Year	FY +4 Year	FY +5 Year
SAVINGS:	\$	\$	\$	\$	\$	\$
Regulated						
Local Government						
State Government						
Total Savings						
COSTS:						
Regulated	Neutral	Neutral	Neutral	Neutral	Neutral	Neutral
Local Government	No Cost	No Cost	No Cost	No Cost	No Cost	No Cost
State Government	4.38 million	4.38 million	4.38 million	4.38 million	4.38 million	4.38 million
Total Costs						
REVENUE LOSSES:						
Regulated						
Local Government						
State Government						
Total Revenue Losses						

(20a) Explain how the cost estimates listed above were derived.

It is estimated these regulations are cost neutral for local school districts, intermediate units, area vocational-technical schools, charter schools or alternative schools. This is based on the premise that schools review revise and update their curriculum, local assessments, and instructional materials on an ongoing basis. Therefore, it is anticipated that schools will incorporate these new academic standards into their curriculum and assessment systems through their regular, ongoing process of updating these items.

There will be no costs to local school districts.

Current year funds available to the Department of Education to support all professional development activities related to standards implementation, which includes those associated with this regulation, are:

On-line Professional Education Courses	\$750,000
Governor's Institutes (23 Institutes)	\$3.46 million
Professional Education Records Mgt.	<u>\$170,000</u>
Total	\$4.38 million

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(20b) Provide the past three year expenditure history for programs affected by the regulation.

Program	FY -3	FY -2	FY -1	Current FY(02-03)
On-line Courses	\$428,410	\$1.6 million	\$1.4 million	\$750,000
Governor's Institutes	\$1.4 million	\$2.3 million	\$2.1 million	\$3.46 million
Prof. Ed Records Mgt System	\$92,000	\$48,000	\$177,000	\$170,000

(21) Using the cost-benefit information provided above, explain how the benefits of the regulation outweigh the adverse effects and costs.

The benefits provided to students, parents, taxpayers and employers through the establishment of clear, challenging academic standards far outweigh direct costs to the Commonwealth. The Commonwealth's taxpayers spend more than \$14 billion each year on the education of 1.8 million students enrolled in its public schools. Academic standards provide teachers, parents and students a clear understanding of what they should know and be able to do at the appropriate grade levels. Post-secondary institutions and employers also gain a better understanding of the knowledge, skills, and abilities that students graduated from the state's public schools are to possess.

(22) Describe the nonregulatory alternatives considered and the costs associated with those alternatives. Provide the reasons for their dismissal.

The only alternatives available are to have voluntary academic standards or no standards at all. Not establishing these academic standards would result in a negative impact on students, teachers, schools and employers in lowered educational opportunities and accountability.

(23) Describe alternative regulatory schemes considered and the costs associated with those schemes. Provide the reasons for their dismissal.

The Chapter 4 regulations already provide for the establishment of these academic standards. Alternatives would be to amend Chapter 4 to delegate to each local school district the responsibility for establishing their own academic standards or to not address them at all and let each school district determine what it should teach in these subject areas beyond what is specified in the Public School Code. As outlined above, the Board believes the benefits of establishing clear, rigorous academic standards are the best alternative.

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(24) Are there any provisions that are more stringent than federal standards? If yes, identify the specific provisions and the compelling Pennsylvania interest that demands stronger regulation.

The federal government has not established requirements for states to develop academic standards in these disciplines.

(25) How does this regulation compare with those of other states? Will the regulation put Pennsylvania at a competitive disadvantage with other states?

Pennsylvanians established the academic standards for Pennsylvania's schools. However, they were benchmarked against academic standards created in other states and against national academic standards developed by the relevant national professional organization. These regulations will place Pennsylvania on an even field or above that of other states.

(26) Will the regulation affect existing or proposed regulations of the promulgating agency or other state agencies? If yes, explain and provide specific citations.

22 Pa. Code § 4.11(g)(5) and 22 Pa. Code § 4.12(3) provide for the establishment of state academic standards in Civics and Government; Economics; Geography; and History. These regulations will allow the Board to meet its commitment of issuing academic standards in these subject areas.

(27) Will any public hearings or informational meetings be scheduled? Please provide the dates, times, and locations, if available.

The Board developed these regulations through an open public process. Meetings and hearings conducted by the Board's Academic Standards Committee were held on the following dates:

Meetings July 17, 2002 Harrisburg, Dept. of Education 10:00 a.m.

May 16, 2002 Harrisburg, Keystone Bldg. 1:00 p.m.

November 14, 2001 Harrisburg, Dept. of Education 10:00 a.m.

May 9, 2001 Harrisburg, Dept. of Education 10:30 a.m.

April 18, 2001 Harrisburg, Dept. of Education 10:00 a.m.

Hearings November 1, 2001 Gibsonia, Pa Tech Asst. & Trng. Network 11:00 a.m.

October 30, 2001 Harrisburg, Dept. of Education 9:00 a.m.

March 12, 2001 Harrisburg, Dept. of Education 2:00 p.m.

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(28) Will the regulation change existing reporting, record keeping, or other paperwork requirements? Describe the changes and attach copies of forms or reports which will be required as a result of implementation, if available.

The final form regulations will not change existing reports, record keeping or other paperwork requirements.

(29) Please list any special provisions which have been developed to meet the particular needs of affected groups or persons including, but not limited to, minorities, elderly, small businesses, and farmers.

None

(30) What is the anticipated effective date of the regulation; the date by which compliance with the regulation will be required; and the date by which any required permits, licenses or other approvals must be obtained?

Effective upon final publication in the *Pennsylvania Bulletin*.

(31) Provide the schedule for continual review of the regulation.

The State Board has a practice of reviewing its regulations every four years. It plans to commence its review of the Chapter 4 regulations in 2003.

APPENDIX C - OFFICIAL PUBLIC
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FACE SHEET
FOR FILING DOCUMENTS
WITH THE LEGISLATIVE REFERENCE BUREAU
(Pursuant to Commonwealth Documents Law)

2252

DO NOT WRITE IN THIS SPACE

Copy below is hereby approved as to form and legality. Attorney General

BY _____
(DEPUTY ATTORNEY GENERAL)

DATE OF APPROVAL

Check if applicable
Copy not approved. Objections attached.

Copy below is hereby certified to be a true and correct copy of a document issued, prescribed or promulgated by:

State Board of Education
(AGENCY)

DOCUMENT/FISCAL NOTE NO. 006-275

DATE OF ADOPTION: July 18, 2002

BY: *J. Buckley*

TITLE: Acting Executive Director
(EXECUTIVE OFFICER, CHAIRMAN OR SECRETARY)

Copy below is hereby approved as to form and legality. Executive or Independent Agencies.

BY: *Joseph D. ...*

10/18/02
DATE OF APPROVAL

(Deputy General Counsel)
(~~Chief Counsel, Independent Agency~~)
(Strike inapplicable title)

Check if applicable. No Attorney General approval or objection within 30 days after submission.

Final-Form

State Board of Education
Title 22 - Education
Chapter 4 - Annex A
Appendix C: Academic Standards for
Civics & Government, Economics, Geography, and History

PREAMBLE
DEPARTMENT OF EDUCATION
STATE BOARD OF EDUCATION
22 PA. CODE-EDUCATION
CHAPTER 4: ACADEMIC STANDARDS AND ASSESSMENT

The State Board of Education amends Title 22 of the Pennsylvania Code by amending Chapter 4 (Academic Standards and Assessment) to add academic standards for Civics and Government; Economics; Geography; and History, as set forth in Annex A, under the authority of the Public School Code of 1949 (24 P.S. §§ 1-101—27-2702).

Notice of proposed rulemaking was published at 32 Pa.B.905 (February 16, 2002) with an invitation to submit written comments.

Purpose

These final form amendments to Chapter 4 will establish academic standards for Civics and Government; Economics; Geography; and History. The purpose of these requirements is to specify academic standards to be achieved by students enrolled at various grade levels in the public schools (including public charter schools) of this Commonwealth.

Comments and Responses

Public comment was received with regard to the proposed changes to the standards, with many requests for technical edits and clarifications. The Senate Education Committee held hearings on March 26th, 2002. While the Senate Education Committee did not submit official comments, the Minority Chair of the Senate Education Committee submitted a one page summary of concerns she received regarding the proposed social studies standards, outlining four considerations related to the areas of: 1) the number of

standards and instructional feasibility; 2) structure; 3) emphasis and contextual relevance; and 4) teacher certification. The House Education Committee held hearings on April 3rd, 2002. No official House Education Committee comments were submitted, however, the Chairman of the Committee forwarded House staff comments to the Board for consideration. A House Education Committee member also transmitted his concerns about the proposed regulations, and included a letter he received from a constituent.

Finally, IRRC provided detailed comments on the regulations to clarify and technically correct the proposed standards and to provide various improvements to the standards.

Comments concerning the proposed standards were most commonly received in the areas of general comments, clarifying the meaning of individual standards, added and deleted words, definitions and examples, misspellings, punctuation errors and typographical errors, and policy considerations.

Overall Comments and Policy Considerations

There were general comments and policy considerations about all four of the proposed standards as a whole. The House staff suggested that the term “descriptor” be removed from all of the proposed standards because it is not a common usage term. This term should remain in the standards since it has become a more widely used term in the education field. This is due to the fact that educators have added such terms as “standard category,” “standard statement,” and “standard descriptor” to their lexicon in order to communicate with one another regarding the outline of the standards.

Comments addressed a lack of coherence and vision for the social studies instruction, with suggestions to merge the four separate disciplines into one coherent set

of social studies standards. Aside from the suggestion that there are too many standards, there also was the concern that the content of the four standards is too detailed and cannot be covered in the time allotted for social studies. IRRC and public comment indicated that an alternative to the current structure would be one standard organized around themes that demonstrate the interrelationships among the four separate standards. There also was the comment that educators believe that the standards ought to be based around themes or enduring understandings, including core ideas, conflicts, key questions, and key persons. It was suggested that further emphasis is needed on predominant themes such as civil rights and political developments.

A public commentator further indicated that there is a lack of interdisciplinary approach for the proposed standards. Another public commentator also questioned whether the standards would discourage local school board control of curriculum and allocation of resources to best meet the needs of the school's population. A constituent, also indicated, in a letter to a House Education Committee member, that the standards need to be reviewed to take into account child development, age appropriateness and time constraints.

Overall, the Board believes that Chapter 4 strengthens an interdisciplinary approach. The major focus of the development committees for the standards was to create standards that were both age and development sensitive, while at the same time considering various time constraints on the amount of information to be taught. Furthermore, both the manner in which the new standards are arranged and the intent behind them are to strengthen not only the interdisciplinary approach, but also to encourage a sense of vision and coherence.

Rather than create one set of standards, the four disciplines remained separate in the final form regulation. Districts can identify additional themes and build planned instruction around them. The importance of the standards is the focus on important information that students should know and the ability to demonstrate proficiency. Revising the standards to several themes would lose the focus on important disciplines and the content unique to the standards. Separate standards keep specific content constantly in the foreground, to ensure that it be addressed.

In addition, the Chapter 4 regulations provide schools with significant latitude in delivering academic instruction to students. Maintenance of detailed standards in each of the four disciplines maintains a strong focus on academic content while also allowing schools to maximize flexibility in the design and delivery of curriculum. Schools may offer planned instruction through separate courses, separate instructional units within a course, or as part of an interdisciplinary program. The maintenance of separate sets of standards will not negatively affect this practice.

In a letter to a House Education Committee member, a constituent raised the issue that the four standards need to be integrated and coordinated, in order to be aligned chronologically or topically. He also suggested that the standards be organized conceptually, rather than by specific content. The standards are organized by concepts within disciplines, in order to create a broad overview of the subjects to be taught. The only way to maintain the integrity of the four standards, however, is to keep the four standards separate. Nevertheless, it is anticipated that integration will take place throughout the instructional process.

The constituent also suggested that there needs to be more flexibility as to the level that topics are taught, so that, for example, World History would only be taught once at the high school level. Chapter 4 and the related standards specify civics and government, economics, geography and history at four different grade levels: 1-3, 4-6, 7-9, and 10-12. World History is to be taught at least four times, including once in grades 10-12.

IRRC also suggested that for clarity and consistency, like the history standards, the introductions to the standards for Civics and Government, Economics, and Geography include both a concise explanation of the general format of the standards, and the introductions should state that the standards are broken down into categories, statements, bulleted items (descriptors) and examples. Both explanations were included in the introductions for Civics and Government, Economics, and Geography.

IRRC requested consistency between the format of the Table of Contents with the Tables of Contents of the existing academic standards for Science and Technology and Environment and Ecology, by listing categories and identifying statements under those categories with corresponding capital letters. The format was included in the final-form regulations for Civics and Government; Economics; Geography; and History. IRRC commented that the standards listed in the Table of Contents for social studies (in particular the Table of Contents for Civics and Government and Geography) did not match the standards contained in the text. For example, under the proposed standards for Civics and Government, Section 5.1, the Table of Contents lists three standards, but the text of Section 5.1 contains 13 standards. Conversely, under the proposed standards for Geography, in Section 7.1, the Table of Contents lists three standards, but the text of

Section 7.1 only contains two standards. IRRC indicated that the content of each of the standards should be accurately reflected in the Table of Contents. The Table of Contents for the final-form regulations includes all standard statement topics listed in order to appropriately reflect the outline and text of the standards.

A public commentator raised the issue as to whether the standards impose a limit on instructional flexibility. The regulations do not require any specific courses or Carnegie units (hours of instruction). Furthermore, districts have much instructional flexibility in delivering planned instruction, and interdisciplinary planned instruction is encouraged. There was the comment that educators were concerned that the standards will emphasize rote memorization rather than an understanding of the larger social ideas. Teachers, however, have indicated that the themes expressed are important, and rote memorization is not an issue given the themes expressed throughout the standards.

In a letter to a House Education Committee member, a constituent indicated that innovative instructional techniques may be stifled, because of the tremendous amount of material content "to be covered" by the standards. He suggested that many of the standards are too specific, prescriptive and numerous, resulting in the restriction of a teacher's use of instructional tools learned through training and experience; and that proficiency may not be possible for some students under these standards, and implementation of the standards as they are currently written will ultimately remove AP courses and other electives from school schedules.

Local flexibility was given much attention throughout the development of the standards. The Board determined that the content of the standards is well balanced for each grade level, in order that innovative instructional techniques will be encouraged. It

is also the goal of the standards to provide direction in order to develop curriculum. While electives may need to be reassessed, the local district will use the standards to choose what proficiency is and make a determination on the appropriate curriculum.

Aside from general comments, there was the submission of comments on overall policy considerations. A public commentator indicated that the standards for Civics and Government, Geography, and History are “too open for interpretation” in their current form, and may lead to varying curriculum expectations from district to district. However, the purpose of the standards is to outline major concepts, which all districts are required to teach at the appropriate grade levels. It is the responsibility of the districts and its teachers to determine the manner in which these subjects should be taught.

Another public commentator indicated that the standards created financial hardships for the districts. Districts are charged with curriculum development. Although the standards may require some realignment and adjustment to the district’s planned instruction, most standards concepts have been part of the courses previously taught. Therefore, the impact of the proposed standards in their final form would not be financial hardship for the districts.

This same public commentator suggested that there was too much to teach with the new standards, and as a result, educational basics would suffer. Educational basics for the twenty-first century, however, require students to deal with massive amounts of information. Nevertheless, students learn this information in stages, as subjects are expanded upon throughout a child’s educational development. The purpose of content areas is to provide methods to teach and instruct the basics within their subject areas. The standards encourage instruction that models how many sources of information can be

combined within one topic. The different levels of knowledge promulgated by the standards demonstrate an understanding that with so much to learn, it can only happen over time.

This public commentator questioned whether assessments needed to be changed to align with the standards. Schools continually update and revise their curriculum and local assessment tools. Upon final publication of new academic standards, Section 4.12 requires that schools will revise their curriculum and align their local assessments. State assessments are neither planned for these standards, nor are they required by the new federal education requirements of the *No Child Left Behind Act of 2001*. See P.L. 107-110, 115 Stat. 1425 (January 8, 2001).

This public commentator also inquired whether textbooks are written to comport with the standards. While standards-based textbooks exist, they are often aligned with national standards, and the standards of large states. It is anticipated that Pennsylvania's standards will be considered when textbook publishers revise and update their offerings. Therefore, as a result, the districts will have to do a crosswalk in order to match the textbooks to the standards, and where gaps exist, use handouts, workbooks, videos, library resources, the internet or other instructional resources.

A concern was raised that the omission of sociology, anthropology, and social sciences from the standards will cause districts to drop the courses. Whether or not to include these subjects is not solely driven by the standards; local decisions by each school district about elective courses will determine whether or not these subjects are included in their local academic programs.

There was the question of whether the separation of citizenship and social sciences would preclude development of well-rounded teachers from the certification perspective and limit districts in curricular offerings. Alternatively, it was recommended that the Board consider requiring social studies certification through continuing education for these teachers. However, the recent efforts of the Board with regard to teacher preparation and certification under Chapter 49, as well as the efforts of the Department of Education regarding professional development, both promote and encourage the development of well-rounded teachers who are well versed in the academic content in their areas of certification.

A public commentator suggested that a review process should be determined now and put into place upon implementation of the standards. Upon the Board's assessment of the review process, the Board determined that procedurally there is the need to focus on completion of the standards adoption process now, and then participate in an overall future review of Chapter 4 in its entirety. This review will take place in 2003.

A public commentator recommended that the social studies standards should follow the National Council for Social Studies thematic structure. Movement on Pennsylvania's Academic Standards attempted to give direction to teachers, and substance for students. Pennsylvania's current format for the social studies standards matches the direction of the federal government, and would be more closely aligned to NAEP (National Assessments for Education Progress) assessments. Many of the themes of the National Council for Social Studies may be found in various standard statements, but in a more structured vein.

IRRC had various comments, which are expressed throughout, relating to adding or deleting various words and phrases from the glossaries for all four of the proposed standards. A committee reviewed the comments and decided to accept, as necessary, certain terms specified by IRRC. IRRC's general comment about many of these words and phrases was that if a term is not used in the standard document then it should not be included in the glossary for that particular standard. That position was accepted and acted on by the Board when preparing the glossaries for the final-form regulations. As for other terms that were suggested be included, however, the glossaries for the standards were developed in order to permit the layperson to understand what is being asked for or studied in the standards. The glossaries were not designed to be a course glossary for the teacher or a student, as such glossaries exist in grade appropriate texts and supplemental materials. The key to creating the glossaries was making the determination of whether the glossary provided the reader with assistance in understanding the standards by using a document that was clear and concise. Therefore, the major focus when determining whether or not to include suggested words and phrases in the glossary was whether or not these terms were used in the standards, and whether the term would be readily identified by the layperson.

Civics and Government

General Comments

General comments were provided regarding the proposed standards for Civics and Government. IRRC noted that a public commentator questioned whether it would be helpful either to include an elementary level glossary for Civics and Government, or to expand the existing glossary to be more inclusive. The glossary, in its current form, was

prepared for the layperson to understand what is meant by the standards document.

Existing texts and supplemental materials will have appropriate glossaries for the applicable grade levels, thus no changes are needed to the Glossary for the standards for Civics and Government in its final form.

Clarifying the Meaning of Individual Standards

Several changes were recommended to make individual standards for Civics and Government more precise and clear. Standard 5.1.3.H begins with “Identify framers of documents of governments” The House staff questioned how many and which “framers” students will be expected to know; also, which “documents of government” will be used. The House staff also considered that this requisite is inappropriate for the age or grade category. Local schools will choose which “framers” its students would be expected to know at the relevant age or grade category; it is expected that leaders and other people who played key roles would be identified. In addition, the “documents of government” are those listed in Standard 5.1.3.E.

In Standard 5.1.6.J, the House staff suggested that the standard should read: “Describe how the government protects individual and property rights and promotes the common good.” The final-form regulation was amended accordingly.

In Standard 5.3.6.G, the House staff suggested amending the standard to read: “Describe how the [government] law protects individual rights” The “law,” however, is the basis for government. Without government in place, therefore, “law” is ineffectual. Based on this rationale, the term “government” should remain within this phrase of the standard.

In Standard 5.3.9.F and G, House staff suggested amending the standards to read: “F. Explain the election process National and State Party conventions;” “G. Explain how the [government] Bill of Rights [protects] guarantees individual rights.” The phrase was changed from “national and state party conventions” to “political party conventions” in order to cover both national and state levels. While the “Bill of Rights” had already been included as an example in Standard 5.3.6.G, the word “protects” was not replaced with “guarantees” in the final form regulation for Standard 5.3.9.G. The Board reasoned that other than those listed, there are other amendments and state documents that protect individual rights. Therefore, the word “guarantee” would be limiting, as it connotes that individual rights can only be attained through application of one of the four bullets listed in the standard.

In Standard 5.3.12.G, the House staff suggested amending the standard to read: “Evaluate how the [government] law protects or curtails” The intent of this standard is to evaluate an active participant responsible for the protection of rights. While laws are created to guarantee individual rights and freedoms, it ultimately is the duty of the government to ensure that laws protect the rights of individuals. Therefore, “government” is the appropriate term, and the suggested change was not included in the final-form regulation.

Misspellings, Punctuation Errors and Typographical Errors

Standard 5.1.3.M uses as an example “One small step for mankind.” Upon review, it was determined that the correct quote should be “One small step for man,” (Neil Armstrong), and the final-form regulation was revised accordingly.

IRRC noted that in Standard 5.2.9.E, the word “the” should be inserted before the word “political” and that in Section 5.3.9.D, the correct name of an agency is the “Pennsylvania Public Utilities Commission.” The word “the” was added to the final-form regulation for Standard 5.2.9.E. Please note that the standards refer to the “Pennsylvania Public Utility Commission.” After careful review, it was determined that this is the actual name of the agency.

Added and Deleted Words, Definitions, and Examples

The following words and phrases were removed from the Glossary, because as IRRC noted, they were not used in the text of the Civics and Government standards: “civil law;” “civil liberties;” “common law;” “compromise;” “concurrent powers;” “confederation;” “consent of the governed;” “constitutionalism;” “delegated powers;” “diplomat;” “judicial power;” and “political efficacy.”

IRRC suggested that definitions for 34 words and phrases be added to the Glossary since they were used in the text of the standards. All of IRRC’s suggestions were added to the Glossary, with the exception of: “preamble;” “personal responsibilities;” “political leadership;” “constitutional democracy;” “executive branch;” “legislative branch;” “judicial branch;” “bill;” “regulation;” “primary election;” “general election;” “political unit;” “International Red Cross;” “Amnesty International;” and “World Council of Churches.” These terms were not added because the Board believes that, as used in the text of the standards, these terms are understandable. In addition, the terms “right to counsel;” “civic responsibilities;” and “political rights” had already been included in the Glossary prior to final-form.

Both IRRC and a public commentator also suggested that the following terms be added to the Glossary: “framers of documents;” “direct democracy;” “representative democracy;” “limited government;” and “unlimited government.” All of these terms were included in the Glossary in the final-form regulations, with the exception of “framers of documents” and “representative democracy.” It was not appropriate to add “framers of documents” based on the terminology used in the standards. The final-form regulation was amended to include, where appropriate, the terms “republic” and “republican form of government,” in place of such phrases as “representative democracy,” in order to align the terms with that used in the Pennsylvania School Code. See 24 P.S. § 16-1605(a). The terms “republic” and “republican form of government” also have been defined in the Glossary.

Economics

Clarifying the Meaning of Individual Standards

In Standard 6.1.12.C, the House staff questioned to what the phrase, “to other years,” refers. The staff questioned whether this was to be a comparison of current times to the Depression or the early 1990s, or was it simply a review of economic indicators for any given period of time, and if so whether some clarification or specification should be provided. As a result of the House staff’s comments, the text of this standard was changed to read “another time period” instead of “to other years.” The Board reasoned that this change would further add to the clarification of this phrase.

In Standard 6.2.9.E, the House staff suggested amending the language to read: “Explain the laws of supply and demand and how these affect the prices of goods and services.” This phrase was added to the final-form regulation.

Added and Deleted Words, Definitions, and Examples

IRRC identified 37 technical words and phrases that should be added to the Glossary. All of IRRC's suggestions were added to the Glossary, with the exception of: "expansion;" "contraction;" "market transaction;" "monopoly;" "limited resources scarcity;" "regional economy;" "national economy;" "non-competitive market;" "international economy;" "limited resources;" "unlimited wants;" "allocation of resources;" "economic decision;" "decision making (in the context of marginal analysis);" "import;" "export;" "inter-regional trade;" "international trade;" "trade barrier;" "labor market;" and "retirement savings." These terms were not added because it was not appropriate, as they are terminology that was not used in the standards. Therefore, in order to be consistent with the standards and to maintain a Glossary that is "user friendly," these terms were not included in the Glossary.

Geography

General Comments

A public commentator questioned whether multiple textbooks would be needed to teach Geography under the proposed standards. Schools already use multiple sources of instructional materials in delivering instruction. While standards-based textbooks exist, they are often aligned with national standards, and the standards of large states. It is anticipated that Pennsylvania's standards will be considered when textbook publishers revise and update their offerings. As a result, the districts will have to do a crosswalk in order to match the textbooks to the standards, and where gaps exist, use handouts, workbooks, videos, library resources, the internet, or other instructional resources.

In Standard 7.2.3.A, both IRRC and the House staff questioned the age appropriateness of the language of the standard stating: "Identify the physical characteristics of places and regions . . . earth's basic physical systems . . . lithosphere . . . hydrosphere . . . atmosphere . . . and biosphere . . ." The staff suggested that these four terms for third-graders be rephrased to something more meaningful, such as "earth, water, air and life forms." It also was suggested that perhaps these concepts should be shifted to sixth-grade standards in Standard 7.2.6.A.

Using the more simplified language removes the actual concept, and an elementary teacher urged the inclusion of these terms in the standards. Teachers should use words such as "earth," "water," "air" and "life forms" to explain these terms when delivering instruction. Furthermore, teachers on the development committee for the standards considered the actual terms used to best describe the intent of the standard statement.

In Standard 7.3.3.E, the House staff considered whether it was inappropriate to expect all third-graders to: "Identify . . . [the] type of political units (e.g. townships, boroughs, counties, states, countries [nation state])." Knowing concepts such as counties, states and nations appear, according to the staff, to be fundamental concepts for first-through third-graders. According to the House staff and public comment, knowing and identifying local municipalities seems complex. The House staff, therefore, suggested changing the standard's requirements. The staff also questioned why "cities" and "towns" were deleted from the list of local municipalities in the proposed regulations.

Typical studies of political units include sequences that use the words "neighborhood" and "community" at these grades. Therefore, it also would be

appropriate to use complementary political units. This terminology is consistent with other standard statements in Civics and Government, Economics, and History, and therefore, students at this age level should be able to comprehend these concepts and terminologies.

A public commentator requested clarification of the meaning of the word “human features.” This term is well defined in the Glossary and is the thrust for all of Standard 7.3; therefore, there is no need for further clarification

Clarifying the Meaning of Individual Standards

In Standard 7.1.3.B, the House staff and IRRC questioned why the symbol “i.e.” (meaning id est. or “that is”) is used, rather than the symbol “e.g.” (meaning “for example”), as is used throughout the other levels of this section, as well as throughout the standards. The staff further indicated that the use of “i.e.” would indicate that those items are to be used specifically, rather than serving as possible examples of certain factors. The staff and IRRC suggested that changing the “i.e.” usage to “e.g.” usage because they believed that this abbreviation might be misinterpreted. The abbreviation “i.e.” remained in the final-form regulation for this particular standard, as the purpose of its use was to specifically include the items listed. This list would not be all-inclusive, but every student would need to know these particular items.

In addition, the term “intervening opportunities” was changed in the Glossary at the suggestion of IRRC to “intervening opportunity” to be consistent with the tense of the term used within the standards. There was some concern from a public commentator that the use of the term “mental map” was too confusing for elementary grade students. This

term is used in the final-form regulation, as the Board determined that it was a term that could be understood by children in these grades.

In Standard 7.1.9.A, the House staff suggested the use of the term “key (or legend)” in place of “symbol systems.” Geography encompasses a key or legend as part of the “symbol system.” The term used is broader than just a legend; therefore, the term must remain in the regulations.

In Standard 7.1.9.B, the House staff suggested an additional bullet to read: “How geography has influenced certain events or phenomena (e.g. battles, natural disasters, settlement patterns, the rise of specific industries).” This section (Standard 7.1) refers to “Basic Geographic Literacy.” This suggestion has already been addressed in Standards 7.4 and 7.3.

Standard 7.3.12.C requires students to “Use models of the internal structure of cities (e.g., concentric zone model, sector theory, multiple nuclei theory).” IRRC suggested that the example should refer to “sector” and “multiple nuclei” models as opposed to “theories.” These suggestions were made to the final-form regulation. Further, IRRC suggested that the definition of the term “sector model” in Section XXI, Glossary, should reflect the use of the term in the standards. The current definition does reflect the use of the term in the standards, as “Sector” is used as an example in Standard 7.3.12 of a model of an internal structure of cities. The definition of “Sector model” in the Glossary specifically defines the concept used to create this model.

Standard 7.4.6.A and 7.4.9.A refer to “hazard-prone areas.” Rather than use this term in the Glossary as IRRC suggested, the Board used “natural hazard” because

Standard 7.4.3.A begins with the discussion of natural hazards and, as appropriate, it is defined in the Glossary.

IRRC considered the appropriateness of the definition of “absolute location.” In the Glossary of the Geography standards, the definition of the term “absolute location” states “the position of a point on the Earth’s surface that can usually be described by latitude and longitude but also including nine digit zip code and street address.” IRRC questioned why the phrase “but also including nine digit zip code and street address” was relevant to this definition. The phrase remained in the definition because the “position” is a point on the Earth’s surface that can usually be described by latitude and longitude. However, for the sake of clarity, the definition of “absolute location” in the final-form regulation was amended to read as follows: “The position of a point on the Earth’s surface that can usually be described by latitude and longitude. Another example of absolute location would be the use of a nine-digit zip code and street address.”

Added and Deleted Words, Definitions and Examples

The following terms were deleted from the Glossary, as per IRRC’s suggestion: “choropleth map;” “climatic processes;” “contour map;” “demography;” “cultural hearths;” “industrialization;” “land degradation;” “map projection;” “regionalization;” and “urbanization.” “Equinox” was not removed because it is a necessary term, as it is used in Standard 7.2.6.B. However, the definition was made plural in the Glossary in order to be consistent with the use of the term in the standards.

IRRC suggested the following technical terms be included in the Glossary: “biomes;” “tertiary;” “legend (i.e., relating to a map);” “NAFTA;” “NATO” and “OAS.” Definitions for all of these words and phrases were included in the Glossary with the

exception of “legend” and “tertiary.” “Legend” is a common term used in reading maps so it does not need a definition, and “tertiary” is defined in the bullet where it was used in the standards so it was not necessary to include this term in the Glossary.

IRRC questioned the need to define “distribution;” “population size;” and “satellite image” in the Glossary. All of these words and phrases were removed from the Glossary except for “satellite image.” It was appropriate to define this term due to its complexity. Therefore, because this term had special meaning, as applicable to the standards, it was included in the Glossary.

History

General Comments

Comments expressed an overall deficiency with the history standards, as there appeared to be an absence of traditional and well-recognized themes. However, history is about people and groups, primary documents, material artifacts, historic places, continuity and change over time, conflicts and cooperation, and development of historical analysis and skills. The standards incorporate all of these themes.

A House Education Committee member indicated that the history standards were created without regard to the years that history is taught, the comprehension level of students exposed to the material, and a true grasp of the meaning of history or the usefulness of the historical process. The Committee member further indicated that the history standards are unrealistic, and do not conform to the age or grade levels that US History is taught (which will be the course where Pennsylvania history is incorporated). However, teachers throughout the State have remarked that the history standards are

consistent with their actual course of instruction. While the actual historical process is strongly enforced by the content of Standard 8.1, the actual years that history is taught varies greatly throughout the State from district to district. Furthermore, the comprehension of students always remained in the foreground in all deliberations surrounding the creation of these standards.

A public commentator suggested that that the history standards have vague examples for benchmarks for the third grade. The benchmarks have the same concepts used in other grade levels, but some have more specific descriptors of history. A House Education Committee member also suggested that “religious freedom” is not included in the standards, and should be addressed by looking at the issue in several periods of time from the 17th to the 21st century. The concept of religious freedom, however, is addressed throughout the History standards.

A constituent indicated, in his letter to a House Education Committee member, that some of the standards lack coherence, as for example, in the History standards, by grade 6 one bullet in the standards listed that students needed to know both the Code of Hammurabi and Ann Frank. This comment actually referred to a proposed draft of the History standards from January 2001. It is the local entity, however, that chooses the content to be addressed from the History standards, as long as it addresses individuals and groups, primary documents, material artifacts, historic places, continuity and change, conflict and cooperation within the Americas, Asia, Africa and Europe, with regard to World History.

The House staff suggested the need to revise the seventh paragraph of the preamble for the History Standards, in order to identify why these standards treat history

as a narrative. The staff further indicated that if there needs to be a “common cultural history,” as the paragraph states, then there needs to be a greater emphasis on key, and therefore, inclusive information. It is not necessary to revise the preamble for this purpose, as the actual intent of the standards is actually the same as the purpose of a narrative: that teachers will use the standards to make history “come alive” for students.

The issue was raised questioning the age appropriateness of various concepts at various grade levels. For example, a House Education Committee member indicated that some of the issues discussed in the history standards in the period “beginning to 1824” are too complex to be mastered by sixth grade students, and that an appreciation of certain documents cannot be mastered by grade three. However, the standards are designed so that students can “master” concepts that are appropriate for their age or grade level.

A constituent suggested, in his letter to a House Education Committee member, that bulleted, arrowed and diamonded items throughout the standards should be cited as “suggested activities only.” This comment actually referred to a proposed draft of the History standards from January 2001. In the final-form regulation, there are no arrowed or diamonded items in the History standards. The standards only contain bulleted items, which are explained in the Introductions.

Clarifying the Meaning of Individual Standards

The Introduction preceding the history standards contains the following sentence: “Although different grade levels outline different chronological periods within the standards, it is intended, as any good teacher would do, that the specified chronological eras be linked to past learnings and that all eras be linked to the present.” IRRC

suggested that the phrase “as any good teacher would do” be removed as it is subjective. This phrase was removed from the final-form regulation.

IRRC questioned why in Standard 8.3.3.A, so many sports figures were chosen as examples of “role models” for United States History. These examples were used because citing several current individuals with whom students may already be familiar gives the teacher the ability to link these examples with individuals who may have been popular in the past. Furthermore, the sports figures used as examples have had an impact on society and, therefore, are considered as role models.

Added and Deleted Words, Definitions, and Examples

The Board responded to detailed comments about definitions and examples used in the proposed history standards. A public commentator raised the issue of whether examples of various political leaders and military leaders should be added to the list of examples included in the standards. These examples were not officially included in the final-form regulation, as the Board relies on local districts to include these individuals in local planned instruction. The standards do not replace local responsibilities in creating appropriate content.

The Board attempted to balance this reasoning with the appropriateness of including the additional examples suggested, by the both the House staff as well as from a public commentator, in Standards 8.2.6, 8.3.6, and 8.3.9. This public commentator also requested that an example be added to Standard 8.2.12. The Board reviewed all of the suggestions, but the original examples remained in the final-form regulation, in order to be consistent with the requirements of the standards, and because the Board considered them to be the most important examples for that particular subject as well as the historical

time period. Furthermore, some of the suggestions had already been included in the standards prior to final-form.

It also appeared that there was some chronological confusion in the proposed history standards between the 6th and the 9th grade. The confusion was as a result of the listing of the year “1815” instead of “1824” in the standard. Since 1824 was used for all other 6th grade statements, this change was made to all portions of this standard that discussed the year “1815.” A constituent also suggested, in a letter to a House Education Committee member, that there is some chronological confusion where the history standards for grade 6 discuss events and issues surrounding the year “1815,” but the standards for grade 9 revert to the year “1776” (the actual year used in the standards was “1787”). The Board determined, however, that the purpose of using these different years is not to create chronological confusion, but to build on previous information already taught and to allow for local flexibility.

It was suggested that the terms “multiple causation” and “multiple points of view” be added to sections of Standard 8.1. The final-form regulation included “cause and result” in the plural in the relevant parts of this Standard. This permits “multiple causations” and “multiple points of view” to continue to be used as a descriptor in the standards.

IRRC suggested the following terms should be removed from the Glossary because they were not used in the text of the standards: “archive;” “legends;” “time lines;” and “monument.” The word “time lines” was included in the Glossary, however, because it was used in the text of Standard 8.1. IRRC questioned the necessity for the term “memorial” to be defined in the Glossary because the meaning of this term is

commonly understood. However, it remained in the Glossary because the term encompasses many items as applied in the standard.

“AME Church” is listed as an example of a social organization. IRRC suggested that a definition of “AME Church” should be included in the Glossary. Since the term “social organization” was never contained in the glossary, given the extent to which it is addressed in the chart on page 4 of the standards, the suggestion was adapted with “AME Church” being spelled out in the example where the term was used in Standard 8.2.6.C.

The House staff suggested that the reference to “C.E.” (Common Era) be omitted. Previously, “C.E.” was necessary to delineate eras. However, “eras” themselves were removed from the standards, and this reference (C.E.) also was deleted from the final-form regulation.

Policy Considerations

A public commentator expressed concern about how to teach war concepts to third graders and the impact of teaching this subject, and indicated opposition to the teaching of contemporary religion, based on the content of Standard 8.2. Elementary teachers may discuss military conflicts. Rather than using the term “impact of wars” a change has been made to the standards to provide greater flexibility. As an example of military conflicts, the “e.g.” section was changed to “struggle for control” in Standard 8.2.3.D. With respect to contemporary religion, how continuity and change have influenced history and conflict among social groups and organizations cannot fully be understood unless teaching concepts include the roles of contemporary religions.

Affected Parties

The final form amendments to Chapter 4 affect the students and professional employees of the public schools of the Commonwealth (including intermediate units, area vocational-technical schools, public charter and alternative schools).

Costs and Paperwork Estimates

The Department believes implementation of these regulations will be cost neutral to school districts. Costs to implement this regulation may include curriculum development and the professional development of teachers. However, these costs may be cost neutral, as they have already been included in the budget. For example, curriculum revision is an ongoing activity for schools and is typically part of their normal budgeting. Costs associated with aligning curricula with these standards at the local level will be minimized by the following state efforts: technical assistance in curriculum development provided by Department staff; implementation materials developed by the Department; training provided by intermediate units and professional associations to public schools. Professional development of teachers is an ongoing activity for schools and is addressed in the normal budgeting process by school districts. Specific programs designed to support the implementation of these standards will minimize any financial impact on school districts. Current year funds available for the Department to support these activities total \$4.38 million. These funds are available for implementation of both Appendix C, as well as other academic standards, by way of professional development.

Effective Date

These amendments to Chapter 4 will become effective upon final publication in the *Pennsylvania Bulletin*.

Sunset Date

The effectiveness of Chapter 4 will be reviewed by the State Board of Education every 4 years, in accordance with the Board's policy and practice respecting all regulations promulgated by the Board. The Board plans to initiate its review of Chapter 4 in 2003. Thus, no sunset date is necessary.

Regulatory Review

Under Section 5(a) of the Regulatory Review Act (71 P.S. § 745.5(a)), on January 31, 2002, the Board submitted a copy of the proposed rulemaking published at 32 Pa.B.905 to IRRC and to the Chairpersons of the House and Senate Committees on Education for review and comment.

In compliance with section 5 (c) of the Regulatory Review Act, the Board also provided IRRC and the Committees with copies of the comments received as well as other documentation. In preparing the final-form regulations, the Board considered the comments received from IRRC, the Committees and the public.

Under section 5.1(d) of the Regulatory Review Act (71 P.S. § 745.5a(d)), the final-form regulations were approved by the Senate Education Committee on _____ and approved by the House Education Committee on _____. IRRC met on _____ and approved the final-form regulations in accordance with section 5.1(e) of the Regulatory Review Act.

Contact Person

The official responsible for information on these final-form regulations is James E. Buckheit, Acting Executive Director of the State Board of Education, 333 Market Street, Harrisburg, PA 17126-0333, (717) 787-3787 or TDD (717) 787-7367.

Findings

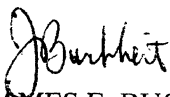
The Department finds that:

- (1) Public notice of the intention to adopt these final-form regulations was given under sections 201 and 202 of the act of July 31, 1968 (P.L. 769, No. 240) (45 P.S. §§ 1201 and 1202) and the regulations promulgated thereunder in 1 Pa. Code §§ 7.1 and 7.2.
- (2) A public comment period was provided as required by law and all comments were considered.
- (3) The final-form regulations are necessary and appropriate for the administration of the Act.

Order

The Board, acting under the authorizing statute, orders that:

- (a) The regulations of the Board, 22 Pa. Code Chapter 4, are amended by adding Appendix C to read as set forth in Annex A.
- (b) The Acting Executive Director will submit this order and Annex A to the Office of General Counsel and the Office of Attorney General for review and approval as to legality and form as required by law.
- (c) The Acting Executive Director of the Board shall certify this order and Annex A and deposit them with the Legislative Reference Bureau as required by law.
- (d) This order is effective upon final publication in the *Pennsylvania Bulletin*.


JAMES E. BUCKHEIT,

Acting Executive Director

**ANNEX A
TITLE 22: EDUCATION
CHAPTER 4**

APPENDIX C

Academic Standards for Civics and Government

and

Economics

and

Geography

and

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Proposed Academic Standards for Civics and Government



Pennsylvania Department of Education

Proposed Academic Standards for Civics and Government

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Proposed Academic Standards For Civics and Government

XIV. INTRODUCTION

This document includes Proposed Academic Standards for Civics and Government that describe what students should know and be able to do in four areas:

- ◇ 5.1. Principles and Documents of Government
- ◇ 5.2. Rights and Responsibilities of Citizenship
- ◇ 5.3. How Government Works
- ◇ 5.4. How International Relationships Function

The Proposed Civics and Government Academic Standards describe what students should know and be able to do at four grade levels (third, sixth, ninth and twelfth). Throughout the standard statements, concepts found in lower grades must be developed more fully throughout higher grade levels.

The Pennsylvania Constitution of 1790 was the basis for the Free Public School Act of 1834 that is the underpinning of today's system of schools operating throughout the Commonwealth. These schools were created to educate children to be useful citizens, loyal to the principles upon which our Republic was founded, and aware of their duties as citizens to maintain those ideals.

The Proposed Academic Standards for Civics and Government are based on the Public School Code of 1949 which directs "... teaching and presentation of the principles and ideals of the American republican representative form of government as portrayed and experienced by the acts and policies of the framers of the Declaration of Independence and framers of the Constitution of the United States and Bill of Rights." The intent of the Code is that such instruction "shall have for its purpose also instilling into every boy and girl who comes out of public, private and parochial schools their solemn duty and obligation to exercise intelligently their voting privilege and to understand the advantages of the American republican form of government as compared with various other forms of governments."

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THE ACADEMIC STANDARDS FOR CIVICS AND GOVERNMENT CONSIST OF FOUR STANDARD CATEGORIES (DESIGNATED AS 5.1., 5.2., 5.3., AND 5.4.). EACH CATEGORY HAS A NUMBER OF STANDARDS STATEMENTS DESIGNATED BY A CAPITAL LETTER. SOME STANDARD STATEMENTS HAVE BULLETED ITEMS KNOWN AS STANDARD DESCRIPTORS. THE STANDARD DESCRIPTORS ARE ITEMS WITHIN THE DOCUMENT TO ILLUSTRATE AND ENHANCE THE STANDARD STATEMENT. THE CATEGORIES, STATEMENTS AND DESCRIPTORS ARE REGULATIONS. THE DESCRIPTORS MAY BE FOLLOWED BY AN "E.G.". THE "E.G.'S" ARE EXAMPLES TO CLARIFY WHAT TYPE OF INFORMATION COULD BE TAUGHT. THESE ARE SUGGESTIONS AND THE CHOICE OF SPECIFIC CONTENT IS A LOCAL DECISION AS IS THE METHOD OF INSTRUCTION.

CIVICS AND GOVERNMENT ALONG WITH ECONOMICS, GEOGRAPHY AND HISTORY ARE IDENTIFIED AS SOCIAL STUDIES IN CHAPTER 4. THIS IDENTIFICATION IS CONSISTENT WITH CITIZENSHIP EDUCATION IN CHAPTER 49 AND CHAPTER 354. BASED ON THESE REGULATIONS, SOCIAL STUDIES/CITIZENSHIP PROGRAMS SHOULD INCLUDE THE FOUR SETS OF STANDARDS AS AN ENTITY IN DEVELOPING A SCOPE AND SEQUENCE FOR CURRICULUM AND PLANNED INSTRUCTION.

A glossary is included to assist the reader in clarifying terminology contained in the standards.

Proposed 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>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 Alliance 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 representative democracy 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>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. 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>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>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>	

Proposed 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 MAN," 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>
<p>Basic concepts found in lower grades for standard statements and their descriptors must be developed more fully throughout higher grade levels.</p>			

Proposed 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>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 constitutional democracy A REPUBLICAN FORM OF GOVERNMENT 	<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>A. Evaluate an individual's civic rights, responsibilities and duties in various governments.</p>	
<p>B. Identify personal rights and responsibilities.</p>	<p>B. Explain the relationship between rights and responsibilities.</p>	<p>B. Analyze citizens' rights and responsibilities in local, state and national government.</p>	<p>B. Evaluate citizen's participation in government and civic life.</p>	
<p>C. Identify sources of conflict and disagreement and different ways conflicts can be resolved.</p>	<p>C. Explain ways citizens resolve conflicts in society and government.</p>	<p>C. Analyze skills used to resolve conflicts in society and government.</p>	<p>C. Interpret the causes of conflict in society and analyze techniques to resolve those conflicts.</p>	
<p>D. Identify the importance of political leadership and public service in the school, community, state and nation.</p>	<p>D. Describe the importance of political leadership and public service.</p>	<p>D. Analyze political leadership and public service in a constitutional democracy REPUBLICAN FORM OF GOVERNMENT.</p>	<p>D. Evaluate political leadership and public service in a constitutional democracy REPUBLICAN FORM OF GOVERNMENT.</p>	
<p>E. Describe ways citizens can influence the decisions and actions of government.</p>	<p>E. Identify examples of the rights and responsibilities of citizenship.</p>	<p>E. Explain the importance of THE political process to competent and responsible participation in civic life.</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>
<p>Basic concepts found in lower grades for standard statements and their descriptors must be developed more fully throughout higher grade levels.</p>			

Proposed 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
<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. 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 UTILITIES 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>

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<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.</p> <ul style="list-style-type: none"> • Pennsylvania • United States <p>G. Describe how the government protects individual rights.</p> <ul style="list-style-type: none"> • Presumption of Innocence • Right to Counsel • Trial by Jury • Bill of Rights <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.</p> <ul style="list-style-type: none"> • Voter registration • Primary Elections • Caucuses • National POLITICAL PARTY conventions • General Elections • Electoral College <p>G. Explain how the government protects individual rights.</p> <ul style="list-style-type: none"> • Equal protection • Habeas Corpus • Right Against Self Incrimination • Double Jeopardy • Right of Appeal • Due Process <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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Proposed 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>			

Proposed Academic Standards for Civics and Government

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>

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XV. GLOSSARY

Amendment (Constitutional):

Changes in, or additions to, a constitution. Proposed by a two-thirds vote of both houses of Congress or by a convention called by Congress at the request of two-thirds of the state legislatures. Ratified by approval of three-fourths of the state.

Articles of Confederation:

First framework of government of the United States, 1781. Created a weak national government, replaced in 1789 by the Constitution of the United States.

Authority:

Right to control or direct the actions of others, legitimized by law, morality, custom or consent.

Autocracy:

A government in which one person possesses unlimited power.

Bill of Rights:

First Ten Amendments to the Constitution. Ratified in 1791, these amendments limit government power and protect basic rights and liberties of individuals.

CAUCUSES:

A PRIVATE MEETING OF MEMBERS OF A POLITICAL PARTY TO PLAN ACTION OR TO SELECT DELEGATES FOR A NOMINATING CONVENTION. THE TERM ALSO REFERS TO DISTINCT GROUPS, EITHER OFFICIAL OR UNOFFICIAL, IN CONGRESS, AS IN THE BLACK CAUCUS IN THE HOUSE OF REPRESENTATIVES.

Checks and balances:

Constitutional mechanisms that authorize each branch of government to share powers with the other branches and thereby check their activities. For example, the president may veto legislation passed by Congress, the Senate must confirm major executive appointments and the courts may declare acts of Congress unconstitutional.

Citizen:

Member of a political society who therefore owes allegiance to and is entitled to protection by and from the government.

Citizenship:

Status of being a member of a state; one who owes allegiance to the government and is entitled to protection by and from the government.

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CIVIC LIFE:

A MANNER OF EXISTENCE OF AN INDIVIDUAL CONCERNED WITH THE AFFAIRS OF COMMUNITIES AND THE COMMON GOOD RATHER THAN SOLELY IN PURSUIT OF PRIVATE AND PERSONAL INTERESTS.

Civic responsibilities:

Obligation of citizens to take part in the governance of the school, community, tribe, state or nation.

CIVIL DISOBEDIENCE:

REFUSAL TO OBEY LAWS. THIS TACTIC IS USUALLY PASSIVE AND NONVIOLENT, AIMED AT BRINGING INJUSTICES TO THE ATTENTION OF LAWMAKERS AND THE PUBLIC AT LARGE. AN EXAMPLE OF CIVIL DISOBEDIENCE WAS THE AMERICAN CIVIL RIGHTS MOVEMENT IN THE 1950S AND 1960S.

Civil Law:

Body of law, distinguishable from criminal law, which governs private rights of individuals.

Civil liberties:

Areas of personal freedom with which governments are constrained from interfering. Usually spelled out in a bill of rights or constitution that guarantee the protection of persons, expression and property from the arbitrary influence of government officials.

Civil rights:

Protections and privileges given to all United States citizens by the Constitution and Bill of Rights.

Civil society:

The spheres of voluntary individual, social and economic relationships and organizations that although limited by law are not part of governmental institutions.

Classical republicanism:

Refers to government that seeks the public or common good rather than the good of a particular group or class of society.

Common Law

Judge-made law that originated in England from decisions shaped according to prevailing custom. Decisions were reapplied to similar situations and thus become common to the nation.

Common or public good:

Benefit or interest of a politically organized society as a whole.

Proposed Academic Standards for Civics and Government

- Compromise:** An agreement to settle differences; mutual concessions.
- Concurrent powers:** Authority that may be exercised by both the federal government and the state governments (e.g., levying taxes, borrowing money, spending for the general welfare).
- Confederal:** Relating to a league of independent states.
- Confederation:** A loose union of individual states connected by a weak or non-existent central government.
- Consent of the governed:** Agreement by the people to set up and live under a government. According to the natural rights philosophy, all legitimate governments must rest on the consent of the governed.
- Constitutionalism:** Idea that the powers of government should be distributed according to a written or unwritten constitution and that these powers should be effectively restrained by the constitution's provisions.

CONSTITUTIONAL GOVERNMENT:

A FORM OF AUTHORITY IN WHICH A LEGAL STRUCTURE DETAILS THE POWERS AVAILABLE TO EACH BRANCH OF GOVERNMENT AND THE RIGHTS OF THE INDIVIDUAL IN RELATION TO THE GOVERNMENT. ANY ACTION BY GOVERNMENT THAT IS NOT IN ACCORD WITH THE CONSTITUTION IS CONSIDERED ILLEGITIMATE.

- Delegated powers:** Powers granted to the national government under the Constitution as enumerated in Articles I, II and III.
- Democracy:** Form of government in which political control is exercised by the people, either directly or through their elected representatives.
- Diplomacy:** The art and practice of conducting negotiations between nations.
- Diplomat:** One employed or skilled in conducting negotiations between nations.

Proposed Academic Standards for Civics and Government

DIRECT DEMOCRACY: FORM OF GOVERNMENT IN WHICH THE PEOPLE COMPLETELY EXERCISE POLITICAL DECISIONS.

Diversity: State of being different; variety.

Documents of government: Papers necessary for the organization and powers of government.

DOUBLE JEOPARDY: A CONCEPT ESTABLISHED BY LAW THAT SAYS A PERSON CANNOT BE TRIED TWICE FOR THE SAME OFFENSE. IT IS PART OF THE FIFTH AMENDMENT, WHICH STATES THAT "NO PERSON SHALL . . . BE SUBJECT FOR THE SAME OFFENSE TO BE TWICE PUT IN JEOPARDY OF LIFE OR LIMB."

Due process of law: Right of every citizen to be protected against arbitrary action by government.

ECONOMIC RIGHTS: FINANCIAL CHOICES AND PRIVILEGES THAT INDIVIDUALS MAY SELECT WITHOUT GOVERNMENT PROHIBITION. ECONOMIC RIGHTS WOULD INCLUDE: RIGHT TO OWN PROPERTY, CHANGE EMPLOYMENT, OPERATE A BUSINESS AND JOIN A LABOR UNION.

ELECTORAL COLLEGE: THE GROUP OF PRESIDENTIAL ELECTORS THAT CASTS THE OFFICIAL VOTES FOR PRESIDENT AFTER THE PRESIDENTIAL ELECTION. EACH STATE HAS A NUMBER OF ELECTORS EQUAL TO THE TOTAL OF ITS MEMBERS IN THE SENATE AND HOUSE OF REPRESENTATIVES.

Enumerated powers: Powers that are specifically granted to Congress by Article I, Section 8 of the Constitution.

EQUAL PROTECTION: AN IDEA THAT NO INDIVIDUAL OR GROUP MAY RECEIVE SPECIAL PRIVILEGES FROM NOR BE UNJUSTLY DISCRIMINATED AGAINST BY THE POLITICAL AUTHORITY OF THE LEGAL SYSTEM.

Equality: The condition of possessing substantially the same rights, privileges and immunities, and being substantially responsible for the same duties as other members of society.

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Federal Supremacy Clause:

Article VI of the Constitution provides that the Constitution and all federal laws and treaties shall be the "Supreme Law of the Land." Therefore, all federal laws take precedence over state and local laws.

Federal system (or Federalism):

Form of political organization in which governmental power is divided between a central government and territorial subdivisions (e.g., in the United States - the national, state and local governments).

Federalism:

The distribution of power in a government between a central authority and states and the distribution of power among states with most powers retained by central government.

Foreign policy:

Actions of the federal government directed to matters beyond United States' borders, especially relations with other countries.

Government:

Institutions and procedures through which a territory and its people are ruled.

Habeas corpus:

Court order demanding that the individual in custody be brought into court and shown the cause for detention. Habeas corpus is guaranteed by the Constitution and can be suspended only in the case of rebellion or invasion.

Individual responsibility:

Fulfilling the moral and legal obligations of membership in society.

Individual rights:

Just claims due a person by law, morality or tradition as opposed to those due to groups.

Interest group:

Organized body of individuals who share same goals and try to influence public policy to meet those goals.

International organizations:

Groups formed by nation-states to achieve common political, social or economic goals.

Judicial power:

~~Authority to manage conflicts about the interpretation and application of the law.~~

Judicial Review:

Doctrine that permits the federal courts to declare unconstitutional, and thus null and void, acts of the Congress, the executive branch and the states. The precedent for judicial review was established in the 1803 case of *Marbury v. Madison*.

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Justice:

That which may be obtained through fair distribution of benefits and burdens, fair correction of wrongs and injuries, or use of fair procedures in gathering information and making decisions.

Leadership:

State or condition of one who guides or governs.

Liberal democracy:

Government that recognizes that the individual has rights that exist independently of government and which ought to be protected by and against government.

Liberty:

Freedom from restraint under conditions essential to the equal enjoyment of the same right by others.

LIMITED GOVERNMENT:

A LEGAL STRUCTURE WHERE OFFICIALS IN AUTHORITY DO NOT HAVE ENORMOUS POWER. THE CONSTITUTION OF THE UNITED STATES LIMITS GOVERNMENT THROUGH METHODS OF CHECKS AND BALANCES.

Majority rule:

Decision by more than half of those participating in the decision-making process.

Minority rights:

Opportunities that a member is entitled to have, or to receive from others within the limits of the law, even though he/she may not be part of the controlling group.

Nation-State:

Divisions of the world in which each state claims sovereignty over defined territory and jurisdiction over everyone within it. These states interact using diplomacy, formal agreements and sanctions that may be peaceful or may involve the use of force.

NATO:

North Atlantic Treaty Organization, an international transatlantic partnership consisting of various European states, the United States and Canada, which was designed through cooperation, consultation and collective defense to maintain peace and promote stability throughout Europe.

Non-governmental organization:

A group in a free society that is not a part of any government institution and does not derive its power from government.

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- OAS:** Organization of American States, an international governmental organization formed by the states of North and South America for security and the protection of mutual interests.
- Oligarchy:** A government in which a small group exercises control. These systems are usually based on wealth, military power of social position.
- Patriotism:** A feeling of pride in and respect for one's country.
- PERSONAL RIGHTS:** PRIVATE LEGAL PRIVILEGES AND DECISIONS THAT INDIVIDUALS ARE FREE TO PARTICIPATE IN WITHOUT INTERVENTION FROM GOVERNMENT. PERSONAL RIGHTS WOULD INCLUDE THE RIGHT TO VOTE, PETITION, ASSEMBLE, AND SEEK PUBLIC OFFICE.
- Political efficacy:** ~~Belief that one can be effective and have an impact on public affairs.~~
- Political party:** Any group, however loosely organized, that seeks to elect government officials under a given label.
- Political rights:** ~~Entitlement to participate in the political process.~~ LEGAL CLAIMS BY CITIZENS TO PARTICIPATE IN GOVERNMENT AND BE TREATED FAIRLY. POLITICAL RIGHTS WOULD INCLUDE THE RIGHT TO VOTE, PETITION, ASSEMBLE, AND SEEK PUBLIC OFFICE.
- Popular sovereignty:** The concept that ultimate political authority rests with the people to create, alter or abolish governments.
- Presumption of innocence:** The legal concept that a criminal defendant is not guilty until the prosecution proves every element of the crime, beyond a reasonable doubt.
- Privacy:** The right to be left alone; the right of an individual to withhold one's self and one's property from public scrutiny if one so chooses.
- Public service:** Action of benefit to local, state or national communities through appointed or elected office.

Proposed Academic Standards for Civics and Government

Republic:	Form of government in which political control is exercised through elected representatives.
Republican FORM OF government:	System of government in which power is held by the voters and is exercised by elected representatives responsible for promoting the common welfare.
Right against self-incrimination:	Individual right found in the Fifth Amendment to the United States Constitution that prevents an individual from being forced to testify against himself or herself.
Right of appeal:	The right to seek review by a superior court of an injustice done or error committed by an inferior court; whose judgment or decision the court above is called upon to correct or reverse.
Right to counsel:	Individual right found in the Sixth Amendment to the Constitution that requires criminal defendants to have access to legal representation.
Rule of law:	Principle that every member of a society, even a ruler, must follow the law.
Separation of powers:	Distribution among the branches of government to ensure that the same person or group will not make the law, enforce the law and interpret the law.
State:	A commonwealth; a nation; a civil power.
Treaty:	Formal agreement between or among sovereign nations to create or restrict rights and responsibilities. In the United States all treaties must be approved by a two-thirds vote in the Senate.
Trial by jury:	Individual right found in the Sixth and Seventh Amendment of the Constitution that guarantees a person an impartial jury.
Truth:	Agreement of thought and reality that can eventually be verified.

Proposed Academic Standards for Civics and Government

Unitary government:

An authoritative system in which all regulatory power is vested in a central government from which regional and local governments derive their powers (e.g., Great Britain and France as well as the American states within their spheres of authority).

UNITED NATIONS:

INTERNATIONAL ORGANIZATION COMPRISING MOST OF THE NATION-STATES OF THE WORLD. IT WAS FORMED IN 1945 TO PROMOTE PEACE, SECURITY AND ECONOMIC DEVELOPMENT.

UNLIMITED GOVERNMENT:

A LEGAL STRUCTURE WHERE OFFICIALS IN AUTHORITY HAVE UNRESTRICTED POWER. EXAMPLES OF UNLIMITED GOVERNMENTS WOULD BE AUTHORITARIAN OR TOTALITARIAN SYSTEMS WITHOUT RESTRAINTS ON THEIR POWER.

WORLD COURT:

COURT IN THE HAGUE, THE NETHERLANDS, SET UP BY THE UNITED NATIONS TREATY TO WHICH NATIONS MAY VOLUNTARILY SUBMIT DISPUTES.

Proposed Academic Standards for Economics



Pennsylvania Department of Education

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XVII. INTRODUCTION

This document includes Proposed Academic Standards for Economics that describe what students should know and be able to do in five areas:

- ◇ 6.1. Economic Systems
- ◇ 6.2. Markets and the Functions of Governments
- ◇ 6.3. Scarcity and Choice
- ◇ 6.4. Economic Interdependence
- ◇ 6.5. Work and Earnings

The Proposed Economic Standards describe what students should know and be able to do at four grade levels (3, 6, 9 and 12). They reflect the increasing complexity and sophistication that students are expected to achieve as they progress through school. This document attempts to avoid repetition and makes obvious progression across grade levels. Topics and concepts in Economics directly relate to Environment and Ecology Standard 4.2 and Geography Standard 7.3. As a social science, Economics standards should be ~~cross-walked~~ **CROSS-WALKED** and related to the Civics and Government, Geography and History Standards to create an interdisciplinary view of the world.

Economics is concerned with the behavior of individuals and institutions engaged in the production, exchange and consumption of goods and services. As technology helps to reshape the economy, knowledge of how the world works is critical. People entering the workforce cannot function effectively without a basic knowledge of the characteristics of economic systems, how markets establish prices, how scarcity and choice affect the allocation of resources, the global nature of economic interdependence and how work and earnings impact productivity.

A Pennsylvania governor remarked, "Among the freedoms we enjoy in America in our pursuit of happiness is the freedom to be independent, creative, visionary and entrepreneurial. We are free to pursue dreams..." To succeed, however, every student must know how to manage resources, prepare for the workforce, make wise investments and be informed about public policy. These standards are intended to provide direction in learning how economic activity impacts the forces of everyday life.

Proposed Academic Standards for Economics

THE ACADEMIC STANDARDS FOR ECONOMICS CONSIST OF FIVE STANDARD CATEGORIES (DESIGNATED AS 6.1., 6.2., 6.3., 6.4. AND 6.5). EACH CATEGORY HAS A NUMBER OF STANDARDS STATEMENTS DESIGNATED BY A CAPITAL LETTER. SOME STANDARD STATEMENTS HAVE BULLETED ITEMS KNOWN AS STANDARD DESCRIPTORS. THE STANDARD DESCRIPTORS ARE ITEMS WITHIN THE DOCUMENT TO ILLUSTRATE AND ENHANCE THE STANDARD STATEMENT. THE CATEGORIES, STATEMENTS AND DESCRIPTORS ARE REGULATIONS. THE DESCRIPTORS MAY BE FOLLOWED BY AN "E.G.". THE "E.G.'S" ARE EXAMPLES TO CLARIFY WHAT TYPE OF INFORMATION COULD BE TAUGHT. THESE ARE SUGGESTIONS AND THE CHOICE OF SPECIFIC CONTENT IS A LOCAL DECISION AS IS THE METHOD OF INSTRUCTION.

ECONOMICS ALONG WITH CIVICS AND GOVERNMENT, GEOGRAPHY, AND HISTORY ARE IDENTIFIED AS SOCIAL STUDIES IN CHAPTER 4. THIS IDENTIFICATION IS CONSISTENT WITH CITIZENSHIP EDUCATION IN CHAPTER 49 AND CHAPTER 354. BASED ON THESE REGULATIONS, SOCIAL STUDIES/CITIZENSHIP PROGRAMS SHOULD INCLUDE FOUR SETS OF STANDARDS AS AN ENTITY IN DEVELOPING A SCOPE AND SEQUENCE FOR CURRICULUM AND PLANNED INSTRUCTION.

A glossary is included to assist the reader in clarifying terminology contained in the standards.

Proposed 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 them 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 economic 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>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>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>D. Describe the historical examples of expansion, recession and depression in the United States.</p>	<p>A. Evaluate the strengths and weaknesses of traditional, command and market economics.</p> <p>B. Analyze the impact of traditional, command and market economies on the United States economy.</p> <p>C. Assess the strength of the regional, national and/or international economy and compare it to either ANOTHER TIME PERIOD based upon economic indicators.</p> <p>D. Describe historical examples of expansion, recession, and depression internationally.</p>

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6.2.3. GRADE 3	6.2.6. GRADE 6	6.2.9. GRADE 9	6.2.12. GRADE 12
6.2. Markets and the Functions of Governments			
<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 customers.</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 cost COSTS and benefits of competition to customers 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 good 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, cost, product quality, service, product design, and variety and advertising.</p>	<p>A. Analyze the flows of products, resources and money in a mixed economy.</p> <p>B. Evaluate the operation of non-competitive 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

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<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>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>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>G. Evaluate types of tax systems. <ul style="list-style-type: none"> • Progressive • Proportional • Regressive <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>
<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>I. Identify and describe public goods.</p> <p>J. Explain the cost and benefits of taxation.</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>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. Identify forms of advertising designed to influence personal choice.</p> <p>L. Explain why most countries create their own form of money.</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>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>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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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 scarcity.</p> <p>B. Define and identify 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 self-interest 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 in society.</p> <p>C. Describe the human, natural 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 people make.</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>

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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>D. Explain how the locations 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>D. Explain how the locations 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>D. Explain how the locations 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>	

Proposed 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, and 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, and 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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Proposed 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 of 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>	

Proposed 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 saver, 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 to individuals and society.</p>
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Proposed Academic Standards for Economics

XVIII. GLOSSARY

Barter:	The direct exchange of goods or services between people.
BOND:	A FINANCIAL PROMISE FOR AN INVESTMENT ISSUED BY A CORPORATION OR GOVERNMENT WITH REGULAR INTEREST PAYMENTS AND REPAYMENT AT A LATER DATE.
CAPITAL RESOURCES:	THE PHYSICAL EQUIPMENT USED IN THE PRODUCTION OF GOODS AND SERVICES.
CARTELS:	A GROUP OF SELLERS ACTING TOGETHER IN THE MARKET.
Circular flow:	The movement of resources, goods, and services through an economy. As a diagram, it can show how households and business firms interact with each other in the product and resource markets.
Command economy:	A system in which decisions are made largely by an authority such as a feudal lord or government planning agency.
Comparative advantage:	Economic theory that a country/individual should sell goods and services which it can produce at relatively lower costs and buy goods and services which it can produce at relatively higher costs.
Competition:	The rivalry among people and/or business firms for resources and/or consumers.
Consumer:	One who buys or rents goods or services and uses them.
Consumer Price Index:	The price index most commonly used to measure the impact of changes in prices on households; this index is based on a standard market basket of goods and services purchased by a typical urban family.
Corporation:	A business firm that is owned by stockholders and is a legal entity with rights to buy, sell and make contracts. Its chief advantage is that each owner's liability is limited to the amount of money he or she has invested in the company.

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Cost:	What is given up when a choice is made; monetary and/or non monetary.
Cost/benefit analysis:	The process of weighing all predicted costs against the predicted benefits of an economic choice.
Deflation:	A general decline in the price level.
Demand:	The different quantities of a resource, good or service that potential buyers are willing and able to purchase at various possible prices during a specific time period.
DEPRESSION:	A SEVERE RECESSION IN TERMS OF MAGNITUDE AND/OR LENGTH.
Division of labor:	A method of organizing production whereby each worker specializes in part of the productive process.
Economic growth:	An increase in a society's output.
Economic system SYSTEMS:	The ways societies organize to determine what goods and services should be produced, how goods and services should be produced and who will consume goods and services. Examples include traditional, command and market.
Economics:	The study of the behavior of individuals and institutions engaged in the production, distribution and consumption of goods and services.
Entrepreneur:	Individual who begins, manages and bears the risks of a business (e.g., Milton Hershey, F.W. Woolworth).
Equilibrium price:	The outlay at which quantity demanded equals quantity supplied; market clearing price.
EXCHANGE RATE:	THE PRICE OF ONE COUNTRY'S CURRENCY MEASURED IN TERMS OF ANOTHER COUNTRY'S CURRENCY (E.G., AMERICAN DOLLAR IN GERMAN MARK, JAPANESE YEN IN CANADIAN DOLLAR).

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Federal Reserve System:

The "Central Bank" of the United States (consisting of the Board of Governors and 12 district banks) which controls monetary policy; sometimes referred to as "The Fed" or Federal Reserve.

Fiscal policy:

Government decisions on taxation and spending to achieve economic goals.

FLOW RESOURCES:

TEMPORAL ENERGY FORCES THAT ARE NEITHER RENEWABLE NOR NONRENEWABLE, BUT MUST BE USED AS, WHEN AND WHERE THEY OCCUR OR THEY ARE LOST (E.G., WIND, SUNLIGHT).

Gross Domestic Product:

The market value of the total output of final goods and services produced by an economy in a given time period, usually one year.

Goods:

Objects that can satisfy people's wants.

Household:

The group of people living together under one roof; a group of individuals whose economic decision-making is interrelated.

Human resources:

People's ~~mental~~ INTELLECTUAL and physical abilities.

Incentives:

Factors that motivate or influence human behavior.

Income:

Payments earned by people in exchange for providing resources used to produce goods and services.

Inflation:

A general rise in the price level.

Interdependence:

Ideas, goods and services in one area affect decisions and events in other areas reducing self-sufficiency.

Interest:

Payment made for the use of borrowed money.

Interest rate:

The price of borrowed money.

Labor force:

That part of the population which is employed or actively seeking employment.

Labor union:

An organization of workers who seek to improve their common interests.

Proposed Academic Standards for Economics

Labor productivity:	The total output divided by the quantity of labor employed to produce it.
Law of demand:	The lower the price of a good or service, the greater the quantity that people will buy, all else held constant (e.g., incomes, tastes).
Law of supply:	The higher the price of a good or service, the greater the quantity that business will sell, all else held constant (e.g., resource costs, technology).
Loss:	The difference that arises when a firm's total revenues are less than its total costs.
Macroeconomics	Study of aggregate economic activity including how the economy works as a whole. and seeks to identify levels of national income, output, employment and prices.
Marginal analysis:	A decision-making tool that weights WEIGHS additional costs and benefits.
Market:	A place or process through which goods and services are exchanged.
Market economy:	An economic system in which decisions are made largely by the interactions of buyers and sellers.
Microeconomics:	Study of the behavior BEHAVIORS of consumers, and firms and determination of the market prices. and quantities transacted of factor inputs and goods and services.
Mixed economy:	An economic system in which decisions are made by markets, government and tradition.
Monetary policy:	Government decisions on money supply and interest rates to achieve economic goals.
Money:	A medium of exchange.
Money supply:	The amount of liquid assets which exists in the economy at a given time (e.g., currency, checkable deposits, travelers' checks).
MUTUAL FUND:	AN INVESTMENT OPTION THAT USES CASH FROM A POOL OF SAVERS TO BUY A WIDE RANGE

Proposed Academic Standards for Economics

OF SECURITIES.

Anything found in nature that can be used to produce a product (e.g., land, water, coal).

Natural resources:

NONRENEWABLE RESOURCES:

FINITE ELEMENTS THAT CANNOT BE REPLACED ONCE THEY ARE USED (E.G., PETROLEUM, MINERALS).

Opportunity cost:

The highest valued alternative given up when a decision is made.

OUTPUT:

THE TOTAL AMOUNT OF A COMMODITY PRODUCED.

Partnership:

A business in which ownership is shared by two or more people who receive all the profits and rewards and bear all the losses and risks.

Price:

The amount people pay in exchange for unit of a particular good or service.

PRICE CONTROL:

GOVERNMENT RESTRAINT OF PRICES TO KEEP THE COST OF LIVING DOWN. IT MOST USUALLY HAPPENS IN TIME OF WAR, BUT THERE ARE ALSO INSTANCES IN PEACETIME.

Price index:

A measure of the current average level of costs AT ONE TIME compared to the average level of costs AT ANOTHER TIME.

Producer:

One who makes goods or services.

Productivity:

Amount of output per unit of input over a period of time. It is used to measure the efficiency with which inputs can be used.

Profit:

Total revenue minus total costs.

Progressive tax:

A levy for which the percentage of income used to pay the levy increases as the taxpayer's income increases.

Proportional tax:

A levy for which the percentage of income used to pay the levy remains the same as the taxpayer's income increases.

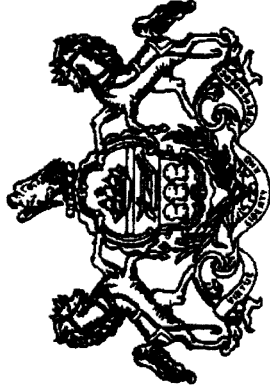
Proposed Academic Standards for Economics

- Public goods:** Goods and services provided by the government rather than by the private sector. Goods AND SERVICES that more than one person can use without necessarily preventing others from using ~~the same goods or services~~ THEM.
- Public policy:** A government's course of action that guides present and future decisions.
- Quantity demanded:** The amount of a good or service people are willing and able to purchase at a given price during a specific time period.
- Quantity supplied:** The amount of a good or service people are willing and able to sell at a given price during a specific time period.
- QUOTA:** A FORM OF IMPORT PROTECTIONISM WHERE THE TOTAL QUANTITY OF IMPORTS OF A PARTICULAR COMMODITY IS LIMITED.
- RECESSION:** A CONTRACTION IN NATIONAL PRODUCTION THAT LASTS SIX MONTHS OR LONGER. A RECESSION MIGHT BE MARKED BY JOB LAYOFFS AND HIGH UNEMPLOYMENT, STAGNANT WAGES, REDUCTIONS IN RETAIL SALES AND SLOWING OF HOUSING AND CAR MARKETS.
- Regressive tax:** A levy for which the percentage of income used to pay the levy decreases as the taxpayer's income increases.
- RENEWABLE RESOURCES:** SUBSTANCES THAT CAN BE REGENERATED IF USED CAREFULLY (E.G., FISH, TIMBER).
- Resources:** Inputs used to produce goods and services; categories include natural, human and capital.
- Scarcity:** An economic condition that exists when demand is greater than supply.
- Services:** Actions that are valued by others.
- Sole proprietorship:** A business owned by an individual who receives all the profits and rewards and bears all the losses and risks.

Proposed Academic Standards for Economics

- Specialization:** A form of division of labor in which each individual or firm concentrates its productive efforts on a single or limited number of activities.
- Standard of living:** A measurement of an individual's quality of life. A larger consumption of goods, services, and leisure is often assumed to indicate a higher standard of living.
- STOCK:** A CERTIFICATE REPRESENTING A SHARE OF OWNERSHIP IN A COMPANY.
- Supply:** The different quantities of a resource, good or service that potential sellers are willing and able to sell at various possible prices during a specific time period.
- TARIFF:** A SURCHARGE PLACED ON IMPORTED GOODS AND SERVICES. THE PURPOSE OF A TARIFF IS TO PROTECT DOMESTIC PRODUCTS FROM FOREIGN COMPETITION.
- TERTIARY:** THE THIRD LEVEL OF ECONOMIC ACTIVITY. IT INCLUDES SERVICE AND SERVICE-RELATED INDUSTRIES.
- Trade:** Voluntary exchange between two parties in which both parties benefit.
- TRADE BALANCE:** THE PAYMENTS OF A NATION THAT DEAL WITH MERCHANDISE IMPORTS OR EXPORTS.
- Traditional economy:** An economic system in which decisions are made largely by repeating the actions from an earlier time or generation.
- Unemployment rate:** The percentage of the labor force that is actively seeking employment.
- Wants:** Desires that can be satisfied by consuming good GOODS, services or leisure activities.

Proposed Academic Standards for Geography



Pennsylvania Department of Education

Proposed Academic Standards for Geography

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Proposed Academic Standards for Geography

XX. INTRODUCTION

This document includes Proposed Academic Standards for Geography that describe what students should know and be able to do in four areas:

- ◇ 7.1. Basic Geographic Literacy
- ◇ 7.2. The Physical Characteristics of Places and Regions
- ◇ 7.3. The Human Characteristics of Places and Regions
- ◇ 7.4. The Interactions Between People and Places

The Proposed Geography Standards describe what students should know and be able to do at four grade levels (third, sixth, ninth and twelfth). They reflect the increasingly complex and sophisticated understanding of geography that students are expected to achieve as they progress through school. Throughout the standards, all grade levels must address the local-to-global progression (scales). Basic concepts found in lower grade levels must be developed more fully at higher grade levels.

Geography is the science of space and place on Earth's surface. Its subject matter is the physical and human phenomena that make up the world's environments and places. These proposed standards build on using geographic tools as a means for asking and answering geographic questions; setting information into a range of spatial contexts; recognizing places and regions as human concepts; understanding the physical processes that have shaped Earth's surface and the patterns resulting from those processes; identifying the relationships between people and environments; recognizing the characteristics and distribution of people and cultures on Earth's surface; focusing on the spatial patterns of settlements and their resulting political structures; and exploring the networks of economic interdependence and the importance of resources.

At each grade level, instructional content should be selected to support the development of geographic understanding. In the primary grade levels (1 - 3), the emphasis should be on identifying the basic characteristics of the world (answering the *what* question); at the intermediate grade levels (4 - 6), the emphasis should be on describing spatial patterns of phenomena (answering the *where and when* questions); at the middle grade levels (7 - 9), the emphasis should be on explaining spatial patterns of phenomena (answering the *how* question); and at high school grade levels (10 - 12), the emphasis should be on analyzing spatial patterns of phenomena (answering the *why* question). Although the emphasis may focus on specific questions, these questions may be encountered at any grade level.

Proposed Academic Standards for Geography

Geography is an integrative discipline that enables students to apply geography skills and knowledge to life situations at home, at work and in the community. Therefore, these standards should be cross-walked with those in Civics and Government, Economics and History to create an interdisciplinary view of the world. Topics and concepts in geography directly relate to standard statements in Environment and Ecology, Economics, Mathematics, Science and Technology; AND Civics and Government.

Teachers should employ the ~~“Five Fundamental Themes of Geography”~~ FIVE FUNDAMENTAL THEMES OF GEOGRAPHY while proceeding through the Academic Standards for Geography. The relationship between the themes and the standards is clear. The standards describe what students should know and be able to do while the themes provide a clear conceptual basis for teachers and students to use in organizing their knowledge.

These are the ~~“Five Fundamental Themes of Geography”~~ FIVE FUNDAMENTAL THEMES OF GEOGRAPHY:

Theme	Description
Location	The absolute and relative position of a place on Earth's surface
Place	How physical and human characteristics define and distinguish a place
Human-Environment Interactions	How humans modify and adapt to natural settings
Movement	How people, ideas and materials move between and among locations
Regions	How an area displays unity in terms of physical and human characteristics

THE ACADEMIC STANDARDS FOR GEOGRAPHY CONSIST OF FOUR STANDARD CATEGORIES (DESIGNATED AS 7.1., 7.2., 7.3., AND 7.4.). EACH CATEGORY HAS TWO TO FIVE STANDARD STATEMENTS (DESIGNATED BY A CAPITAL LETTER). MOST STANDARD STATEMENTS HAVE BULLETED ITEMS KNOWN AS STANDARD DESCRIPTORS. THE STANDARD DESCRIPTORS ARE ITEMS WITHIN THE DOCUMENT TO ILLUSTRATE AND ENHANCE THE STANDARD STATEMENT. THE CATEGORIES, STATEMENTS AND DESCRIPTORS ARE REGULATIONS. THE DESCRIPTORS MAY BE FOLLOWED BY AN “E.G.”. THE “E.G.’S” ARE EXAMPLES TO CLARIFY WHAT TYPE OF INFORMATION COULD BE TAUGHT. THESE ARE SUGGESTIONS AND THE CHOICE OF SPECIFIC CONTENT IS A LOCAL DECISION AS IS THE METHOD OF INSTRUCTION.

GEOGRAPHY ALONG WITH CIVICS AND GOVERNMENT, ECONOMICS, AND HISTORY ARE IDENTIFIED AS SOCIAL STUDIES IN CHAPTER 4. THIS IDENTIFICATION IS CONSISTENT WITH CITIZENSHIP EDUCATION IN CHAPTER 49 AND CHAPTER 354. BASED ON THESE REGULATIONS, SOCIAL STUDIES/CITIZENSHIP PROGRAMS SHOULD INCLUDE THE FOUR SETS OF STANDARDS AS AN ENTITY IN DEVELOPING A SCOPE AND SEQUENCE FOR CURRICULUM AND PLANNED INSTRUCTION.

A glossary is included to assist the reader in clarifying terminology contained in the standards.

Proposed 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 <ul style="list-style-type: none"> ➢ 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 	

Proposed Academic Standards for Geography

<p>B. Identify and locate places and regions.</p> <ul style="list-style-type: none"> • Physical features <ul style="list-style-type: none"> ➤ Continents and oceans ➤ Major landforms, rivers and lakes in North America ➤ Local community • Human features <ul style="list-style-type: none"> ➤ 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 <ul style="list-style-type: none"> ➤ Physical regions (e.g., landform regions, climate regions, river basins) ➤ Human regions (e.g., neighborhoods, cities, states, countries) 	<p>B. Describe and locate places and regions.</p> <ul style="list-style-type: none"> • Coordinate systems (e.g., latitude and longitude, time zones) • Physical features <ul style="list-style-type: none"> ➤ In Pennsylvania (e.g., Coastal Plain, Piedmont, Appalachians) ➤ In the United States (e.g., Great Lakes, Rocky Mountains, Great Plains) • IN THE UNITED STATES (E.G., GREAT LAKES, ROCKY MOUNTAINS, GREAT PLAINS) ➤ IN PENNSYLVANIA (E.G., COASTAL PLAIN, PIEDMONT, APPALACHIANS) • Human features <ul style="list-style-type: none"> ➤ Countries (e.g., United Kingdom, Argentina, Egypt) ➤ States (e.g., California, Massachusetts, Florida) ➤ Provinces (e.g., Ontario, Quebec, Nova Scotia) ➤ Major human regions (e.g., Mid-Atlantic, New England, Southwest) ➤ Counties (e.g., Lancaster, Lackawanna, Jefferson) ➤ Townships (e.g., Dickinsett, Lower Mifflin, Southampton) ➤ Major cities (e.g., London, Los Angeles, Tokyo) ➤ PROVINCES (E.G., ONTARIO, QUEBEC, NOVA 	<p>B. Explain and locate places and regions.</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> ➤ 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) 	<p>B. Analyze the location of places and regions.</p> <ul style="list-style-type: none"> • 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., influences ON people's perceptions of places and regions)
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Proposed Academic Standards for Geography

	<p>SCOTIA)</p> <ul style="list-style-type: none"> ➤ 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) <ul style="list-style-type: none"> • Ways in which different people view places and regions (e.g., as places to visit or to avoid) • Community connections to other places <ul style="list-style-type: none"> ➤ Dependence and interdependence ➤ Access and movement 	
<p>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.</p>		

Proposed Academic Standards for Geography

7.2.3. GRADE 3	7.2.6. GRADE 6	7.2.9. GRADE 9	7.2.12. GRADE 12
<p>7.2 The Physical Characteristics of Places and Regions</p> <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. 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 day 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 types (e.g., marine-west coast, humid-continental, tropical wet and dry) 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

Proposed Academic Standards for Geography

	<ul style="list-style-type: none"> • Climate change, (e.g., global warming/cooling, desertification, glaciations) • Plate tectonics • Hydrologic cycle 	
<p>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.</p>		

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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
<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. 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. 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])
<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]) 	

Proposed 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) 	<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) 	<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) 	<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 model, sector theory, multiple nuclei theory) • Forces that have reshaped settlement patterns (e.g., commuter railroads, urban freeways, the development of megaregion MEGALOPOLIS and edge cities)
<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, 	<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 	<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 	<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)

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<p>shopping malls)</p> <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>economic activities (e.g., market size for different types of 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, and townships, school districts, PA General Assembly districts [House and Senate], U.S. Congressional districts, states) 	<p>nationally and internationally (e.g., comparative advantage in 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) 	<ul style="list-style-type: none"> • Forces that are reshaping business (e.g., the information economy, business globalization, the development of off-shore activities) • 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>			

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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
<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. 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>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>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>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. 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>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, creation of state parks and forests throughout Pennsylvania) 	<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>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) 	

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	<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) 	<ul style="list-style-type: none"> • How local and regional processes can have global effects (e.g., wind and hydroelectric power transmitted across regions, water use and irrigation for crop production) • 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>			

Proposed Academic Standards for Geography

XXI. GLOSSARY

- Absolute location:** The position of a point on Earth's surface that can usually be described by latitude and longitude. ~~but also including~~ ANOTHER EXAMPLE OF ABSOLUTE LOCATION WOULD BE THE USE OF A nine digit zip code and street address.
- Acculturation:** The process of adopting the traits of a cultural group.
- Assimilation:** The acceptance, by one culture group or community, of cultural traits associated with another.
- Atmosphere:** The body of gases, aerosols and other materials that surrounds Earth and is held close by gravity. It extends about twelve miles from Earth's surface.
- Barriers to migration:** Factors that keep people from moving (e.g., lack of information about potential destination, lack of funds to cover the costs of moving, regulations that control migration).
- Basic map elements:** Materials included on geographic representations. These include title, directions, date of map, mapmaker's name, a legend and scale. Often a geographic grid, the source of information and sometimes an index of places on the map are also included.
- BIOMES:** A COMMUNITY OF LIVING ORGANISMS OF A SINGLE MAJOR ECOLOGICAL REGION.
- Biosphere:** The domain of Earth that includes all plant and animal life forms.
- Boundary:** The limit or extent within which a system exists or functions, including a social group, a state or physical features.
- Capital:** One of the factors of production of goods and services. Capital can be goods (e.g., factories and equipment, highways, information, communications systems) and/or funds (investment and working capital) used to increase production and wealth. Other factors are land, water and labor.

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Cardinal directions:	The four main points of the compass; north, east, south and west.
Carrying capacity:	Maximum population that an area can support over time depending upon environmental conditions, human interventions and interdependence.
Central Place Theory:	The conceptual framework that explains the size, spacing and distribution of settlements and their economic relationships with their market areas.
Choropleth map:	Shows differences between areas by using colors of shading to represent distinct categories of quantities (e.g., vegetation type) or quantities (e.g., population density).
Climate:	Long-term patterns and trends in weather elements and atmospheric conditions.
Climate graph (climograph):	A diagram that combines average monthly temperature and precipitation data for a particular place.
Climatic processes:	Earth-sun relationships; seasonal changes; heat redistribution by winds; air masses and ocean currents; redistribution of heat and moisture by storm systems; and the impact of land and water distribution-altitude and landform orientation.
Comparative advantage:	The specialization by a given area in the production of one or a few commodities for which it has a particular edge (e.g., labor quality, resources availability, production costs).
Concentric Zone Model:	A framework that proposes that urban functions and the associated land uses are arranged in concentric circles THAT GROW OUTWARD FROM A CENTRAL AREA. One of three models developed to explain how cities and metropolitan areas are arranged internally. The other models are the Sector and the Multiple Nuclei.
Contour map:	A representation of some part of Earth's surface using lines along which all points are of equal elevation above or below a fixed datum, usually sea level.
Country:	Unit of political space often referred to as a state or nation-state.

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Cultural hearths:	The core areas that produce the ideas, organizations and artifacts associated with a particular culture.
Culture:	Learned behavior of people, which includes their belief systems and languages, their social relationships, their institutions and organizations and their material goods—food, clothing, buildings, tools and machines.
Cultural diffusion:	The spread of cultural elements from one culture to another.
Cultural landscape:	The human imprint on the physical environment; the humanized image as created or modified by people.
Demographic change:	Variation in population size, composition, rates of growth, density, fertility and mortality rates and patterns of migration.
Demography:	The study of population statistics, changes and trends based on various measures of fertility (adding to a population), mortality (subtracting from a population) and migration (redistribution of a population).
Density:	The population or number of objects per unit area (e.g., per square kilometer or mile).
Desertification:	The spread of desert conditions in arid and semiarid regions resulting from a combination of climatic changes and increasing human pressures (e.g., overgrazing, removal of vegetation, cultivation of marginal land).
DESICCATION:	SEE LAKE DESICCATION
Developed country:	An area of the world that is technologically advanced, highly urbanized and wealthy and has generally evolved through both economic and demographic transitions.
Diffusion:	The spread of people, ideas, technology and products among places.
Distance decay:	The tendency for the acceptance of new ideas and technologies to decrease with distance from their source.
Distribution:	The arrangement of any items over a specified area.

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- Earthquake:** Vibrations and shock waves caused by the sudden movement of tectonic plates along fracture zones, called faults, in Earth's crust.
- Ecosystem (ecological system):** A network formed by the interaction of all living organisms (plants, animals, humans) with each other and with the physical and chemical factors of the environment in which they live.
- Elevation:** Height of a point or place above sea level (e.g., Mount Everest has an elevation of 29,028 feet above sea level).
- Enclaves:** A country, territorial or culturally distinct unit enclosed within a larger country or community.
- Environment:** Everything in and on Earth's surface and its atmosphere within which organisms, communities or objects exist.
- Equilibrium:** The point in the operation of a system when driving forces and resisting forces are in balance.
- Equinox EQUINOXES:** The two days during the calendar year (usually September 23 and March 21) when all latitudes have twelve hours of both daylight and darkness and the sun is directly overhead at the Equator.
- Erosional processes:** The removal and transportation of weathered (loose) rock material by water, wind, waves and glaciers. Deposition is the end result of erosion and occurs when transported material is dropped.
- Fall line:** A linear connection joining the waterfalls on numerous rivers and streams that marks the point where each river and stream descends from the upland and the limit of the navigability of each river (e.g., the narrow boundary zone between the coastal plain and the Piedmont in the Eastern United States where there are falls and rapids on streams and rivers as they drop from the more resistant rocks of the Piedmont onto the softer rocks of the coastal plain).
- Fertility rate:** A measure of the number of children a woman will have during her child-bearing years (15 to 49 years of age) in comparison to the adult female population in a particular place.
- Formal region:** An area defined by the uniformity or homogeneity of certain characteristics (e.g., precipitation, landforms, subculture).

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Functional region:	An area united by a strong core (node) or center of human population and activity (e.g., banking linkages between large cities and smaller cities and towns).
Geographic Information System:	A geographic database that contains information about the distribution of physical and human characteristics of places. In order to test hypotheses, maps of one characteristic or a combination can be produced from the database to analyze the data relationships.
Geographic scale:	The size of Earth's surface being studied. Study areas vary from local to regional to global. Scale also refers to the relationship between the size of space on a map and the size of that space on Earth's surface. Maps are referred to as large scale if they are of smaller (local) areas and small scale if they represent much or all of the Earth's surface. Map scale is expressed as a bar graph or representative fraction.
Global warming:	The theory that Earth's atmosphere is gradually warming due to the buildup of certain gases, including carbon dioxide and methane, which are released by human activities. The increased levels of these gases cause added heat energy from Earth to be absorbed by the atmosphere instead of being lost in space.
Globe:	A scale model of Earth that correctly represents area, relative size and shape of physical features, distance between points and true compass direction.
Grid:	A pattern of lines on a chart or map, such as those representing latitude and longitude, which helps determine absolute location and assists in the analysis of distribution patterns.
Human features:	Tangible and intangible ideas associated with the culture, society and economy of places or areas. These include the spatial arrangement of land uses including transportation, the design of buildings and the nature and timing of activities that people conduct in these spaces.
Hydroelectric power:	Electrical energy generated by the force of falling water which rotates turbines housed in power plants in dams on rivers.
Hydrosphere:	The water realm of Earth which includes water contained in the oceans, lakes, rivers, ground, glaciers and water vapor in the atmosphere.

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Industrialization:

~~The growth of machine production and the factory system. The process of introducing manufacturing into countries or regions where most of the people are engaged in primary economic activities (e.g., farming, fishing, forestry).~~

Infant mortality rate:

The annual number of deaths among infants under one year of age for every 1,000 live births. It usually provides an indication of health care levels. The United States, for example, has a 1994 rate of 8.3 infant deaths per 1,000 live births while Angola has a rate of 137 infant deaths per 1,000 births.

Interdependence:

Ideas, goods and services in one area affect decisions and events in other areas reducing self-sufficiency.

Intermediate directions:

The points of the compass that fall between north and east, north and west, south and east, south and west (e.g., NE, NW, SE, SW).

Intervening opportunities OPPORTUNITY:

An alternate area that is a source of a product or service or a destination in the case of migration.

Lake desiccation:

The reduction in water level (drying out) of an inland water body.

Land degradation:

~~The physical process that wears down and levels landforms and carries away the loosened debris. This term is also used to define human misuse of the land or the environment (e.g., farming on steep slopes increases erosion).~~

Land use:

The range of uses of Earth's surface made by humans. Uses are classified as urban, rural, agricultural, forested, etc. with more specific sub-classifications useful for specific purposes (e.g., low-density residential, light industrial, nursery crops).

Landform:

The shape, form or nature of a specific physical feature of Earth's surface (e.g., plain, hill, plateau, mountain).

Life expectancy:

The average number of remaining years a person can expect to live under current mortality levels in a society. Life expectancy at birth is the most common use of this measure.

Lithosphere:

The uppermost portion of the solid Earth including soil, land and geologic formations.

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Location:

The position of a point on Earth's surface expressed by means of a grid (absolute) or in relation (relative) to the position of other places.

Map:

A graphic representation of a portion of Earth that is usually drawn to scale on a flat surface.

Map projection:

~~A mathematical formula by which the lines of a global grid and the shapes of land and water bodies are transferred from a globe to a flat surface.~~

Materials:

Raw or processed substances that are used in manufacturing (secondary economic activities). Most substances used in factories are already manufactured to some degree and come from other factories rather than from sources of raw materials.

Megalopolis:

The intermingling of two or more large metropolitan areas into a continuous or almost continuous built-up urban complex; sometimes referred to as a conurbation.

Mental map:

A geographic representation which conveys the cognitive image a person has of an area, including knowledge of features and spatial relationships as well as the individual's perceptions and attitudes regarding the place; also known as a cognitive map.

Metropolitan area:

The Federal Office of Management and Budget's designation for the functional area surrounding and including a central city; has a minimum population of 50,000; is contained in the same county as the central city; and includes adjacent counties having at least 15 percent of their residents working in the central city's county.

Migration:

The act or process of people moving from one place to another with the intent of staying at the destination permanently or for a relatively long period of time.

Multinational organizations:

An association of nations aligned around a common economic or political cause (e.g., the Organization of Petroleum Exporting Countries, the Organization of American States).

Multiple Nuclei Model:

A representation of urban structure based on the idea that the functional areas (land use) of cities develop around various points rather than just one in the Central Business District.

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Municipality:

A political unit incorporated for local self-government (e.g., Pennsylvania's boroughs, townships).

NAFTA:

NORTH AMERICAN FREE TRADE AGREEMENT. NAFTA IS AN ACCORD TO ESTABLISH CLEAR AND MUTUALLY ADVANTAGEOUS RULES GOVERNING COMMERCE AMONG CANADA, MEXICO AND THE UNITED STATES.

NATO:

NORTH ATLANTIC TREATY ORGANIZATION. AN INTERNATIONAL TRANSATLANTIC PARTNERSHIP CONSISTING OF VARIOUS EUROPEAN STATES, THE UNITED STATES AND CANADA, WHICH WAS DESIGNED THROUGH COOPERATION, CONSULTATION AND COLLECTIVE DEFENSE TO MAINTAIN PEACE AND PROMOTE STABILITY THROUGHOUT EUROPE.

Nation:

A cultural concept for a group of people bound together by a strong sense of shared values and cultural characteristics including language, religion and common history.

Natural hazard:

An event in the physical environment, such as a hurricane or earthquake, that is destructive to human life and property.

Natural resource:

An element of the physical environment that people value and use to meet a need for fuel, food, industrial product or something else of value.

Nonrenewable resource:

A finite element that cannot be replaced once it is used (e.g., petroleum, minerals).

Ocean currents:

The regular and consistent horizontal flow of water in the oceans, usually in response to persistent patterns of circulation in the atmosphere.

OAS:

ORGANIZATION OF AMERICAN STATES. AN INTERNATIONAL GOVERNMENTAL ORGANIZATION FORMED BY THE NATION-STATES OF NORTH AMERICA AND SOUTH AMERICA FOR SECURITY AND THE PROTECTION OF MUTUAL INTERESTS.

OPEC:

The Organization of Petroleum Exporting Countries; international cartel of thirteen nations designed to promote collective pricing of petroleum, unified marketing policies and regulation of petroleum extraction.

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Perceptual region:

Ideas that people have about the character of areas based on impressions from a variety of sources of information including other individuals and media. Mental maps can be used to access these ideas to find out what people think about particular areas.

Physical feature:

An aspect of a place or area that derives from the physical environment.

Physical process:

A course or method of operation that produces, maintains or alters Earth's physical system (e.g., glacial eroding, depositing landforms).

Place:

An area with distinctive human and physical characteristics; these characteristics give it meaning and character and distinguish it from other areas.

Plate tectonics:

The theory that Earth's surface is composed of rigid slabs or plates (see tectonic plates). The divergence, convergence and slipping side-by-side of the different plates is responsible for present-day configurations of continents, ocean basins and major mountain ranges and valley systems.

Pollution:

The direct or indirect process resulting from human action by which any part of the environment is made potentially or actually unhealthy, unsafe or hazardous to the welfare of the organisms which live in it.

Population density:

The number of individuals occupying an area derived from dividing the number of people by the area they occupy (e.g., 2,000 people divided by ten square miles = 200 people per square mile).

Population pyramid:

A bar graph showing the distribution by gender and age of a country's population.

Population size:

~~The number of people in a particular place or area. Also, the number of members of a plant or animal species in an area.~~

Primary economic activity:

The production of naturally existing or culturally improved resources (i.e., agriculture, ranching, forestry, fishing, extraction of minerals and ores).

Pull factors:

In migration theory, the social, political, economic and environmental attractions of new areas that draw people away from their previous location.

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Push factors:	In migration theory, the social, political, economic and environmental forces that drive people from their previous location.
Region:	An area with one or more common characteristics or features that give it a measure of consistency and make it different from surrounding areas.
Regionalization:	The partitioning of areas on Earth using a variety of criteria for the purpose of organizing elements in a complex space.
Relative location:	The site of a place or region in relation to other places or regions (e.g., northwest, downstream).
Renewable resource:	A substance that can be regenerated if used carefully (e.g., fish, timber).
Resource:	An aspect of the physical environment that people value and use to meet a need for fuel, food, industrial product or something else of value.
Satellite image:	A representation produced by a variety of sensors (e.g., radar, microwave detectors, scanners) that measure and record electromagnetic radiation. The collected data are turned into digital form for transmission to ground receiving stations. The data can be reconverted into imagery in a form resembling a photograph.
Scale:	On maps the relationship or ratio between a linear measurement on a map and the corresponding distance on Earth's surface. For example, the scale 1:1,000,000 means one unit (inch or centimeter) on the map represents 1,000,000 of the same units on Earth's surface. Also refers to the size of places or regions being studied.
Sector Model:	A theory of urban structure that recognizes the impact of transportation on land prices within the city and the resulting tendency for functional areas to be organized into sectors.
Secondary economic activity:	Processing of raw and manufactured materials into products with added value.
Settlement pattern:	The spatial distribution and arrangement of human habitations (e.g., rural, urban).

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Site:	The specific location where something may be found including its physical setting (e.g., on a floodplain).
Situation:	The general location of something in relation to other places or features of a larger region (e.g., in the center of a group of cities).
Soil:	Unconsolidated material found at the surface of Earth, which is divided into layers (or horizons) characterized by the accumulation or loss of organic and inorganic compounds. Loam types and depths vary greatly over Earth's surface and are very much influenced by climate, organisms, rock type, local relief, time and human activity.
Spatial:	Pertains to space on Earth's surface.
Spatial distribution:	The distribution of physical and human elements on Earth's surface.
Spatial organization:	The arrangement on Earth's surface of physical and human elements.
Suburbanization:	The shift in population from living in higher density urban areas to lower density developments on the edge of cities.
System:	A collection of entities that are linked and interrelated (e.g., the hydrologic cycle, cities, transportation modes).
Technology:	Application of knowledge to meet the goals, goods and services needed and desired by people.
Tectonic plates:	Sections of Earth's rigid crust that move as distinct units on a plastic-like ledge (mantle) on which they rest. As many as twenty different plates have been identified, but only seven are considered to be major (e.g., Eurasian Plate, South American Plate).
Thematic map:	A geographic representation of a specific spatial distribution, theme or topic (e.g., population density, cattle production, climates of the world).

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Time zone:

A division of Earth, usually 15 degrees longitude, within which the time at the central meridian of the division represents the whole division.

Topography:

The shape of Earth's surface.

Urbanization:

~~A process in which there is an increase in the percentage of people living/working in cities as compared to rural areas.~~

Water cycle:

The continuous circulation of water from the oceans, through the air, to the land and back to the sea. Water evaporates from oceans, lakes, rivers and the land surfaces and transpires from vegetation. It condenses into clouds in the atmosphere that may result in precipitation returning water to the land. Water then seeps into the soil or flows out to sea completing the circulation. Also known as Hydrologic Cycle.

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Proposed Academic Standards For History

XXIII. INTRODUCTION

This document includes Academic Standards for History that describe what students should know and be able to do in four areas:

- ◇ 8.1. Historical Analysis and Skills Development
- ◇ 8.2. Pennsylvania History
- ◇ 8.3. United States History
- ◇ 8.4. World History

The History Standards describe what students should know and be able to do at four grade levels (third, sixth, ninth and twelfth). They reflect an understanding of chronological events and the application of historical thinking skills in viewing the human record. These academic standards provide an organizing content for schools.

The Academic Standards for History are grounded in the Public School Code of 1949 which directs "... study in the history and government of that portion of America which has become the United States of America, and of the Commonwealth of Pennsylvania..." Chapter 4 - Academic Standards and Assessment in Section 4.21 reinforces the School Code by indicating that the history of the United States and the history of the Commonwealth must be taught once by the end of elementary school. In addition, Section 4.22 - middle level education indicates that planned instruction in the history and cultures of the United States, the Commonwealth and world shall be provided. Chapter 4 also states that planned instruction shall be provided in the history and cultures of the United States, the Commonwealth and world in section 4.23 - high school education.

To support the intent of the Public School Code and Chapter 4, this document creates four standard categories. The four standard categories were designed to meld historical thinking (8.1. Historical Analysis and Skills Development) with historical understanding (8.2. Pennsylvania History, 8.3. United States History, and 8.4. World History) to describe what students should know and be able to do.

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Standard category 8.1. Historical Analysis and Skill Development provides the basis for learning the content within the other three standard categories. The intent of the history standards is to instill in each student an ability to comprehend chronology, develop historical comprehension, evaluate historical interpretation and to understand historical research. One should not view these standards as a list of facts to recall, rather as stated in the opening phrase to the Pennsylvania, United States and World standard categories, "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 the interaction of cultural, economic, geographic, political and social relations."

These standards provide a history framework to permit every school and teacher to create planned instruction. The content within this document is general and does not represent a course or even a portion thereof. Every school is encouraged to move beyond these standards. These standards are merely a starting point for the study of history. Planned instruction to meet these standards is required; however, the methodology, resources and time are not recommended nor implied.

History is a discipline that interprets and analyzes the past. It is a narrative--a story. In order to tell the story it is not sufficient to simply recall facts; it is also necessary to understand the context of the time and place and to apply historical thinking skills. It is with this concept established, that the content delineated in Pennsylvania, United States and World histories should be approached. Having established the need to move beyond recall, it is the intent of these standards to give students throughout Pennsylvania a common cultural literacy.

Pennsylvania, United States, and World History standard categories use the same four standard statements to guide teachers in developing planned instruction. The four standard statements are: (A) Political and Cultural Contributions of Individuals and Groups; (B) Primary Documents, Material Artifacts and Historical Places; (C) How Continuity and Change Has Influenced History; (D) Conflict and Cooperation Among Social Groups and Organizations. The chart, Four Standard Statements within the Academic Standards for History: An Overview (page 4), outlines standard statements and descriptors.

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Although the standard statements are similar across grade levels and standard categories, the degree of comprehension, changes in content and shifts in chronology differ. Although different grade levels outline different chronological periods within the standards, it is intended, ~~as any good teacher would do,~~ that the specified chronological eras be linked to past learnings and that all eras be linked to the present. Linking to past learnings and the present is important, but so is addressing the standard statements in more depth. Therefore the following chronological time periods for the standard categories are established for the standard categories.

Pennsylvania and United States History

Grades 1-3	Beginnings to Present
Grades 4-6	Beginnings to 1824
Grades 7-9	1787 to 1914
Grades 10-12	1890 to Present

World History

Grades 1-3	Beginnings to Present
Grades 4-6	Beginnings to Present
Grades 7-9	Beginnings to 1500
Grades 10-12	1450 to Present

Districts are encouraged to delineate each chronological period into less expansive historical eras within their planned instruction. The content listed in grade levels 1-3, 4-6, 7-9 and 10-12 should be age appropriate for the students in those grade levels and the reader should interpret each standard descriptor in that manner.

The ~~proposed history standards~~ **ACADEMIC STANDARDS FOR HISTORY** consist of four standard categories (designated as 8.1., 8.2., 8.3., and 8.4.). Each category has four standard statements (designated A, B, C, and D). Most standard statements have bulleted items known as standard descriptors. The standard descriptors are items within the document to illustrate and enhance the standard statement. The categories, statements and descriptors are the ~~proposed~~ regulations. The descriptors many times are followed by an "e.g." The "e.g.'s" are examples to clarify what type of information could be taught; ~~however,~~. These are suggestions and the choice of specific content is a local decision as is the method of instruction.

History along with civics and government, economics and geography are identified as social studies in Chapter 4. This identification is consistent with citizenship education in Chapter 49 and Chapter 354. Based on these regulations, social studies/citizenship programs should include the four sets of standards as an entity in developing a scope and sequence for curriculum and planned instruction.

A glossary is included to assist the reader in understanding terminology contained in the standards.

Proposed Academic Standards For History

Four Standard Statements within the Academic Standards for History: An Overview	
<p>Political and Cultural Contributions of Individuals and Groups</p> <ul style="list-style-type: none"> • Inhabitants (cultures, subcultures, groups) • Political Leaders (monarchs, governors, elected officials) • Military Leaders (generals, noted military figures) • Cultural and Commercial Leaders (entrepreneurs, corporate executives, artists, entertainers, writers) • Innovators and Reformers (inventors, philosophers, religious leaders, social change agents, improvers of technology) 	<p>How Continuity and Change Have Influenced History</p> <ul style="list-style-type: none"> • Belief Systems and Religions (ideas, beliefs, values) • Commerce and Industry (jobs, trade, environmental change, labor systems, entertainment) • Innovations (ideas, technology, methods and processes) • Politics (political party systems, administration of government, rules, regulations and laws, political and judicial interpretation) • Transportation (methods of moving people and goods over time, transportation routes, circulation systems) • Settlement Patterns and Expansion (population density and diversity, settlement types, land use, colonization) • Social Organization (social structure, identification of social groups, families, groups and communities, education, school population, suffrage, civil rights) • Women's Movement (changing roles of women, social and political movements, breaking barriers, role models)
<p>Primary Documents, Material Artifacts and Historical Places</p> <ul style="list-style-type: none"> • Documents, Writings and Oral Traditions (government documents, letters and diaries, fiction and non-fiction works, newspapers and other media, folklore) • Artifacts, Architecture and Historic Places (historic sites and places, museums and museum collections, official and popular cultural symbols, material culture) 	<p>Conflict and Cooperation Among Social Groups and Organizations</p> <ul style="list-style-type: none"> • Domestic Instability (political unrest, natural and man-made disasters, genocide) • Ethnic and Racial Relations (racism [and xenophobia], ethnic and religious prejudices, collective and individual actions) • Immigration and Migration (causes of population shifts, xenophobia, intercultural activity) • Labor Relations (strikes and collective bargaining, working conditions over time, labor/management identity) • Military Conflicts (causes, conduct and impact of military conflicts, wars and rebellions)
<p><i>Each standard statement above outlines its respective standard descriptors. Each standard descriptor suggests content that may be addressed. These are not all encompassing and local planned instruction is not limited to these examples.</i></p>	

Proposed Academic Standards for History

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
<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. 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 • Cause CAUSES and result 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 • Cause CAUSES and result RESULTS 	<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 • Cause CAUSES and result RESULTS • Author or source used to develop 	<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 a 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

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<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>• Author or source of historical narratives</p> <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>historical narratives</p> <ul style="list-style-type: none"> • Central issue <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>Connections CONNECTIONS of BETWEEN cause CAUSES and result RESULTS</p> <ul style="list-style-type: none"> • Author or source of historical narratives' points of view • Central issue <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>			

Proposed Academic Standards for History

8.2. Pennsylvania History	8.2.3. GRADE 3	8.2.6. GRADE 6	8.2.9. GRADE 9	8.2.12. GRADE 12
	<p>8.2.3. GRADE 3</p> <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. 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>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>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>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 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 	<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, 	<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 "GETTYSBURG ADDRESS", <i>The Pittsburgh Survey</i>) • Artifacts, Architecture and Historic 	<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, 	

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<p>Hall)</p> <ul style="list-style-type: none"> • Liberty Bell • Official Commonwealth symbols (e.g., tree, bird, dog, insect) <p>C. Identify and describe how continuity and change have influenced Pennsylvania history.</p> <ul style="list-style-type: none"> • 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) 	<p>Pennsylvania rifle, Brig Niagara)</p> <p>C. Identify and explain how continuity and change have influenced Pennsylvania history from the Beginnings to 1824.</p> <ul style="list-style-type: none"> • 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, AME 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) 	<p>Places (e.g., Gettysburg, Eckley Miners' Village, Drake's Well)</p> <p>C. Identify and analyze how continuity and change have influenced Pennsylvania history from the 1787 to 1914.</p> <ul style="list-style-type: none"> • 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) 	<p>Fallingwater, Levittown, Allegheny Ridge heritage corridor)</p> <p>C. Identify and evaluate how continuity and change have influenced Pennsylvania history from the 1890s to Present.</p> <ul style="list-style-type: none"> • 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)
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<p>D. Identify and describe conflict and cooperation among social groups and organizations in Pennsylvania history.</p> <ul style="list-style-type: none"> • 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., impact of wars STRUGGLE FOR CONTROL) 	<p>D. Identify and explain conflict and cooperation among social groups and organizations in Pennsylvania history from Beginnings to 1824.</p> <ul style="list-style-type: none"> • 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) 	<p>D. Identify and analyze conflict and cooperation among social groups and organizations in Pennsylvania history from 1787 to 1914.</p> <ul style="list-style-type: none"> • Domestic Instability (e.g., impact of war, 1889 Johnstown Flood) • Ethnic and Racial Relations (e.g., Christiana riots, disenfranchisement and restoration of the 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) 	<p>D. Identify and evaluate conflict and cooperation among social groups and organizations in Pennsylvania history from 1890 to Present.</p> <ul style="list-style-type: none"> • 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)
<p>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.</p>			

Proposed Academic Standards for History

8.3.3. GRADE 3	8.3.6. GRADE 6	8.3.9. GRADE 9	8.3.12. 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 analyze cultural, economic, geographic, political and social relations to . . .</i>			
<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, Jасkie 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) 	<p>A. Identify and explain the political and cultural contributions of individuals and groups to United States history from Beginnings to 1815-1824.</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")

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<ul style="list-style-type: none"> • Historic Places (e.g., The White House, Mount Rushmore, Statue of Liberty) • The Flag of the United States <p>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).</p>	<ul style="list-style-type: none"> • Historic Places (e.g., Cahokia Mounds, Spanish Missions, Jamestown) <p>C. Explain how continuity and change has influenced United States history from Beginnings to 1824.</p> <ul style="list-style-type: none"> • 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, Bancker; 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) 	<p>Underground Railroad sites, Erie Canal)</p> <p>C. Analyze how continuity and change has influenced United States history from 1787 to 1914.</p> <ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • Historic Places (e.g., Ellis Island, Pearl Harbor, Los Alamos) <p>C. Evaluate how continuity and change has influenced United States history from 1890 to Present.</p> <ul style="list-style-type: none"> • 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)
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Proposed Academic Standards for History

<p>D. Identify conflict and cooperation among social groups and organizations in United States history.</p> <ul style="list-style-type: none"> • 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., impact of wars STRUGGLE FOR CONTROL) 	<p>D. Identify and explain conflict and cooperation among social groups and organizations in United States history from Beginnings to 1824.</p> <ul style="list-style-type: none"> • 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) 	<p>D. Identify and analyze conflict and cooperation among social groups and organizations in United States history from 1787 to 1914.</p> <ul style="list-style-type: none"> • 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) 	<p>D. Identify and evaluate conflict and cooperation among social groups and organizations in United States history from 1890 to the Present.</p> <ul style="list-style-type: none"> • 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)
<p>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 or later events in history so that students may develop a seamless view of the world.</p>			

Proposed Academic Standards for History

8.4. World History	8.4.3. GRADE 3	8.4.6. GRADE 6	8.4.9. GRADE 9	8.4.12. 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 analyze cultural, economic, geographic, political and social relations to...</i>				
<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>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>A. Analyze the significance of individuals and groups who made major political and cultural contributions to world history before 1500 C.E..</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>A. Evaluate the significance of individuals and groups who made major political and cultural contributions to world history since 1450 C.E..</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., Achebe-CHINUA ACHEBE, Gabriel Garcia Marquez, Akira Kurosa, Christopher Columbus) • Innovators and Reformers (e.g., Nelson Mandela, Louis-Joseph Papineau, Mohandas Gandhi, Alexander Fleming) 	<p>B. Evaluate historic sites and material artifacts important to world history.</p> <ul style="list-style-type: none"> • Africa (e.g., Pyramids, treasures of Tutankhamen, Nefertari's 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>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, Nefertari's 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>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>B. Analyze historical documents, material artifacts and historic sites important to world history before 1500 C.E..</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>B. Evaluate historical documents, material artifacts and historic sites important to world history since 1450 C.E..</p> <ul style="list-style-type: none"> • Documents, Writings and Oral Traditions (e.g., Declaration of the Internationals 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 Center, 	<p>B. Evaluate historical documents, material artifacts and historic sites important to world history since 1450 C.E..</p> <ul style="list-style-type: none"> • Documents, Writings and Oral Traditions (e.g., Declaration of the Internationals 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 Center,

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<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>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>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 C.E.</p> <ul style="list-style-type: none"> • Africa • Americas • Asia • Europe 	<p>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 C.E.</p> <ul style="list-style-type: none"> • Africa • Americas • Asia • Europe
<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., impact of wars STRUGGLE FOR CONTROL) 	<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>D. Analyze how conflict and cooperation among social groups and organizations impacted world history through 1500 C.E. 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>D. Evaluate how conflict and cooperation among social groups and organizations impacted world history from 1450 C.E. 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

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.

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XXIV. GLOSSARY

- Archive:** ~~A place where public records are kept.~~
- Artifact:** Any object made by human work or skill.
- Beginnings** A demarcation of time designating studies to commence with the written historical record.
- Central issue:** The primary concern from which other problems or matters are derived. ~~An FOR example, is today's world migration flows are a central issue from which other concerns such as terrorist threats may arise.~~
- Chronology:** The science of measuring time and of dating events. Examples include BCE (before the common era) and CE (common era). Another reference to chronology is CA, around the time, circa.
- Conflict:** The opposition of persons or groups that gives rise to dramatic action. Such actions could include the use of force as in combat.
- Culture:** The skills and arts of a given people in a given period of time or a civilization.
- Document:** Anything written or printed used to record or prove something.
- Historical evidence:** Something that makes something else noticeable, obvious or evident.
- Historical passage:** An article or section of a longer work that has importance to the past.
- Innovation:** The introduction of something new; an idea, method or devise.
- Interpretation:** Explanation or to reply to a situation in order to make sense of it (e.g., a time period, an individual's actions).
- Legends:** ~~A story coming down from the past, one popularly regarded as historical although not verifiable.~~

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Memorial: An object or ceremony serving as a remembrance for a person, group, day, site or event.

Monument: ~~A physical or symbolic memorial established to keep alive the memory of a person.~~

Museum: A historical display in a building, room, etc. for exhibiting artistic, historical or scientific objects.

Present: A demarcation of time designating studies to the current year.

Opinion: A belief based not on certainty but on what seems to be true or probable.

Strike: A work stoppage by employees organized against the management of a business entity.

Timeline TIME LINES: A measure of a period during which something exists or happens; usually displayed in chronological order on a graph or linear lines.

War: A conflict in which two or more nations or two or more identities inside a nation are at odds.

Xenophobia: An intense fear or dislike of groups unknown or not within one's experience including the group's customs and culture.



Commonwealth of Pennsylvania
STATE BOARD OF EDUCATION

October 18, 2002

Mr. Robert E. Nyce
Executive Director
Independent Regulatory Review Commission
14th Floor, 333 Market Street
Harrisburg, PA 17126-0333

Dear Mr. Nyce:

Enclosed is a copy of final-form of State Board of Education regulations 22 Pa. Code, Chapter 4, Appendix C (Academic Standards for Civics and Government, Economics, Geography, and History) (regulatory package #6-275) and 22 Pa. Code, Chapter 4, Appendix D (Academic Standards for Arts & Humanities, Health, Safety & Physical Education and Family & Consumer Science) (regulation package #6-276) for review by the Commission pursuant to the provisions of section 5(c) of the Regulatory Review Act. Please note that these final-form regulations (Appendix C & D) are simultaneously being resubmitted for review and approval.

The Regulatory Review Act provides that the Commission shall approve or disapprove final-form regulations within 10 days of the close of the Commission review period or at its next scheduled meeting.

The Board will provide your Commission with any assistance you require to facilitate a thorough review of these final-form standards.

Sincerely yours,

A handwritten signature in cursive script that reads "Jim Buckheit".

Jim Buckheit
Acting Executive Director

Enclosure

Cc: Gregory E. Dunlap, Esquire
Linda C. Barrett, Esquire

First Floor, 333 Market Street, Harrisburg, PA 17126-0333
Telephone (717) 787-3787 ♦ TDD (717) 783-8445 ♦ FAX (717) 787-7306

**TRANSMITTAL SHEET FOR REGULATIONS SUBJECT TO THE
REGULATORY REVIEW ACT**

I.D. NUMBER: 006-275
 SUBJECT: Academic Standards for Civics & Government, Economics, Geography, and History
 AGENCY: DEPARTMENT OF EDUCATION

TYPE OF REGULATION

- Proposed Regulation
- X Final Regulation
- Final Regulation with Notice of Proposed Rulemaking Omitted
- 120-day Emergency Certification of the Attorney General
- 120-day Emergency Certification of the Governor
- Delivery of Tolled Regulation
 - a. With Revisions
 - b. Without Revisions

FILING OF REGULATION

DATE	SIGNATURE	DESIGNATION
10/18	<i>M. J. [Signature]</i>	HOUSE COMMITTEE ON EDUCATION
10/18	<i>V. O'Leary</i>	
	<i>D. [Signature]</i>	SENATE COMMITTEE ON EDUCATION
01/18	<i>A. O'Flaherty</i>	
10/18	<i>E. [Signature]</i>	INDEPENDENT REGULATORY REVIEW COMMISSION
		ATTORNEY GENERAL
		LEGISLATIVE REFERENCE BUREAU

October 18, 2002