

Academic Standards for History

*June 1, 2009 FINAL
Secondary Standards
Grades 9,12*

US History (1850-Present), World History (1450-Present), Civics and Government



Pennsylvania Department of Education

*These standards are offered as a voluntary resource for Pennsylvania's schools and await action by the State Board of Education.
The course level standards are offered as a voluntary resource for Pennsylvania's schools.*

SECONDARY STANDARDS
Grades 9,12
US History (1850-Present), World History (1450-Present), Civics and Government
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XXIII. INTRODUCTION

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

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

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

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

Standard category 8.1. Historical Analysis and Skills Development provides the basis for learning the content within the other three standard categories. The intent of the history standards is to instill in each student an ability to develop historical comprehension, to evaluate historical interpretation and to understand and conduct historical research. One should not view these standards as a list of facts to recall, rather, as stated in the opening phrase to the Pennsylvania, United States and World standard categories, “Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to analyze the interaction of cultural, economic, geographic, political and social relations.”

These standards provide a history framework to permit every school and teacher to create planned instruction. The content within this document is general and does not represent a course or even a portion thereof. Every school is encouraged to move beyond these standards. These standards are merely a starting point for the study of history. Planned instruction to meet these standards is required; however, the methodology, resources and time are neither recommended nor implied. Having established the need to move beyond recall, it is the intent of these standards to give students throughout Pennsylvania a common cultural literacy.

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Pennsylvania, United States, and World History standard categories use the same four standard statements to guide teachers in developing planned instruction. The four standard statements include the following: (a) social, political, cultural and economic contributions of groups and individuals; (b) historical documents, artifacts and places; (c) continuity and change; (d) conflict and cooperation among social groups and organizations. Some standard statements have bulleted items known as standard descriptors. The standard descriptors are items within the document to illustrate and enhance the standard statement. Each standard descriptor suggests content that may be addressed. These are not all encompassing and local planned instruction is not limited to these examples.

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

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US History (1850-Present), World History (1450-Present), Civics and Government
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8.1. Historical Analysis and Skills Development

Historical Analysis and Skills Development are learned through and applied to the standards statements and their descriptors via Pennsylvania History (8.2.), United States History (8.3.) and World History (8.4.).

8.1.9. GRADE 9	8.1.U. US HISTORY 1850-PRESENT	8.1.W. WORLD HISTORY 1450-PRESENT	8.1.C. CIVICS & GOVERNMENT	8.1.12. GRADE 12
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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:

Continuity and Change over Time	8.1.9.A. Compare patterns of continuity and change over time, applying context of events .	8.1.U.A. Evaluate patterns of continuity and change over time, applying context of events .	8.1.W.A. Evaluate patterns of continuity and change over time, applying context of events .	8.1.C.A. Intentionally Blank	8.1.12.A. Evaluate patterns of continuity and rates of change over time, applying context of events .
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US History (1850-Present), World History (1450-Present), Civics and Government
History

8.1. Historical Analysis and Skills Development

Historical Analysis and Skills Development are learned through and applied to the standards statements and their descriptors via Pennsylvania History (8.2.), United States History (8.3.) and World History (8.4.).

	8.1.9. GRADE 9	8.1.U. US HISTORY 1850-PRESENT	8.1.W. WORLD HISTORY 1450-PRESENT	8.1.C. CIVICS & GOVERNMENT	8.1.12. GRADE 12
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>					
Fact/Opinion and Points of View	8.1.9.B. Compare the interpretation of historical events and sources , considering the use of fact versus opinion , multiple perspectives, and cause and effect relationships.	8.1.U.B. Evaluate the interpretation of historical events and sources , considering the use of fact versus opinion , multiple perspectives, and cause and effect relationships.	8.1.W.B. Evaluate the interpretation of historical events and sources , considering the use of fact versus opinion , multiple perspectives, and cause and effect relationships.	8.1.C.B. Analyze the major arguments advanced for different systems of government. (Reference Civics and Government Standard 5.1.9.B.)	8.1.12.B. Evaluate the interpretation of historical events and sources , considering the use of fact versus opinion , multiple perspectives, and cause and effect relationships.
Research	8.1.9.C. Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources . (Reference RWSL Standard 1.8.8 Research)	8.1.U.C. Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)	8.1.W.C. Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources . (Reference RWSL Standard 1.8.8 Research)	8.1.C.C. Intentionally Blank	8.1.12.C. Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)

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US History (1850-Present), World History (1450-Present), Civics and Government
History

8.2. Pennsylvania History					
8.2.9. GRADE 9	8.2.U. US HISTORY 1850-PRESENT	8.2.W. WORLD HISTORY 1450-PRESENT	8.2.C. CIVICS & GOVERNMENT	8.2.12. GRADE 12	
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>					
Contributions of Individuals and Groups (PA)	8.2.9.A. Contrast the role groups and individuals from Pennsylvania played in the social, political , cultural, and economic development of the U.S.	8.2.U.A. Evaluate the role groups and individuals from Pennsylvania played in the social, political , cultural, and economic development of the U.S.	8.2.W.A. Intentionally Blank	8.2.C.A. Intentionally Blank	8.2.12.A. Evaluate the role groups and individuals from Pennsylvania played in the social, political , cultural, and economic development of the US and the world.

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Grades 9,12

US History (1850-Present), World History (1450-Present), Civics and Government
History

8.2. Pennsylvania History					
8.2.9. GRADE 9	8.2.U. US HISTORY 1850-PRESENT	8.2.W. WORLD HISTORY 1450-PRESENT	8.2.C. CIVICS & GOVERNMENT	8.2.12. GRADE 12	
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>					
Historical Documents, Artifacts, and Places (PA)	<p>8.2.9.B. Compare the impact of historical documents, artifacts, and places in Pennsylvania which are critical to U.S. history.</p>	<p>8.2.U.B. Evaluate the importance of various historical documents, artifacts, and places in Pennsylvania which are critical to U.S.</p>	<p>8.2.W.B. Intentionally Blank</p>	<p>8.2.C.B. Demonstrate an understanding of how the PA Constitution and the US Constitution co-exist. (Reference Civics and Government Standard 5.1.9.E.)</p>	<p>8.2.12.B. Evaluate the impact of historical documents, artifacts, and places in Pennsylvania which are critical to U.S. history and the world.</p>

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Grades 9,12

US History (1850-Present), World History (1450-Present), Civics and Government History

8.2. Pennsylvania History					
8.2.9. GRADE 9	8.2.U. US HISTORY 1850-PRESENT	8.2.W. WORLD HISTORY 1450-PRESENT	8.2.C. CIVICS & GOVERNMENT	8.2.12. GRADE 12	
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>					
Impact of Continuity and Change on PA History	8.2.9.C. Compare and contrast how continuity and change in Pennsylvania are interrelated throughout U.S. history. <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations 	8.2.U.C. Evaluate continuity and change in Pennsylvania are interrelated to the U.S. <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations 	8.2.W.C. Intentionally Blank	8.2.C.C. Compare and contrast the basic principles and ideals found in significant documents: <ul style="list-style-type: none"> • Pennsylvania Constitution (Reference Civics and Government Standard 5.1.9.D.) 	8.2.12.C. Evaluate continuity and change in Pennsylvania are interrelated to the US and the world. <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations

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Grades 9,12

US History (1850-Present), World History (1450-Present), Civics and Government
History

8.2. Pennsylvania History					
	8.2.9. GRADE 9	8.2.U. US HISTORY 1850-PRESENT	8.2.W. WORLD HISTORY 1450-PRESENT	8.2.C. CIVICS & GOVERNMENT	8.2.12. GRADE 12
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>					
Conflict and Cooperation (PA)	<p>8.2.9.D. Interpret how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the US.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability 	<p>8.2.U.D. Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the U.S.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability 	<p>8.2.W.D. Intentionally Blank</p>	<p>8.2.C.D. Intentionally Blank</p>	<p>8.2.12.D. Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the US and the world.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability

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US History (1850-Present), World History (1450-Present), Civics and Government
History

8.3. United States History					
8.3.9. GRADE 9	8.3.U. US HISTORY 1850-PRESENT	8.3.W. WORLD HISTORY 1450-PRESENT	8.3.C. CIVICS & GOVERNMENT	8.3.12. GRADE 12	
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>					
Contributions of Individuals and Groups (US History)	<p>8.3.9.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.</p>	<p>8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.</p>	<p>8.3.W.A. Intentionally Blank</p>	<p>8.3.C.A. Compare and contrast the politics of various interest groups and evaluate their impact on foreign policy. (Reference Civics and Government Standard 5.4.12.E.)</p>	<p>8.3.12.A. Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world.</p>

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8.3. United States History					
	8.3.9. GRADE 9	8.3.U. US HISTORY 1850-PRESENT	8.3.W. WORLD HISTORY 1450-PRESENT	8.3.C. CIVICS & GOVERNMENT	8.3.12. GRADE 12
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>					
Historical Documents and Artifacts (US History)	<p>8.3.9.B. Compare the impact of historical documents, artifacts, and places which are critical to the U.S.</p>	<p>8.3.U.B. Compare the impact of historical documents, artifacts, and places which are critical to the U.S.</p>	<p>8.3.W.B. Intentionally Blank</p>	<p>8.3.C.B. Compare and contrast the basic principles and ideals found in significant documents:</p> <ul style="list-style-type: none"> • Declaration of Independence • United States Constitution • Bill of Rights <p>(Reference Civics and Government Standard 5.1.9.D.)</p>	<p>8.3.12.B. Evaluate the impact of historical documents, artifacts, and places in U.S. history which are critical to world history.</p>

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8.3. United States History					
	8.3.9. GRADE 9	8.3.U. US HISTORY 1850-PRESENT	8.3.W. WORLD HISTORY 1450-PRESENT	8.3.C. CIVICS & GOVERNMENT	8.3.12. GRADE 12
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>					
Impact of Continuity and Change on US History	8.3.9.C. Analyze how continuity and change have impacted the United States. <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations 	8.3.U.C. Evaluate how continuity and change have impacted the United States. <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations 	8.3.W.C. Intentionally Blank	8.3.C.C. Analyze the principles and ideals that shape United States government. <ul style="list-style-type: none"> • Liberty / Freedom • Democracy • Justice • Equality (Reference Civics and Government Standard 5.1.9.C.)	8.3.12.C. Evaluate how continuity and change in U.S. history are interrelated with the world. <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations

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8.3. United States History					
8.3.9. GRADE 9	8.3.U. US HISTORY 1850-PRESENT	8.3.W. WORLD HISTORY 1450-PRESENT	8.3.C. CIVICS & GOVERNMENT	8.3.12. GRADE 12	
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>					
Conflict and Cooperation (US)	<p>8.3.9.D. Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability 	<p>8.3.U.D. Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability 	<p>8.3.W.D. Intentionally Blank</p>	<p>8.3.C.D. Analyze the role political symbols play in civil disobedience and patriotic activities. (Reference Civics and Government standard 5.1.9.F.)</p>	<p>8.3.12.D. Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability

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8.4. World History					
8.4.9. GRADE 9	8.4.U. US HISTORY 1850-PRESENT	8.4.W. WORLD HISTORY 1450-PRESENT	8.4.C. CIVICS & GOVERNMENT	8.4.12. GRADE 12	
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>					
Contributions of Individuals and Groups (World)	8.4.9.A. Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.	8.4.U.A. Intentionally Blank	8.4.W.A. Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.	8.4.C.A. Evaluate critical issues in various contemporary governments. (Reference Civics and Government Standard 5.3.12.J.) Evaluate the effectiveness of various international organizations, both governmental and non-governmental. (Reference Civics and Government Standard 5.4.12.C.)	8.4.12.A. Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.

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8.4. World History					
	8.4.9. GRADE 9	8.4.U. US HISTORY 1850-PRESENT	8.4.W. WORLD HISTORY 1450-PRESENT	8.4.C. CIVICS & GOVERNMENT	8.4.12. GRADE 12
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>					
Historical Documents, Artifacts, and Sites (World)	8.4.9.B. Contrast the importance of historical documents , artifacts , and sites which are critical to world history.	8.4.U.B. Intentionally Blank	8.4.W.B. Evaluate the importance of historical documents , artifacts , and sites which are critical to world history.	8.4.C.B. Compare and contrast the basic principles and ideals found in significant documents : <ul style="list-style-type: none"> • Declaration of Independence • United States Constitution (Reference Civics and Government Standard 5.1.9.D.) 	8.4.12.B. Evaluate the importance of historical documents , artifacts , and sites which are critical to world history.

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8.4. World History					
	8.4.9. GRADE 9	8.4.U. US HISTORY 1850-PRESENT	8.4.W. WORLD HISTORY 1450-PRESENT	8.4.C. CIVICS & GOVERNMENT	8.4.12. GRADE 12
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>					
Impact of Continuity and Change (World)	8.4.9.C. Analyze how continuity and change have impacted world history. <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organization 	8.4.U.C. Intentionally Blank	8.4.W.C. Evaluate how continuity and change have impacted the world today. <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organization 	8.4.C.C. Evaluate critical issues in various contemporary governments. (Reference Civics and Government standard 5.3.12.J.) Employ historical examples and political philosophy to evaluate major arguments advanced for the necessity of government. (Reference Civics and Government Standard 5.1.12.B)	8.4.12.C. Evaluate how continuity and change have impacted the world today. <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organization

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8.4. World History					
8.4.9. GRADE 9	8.4.U. US HISTORY 1850-PRESENT	8.4.W. WORLD HISTORY 1450-PRESENT	8.4.C. CIVICS & GOVERNMENT	8.4.12. GRADE 12	
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>					
Conflict and Cooperation (World)	8.4.9.D. Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.	8.4.U.D. Intentionally Blank	8.4.W.D. Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.	8.4.C.D. Analyze strategies used to resolve conflicts in society and government . (Reference Civics and Government Standards 5.2.9.B.) Evaluate the role of nationalism in uniting and dividing citizens. (Reference Civics and Government Standards: 5.1.12.F.)	8.4.12.D. Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.

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XXIV. GLOSSARY

Artifact:	Any object made by human work or skill.
Conflict:	The opposition of persons or groups that gives rise to dramatic action. Such actions could include the use of force as in combat.
Context of Events:	The circumstances that form the environment within which something that is particularly significant, interesting, exciting, or unusual exists or takes place.
Culture:	The beliefs, customs, practices, and social behavior of a particular nation or people.
Document:	A formal piece of writing that provides information or acts as a record of events or arrangements.
Economic:	Relating to the production, distribution, and consumption of goods and services.
Ethnicity:	Identification of people sharing common history, cultural, racial, and or religious backgrounds.
Graphic Representations:	Visual examples.
Historical Source:	A person, organization, book, map, graph, table or other text that supplies information or evidence.
Human Geography:	This classification, sometimes called cultural geography, involves all phases of human social life in relation to the physical earth.
Inquiry:	A request for information.
Opinion:	The view somebody takes about an issue, especially when it is based solely on personal judgment.
Political:	Relating to government.
Primary Source:	First hand historical account that may be written, illustrated or recorded through other means.

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Secondary Source: An historical account recorded after the event has occurred.

Social: Relating to the way in which people in groups behave and interact.