

March 11, 2002

Dr. Peter H. Garland
Executive Director of the State Board of Education
333 Market Street
Harrisburg, PA 17126-0333

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**PA. STATE BOARD
OF EDUCATION**

Dear Dr. Garland,

Below you will find the comments and suggestions from the Elementary Social Studies Committee that represents the Central Dauphin School District.

Upon review of the standards for civics and government, geography, and history our committee feels that the standards are too "open for interpretation." Our fear is that this will lead to varying curriculum expectations from school district to school district. Please find other standard specific comments below:

Standards in History

- We are concerned about the impact of teaching about war at the various grade levels and how children from K-3 would understand.
- We are concerned that there are specific examples given for the benchmarks for grades six, nine, and twelfth, however, the benchmarks set in grade three have very vague examples.
- We do not like the fact that contemporary religion is included in section 8.2

Standards in Geography

- Would you clarify "human features" on pages three and four?
- We feel that using "mental maps" to describe human and physical features of local areas is a difficult concept for primary children.
- In order to adequately meet the standards, will multiple textbooks be needed?

Standards in Civics and Government

- We feel the following terms should be included in the glossary: framers, direct democracy, representative democracy, limited government, unlimited government.
- Is it possible for you to create an "elementary level" glossary for teachers who do not have the experience of working in political science and are not familiar with the terminology?

Thank you for taking the time to consider our comments and suggestions. If you have any questions for our committee, please direct them to Shane Hotchkiss, Assistant Principal, South Side Elementary, 4525 Union Deposit Road, Harrisburg, PA 17111.

Respectfully,

Elementary Social Studies Committee
Central Dauphin School District

ORIGINAL: 2252



**Commonwealth of Pennsylvania
STATE BOARD OF EDUCATION**

March 18, 2002

Mr. Louis M. Waddell
307 Fireside Drive
Camp Hill, PA 17011-1422

Dear Mr. Waddell:

Thank you for your letter dated March 11, 2002 on proposed 22 Pa. Code, Chapter 4, Appendix C (academic standards for Civics and Government, Economics, Geography, and History).

Your letter is considered as official public comment and is being shared with all members of the Board. Pursuant to the provisions of the Regulatory Review Act, copies of your comments are also being provided to the Independent Regulatory Review Commission (IRRC) and the Chairpersons of the House and Senate Education Committees.

Be assured that your comments will be considered carefully in the development of the final-form of these regulations.

The Regulatory Review Act provides that information on the final-form of regulations be mailed to public commentators at their request. If you would like to receive the final-form of these academic standards when they are submitted to the Education Committees and IRRC, please make your request to me in writing at the address printed below.

Sincerely yours,

A handwritten signature in cursive script that reads "Nanette M. Kimmel".

Nanette M. Kimmel
Interim Executive Director

cc: Members of the State Board
Senator Rhoades
Senator Schwartz
Representative Stairs
Representative Colafella
IRRC

307 Fireside Drive
Camp Hill, Pennsylvania
17011-1422

March 11, 2002

Commonwealth of Pennsylvania
State Board of Education
333 Market Street
First Floor
Harrisburg, PA 17126-0333

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**PA. STATE BOARD
OF EDUCATION**

ATTENTION: Nanette M. Kimmel,

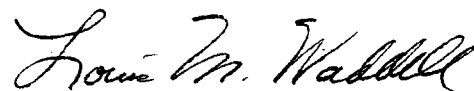
My comment upon reading the Proposed Academic Standards for Civics and Government, Economics, Geography, and History, as published in the *Pennsylvania Bulletin*, February 16, 2002, and found on the Web sites of the PDE and the Pennsylvania Bulletin, is that I am disappointed with the content, construction, and philosophy of the sections for U.S., Pennsylvania, and World history.

The absence of traditional and well-recognized themes is the major fault. I attribute this void to an underlying attitude or philosophy that the students can make up their own themes and forget all those that have been acknowledged by so many previous generations. Thus, the Proposed Standard's style of reducing the content to biographical data about recognized historical figures (which ever figures the instructors choose), plus a smattering of references to physical objects and a few suggestions about developments in material culture, certainly assumes that a very wise (indeed!) generation of "thinking historically" youth will brush all established historical themes aside. And, as I tried to explain to the Board in the testimony session, this approach plays into the hands of advocates of postmodernism in historical interpretation. Although the general public has no understanding of what postmodernism can do to the discipline of history, I think those who constructed these Standards do.

The chief plaudit for the present Proposed History Standards is that they brought forth no "political correctness" criticisms during public hearings held across the state. My comment: that is not enough; our past deserves better. History is a body of literature in which succeeding generations of writing historians have built upon their predecessors before they expound their own conclusions. If historians have grown too isolated or profound for public understanding, some simplification should be put forth, but it is a mistake to throw out the entire body of acknowledged historical themes.

And my recommendation for the Proposed Standards for History is that the proposing authorities to go back and try again. There has been no significant change in the text since it was written over eighteen months ago.

Respectfully yours,



Louis M. Waddell

ORIGINAL: 2252



Commonwealth of Pennsylvania
STATE BOARD OF EDUCATION

March 18, 2002

RECEIVED
2002 MAR 19 AM 11:42
INDEPENDENT REGULATORY COMMISSION

Ms. Karen Y. Christie
507 Deubler Road
Camp Hill, PA 17011

Dear Ms. Christie:

Thank you for your letter dated March 17, 2002 on proposed 22 Pa. Code, Chapter 4, Appendix C and D (academic standards).

Your letter is considered as official public comment and is being shared with all members of the Board. Pursuant to the provisions of the Regulatory Review Act, copies of your comments are also being provided to the Independent Regulatory Review Commission (IRRC) and the Chairpersons of the House and Senate Education Committees.

Be assured that your comments will be considered carefully in the development of the final-form of these regulations.

The Regulatory Review Act provides that information on the final-form of regulations be mailed to public commentators at their request. If you would like to receive the final-form of these academic standards when they are submitted to the Education Committees and IRRC, please make your request to me in writing at the address printed below.

Sincerely yours,

A handwritten signature in cursive script that reads "Nanette M. Kimmel".

Nanette M. Kimmel
Interim Executive Director

cc: Members of the State Board
Senator Rhoades
Senator Schwartz
Representative Stairs
Representative Colafella
IRRC

507 Deubler Rd
Camp Hill, PA 17011
717-761-0702 (day)
March 17, 2002

Dr. Peter Garland
Executive Director
State Board of Education
333 Market St
Harrisburg, PA 17126-0333

Dear Dr. Garland

Please accept this public comment on the proposed amendments to 22 PA Code Chapter 4 relating to academic standards in arts and humanities; health, safety and physical education; family and consumer science; civics and government; economics; geography; and history as published in the February 16, 2002 PA Bulletin.

My comments are general in nature and apply to all of the proposed new standards from the perspective of a local school board director. They pertain to 1) financial hardship to communities, 2) loss of local board control, 3) less time in the classroom for educational basics, 4) availability of educational resources, 5) assessments, and 6) review. I leave the detailed academics to comment by education professionals.

These added standards create a financial hardship on local communities. The Cost and Paperwork Estimates state that total funds available to assist districts with curriculum re-alignment and professional development is \$1647.00 per district (\$825,000 / 501) per year. \$1647 does not nearly cover the hundreds of hours per district involved in this task, nor the hours of staff development. This mandate comes to public school districts already buckling down for impossible budgets due to higher pension & health care costs and low revenues. Many districts have already reported to their communities that educational programs may be cut to avoid high tax increases.

These added standards **discourage local school board control** of curriculum and allocation of resources to best meet the needs of their school's population.

The educational basics are suffering. As our local board plans strategically to best educate our student population, several things constantly rise to the top of the priority list - reading and math. Every year we receive more requests for reading clinics and math clinics to educate those children not identified as special education. And the requests come from higher grades each year. Our teachers tell us that so many other curriculum mandates have been added to their teaching day that basic education suffers. In other words, **so much to teach with so little time to teach it.**

Are textbooks written to these standards? Must districts purchase new textbooks for the new curricula? If the resources are available, is there funding assistance for districts?

Will standardized assessment tests be modified? These test scores are being used to evaluate a student's level of proficiency in addition to their use to evaluate a district's leadership. **If curriculum is changed, the assessment instrument should be changed.**

The Sunset Date for these standards provides for a review of "effectiveness" after four years. Please remember that the potential of four years of ineffective regulations is four years of a child's education. **I suggest that a review process be determined now and put into place upon implementation of these new standards.** Intermediate units host monthly superintendent meetings, and an annual review - say in March 2003 - could be done through communication with these groups. This evaluation should be communicated to the State Board of Education, the Secretary of Education, the IRRC and the legislature.

Thank you for the opportunity to submit comment. With communication in mind, please note that copies are being forwarded to the local legislators representing the areas within my local district.

Sincerely,

Karen Y. Christie
Karen Y. Christie

Cc: Sen Harold Mowery
Rep Pat Vance
Rep Jerry Nailor

ORIGINAL: 2252

IRRC

From: Rabberman, Anna [ARabberman@crsd.org]
Sent: Wednesday, October 16, 2002 11:52 AM
To: IRRC
Subject: Social Studies standards

Dear IRRC,

As district social studies curriculum coordinator at Council Rock School District in Bucks County, I wanted to take a moment to thank you for your efforts as you attempt to work with the State in making our standards workable in the classroom. Your thoughts and statements for revision are appreciated and agreed upon within this intermediate unit.

Anna Rabberman
K-12 Social Studies District Curriculum Coordinator
Council Rock School District
215-968-0491
arabberman@crsd.org

10/16/2002
11:52 AM
ARabberman@crsd.org



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Pennsylvania Partnership for Economic Education

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Pennsylvania Partnership
for Economic Education

417 Walnut Street
Harrisburg, PA 17101
717-232-5581
717-232-5908 FAX
www.economicsamerica.org/pa

May 24, 2000

Peter H. Garland
Executive Director
State Board of Education
333 Market Street
Harrisburg, PA 17126-0333

Dear Mr. Garland,

It is with great pleasure that I commend the State Board of Education on the Proposed Academic Standards for Economics. I am overwhelmingly pleased that the Board has embraced the need for every student in the Commonwealth to have a firm understanding of economic concepts.

In a thorough review of the proposed standards, several items have surfaced as being worth thoughtful consideration for revision. Included in these items are: the reversal in order of standard one (economic systems) and three (scarcity and choice), amended wording of some of the standard statements and glossary definitions, and inclusion of additional terminology in the glossary. Please find enclosed a full summary of these suggested revisions.

On behalf of the Pennsylvania Partnership for Economic Education, let me assure the State Board that we stand ready to assist school districts, individual schools, and teachers in successful implementation of the economic standards in a manner that will prove both engaging and effective for the student.

Please, if you have any questions or desire further comment, do not hesitate to contact my office and speak with Hilary Park, our Vice President for Program Development. She can be reached at 717-232-5581.

Sincerely,

Fritz M. Heinemann
President & CEO

Enclosure

Suggested revisions to

The Proposed Academic Standards for Economics

by

The Pennsylvania Partnership for
Economic Education

Respectfully submitted May 25, 2000

Revisions by PPEE to the Proposed Academic Standards for Economics

10.1. Scarcity and Choice			
<u>10.1.3. GRADE 3</u>	<u>10.1.6. GRADE 6</u>	<u>10.1.9. GRADE 9</u>	<u>10.1.12. GRADE 12</u>
<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 and define scarcity and limited resources.</p> <p>B. <u>Identify wants and needs of different people.</u></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>G. Identify forms of advertising designed to influence personal 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. Describe why wants are unlimited and resources are limited.</p> <p>C. Describe the human, natural 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. <u>Define opportunity cost and describe the opportunity cost of a personal choice.</u></p> <p>F. Explain how negative and positive incentives affect choices people make.</p> <p>G. <u>Explain how advertisements influence perceptions of the costs and benefits of economic decisions.</u></p>	<p>A. <u>Describe ways to deal with scarcity.</u></p> <ul style="list-style-type: none"> • <u>community</u> • <u>Pennsylvania</u> • <u>United States</u> <p>B. Analyze how unlimited wants and limited resources affect a particular decision or event.</p> <p>C. Explain multiple ways of using resources to produce a specific good or service.</p> <p>D. Explain the impact of marginal costs, marginal benefits, diminishing marginal returns and diminishing marginal utility on decisions.</p> <p>E. <u>Explain the opportunity cost of a public choice from different perspectives.</u></p> <p>F. Explain how incentives affect the behaviors of workers, savers and consumers.</p> <p>G. <u>Interpret how media reports can influence perceptions of the costs and benefits of decisions.</u></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 a regional, national or international economic decision 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> <p>G. Analyze the impact of media on decision-making of consumers, producers and policymakers.</p>

Revisions by PPEE to the Proposed Academic Standards for Economics

10.2. Markets and the Influences of Governments			
10.2.3. GRADE 3	10.2.6. GRADE 6	10.2.9. GRADE 9	10.2.12. 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 and define goods, services, consumers and producers.</p> <p><u>B. Identify ways local businesses compete to get customers.</u></p> <p><u>C. Identify and describe means of payment.</u></p> <ul style="list-style-type: none"> • <u>barter</u> • <u>money</u> <p><u>D. Identify groups of competing producers in the local area.</u></p> <p><u>E. Identify who supplies a product and who demands a product.</u></p> <p><u>F. Define price and identify the prices of different items.</u></p>	<p>A. Describe goods, services, consumers and producers in a given market transaction.</p> <p><u>B. Describe the costs and benefits of competition to customers in markets.</u></p> <p>C. Explain the role of money and its use in society.</p> <p>D. Identify and describe examples of market transactions.</p> <p><u>E. Explain how the interaction of buyers and sellers determines prices and quantities sold.</u></p> <p><u>F. Describe how prices influence both buyers and sellers and explain why prices may vary for similar products.</u></p>	<p>A. Explain the roles of consumers and producers in a market economy.</p> <p><u>B. Analyze how the level of competition within a market is affected by the number of consumers and producers.</u></p> <p><u>C. Describe the structure of the Federal Reserve System.</u></p> <p><u>D. Analyze the roles the following institutions play in the United States economy: banks, corporations, labor unions and not-for-profit.</u></p> <p><u>E. Explain the laws of supply and demand.</u></p> <p><u>F. Analyze how competition may limit the price for similar products.</u></p>	<p>A. Analyze the circular flow of goods and services in a market economy.</p> <p><u>B. Evaluate the operation of non-competitive markets.</u></p> <p><u>C. Explain the functions of the Federal Reserve System.</u></p> <p>D. Assess how changes in one market affect other markets.</p> <p><u>E. Predict how changes in supply and demand affect equilibrium price and quantity sold.</u></p> <p><u>F. Identify and analyze forces that can change prices.</u></p> <ul style="list-style-type: none"> • <u>government actions</u> • <u>weather conditions</u> • <u>international events</u>

Revisions by PPEE to the Proposed Academic Standards for Economics

<p><u>G. Define taxes, identify a tax paid by most families, and describe how government spends tax money.</u></p> <p>H. Identify government involvement in local economic activities.</p> <p>I. Identify goods and services produced by the government (e.g., postal service, food inspection).</p>	<p>G. Explain how taxes affect the price of goods and services.</p> <ul style="list-style-type: none"> • <u>county sales tax</u> • <u>Pennsylvania sales tax</u> • <u>gasoline tax</u> <p>H. Describe the Pennsylvania and United States governments' roles in monitoring economic activities.</p> <ul style="list-style-type: none"> • regulated economic activities (e.g., Public Utilities Commission, Federal Trade Commission, Federal Communications Commission, Milk Marketing Board) • service fees (e.g., driver's license, passport, professional certification, licensing fees) <p>I. Identify and describe public goods.</p>	<p><u>G. Contrast the largest sources of tax revenue with where the most tax revenue is spent in Pennsylvania.</u></p> <p><u>H. Identify the economic roles of governments in market economies.</u></p> <ul style="list-style-type: none"> • <u>promote economic growth and stability</u> • <u>provide legal framework</u> • <u>promote economic goals</u> <p>I. <u>Explain how government provides public goods.</u></p>	<p>G. Evaluate the impact of types of tax systems.</p> <ul style="list-style-type: none"> • progressive • proportional • regressive <p><u>H. Evaluate the impact of government intervention strategies on markets.</u></p> <ul style="list-style-type: none"> • <u>anti-trust constraints (e.g., Sherman Anti-Trust Act)</u> • <u>price controls</u> • <u>government ownership of monopolies</u> • <u>trade agreements (e.g., NAFTA, OPEC, European Community)</u> • <u>trade barriers</u> <p><u>I. Evaluate the provision of goods and services by the government using cost/benefit analysis.</u></p>
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Revisions by PPEE to the Proposed Academic Standards for Economics

10.3. Economic Systems			
<u>10.3.3. GRADE 3</u>	<u>10.3.6. GRADE 6</u>	<u>10.3.9. GRADE 9</u>	<u>10.3.12. GRADE 12</u>
<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><u>A. Describe how individuals, families and communities with limited resources make choices.</u></p> <p>B. Identify goods and services produced in the local community.</p> <p><u>C. Identify examples of local of economic activities.</u></p> <ul style="list-style-type: none"> • <u>business</u> • <u>government</u> • <u>non – profits</u> <p><u>D. Identify ways of measuring economic activity.</u></p> <ul style="list-style-type: none"> • <u>prices</u> • <u>employment</u> • <u>output</u> 	<p>A. Identify and describe the 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><u>C. Describe economic activities in Pennsylvania by location.</u></p> <ul style="list-style-type: none"> • <u>agriculture</u> • <u>travel and tourism</u> • <u>mining and mineral extraction</u> • <u>manufacturing</u> • <u>wholesale and retail</u> • <u>health services</u> <p><u>D. Describe features of a healthy and unhealthy economy.</u></p> <ul style="list-style-type: none"> • <u>prices</u> • <u>employment</u> • <u>output</u> 	<p>A. Analyze the similarities and differences in economic systems.</p> <p><u>B. Identify examples of traditional, command and market economies in the (mixed market) United States economy.</u></p> <p><u>C. Describe economic activities in the United States by location.</u></p> <ul style="list-style-type: none"> • <u>agriculture</u> • <u>travel and tourism</u> • <u>mining and mineral extraction</u> • <u>manufacturing</u> • <u>wholesale and retail</u> • <u>health services</u> <p><u>D. Explain how changes in the economy are reflected by economic indicators.</u></p> <ul style="list-style-type: none"> • <u>Consumer Price Index (CPI)</u> • <u>Gross Domestic Product (GDP)</u> • <u>unemployment rate</u> 	<p>A. Evaluate the strengths and weaknesses of traditional, command and market</p> <ul style="list-style-type: none"> • <u>economics.</u> <p><u>B. Compare and contrast the areas of the U.S. economy dominated by command, market, and traditional decision making.</u></p> <p><u>C. Evaluate characteristics and distribution of international economic activities.</u></p> <ul style="list-style-type: none"> • <u>agriculture</u> • <u>travel and tourism</u> • <u>mining and mineral extraction</u> • <u>manufacturing</u> • <u>wholesale and retail</u> • <u>health services</u> <p>D. Assess the strength of the regional, national and/or international economy and compare it to other years based upon economic indicators.</p>

Revisions by PPEE to the Proposed Academic Standards for Economics

<p>E. <u>Identify examples of local businesses opening, closing, expanding, or contracting.</u></p>	<p>E. <u>Explain the impact of expansion and contraction on individual businesses (e.g. gourmet food shops, auto repair shops, ski resorts).</u></p>	<p>E. <u>Describe historical examples of expansion, recession, and depression in the United States.</u></p>	<p>E. <u>Describe historical examples of expansion, recession, and depression internationally.</u></p>
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Revisions by PPEE to the Proposed Academic Standards for Economics

10.4. Economic Interdependence			
10.4.3. GRADE 3	10.4.6. GRADE 6	10.4.9. GRADE 9	10.4.12. 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. <u>Identify local resources.</u></p> <ul style="list-style-type: none"> • <u>natural</u> • <u>human</u> • <u>capital</u> <p>E. <u>Explain how specialization and trade lead to interdependence</u></p> <p>F. Explain why some products are not produced locally (e.g., coffee, pineapples, and bananas).</p> <p>G. <u>Recognize that different countries use different types of currency.</u></p>	<p>A. Explain specialization and division of labor.</p> <p>B. Describe 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. <u>Explain how the location of resources, transportation and communication networks, and technology have affected Pennsylvania economic patterns.</u></p> <p>E. <u>Define interdependence and identify regions that are interdependent.</u></p> <p>F. <u>Explain how opportunity costs influence where goods and services are produced locally and regionally.</u></p> <p>G. <u>Explain what an exchange rate is.</u></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. <u>Explain why governments sometimes restrict or subsidize trade.</u></p> <p>D. <u>Explain how the location of resources, transportation and communication networks and technology have affected United States economic patterns.</u></p> <p>E. <u>Analyze how Pennsylvania consumers and producers participate in the global production and consumption of goods or services.</u></p> <p>F. <u>Explain how opportunity cost influences where goods and services are produced nationally and internationally.</u></p> <p>G. <u>Explain how the price of one currency is related to the price of another currency (e.g. if the price of the dollar in yen increases, the price of the yen in dollars decreases).</u></p>	<p>A. Analyze how specialization may increase the standard of living.</p> <p>B. <u>Analyze the relationships between trade, competition, and productivity.</u></p> <p>C. <u>Evaluate how a nation might benefit by lowering or removing trade barriers</u></p> <p>D. Explain how the location of resources, transportation and communication networks and technology have affected international economic patterns.</p> <p>E. Assess how the impact of an international event affects an individual's economic well-being.</p> <p>F. Evaluate how trade is influenced by comparative advantage and opportunity costs.</p> <p>G. <u>Analyze how policies and international events may change exchange rates.</u></p>

Revisions by PPEE to the Proposed Academic Standards for Economics

10.5. Work and Earnings			
10.5.3. GRADE 3	10.5.6. GRADE 6	10.5.9. GRADE 9	10.5.12. 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><u>A. Explain why people work to get goods and services.</u></p> <p><u>B. Identify different occupations.</u></p> <p><u>C. Describe businesses that provide goods and businesses that provide services.</u></p> <p>D. Define profit and loss.</p> <p><u>E. Identify examples of assets.</u></p> <ul style="list-style-type: none"> • <u>tangible (e.g., houses, cars, jewelry)</u> • <u>financial assets (e.g., stocks, bonds, savings accounts)</u> <p>F. Define entrepreneurship.</p>	<p><u>A. Recognize that the availability of goods and services is the result of work by members of the society</u></p> <p><u>B. Explain the concept of labor productivity.</u></p> <p><u>C. Compare the number of employees at different businesses.</u></p> <p><u>D. Explain how profits and losses serve as incentives.</u></p> <p><u>E. Describe how people accumulate tangible and financial assets through income, saving, and financial investment.</u></p> <p><u>F. Identify what entrepreneurs do to provide goods and services.</u></p>	<p><u>A. Define wages and explain how wages are determined by the supply of and demand for workers.</u></p> <p><u>B. Describe how productivity is measured and identify ways in which a person can improve his or her productivity.</u></p> <p><u>C. Identify and explain the characteristics of the three types of businesses.</u></p> <ul style="list-style-type: none"> • <u>sole proprietorship</u> • <u>partnership</u> • <u>corporation</u> <p><u>D. Analyze how risks influence business decision-making.</u></p> <p><u>E. Identify the amount of tangible and financial assets held in various nations.</u></p> <p>F. Compare the expected costs and benefits of becoming an entrepreneur.</p>	<p><u>A. Analyze the factors influencing wages.</u></p> <ul style="list-style-type: none"> • <u>demand for goods and services produced</u> • <u>labor unions</u> • <u>productivity</u> • <u>education/skills</u> <p><u>B. Evaluate how changes in education, incentives, technology and capital investment alter productivity.</u></p> <p><u>C. Analyze the costs and benefits of organizing a business as a sole proprietorship, partnership or corporation.</u></p> <p><u>D. Analyze the role of profits and losses in the allocation of resources in a market economy.</u></p> <p><u>E. Explain why the holdings of tangible and financial assets vary across nations.</u></p> <p>F. Assess the impact of entrepreneurs on the economy.</p>

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<p>G. Identify entrepreneurs in the local community.</p> <p>H. <u>Define saving and explain why people save.</u></p> <p>I. <u>Explain how banks bring savers and borrowers together.</u></p>	<p>G. Identify entrepreneurs in Pennsylvania.</p> <ul style="list-style-type: none"> • historical • contemporary <p>H. <u>Identify ways people save.</u></p> <ul style="list-style-type: none"> • <u>piggy banks</u> • <u>savings accounts</u> • <u>U. S. savings bonds</u> <p>I. Describe why there is a difference between interest rates for saving and borrowing.</p>	<p>G. Identify leading entrepreneurs in Pennsylvania and the United States and describe their risks and rewards.</p> <p>H. Explain the differences among stocks, bonds and mutual funds.</p> <p>I. <u>Explain the impact of higher or lower interest rates for savers and borrowers.</u></p>	<p>G. Analyze the impact of an entrepreneur on economic activities in Pennsylvania and the United States.</p> <p>H. <u>Analyze the risks and returns of various investments.</u></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>I. <u>Analyze how the Federal Reserve Board influences interest rates.</u></p>
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GLOSSARY

Barter:	The direct exchange of goods or services between people.
Benefit:	A gain from <u>an activity (e.g., voluntary exchange)</u> .
Business cycle:	Increases and decreases in the level of <u>economic</u> activity that occur at irregular intervals and last for varying lengths of time.
Capital investment:	<u>Use of resources to increase the amount of capital resources.</u>
Capital resources:	<u>Human-made, durable produced goods that are used in production (e.g., tools, factories)</u>
Circular flow:	<u>The movement of resources, goods, and services through an economy.</u> As a diagram, it <u>can</u> 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/ <u>individual</u> should sell <u>goods and services</u> which it can produce at relatively lower costs and buy <u>goods and services</u> which it can produce at relatively higher costs.
Competition:	The rivalry among people <u>and/or</u> business firms for resources <u>and/or</u> consumers.
Consumer:	One who buys or rents goods or services and uses them.
<u>Consumer Price Index:</u>	<u>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.</u>
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:	<u>What is given up when a choice is made.</u>
Cost/benefit analysis:	The process of weighing all <u>predicted</u> costs against the predicted benefits of an economic choice.
Currency:	<u>Coins and paper money.</u>
Deflation:	A general decline in the price level.
Demand:	The different quantities of a resource, good or service that <u>potential buyers are willing and able to purchase</u> at various possible prices during a specific time period.
<u>Diminishing marginal returns of labor:</u>	<u>As additional units of labor are used with a fixed amount of capital, the additional output from each additional unit of labor eventually declines.</u>
<u>Diminishing marginal utility:</u>	<u>As a person consumes more of a good or service, the increase in utility (satisfaction) from each additional unit will decrease.</u>
Discount rate:	<u>The percentage rate of interest that the Federal Reserve charges banks when they borrow money.</u>
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:	<u>The ways societies organize to determine what <u>goods and services</u> should be produced, how <u>goods and services</u> should be produced and <u>who will consume goods and services</u>. <u>Examples include</u> traditional, command and market.</u>
Economics:	<u>The study of the behavior of individuals and institutions engaged in the production, <u>distribution</u> and consumption of goods and services.</u>
Economy:	<u>The interaction of people, who through production and consumption, satisfy needs and wants.</u>

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<u>Embargo:</u>	A government policy that prohibits the sale of a product or service to another country.
Employment rate:	Percentage of labor force that is currently employed.
Entrepreneur:	Individual who begins, manages, <u>and bears the risks of a business</u> (e.g., Milton Hershey, F. W. Woolworth, add diversity example!).
Equilibrium price:	The <u>price</u> at which quantity demanded equals quantity supplied; market clearing price.
Exchange rate:	The price of <u>one country's</u> currency <u>measured in another</u> country's currency (e.g., United States dollar <u>in</u> German Mark, Japanese Yen <u>in</u> Canadian dollar).
Externalities:	<u>Costs or benefits which spillover</u> to someone not immediately involved in the activity.
Federal Reserve System:	<u>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.</u>
Fiscal policy:	<u>Government decisions on taxation and spending to achieve economic goals.</u>
<u>Final goods:</u>	<u>Products that have been purchased for final use, not for resale, further processing or further manufacturing.</u>
Gross Domestic Product:	The market value of the total output of <u>final goods</u> and services produced by an economy in a given time period, usually one year.
Goods:	Objects that can satisfy <u>people's wants</u> .
Households:	The group of people living together under one roof, <u>a group of individuals whose economic decision-making is interrelated.</u>
Human resources:	<u>People's mental and physical abilities.</u>
Incentives:	Factors that motivate or influence human behavior.

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Income:	<u>Payments earned by people in exchange for providing resources used to produce goods and services.</u>
Inflation:	A general rise in the price level.
Interdependence:	<u>Decisions and events in one area affect decisions and events in other areas, reducing self-sufficiency.</u>
Interest:	<u>Payment made for the use of borrowed money.</u>
Interest rate:	<u>The price of borrowed money.</u>
Investment:	The use of time or capital (money) to increase assets or productivity. (Replaced with financial investment)
Labor force:	<u>That part of the population which is employed or actively seeking employment.</u>
Labor union:	An organization of workers who seek to improve their <u>common interests</u> .
Labor productivity:	<u>The total output divided by the quantity of labor employed to produce it.</u>
Law of demand:	The lower the price of a good or service, the greater the quantity that people will buy, <u>all else held constant (e.g., incomes, tastes).</u>
Law of supply:	The higher the price of a good or service, the greater the quantity that business will sell, <u>all else held constant (e.g., resource costs, technology).</u>
Loss:	<u>The difference that arises when a firm's total revenues are less than its total costs.</u>
Marginal analysis:	<u>A decision making tool that weighs additional costs and benefits</u>
Marginal benefits:	<u>The perceived change in benefits associated with a decision.</u>
Marginal costs:	<u>The perceived change in costs associated with a decision.</u>
Market:	A place or process through which goods and services are exchanged.

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Market economy:	<u>An economics system in which decisions are made largely by the interactions of buyers and sellers.</u>
Market failures:	<u>Inefficient use of resources caused by differences between private and public interests.</u>
Mixed economy:	<u>An economic system in which decisions are made by markets, government, and tradition.</u>
Monetary policy:	<u>Government decisions on money supply and interest rates to achieve economic goals.</u>
Money:	A medium of exchange (e.g., currency).
Money supply:	<u>The amount of money which exists in the economy at a given time (M1, e.g., currency, checkable deposits, travelers checks).</u>
Monopoly:	<u>A condition that occurs when there is a single seller of a product that has no close substitutes.</u>
Monopolistic competition:	<u>A market model consisting of many firms selling a similar but differentiated product.</u>
Natural resources:	Anything found in nature that can be used to produce a product (e.g., land, water, coal).
Needs:	Items essential to maintain life (e.g., food, clothing, shelter).
Open market operations:	The buying and selling of government securities by the Federal Reserve System to regulate the money supply.
Opportunity cost:	<u>The highest valued alternative given up when a decision is made.</u>
Output:	<u>The total amount produced.</u>
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.
Percentage change:	<u>The rate of increase or decrease in a unit of measure.</u>

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Price:	The amount of <u>money</u> people pay in exchange for a <u>unit of a</u> particular good or service.
Price index:	A measure of the <u>current average level of prices compared to the average level of prices of a base year.</u>
Price level:	The average degree of worth (amount of outlay) for all products during a given time.
Private ownership:	The practice of individuals holding or controlling resources.
Producer:	One who <u>makes</u> 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 <u>can be</u> used.
Profit:	<u>Total revenue minus total costs</u>
Progressive tax:	A tax for which the percentage of income used to pay the tax increases as the taxpayer's income increases.
Proportional tax:	A tax for which the percentage of income used to pay the tax remains the same as the taxpayer's income increases.
Public good:	A good or service from which no one can be excluded from using.
Public policy:	A government's <u>course of action that guides present and future decisions.</u>
Quantity demanded:	The amount of <u>a good or service people are willing and able to purchase at a given price during a specific time period.</u>
Quantity supplied:	The amount of <u>a good or service people are willing and able to sell at a given price during a specific time period.</u>
Quota:	A <u>limit on</u> the number of units that can be imported into a country, <u>a trade barrier.</u>
Regressive tax:	A tax for which the percentage of income used to pay the tax decreases as the taxpayer's income increases.

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Reserve requirement:	The percentage of <u>customer</u> deposits that the Federal Reserve System requires <u>a bank</u> to keep <u>in its vault</u> or at its account at the Federal Reserve.
Resources:	<u>Inputs</u> used to produce goods and services; categories include natural, human and capital.
Scarcity:	<u>The condition that causes someone to choose among alternatives.</u>
Services:	<u>Actions that are valued by others.</u>
Sole proprietorship:	A business owned by an individual who receives all the profits and rewards and bears all the losses and risks.
Specialization:	A <u>form of division of labor</u> in which <u>each individual or firm concentrates its productive efforts on a single or limited number of activities</u>
Standards:	<u>Uniform requirements for products or services.</u>
Standard of living:	A measurement of an individual's quality of life. <u>A larger consumption of goods, services, and leisure is often assumed to indicate a higher standard of living.</u>
Subsidy:	<u>Direct government payments (goods, services, money) made to assist individuals or firms.</u>
Supply:	The different quantities of a resource, good or service that <u>potential sellers are willing and able to sell</u> at various possible prices during a specific time period.
Tariff:	A tax on an imported good.
Taxes:	Mandatory payments to the government.
Trade:	Voluntary exchange between two parties in which both parties benefit.
Traditional economy:	<u>An economic system in which decisions are made largely by repeating the actions from an earlier time or generation.</u>

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Unemployment rate: The percentage of the labor force that is actively seeking employment.

Wants: Desire for goods and services.

Suggested revisions to
The Proposed Academic Standards for Economics

by

The Pennsylvania Partnership for
Economic Education

Respectfully submitted May 25, 2000

Revisions by PPEE to the Proposed Academic Standards for Economics

10.1. Scarcity and Choice			
<u>10.1.3. GRADE 3</u>	<u>10.1.6. GRADE 6</u>	<u>10.1.9. GRADE 9</u>	<u>10.1.12. GRADE 12</u>
<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 and define scarcity and limited resources.</p> <p><u>B. Identify wants and needs of different people.</u></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>G. Identify forms of advertising designed to influence personal 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. Describe why wants are unlimited and resources are limited.</p> <p>C. Describe the human, natural 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><u>E. Define opportunity cost and describe the opportunity cost of a personal choice.</u></p> <p>F. Explain how negative and positive incentives affect choices people make.</p> <p><u>G. Explain how advertisements influence perceptions of the costs and benefits of economic decisions.</u></p>	<p><u>A. Describe ways to deal with scarcity.</u></p> <ul style="list-style-type: none"> • <u>community</u> • <u>Pennsylvania</u> • <u>United States</u> <p>B. Analyze how unlimited wants and limited resources affect a particular decision or event.</p> <p>C. Explain multiple ways of using resources to produce a specific good or service.</p> <p>D. Explain the impact of marginal costs, marginal benefits, diminishing marginal returns and diminishing marginal utility on decisions.</p> <p><u>E. Explain the opportunity cost of a public choice from different perspectives.</u></p> <p>F. Explain how incentives affect the behaviors of workers, savers and consumers.</p> <p><u>G. Interpret how media reports can influence perceptions of the costs and benefits of decisions.</u></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 a regional, national or international economic decision 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> <p>G. Analyze the impact of media on decision-making of consumers, producers and policymakers.</p>

Revisions by PPEE to the Proposed Academic Standards for Economics

10.2. Markets and the Influences of Governments			
10.2.3. GRADE 3	10.2.6. GRADE 6	10.2.9. GRADE 9	10.2.12. 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 and define goods, services, consumers and producers.</p> <p><u>B. Identify ways local businesses compete to get customers.</u></p> <p><u>C. Identify and describe means of payment.</u></p> <ul style="list-style-type: none"> • <u>barter</u> • <u>money</u> <p><u>D. Identify groups of competing producers in the local area.</u></p> <p><u>E. Identify who supplies a product and who demands a product.</u></p> <p><u>F. Define price and identify the prices of different items.</u></p>	<p>A. Describe goods, services, consumers and producers in a given market transaction.</p> <p><u>B. Describe the costs and benefits of competition to customers in markets.</u></p> <p>C. Explain the role of money and its use in society.</p> <p>D. Identify and describe examples of market transactions.</p> <p><u>E. Explain how the interaction of buyers and sellers determines prices and quantities sold.</u></p> <p><u>F. Describe how prices influence both buyers and sellers and explain why prices may vary for similar products.</u></p>	<p>A. Explain the roles of consumers and producers in a market economy.</p> <p><u>B. Analyze how the level of competition within a market is affected by the number of consumers and producers.</u></p> <p><u>C. Describe the structure of the Federal Reserve System.</u></p> <p><u>D. Analyze the roles the following institutions play in the United States economy: banks, corporations, labor unions and not-for-profit.</u></p> <p><u>E. Explain the laws of supply and demand.</u></p> <p><u>F. Analyze how competition may limit the price for similar products.</u></p>	<p>A. Analyze the circular flow of goods and services in a market economy.</p> <p><u>B. Evaluate the operation of non-competitive markets.</u></p> <p><u>C. Explain the functions of the Federal Reserve System.</u></p> <p>D. Assess how changes in one market affect other markets.</p> <p><u>E. Predict how changes in supply and demand affect equilibrium price and quantity sold.</u></p> <p><u>F. Identify and analyze forces that can change prices.</u></p> <ul style="list-style-type: none"> • <u>government actions</u> • <u>weather conditions</u> • <u>international events</u>

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<p><u>G. Define taxes, identify a tax paid by most families, and describe how government spends tax money.</u></p> <p>H. Identify government involvement in local economic activities.</p> <p>I. Identify goods and services produced by the government (e.g., postal service, food inspection).</p>	<p>G. Explain how taxes affect the price of goods and services.</p> <ul style="list-style-type: none"> • <u>county sales tax</u> • <u>Pennsylvania sales tax</u> • <u>gasoline tax</u> <p>H. Describe the Pennsylvania and United States governments' roles in monitoring economic activities.</p> <ul style="list-style-type: none"> • regulated economic activities (e.g., Public Utilities Commission, Federal Trade Commission, Federal Communications Commission, Milk Marketing Board) • service fees (e.g., driver's license, passport, professional certification, licensing fees) <p>I. Identify and describe public goods.</p>	<p><u>G. Contrast the largest sources of tax revenue with where the most tax revenue is spent in Pennsylvania.</u></p> <p><u>H. Identify the economic roles of governments in market economies.</u></p> <ul style="list-style-type: none"> • <u>promote economic growth and stability</u> • <u>provide legal framework</u> • <u>promote economic goals</u> <p>I. <u>Explain how government provides public goods.</u></p>	<p>G. Evaluate the impact of types of tax systems.</p> <ul style="list-style-type: none"> • progressive • proportional • regressive <p><u>H. Evaluate the impact of government intervention strategies on markets.</u></p> <ul style="list-style-type: none"> • <u>anti-trust constraints (e.g., Sherman Anti-Trust Act)</u> • <u>price controls</u> • <u>government ownership of monopolies</u> • <u>trade agreements (e.g., NAFTA, OPEC, European Community)</u> • <u>trade barriers</u> <p><u>I. Evaluate the provision of goods and services by the government using cost/benefit analysis.</u></p>
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10.3. Economic Systems			
<u>10.3.3. GRADE 3</u>	<u>10.3.6. GRADE 6</u>	<u>10.3.9. GRADE 9</u>	<u>10.3.12. GRADE 12</u>
<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><u>A. Describe how individuals, families and communities with limited resources make choices.</u></p> <p>B. Identify goods and services produced in the local community.</p> <p><u>C. Identify examples of local of economic activities.</u></p> <ul style="list-style-type: none"> • <u>business</u> • <u>government</u> • <u>non – profits</u> <p><u>D. Identify ways of measuring economic activity.</u></p> <ul style="list-style-type: none"> • <u>prices</u> • <u>employment</u> • <u>output</u> 	<p>A. Identify and describe the 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><u>C. Describe economic activities in Pennsylvania by location.</u></p> <ul style="list-style-type: none"> • <u>agriculture</u> • <u>travel and tourism</u> • <u>mining and mineral extraction</u> • <u>manufacturing</u> • <u>wholesale and retail</u> • <u>health services</u> <p><u>D. Describe features of a healthy and unhealthy economy.</u></p> <ul style="list-style-type: none"> • <u>prices</u> • <u>employment</u> • <u>output</u> 	<p>A. Analyze the similarities and differences in economic systems.</p> <p><u>B. Identify examples of traditional, command and market economies in the (mixed market) United States economy.</u></p> <p><u>C. Describe economic activities in the United States by location.</u></p> <ul style="list-style-type: none"> • <u>agriculture</u> • <u>travel and tourism</u> • <u>mining and mineral extraction</u> • <u>manufacturing</u> • <u>wholesale and retail</u> • <u>health services</u> <p><u>D. Explain how changes in the economy are reflected by economic indicators.</u></p> <ul style="list-style-type: none"> • <u>Consumer Price Index (CPI)</u> • <u>Gross Domestic Product (GDP)</u> • <u>unemployment rate</u> 	<p>A. Evaluate the strengths and weaknesses of traditional, command and market</p> <ul style="list-style-type: none"> • economics. <p><u>B. Compare and contrast the areas of the U.S. economy dominated by command, market, and traditional decision making.</u></p> <p><u>C. Evaluate characteristics and distribution of international economic activities.</u></p> <ul style="list-style-type: none"> • <u>agriculture</u> • <u>travel and tourism</u> • <u>mining and mineral extraction</u> • <u>manufacturing</u> • <u>wholesale and retail</u> • <u>health services</u> <p>D. Assess the strength of the regional, national and/or international economy and compare it to other years based upon economic indicators.</p>

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E. <u>Identify examples of local businesses opening, closing, expanding, or contracting.</u>	E. <u>Explain the impact of expansion and contraction on individual businesses (e.g. gourmet food shops, auto repair shops, ski resorts).</u>	E. <u>Describe historical examples of expansion, recession, and depression in the United States.</u>	E. <u>Describe historical examples of expansion, recession, and depression internationally.</u>
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10.4. Economic Interdependence			
10.4.3. GRADE 3	10.4.6. GRADE 6	10.4.9. GRADE 9	10.4.12. 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. 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><u>D. Identify local resources.</u></p> <ul style="list-style-type: none"> • <u>natural</u> • <u>human</u> • <u>capital</u> <p>E. <u>Explain how specialization and trade lead to interdependence</u></p> <p>F. Explain why some products are not produced locally (e.g., coffee, pineapples, and bananas).</p> <p>G. <u>Recognize that different countries use different types of currency.</u></p>	<p>A. Explain specialization and division of labor.</p> <p>B. Describe 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><u>D. Explain how the location of resources, transportation and communication networks, and technology have affected Pennsylvania economic patterns.</u></p> <p>E. <u>Define interdependence and identify regions that are interdependent.</u></p> <p>F. <u>Explain how opportunity costs influence where goods and services are produced locally and regionally.</u></p> <p>G. <u>Explain what an exchange rate is.</u></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. <u>Explain why governments sometimes restrict or subsidize trade.</u></p> <p>D. <u>Explain how the location of resources, transportation and communication networks and technology have affected United States economic patterns.</u></p> <p>E. <u>Analyze how Pennsylvania consumers and producers participate in the global production and consumption of goods or services.</u></p> <p>F. <u>Explain how opportunity cost influences where goods and services are produced nationally and internationally.</u></p> <p>G. <u>Explain how the price of one currency is related to the price of another currency (e.g. if the price of the dollar in yen increases, the price of the yen in dollars decreases).</u></p>	<p>A. Analyze how specialization may increase the standard of living.</p> <p><u>B. Analyze the relationships between trade, competition, and productivity.</u></p> <p><u>C. Evaluate how a nation might benefit by lowering or removing trade barriers</u></p> <p>D. Explain how the location of resources, transportation and communication networks and technology have affected international economic patterns.</p> <p>E. Assess how the impact of an international event affects an individual's economic well-being.</p> <p>F. Evaluate how trade is influenced by comparative advantage and opportunity costs.</p> <p>G. <u>Analyze how policies and international events may change exchange rates.</u></p>

Revisions by PPEE to the Proposed Academic Standards for Economics

10.5. Work and Earnings			
10.5.3. GRADE 3	10.5.6. GRADE 6	10.5.9. GRADE 9	10.5.12. 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><u>A. Explain why people work to get goods and services.</u></p> <p><u>B. Identify different occupations.</u></p> <p><u>C. Describe businesses that provide goods and businesses that provide services.</u></p> <p>D. Define profit and loss.</p> <p><u>E. Identify examples of assets.</u></p> <ul style="list-style-type: none"> • <u>tangible (e.g., houses, cars, jewelry)</u> • <u>financial assets (e.g., stocks, bonds, savings accounts)</u> <p>F. Define entrepreneurship.</p>	<p><u>A. Recognize that the availability of goods and services is the result of work by members of the society</u></p> <p><u>B. Explain the concept of labor productivity.</u></p> <p><u>C. Compare the number of employees at different businesses.</u></p> <p><u>D. Explain how profits and losses serve as incentives.</u></p> <p><u>E. Describe how people accumulate tangible and financial assets through income, saving, and financial investment.</u></p> <p><u>F. Identify what entrepreneurs do to provide goods and services.</u></p>	<p><u>A. Define wages and explain how wages are determined by the supply of and demand for workers.</u></p> <p><u>B. Describe how productivity is measured and identify ways in which a person can improve his or her productivity.</u></p> <p><u>C. Identify and explain the characteristics of the three types of businesses.</u></p> <ul style="list-style-type: none"> • <u>sole proprietorship</u> • <u>partnership</u> • <u>corporation</u> <p><u>D. Analyze how risks influence business decision-making.</u></p> <p><u>E. Identify the amount of tangible and financial assets held in various nations.</u></p> <p>F. Compare the expected costs and benefits of becoming an entrepreneur.</p>	<p><u>A. Analyze the factors influencing wages.</u></p> <ul style="list-style-type: none"> • <u>demand for goods and services produced</u> • <u>labor unions</u> • <u>productivity</u> • <u>education/skills</u> <p><u>B. Evaluate how changes in education, incentives, technology and capital investment alter productivity.</u></p> <p><u>C. Analyze the costs and benefits of organizing a business as a sole proprietorship, partnership or corporation.</u></p> <p><u>D. Analyze the role of profits and losses in the allocation of resources in a market economy.</u></p> <p><u>E. Explain why the holdings of tangible and financial assets vary across nations.</u></p> <p>F. Assess the impact of entrepreneurs on the economy.</p>

Revisions by PPEE to the Proposed Academic Standards for Economics

<p>G. Identify entrepreneurs in the local community.</p> <p><u>H. Define saving and explain why people save.</u></p> <p><u>I. Explain how banks bring savers and borrowers together.</u></p>	<p>G. Identify entrepreneurs in Pennsylvania.</p> <ul style="list-style-type: none"> • historical • contemporary <p><u>H. Identify ways people save.</u></p> <ul style="list-style-type: none"> • <u>piggy banks</u> • <u>savings accounts</u> • <u>U. S. savings bonds</u> <p>I. Describe why there is a difference between interest rates for saving and borrowing.</p>	<p>G. Identify leading entrepreneurs in Pennsylvania and the United States and describe their risks and rewards.</p> <p>H. Explain the differences among stocks, bonds and mutual funds.</p> <p><u>I. Explain the impact of higher or lower interest rates for savers and borrowers.</u></p>	<p>G. Analyze the impact of an entrepreneur on economic activities in Pennsylvania and the United States.</p> <p><u>H. Analyze the risks and returns of various investments.</u></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>I. <u>Analyze how the Federal Reserve Board influences interest rates.</u></p>
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Revisions by PPEE to the Proposed Academic Standards for Economics

GLOSSARY

Barter:	The direct exchange of goods or services between people.
Benefit:	A gain from <u>an activity (e.g., voluntary exchange)</u> .
Business cycle:	Increases and decreases in the level of <u>economic</u> activity that occur at irregular intervals and last for varying lengths of time.
Capital investment:	<u>Use of resources to increase the amount of capital resources.</u>
Capital resources:	<u>Human-made, durable produced goods that are used in production (e.g., tools, factories)</u>
Circular flow:	<u>The movement of resources, goods, and services through an economy.</u> As a diagram, it <u>can show how households and business firms interact with each other in the product and resource markets.</u>
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/ <u>individual</u> should sell <u>goods and services</u> which it can produce at relatively lower costs and buy <u>goods and services</u> which it can produce at relatively higher costs.
Competition:	The rivalry among people <u>and/or</u> business firms for resources <u>and/or</u> consumers.
Consumer:	One who buys or rents goods or services and uses them.
Consumer Price Index:	<u>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.</u>
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.

Revisions by PPEE to the Proposed Academic Standards for Economics

Cost:	<u>What is given up when a choice is made.</u>
Cost/benefit analysis:	The process of weighing all <u>predicted</u> costs against the predicted benefits of an economic choice.
<u>Currency:</u>	<u>Coins and paper money.</u>
Deflation:	A general decline in the price level.
Demand:	The different quantities of a resource, good or service that <u>potential buyers are willing and able to purchase</u> at various possible prices during a specific time period.
<u>Diminishing marginal returns of labor:</u>	<u>As additional units of labor are used with a fixed amount of capital, the additional output from each additional unit of labor eventually declines.</u>
<u>Diminishing marginal utility:</u>	<u>As a person consumes more of a good or service, the increase in utility (satisfaction) from each additional unit will decrease.</u>
Discount rate:	<u>The percentage rate of interest that the Federal Reserve charges banks when they borrow money.</u>
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:	<u>The ways societies organize to determine what <u>goods and services</u> should be produced, how <u>goods and services</u> should be produced and <u>who will consume goods and services</u>. <u>Examples include</u> traditional, command and market.</u>
Economics:	<u>The study of the behavior of individuals and institutions engaged in the production, <u>distribution</u> and consumption of goods and services.</u>
<u>Economy:</u>	<u>The interaction of people, who through production and consumption, satisfy needs and wants.</u>

Revisions by PPEE to the Proposed Academic Standards for Economics

<u>Embargo:</u>	A government policy that prohibits the sale of a product or service to another country.
Employment rate:	Percentage of labor force that is currently employed.
Entrepreneur:	Individual who begins, manages, <u>and bears the risks of a business</u> (e.g., Milton Hershey, F. W. Woolworth, add diversity example!).
Equilibrium price:	The <u>price</u> at which quantity demanded equals quantity supplied; market clearing price.
Exchange rate:	The price of <u>one country's</u> currency <u>measured in another</u> country's currency (e.g., United States dollar <u>in</u> German Mark, Japanese Yen <u>in</u> Canadian dollar).
Externalities:	<u>Costs or benefits which spillover</u> to someone not immediately involved in the activity.
Federal Reserve System:	<u>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.</u>
Fiscal policy:	<u>Government decisions on taxation and spending to achieve economic goals.</u>
Final goods:	Products that have been purchased for final use, not for resale, further processing or further manufacturing.
Gross Domestic Product:	The market value of the total output of <u>final</u> goods and services produced by an economy in a given time period, usually one year.
Goods:	Objects that can satisfy <u>people's wants</u> .
Households:	The group of people living together under one roof, <u>a group of individuals whose economic decision-making is interrelated.</u>
Human resources:	<u>People's mental and physical abilities.</u>
Incentives:	Factors that motivate or influence human behavior.

Revisions by PPEE to the Proposed Academic Standards for Economics

Income:	<u>Payments earned by people in exchange for providing resources used to produce goods and services.</u>
Inflation:	A general rise in the price level.
Interdependence:	<u>Decisions and events in one area affect decisions and events in other areas, reducing self-sufficiency.</u>
Interest:	<u>Payment made for the use of borrowed money.</u>
Interest rate:	<u>The price of borrowed money.</u>
Investment:	The use of time or capital (money) to increase assets or productivity. (Replaced with financial investment)
Labor force:	<u>That part of the population which is employed or actively seeking employment.</u>
Labor union:	An organization of workers who seek to improve their <u>common interests</u> .
Labor productivity:	<u>The total output divided by the quantity of labor employed to produce it.</u>
Law of demand:	The lower the price of a good or service, the greater the quantity that people will buy, <u>all else held constant (e.g., incomes, tastes).</u>
Law of supply:	The higher the price of a good or service, the greater the quantity that business will sell, <u>all else held constant (e.g., resource costs, technology).</u>
Loss:	<u>The difference that arises when a firm's total revenues are less than its total costs.</u>
Marginal analysis:	<u>A decision making tool that weighs additional costs and benefits</u>
Marginal benefits:	<u>The perceived change in benefits associated with a decision.</u>
Marginal costs:	<u>The perceived change in costs associated with a decision.</u>
Market:	A place or process through which goods and services are exchanged.

Revisions by PPEE to the Proposed Academic Standards for Economics

Market economy:	<u>An economics system in which decisions are made largely by the interactions of buyers and sellers.</u>
Market failures:	<u>Inefficient use of resources caused by differences between private and public interests.</u>
Mixed economy:	<u>An economic system in which decisions are made by markets, government, and tradition.</u>
Monetary policy:	<u>Government decisions on money supply and interest rates to achieve economic goals.</u>
Money:	A medium of exchange (e.g., currency).
Money supply:	<u>The amount of money which exists in the economy at a given time (M1, e.g., currency, checkable deposits, travelers checks).</u>
Monopoly:	<u>A condition that occurs when there is a single seller of a product that has no close substitutes.</u>
Monopolistic competition:	<u>A market model consisting of many firms selling a similar but differentiated product.</u>
Natural resources:	Anything found in nature that can be used to produce a product (e.g., land, water, coal).
Needs:	Items essential to maintain life (e.g., food, clothing, shelter).
Open market operations:	The buying and selling of government securities by the Federal Reserve System to regulate the money supply.
Opportunity cost:	<u>The highest valued alternative given up when a decision is made.</u>
Output:	<u>The total amount produced.</u>
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.
Percentage change:	<u>The rate of increase or decrease in a unit of measure.</u>

Revisions by PPEE to the Proposed Academic Standards for Economics

Price:	The amount of <u>money</u> people pay in exchange for a <u>unit of a</u> particular good or service.
Price index:	A measure of the <u>current average level of prices compared to the average level of prices of a base year.</u>
Price level:	The average degree of worth (amount of outlay) for all products during a given time.
Private ownership:	The practice of individuals holding or controlling resources.
Producer:	One who <u>makes</u> 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 <u>can be used.</u>
Profit:	<u>Total revenue minus total costs</u>
Progressive tax:	A tax for which the percentage of income used to pay the tax increases as the taxpayer's income increases.
Proportional tax:	A tax for which the percentage of income used to pay the tax remains the same as the taxpayer's income increases.
Public good:	A good or service from which no one can be excluded from using.
Public policy:	A government's <u>course of action that guides present and future decisions.</u>
Quantity demanded:	The amount of <u>a good or service people are willing and able to purchase at a given price during a specific time period.</u>
Quantity supplied:	The amount of <u>a good or service people are willing and able to sell at a given price during a specific time period.</u>
Quota:	A <u>limit on</u> the number of units that can be imported into a country, <u>a trade barrier.</u>
Regressive tax:	A tax for which the percentage of income used to pay the tax decreases as the taxpayer's income increases.

Revisions by PPEE to the Proposed Academic Standards for Economics

Reserve requirement:	The percentage of <u>customer</u> deposits that the Federal Reserve System requires <u>a bank</u> to keep <u>in its vault or at its account at the Federal Reserve</u> .
Resources:	<u>Inputs</u> used to produce goods and services; categories include natural, human and capital.
Scarcity:	<u>The condition that causes someone to choose among alternatives.</u>
Services:	<u>Actions that are valued by others.</u>
Sole proprietorship:	A business owned by an individual who receives all the profits and rewards and bears all the losses and risks.
Specialization:	A <u>form of division of labor</u> in which <u>each individual or firm concentrates its productive efforts on a single or limited number of activities</u>
Standards:	<u>Uniform requirements for products or services.</u>
Standard of living:	A measurement of an individual's quality of life. <u>A larger consumption of goods, services, and leisure is often assumed to indicate a higher standard of living.</u>
Subsidy:	<u>Direct government payments (goods, services, money) made to assist individuals or firms.</u>
Supply:	The different quantities of a resource, good or service that <u>potential sellers are willing and able to sell at various possible prices during a specific time period.</u>
Tariff:	A tax on an imported good.
Taxes:	Mandatory payments to the government.
Trade:	Voluntary exchange between two parties in which both parties benefit.
Traditional economy:	<u>An economic system in which decisions are made largely by repeating the actions from an earlier time or generation.</u>

Revisions by PPEE to the Proposed Academic Standards for Economics

Unemployment rate: The percentage of the labor force that is actively seeking employment.

Wants: Desire for goods and services.

ACADEMIC STANDARDS ROUNDTABLE
MAY 25, 2000
HARRISBURG, PA
(Arts & Humanities)

LIST OF PARTICIPANTS

James Ritchey

Ron DeLong

Richard Coulter

Thomas Kelchmer

Margaret Bauer

Ben Holste

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(Please Print)

Make checks payable to PCSS. Please complete and return membership form along with payment to:

Jack Susskind
8 South 23rd Street
Harrisburg, PA 17104-1341

Name _____

Home Address _____

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Position _____

Areas of Expertise _____

If you are interested in serving on a PCSS committee, check all that apply:

- Conference Awards Membership
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Complete this section for two additional members (PCSS institutional membership only):

Name _____

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Name _____

Home Address _____

Home Phone _____

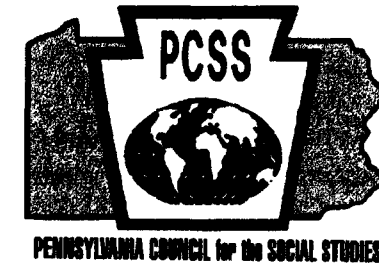
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- ❖ **Advocating** the social studies at all levels of education in Pennsylvania.
- ❖ **Promoting** the analysis, dissemination, and evaluation of social studies materials.
- ❖ **Examining** and recommending certification requirements for teachers.
- ❖ **Assisting** educators in organizing local social studies councils for professional development.
- ❖ **Cooperating** with schools, school districts, intermediate units and other interested parties on social studies projects.



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(over, please)

2000 PCSS CONFERENCE REGISTRATION
October 12-14, 2000
"Social Studies: Moving into the Next Millennium"
Radisson-Penn Harris Hotel, Camp Hill, PA

All attendees must register, including PCSS officers, board members, and conference presenters. Send a separate form for each person attending. Copy the form as needed. Registration for lodging is separate and located on another page. PLEASE NOTE : Lodging Registration MUST be made with the Hotel.

Please Print:

Name _____
Address _____
County _____ **City** _____ **State** _____ **ZIP** _____
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Position (circle one):

Teacher/Department
Chair/Supervisor/Administrator/Student/Retiree/College/Museum/Other _____

Grade Level (circle one):

K 1 2 3 4 5 6 7 8 9 10 11 12 College Other _____

Discount: When a school district sends more than (4) people, registration fees are reduced by \$5.00 for each attendee. To take advantage of this offer, multiple registrations must arrive in one envelope.

Conference Registration

Before September 15, current PCSS member (includes Friday Lunch) \$60.00 ____
 Before September 15, NEW or renewing member (includes Friday Lunch) \$70.00 ____
 After September 15, current PCSS member (includes Friday Lunch) \$65.00 ____
 After September 15, NEW PCSS member or renewing (includes Friday Lunch) \$75.00 ____
 PCSS Student/Retiree (includes 1 year membership and Friday Lunch) \$25.00 ____

Additional Functions

Thursday Archives Tour and Dinner in Harrisburg \$28.00 ____
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 Choose: ____ Roast Top Sirloin or ____ Thyme Roasted Chicken

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Pennsylvania Council for the Social Studies

October 12-14, 2000

**“Social Studies: Moving into the Next Millennium”
Radisson-Penn Harris Hotel, Camp Hill, PA**

**Preliminary Conference Schedule (times subject to change)
All Sessions are at the Radisson unless otherwise noted**

Thursday, October 12, 2000

2:00 - 4:00 pm	PCSS Executive Board Meeting, State Museum & Archives, Harrisburg
4:00 - 5:00 pm	Tour of PA State Archives
7:00 - 9:00 pm	Dinner

Friday October 13, 2000

7:00 am - 12:00 noon	PCSS Registration
8:00 am - 12:00 noon	Morning Workshop Sessions
12:00 noon - 1:30 pm	Luncheon and Awards Presentations
1:30 - 4:00 pm	Afternoon Workshop Sessions
6:00 - 6:30 pm	Presidential Reception
6:30 - 9:00 pm	PCSS Recognition Banquet

Saturday, October 14, 2000

8:00 - 9:00 am	PCSS Executive Board Breakfast
9:00 am - 12:00 noon	PCSS Executive Board Meeting

CONFERENCE HIGHLIGHTS

- Professional Education Sessions on a wide range of topics
- Sessions for Pre-Service Teachers
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**Commonwealth of Pennsylvania
STATE BOARD OF EDUCATION**

March 18, 2002

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INDEPENDENT REGULATORY COMMISSION

Terry W. Blue, Ph.D.
Chair, Education Department
Elizabethtown College
One Alpha Drive
Elizabethtown, PA 17022-2298

Dear Dr. Blue:

Thank you for your letter dated March 8, 2002 on proposed 22 Pa. Code, Chapter 4, Appendix C (academic standards for Civics and Government, Economics, Geography, and History).

Your letter is considered as official public comment and is being shared with all members of the Board. Pursuant to the provisions of the Regulatory Review Act, copies of your comments are also being provided to the Independent Regulatory Review Commission (IRRC) and the Chairpersons of the House and Senate Education Committees.

Be assured that your comments will be considered carefully in the development of the final-form of these regulations.

The Regulatory Review Act provides that information on the final-form of regulations be mailed to public commentators at their request. If you would like to receive the final-form of these academic standards when they are submitted to the Education Committees and IRRC, please make your request to me in writing at the address printed below.

Sincerely yours,

Nanette M. Kimmel
Interim Executive Director

cc: Members of the State Board
Senator Rhoades
Senator Schwartz
Representative Stairs
Representative Colafella
IRRC



Elizabethtown College

Comments on History, Civics and Government, Economics, and Geography Standards
Prepared for the Pennsylvania State Board of Education
March 8, 2002

Prepared by Terry W. Blue, Ph.D.
Chair, Education Department
Elizabethtown College
One Alpha Drive
Elizabethtown, PA 17022-2298

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MAR 12 2002

PA. STATE BOARD
OF EDUCATION

I feel a bit like a vanquished warrior as I offer the following written remarks. That is, I was among the group that worked hard to redirect and redesign the academic standards related to the teaching of the various social sciences and humanities included in the social studies area. Along with virtually all others with whom I have talked and worked, I favored a set of interdisciplinary standards for the real world teaching field of social studies that would best serve the needs of the majority of teachers interacting with students in this area, one that is taught at all grade levels in all schools across the Commonwealth.

The standards that were being developed during those earlier discussions, essentially the standards you have before you today, displayed a different orientation from the one my colleagues and I would favor. They were individual subject specific standards for four of the areas included under the social studies label. They gave at least the sense of compartmentalizing and isolating each area in an effort to list key concepts and facts. The Economics, Geography, and Civics and Government standards, I must confess, did a good job of identifying a fairly extensive list of important understandings and concepts. The History standards, while they shared this same structure, also contained long lists of specific facts that seemed to turn the standards into a detailed outline for one studying for a trivia game.

The problem with the new standards, though, was not in their individual quality. Instead, it was in the vision that they offered for social studies instruction in Pennsylvania. While they detailed what should be done in each area, they did little to inform teachers on how this extensive body of social science and humanities content could be organized into an effective program that meets the needs of students living in a modern and ever-changing world. Such a structure was available in the National Council for the Social Studies' Expectations for Excellence, their Curriculum Standards for Social Studies. It detailed ten thematic strands describing what students should know, value, and be able to do if they were to be well-informed and effective participants in our democracy. They emphasized the inter-relationship of the social sciences and humanities routinely grouped under the social studies label. They offered a clear pattern of investigation that emphasized the important content, the critical beliefs, and the basic skills that students need to make sense of what goes on around them in their daily lives.

Again, the four separate and proposed sets of Pennsylvania Academic Standards could have some value. They probably would serve high school teachers reasonably well, especially for elective and specialized honors courses. At least, they could do this for the four areas for which standards have been developed. They wouldn't inform teachers well at all regarding specialized courses in sociology, anthropology, and psychology.

The weakness of the specialized standards is most apparent at the elementary and middle school level where real interdisciplinary social studies courses and teaching have been offered for some time. For these grades, the new standards do little to inform teaching that couldn't be done more effectively and efficiently through interdisciplinary standards and guidelines for instruction such as those promulgated by the National Council for the Social Studies. A key example of this is at the primary level where much content is drawn from sociology, psychology, and anthropology. History, civics and government, economics, and geography certainly have their place there, but they are used as examples to explain the actions of individuals and groups as they struggle to live and work together in the ever-expanding world seen through the eyes of the students. Content for these investigations is drawn from other parts of the curriculum, notably through trade books and other rich resources increasingly available to us, in an effort to integrate and maximize student learning so as to make it meaningful, memorable, and efficient. Students in these primary grades do not have history, political science, economics, and geography courses. Their teachers, especially the good ones and those who can be encouraged to work and think this way, design instruction to get at this content by using the methods of inquiry and content each discipline brings to this general exploration.

Much the same is true at the intermediate and middle school level. There simply isn't time to do all that is important through one specialized course at a time. Issues of interest and importance to students don't come in such convenient packages. They blend together just as all the elements of our lives do. Fourth or eighth graders cannot study the history of the important canal period in Pennsylvania, for example, without considering such concerns as the economic conditions that stimulated the need for transportation across the state, the nature of the land here and the barrier it presented when the canal reached Hollidaysburg, the technology citizens were inspired to develop to get to Johnstown, the immigrant and other groups that played a major part in its construction and operation, the sense of rugged individualism that helped open and settle the new territory, the role of the government and individuals in making the canal possible, and the ideals that the effort exemplified. If teachers need help in pulling all of these related elements together, they will have to move beyond four separate and incomplete sets of standards to get it. On the other hand, they already have a model to follow in the NCSS standards framework. That, in my view and in the view of other teacher educators and teachers I talk and work with, is the preferred and better guide for social studies instruction in the Commonwealth.

It is important for all of us to have goals and ideals toward which to strive. Well-designed standards can be a vehicle for putting those goals into practice. The teachers I see and interact with are interested in improving the learning of their students in any way they can. They have taken the earlier standards seriously both because they believe in their purpose and they are under pressure to conform to them. I visit schools to supervise student teachers and other students in their early field experiences at least two to three days per week. I know what teachers are trying to do to meet the Math and Reading, Writing, Speaking, and Listening standards. I know how caught up they are in the testing pressures they feel. I see groups of them huddled in corners of

the school working on standards alignment while substitutes try to keep their students moving along toward acceptable test scores. I know how much more of a challenge this is in schools where high poverty demographics work their own special brand of hardship on the students, teachers, and administrators.

All of this reminds me of a grand race where the state government in its various forms is in the driver's seat of the pace car. The teachers are trying their very best to keep up. In the case of social studies instruction, though, they are given a poorly tuned car in which to do so. The teachers and school leaders are traveling as fast as they can, but they are forced to participate in the race from the disadvantage of having to conform to the four sets of standards while developing their own organization for the four curricular areas to make their coverage efficient. Their resources and energy already are stretched thin by their other curricular work and their regular duties. It would be nice if their race car at least came with an engine that would facilitate, not hinder, their efforts. The National Council for the Social Studies Curriculum Standards is such a driving force. The proposed Pennsylvania Academic Standards just add another layer onto what teachers already have to do to meet others' expectations.

I teach a social studies methods class for preservice elementary teachers. As required by law, we have been working with the Pennsylvania Academic Standards for History, Civics and Government, Economics, and Geography, even though they have not been approved officially as yet. At the same time, my course is organized to assist my students in helping their prospective students meet these standards by organizing their work according to the NCSS Standards. I use the NCSS standards because they are the best way I have found to conceptualize and organize the work of an effective social studies educator. I use the Pennsylvania Academic Standards despite the fact that they splinter and at times trivialize the important content, values, and skills important to that same instruction.

We have waited a long time for Social Studies standards in Pennsylvania. We still will be waiting if you approve the proposed History, Civics and Government, Economics, and Geography Academic Standards. What I would propose is that the model put in place for the Language Arts standards be used for Social Studies. That is, one set of standards, not four, should be sent to the field, and it should include important organizational content to show both the interrelatedness of the various social sciences and humanities taught in the Social Studies curriculum and the clear interest of the leaders of the Commonwealth in encouraging the organization of such content in this manner to facilitate student learning.

Other states have done this. The best example probably is the Social Studies Curriculum Framework developed in 1998 by the Connecticut Department of Education. In one page, it summarizes the goals of the program, and in two pages, it lists the most important themes for each of four areas: History, Civics and Government, Geography, and Economics. If the four areas seem familiar, so will the themes. They virtually are identical to those used in the Pennsylvania standards for these areas. The document then goes on to list the performance standards for each of these major themes. It does all of this in 28 pages as compared to the 70 pages needed to present the four separate Pennsylvania Academic Standards.

What is more important is that the preliminary information follows the National Council for the Social Studies thematic structure. It offers the organizing structure for teachers to employ as

they work to align standards with curriculum in an integrated and efficient way. This removes one of the steps teachers must take in order to design effective instructional maps. It is a service to teachers that can only improve their opportunity to use the standards for your stated purposes. The limited time this will require for additional writing and some editing of the current proposed standards will save thousands of hours and much frustration in the field while still allowing teachers and school districts the flexibility and creativity they deserve. Combining the four areas into one coherent document will confirm the need to integrate content in the Social Studies, a lesson that cannot be reinforced too often.

I know you are anxious to move ahead with your plans to approve the proposed four sets of standards in this area and to move on to other items of business. I would ask you to make the work done to date even better by taking just a little more time to pull it together all the more tightly and clearly. As always, my colleagues and I in teacher education will be glad to help in this effort.

Thank you for your attention to this.

A handwritten signature in black ink, appearing to read "Jerry W. Blum". The signature is written in a cursive style with a large initial "J" and a prominent "B".



Commonwealth of Pennsylvania
STATE BOARD OF EDUCATION

March 18, 2002

Ms. Jane S. Clark
Education Specialist
United States Department of the Interior
National Park Service
1 Washington Parkway
Farmington, PA 15437

RECEIVED
2002 MAR 19 11:42
INDEPENDENT REGULATORY COMMISSION

Dear Ms. Clark:

Thank you for your letter dated March 1, 2002 on proposed 22 Pa. Code, Chapter 4, Appendix C (academic standards for History).

Your letter is considered as official public comment and is being shared with all members of the Board. Pursuant to the provisions of the Regulatory Review Act, copies of your comments are also being provided to the Independent Regulatory Review Commission (IRRC) and the Chairpersons of the House and Senate Education Committees.

Be assured that your comments will be considered carefully in the development of the final-form of these regulations.

The Regulatory Review Act provides that information on the final-form of regulations be mailed to public commentators at their request. If you would like to receive the final-form of these academic standards when they are submitted to the Education Committees and IRRC, please make your request to me in writing at the address printed below.

Sincerely yours,

A handwritten signature in cursive script that reads "Nanette M. Kimmel".

Nanette M. Kimmel
Interim Executive Director

cc: Members of the State Board
Senator Rhoades
Senator Schwartz
Representative Stairs
Representative Colafella
IRRC



IN REPLY REFER TO:

United States Department of the Interior

National Park Service
Allegheny Portage Railroad National Historic Site
Fort Necessity National Battlefield
Friendship Hill National Historic Site
Johnstown Flood National Memorial
1 Washington Parkway
Farmington, PA 15437

K18

March 1, 2002

Peter H. Garland
Executive Director
State Board of Education
333 Market Street
Harrisburg, PA 17126-0333

RECEIVED

MAR 4 2002

PA. STATE BOARD
OF EDUCATION

Dear Mr. Garland:

Below you will find written comments on the Pennsylvania Proposed Academic Standards for History published February 16, 2002 in the Pennsylvania Bulletin.

My comments are bold and in italics.

8.2 Pennsylvania History

8.2.6 Grade 6

- A. Identify and explain the political and cultural contributions of individuals and groups to Pennsylvania history from Beginnings to 1824.
 - ***Under Political Leaders add Shilkellamy or Tanacharison (the Half King).***
 - ***Under Military Leaders add George Washington, General Braddock and General Forbes.***
- B. Identify and explain primary documents, material artifacts and historic sites important in Pennsylvania history from Beginnings to 1824.
 - ***Under Documents add Penn's Treaty and the Proclamation Line of 1763***
 - ***Under Artifacts, Architecture and Historic Places add Fort Necessity and Friendship Hill. Also consider Valley Forge, Independence Hall, and Meadowcroft***
- C. Identify and explain how continuity and change have influenced Pennsylvania history from the Beginnings to 1824.
 - ***Under Politics add the Proclamation Line of 1763.***
- D. Identify and explain conflict and cooperation among social groups and organizations in Pennsylvania history from the Beginnings to 1824.

- ***Under Military Conflicts add the French and Indian War. Also under Military Conflicts add the American Revolution in Pennsylvania***

8.2.12 Grade 12

- C. Identify and explain how continuity and change have influenced Pennsylvania history from the 1890s to Present.
 - ***Under Transportation add Route 40.***

8.3 United States History

8.3.6 Grade 6

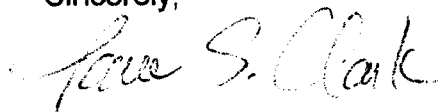
- A. Identify and explain the political and cultural contributions of individuals and groups to United States history from Beginnings to 1815
 - ***Under Military Leaders add Pontiac.***
- B. Identify and explain primary documents, material artifacts and historic sites important in United States history from Beginnings to 1824.
 - ***Under Documents add the Declaration of Independence, the Constitution, and the Bill of Rights (these need to be studied here in addition to at the lower grades).***
 - ***Under Historic Places add Mesa Verde, Castillo de San Marco, and Yorktown.***
- C. Identify and explain conflict and cooperation among social groups and organizations in United States history from Beginnings to 1824.
 - ***Under Military Conflicts add the French and Indian War.***
 - ***Under Settlement Patterns add Louisiana Purchase.***
 - ***Under Social Organization add Changes to the Native American Population.***

8.3.9 Grade 9

- B. Identify and analyze primary documents, material artifacts and historic sites important in United States history from 1787 to 1914.
 - ***Under Historic Places add Fort MCHenry and Gettysburg.***
- C. Analyze how continuity and change has influenced United States history from 1787 to 1914.
 - ***Under Social Organization add Changes to the Native American Population.***

Thank you for considering my comments. Please feel free to contact me at 724-329-8124 or by email at jane_clark@nps.gov if you have any questions.

Sincerely,



Jane S. Clark
 Education Specialist
 Fort Necessity National Battlefield/Friendship Hill National Historic Site

Original: 2252, 2253



**Commonwealth of Pennsylvania
STATE BOARD OF EDUCATION**

September 11, 2002

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

Dear Mr. Nyce:

On Tuesday, September 3, 2002, 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) were submitted for review by the Commission pursuant to the provisions of section 5 (c) of the Regulatory Review Act. Due to inadvertent technical errors, we respectfully request that both of these packages be immediately withdrawn.

The Board intends to resubmit these packages for review and approval as soon as possible. The technical corrections do not affect policy or fiscal considerations.

Sincerely,

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

Jim Buckheit
Acting Executive Director

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