



**PA House of Representatives
Education and Veterans Affairs and Emergency Preparedness Committees
Joint Public Hearing
Testimony on House Bill 1858
September 26, 2016**

Good morning Chairman Saylor, Chairman Barrar, Chairman Roebuck, Chairman Sainato and distinguished members of the Education and Veterans Affairs and Emergency Preparedness Committees. My name is Lee Ann Wentzel. I am here today representing the Pennsylvania Association of School Administrators (PASA), whose members include school district superintendents and other public school system leaders from across Pennsylvania. I serve as superintendent of Ridley School District, located in Delaware County, and prior to serving as an administrator I taught social studies.

PASA strongly supports proven and effective policies, programs and initiatives that will strengthen and build upon Pennsylvania's long-standing tradition of preparing students for their responsibilities and obligations of citizenship through high quality civic learning opportunities. This is embodied in the statement of purpose of public education by State Board of Education that states: Public education prepares students for adult life by attending to their intellectual and developmental needs and challenging them to achieve at their highest level possible. In conjunction with families and other community institutions, public education prepares students to become self-directed, life-long learners and responsible, involved citizens.

School districts across our state, including my own, make civic education a fundamental part of their mission. The mission statement of Ridley School District states: It is the mission of the Ridley School District to create a caring environment that gives all students the opportunity to achieve their fullest personal and academic potential *in order to become productive and responsible citizens*.

PASA does not believe that adding another high stakes state mandated standardized test to the 17 that are already currently required is wise, when precisely at the same time the Secretary of Education and Education Committees are in midst of discussions around the future role and stakes associated with the Keystone Exams, which when funded, includes a civics and government exam, is reason enough to set aside House Bill 1858. In addition, given ongoing discussions and planning for implementation of the new federal Every Student Succeeds Act, which include designs for student and school accountability, consideration of such major policy changes should be incorporated into those discussions.

The argument that other states have enacted this strategy into law so we should too is often a reason to step back, particularly when these actions have taken place relatively recently and their long-term impacts and unintended consequences have yet to be revealed. We caution the committees that the following in the footsteps of other states is not always a prudent course of action. End-of-Course high school graduation tests were enacted by 28 other states before Pennsylvania created the Keystone Exams. Since Pennsylvania created the Keystone Exams 10 states have eliminated and many others have reduced their high stakes end-of-course testing requirements for high school graduation. We suggest

taking a step back from the requirements of House Bill 1858 before once again following other states down the wrong path.

We do not believe the National Assessment of Educational Progress (NAEP) nationwide civics assessment results that are often used to portray students in each state as not possessing fundamental knowledge of our system of government, comes close to reflecting Pennsylvania students civic knowledge. Because NAEP civics test results, which is based on a small sample of students tested across the nation, are not reported state-by-state, we must use other nationally administered tests to show that Pennsylvania students perform far better than students in other states. One such example is that Pennsylvania students who take the SAT subject matter test in U.S. History out performed students nationwide by 16 points on the SAT 800 point scale.

Similarly the more than 20,000 Pennsylvania students who, in 2015, took the highly rigorous Advanced Placement courses in U.S. Government and Politics and U.S. History, which is offered in more than 800 Pennsylvania public and private schools, outperform students from across the nation. On the 5-point scale used by the College Board Pennsylvania students average score was 2.76 versus 2.54 for students nationwide. In U.S. History Pennsylvania students average score was 2.92 versus 2.64 for students nationwide. The 2016 Ridley High School results showed an average of 3.5 on the government exam and a 3.205 average for U.S. History.

The percentage of Pennsylvania students who score 3 or higher on these Advanced Placement tests, the level at which they may be awarded college credit, far exceeds that of students across the nation with 57 percent of Pennsylvania students scoring 3 or higher on the U.S. Government and Politics test while the percentage of students who do so nationwide is 48 percent. The percentage of Pennsylvania students scoring 3 or higher on the U.S. History test, at 61 percent, is ten-percentage points higher than the performance of students nationwide (51 percent).

We believe there are several reasons why Pennsylvania students' civic knowledge and skills generally exceed that of students across the nation.

Pennsylvania is the Disney World national and state historic sites associated with the founding and development of our nation. One cannot turn a corner in our state without seeing a historic marker, plaque or historic site that notes a significant event or person associated with our nation's founding and development. Our students are fortunate to live and be educated in a state blessed with such a rich heritage and traditions that is unmatched among the other 50 states.

In addition to hundreds of federal, state and private historic sites, most significant of which is Independence National Historical Park--dubbed the most historic square mile in America--our state is home to unmatched museums and educational resources throughout our state such as the Historic York County Courthouse, Fort Necessity, Fort Pitt, Brig Niagara, Valley Forge, Heinz History Center, Gettysburg Battlefield and dozens more. In addition, Pennsylvania is home to two of the premier institutions that work directly with schools to educate and support civic learning: the National Constitution Center and Leonore Annenberg Institute for Civics, which is based at the University of Pennsylvania.

Given this rich history Pennsylvania public schools have long embraced that it is their mission and responsibility to prepare students for their role as active, engaged citizens. This charge is perhaps best spelled out by two paragraphs in the Pennsylvania Public School Code:

1) "In every elementary public and private school, established and maintained in this Commonwealth, the following subjects shall be taught... the history of the United States and of Pennsylvania, civics, including loyalty to the State and National Government..."

2) "During grades seven through twelve inclusive, there shall be included at least four semesters or equivalent study in the history and government of that portion of America which has become the United States of America, and of the Commonwealth of Pennsylvania, of such nature, kind or quality, as to have for its purpose the developing, teaching and presentation of the principles and ideals of the American republican representative form of government, as portrayed and experienced by the acts and policies of the framers of the Declaration of Independence and framers of the Constitution of the United States and the Bill of Rights. The study of the history of the United States, including the study of the Constitution of the United States and the study of the history and Constitution of this Commonwealth, shall also be such as will emphasize the good, worthwhile and best features and points of the social, economic and cultural development, the growth of the American family life, high standard of living of the United States citizen, the privileges enjoyed by such citizens, their heritage and its derivations of and in our principles of government. Such instruction shall have for its purpose also the instilling into every boy and girl who comes out of our public, private and parochial schools their solemn duty and obligation to exercise intelligently their voting privilege and to understand the advantages of the American republican form of government as compared with various other forms of government."

These statutory provisions, which outline current instructional requirements in Pennsylvania's elementary and secondary schools, are contained in Sections 1511 and 1605 of the Public School Code. The Pennsylvania General Assembly enacted them, 105 years ago, in 1911, as Public Law 309. Together with State Board of Education instructional requirements, state academic standards and state and local testing requirements, which I will summarize in a moment, establish the framework for school district curriculum, instructional programming, assessment, and graduation credit requirements.

State Board of Education Chapter 4 regulations require instruction in the social studies at the elementary every year and that this include planned instruction in U.S. History, Pennsylvania History, Geography and Civics at least once by the end of elementary school. Similarly, the State Board requires instruction in the social studies (civics and government, economics, geography and history, including the history and cultures of the United States, the Commonwealth, and the world) be provided to every student, every year at the middle school level. At the high school level, the Board requires that instruction be provided to every student in the social studies (civics and government, economics, geography and history, including the history and cultures of the United States, the Commonwealth, and the world).

State Academic standards in Civics and Government (copy attached), U.S. and World History, Geography and Economics provide a framework for expectations on which district curriculum, instructional programming and assessments are based. As with the nine academic disciplines other than reading, math and science in which the state does not measure student achievement through use of a single standardized test, the assessment of student proficiency in the social studies are performed at the district or school level.

State law and regulations provide minimum requirements for school districts to provide a comprehensive instructional program in the four primary social studies that districts may expand and build upon by requiring successful completion of course or credit attainment. Pennsylvania students

average 3.7 years of study in the social studies at the high school level. Like other schools in Pennsylvania, Ridley High School exceeds these minimum requirements and offers a rich social science elective program. In fact, 78% of the 2015 graduating class took a senior elective of either AP U.S. Government or Senior Issues--a civics based course in which students learn to write legislation and participate in a Mock Congress. Pennsylvania's long-standing instructional requirements and programs are working well in preparing students for their responsibilities and obligations of citizenship.

The Naturalization Test developed and administered by the U.S. Citizenship and Immigration Services is just one small element of a multi-part, lengthy screening process used to determine whether an individual is worthy of being granted U.S. citizenship. Unlike House Bill 1858, which requires students to correctly answer at least 60 or 100 questions, applicants for U.S. Citizenship are administered the test as an oral test and must only answer 6 of 10 questions to correctly to pass the civics portion of the naturalization test.

The Naturalization Test is not designed for school-aged students; it drives rote memorization, not a deep understanding civic knowledge or practices. It is designed as a screening tool, a purpose completely distinct from that of a high stakes high school graduation test. House Bill 1858 seeks to use an inappropriate instrument for the stated objective of improving the civic knowledge of Pennsylvania students.

The Naturalization test is designed, administered, and scored such that it tests the short-term memory facts and canned responses rather than a full or deep understanding of our system, or government, nor does it assess the skills or dispositions necessary for citizens to *practice* good citizenship. United States Citizenship and Immigration services clearly states on the publicly available practice test "Although USCIS is aware that there may be additional correct answers to the 100 civics questions, applicants are encouraged to respond to the civics question using the answers provided below" (on the sample test).

How does this approach promote understanding, critical thinking, thoughtful analysis or active, engaged citizenship? The Naturalization test, while a good test for the purpose for which it is designed and used, it is not appropriate for use as a high stakes high school graduation test. It has several limitations:

- It does not test advanced understanding well.
- The use will lead to teachers sacrificing curriculum due to the need to have students memorize answers in order to pass the test.
- The use will drive the curriculum toward instruction of just the basic facts.
- It is not correlated with improvement of civic behaviors.

In addition to these limitations House Bill 1858 makes no provision for schools to make adaptations, develop alternatives or provide exceptions to students with severe intellectual, physical or multiple disabilities. Thus schools would have no flexibility, regardless of the stated educational objectives outlined in the students' Individualized Education Plan, to award the student a diploma should they not be able to pass the Naturalization Test.

PASA supports policies, programs and initiatives that will advance the most effective and comprehensive approaches to ensuring that all students receive the civic knowledge and skills necessary for informed and engaged citizenship.

The Naturalization test is narrowly focused and does not embody or promote civic learning that develops the knowledge, skills and dispositions necessary for active, engaged citizenship. PASA suggests that the state provide support and resources to help districts and schools develop and use more authentic assessment instruments that measure students' civic skills and dispositional growth. These models include instruments such as: portfolios, classroom-based assessments (multiple choice, short answer, essays, term/research papers), and performance assessments.

Pennsylvania schools have a long, rich tradition of providing comprehensive instruction in U.S. history, Pennsylvania history and civics and government. Pennsylvania public schools, working in partnership with historic sites, museums and civic education organizations provide outstanding preparation for students to be engaged, active citizens. If this election season teaches nothing else, let it teach us that it is far more important to practice our civic virtues, not just memorize information about them.

I would be pleased to respond to your questions.

Attachment: PA Academic Standards: Civics and Government

(b) The Acting Executive Director will submit this order and Annex A to the Office of General Counsel and the Office of Attorney General for review and approval as to legality and form as required by law.

(c) The Acting Executive Director of the Board shall certify this order and Annex A and deposit them with the Legislative Reference Bureau as required by law.

(d) This order is effective upon final publication in the *Pennsylvania Bulletin*.

JAMES E. BUCKHEIT,
Acting Executive Director

(Editor's Note: For the text of the order of the Independent Regulatory Review Commission, relating to this document, see 32 Pa.B. 6016 (December 7, 2002).)

Fiscal Note: 6-275. (1) General Fund; (2) Implementing Year 2002-03 is \$*; (3) 1st Succeeding Year 2003-04 is \$; 2nd Succeeding Year 2004-05 is \$; 3rd Succeeding Year 2005-06 is \$; 4th Succeeding Year 2006-07 is \$; 5th Succeeding Year 2007-08 is \$; (4) 2001-02 Program—\$3.67 million; 2000-01 Program—\$3.95 million; 1999-00 Program—\$1.92 million; (7) For teacher professional development associated with new academic standards, etc.; (8) recommends adoption.

Annex A

TITLE 22. EDUCATION

PART II. STATE BOARD OF EDUCATION

Subpart A. MISCELLANEOUS PROVISIONS

CHAPTER 4. ACADEMIC STANDARDS AND ASSESSMENT

APPENDIX C

Academic Standards for Civics and Government and Economics and Geography and History

Academic Standards for Civics and Government

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- F. Rights Created by the Pennsylvania and United States Constitutions
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*Costs cannot be separately identified by type of academic standard, but are included within the annual appropriation.

Government

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XIV. INTRODUCTION

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

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

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

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

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

The Academic Standards for Civics and Government consist of four standard categories (designated as 5.1.,

5.2., 5.3., and 5.4.). Each category has a number of standards statements designated by a capital letter. Some standard statements have bulleted items known as standard descriptors. The standard descriptors are items within the document to illustrate and enhance the standard statement. The categories, statements and descriptors are regulations. The descriptors may be followed by an "e.g.". The "e.g.'s" are examples to clarify what type of information could be taught. These are suggestions and the choice of specific content is a local decision as is the method of instruction.

Civics and Government along with Economics, Geography and History are identified as Social Studies in Chapter 4. This identification is consistent with citizenship education in Chapter 49 and Chapter 354. Based on these regulations, Social Studies/Citizenship Programs should include the four sets of standards as an entity in developing a scope and sequence for curriculum and planned instruction.

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

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

5.1. Principles and Documents of Government			
5.1.3. GRADE 3	5.1.6. GRADE 6	5.1.9. GRADE 9	5.1.12. GRADE 12
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to . . .</i>			
<p>F. Explain the meaning of a preamble.</p> <ul style="list-style-type: none"> • Constitution of the United States • Pennsylvania Constitution 	<p>F. Explain the meaning of the Preamble to the Constitution of the Commonwealth of Pennsylvania and compare it to the Preamble of the Constitution of the United States.</p>	<p>F. Contrast the individual rights created by the Pennsylvania Constitution and those created by the Constitution of the United States.</p>	<p>F. Analyze and assess the rights of the people as listed in the Pennsylvania Constitution and the Constitution of the United States.</p>
<p>G. Describe the purpose of the United States Flag, The Pledge of Allegiance and The National Anthem.</p>	<p>G. Describe the proper use, display and respect for the United States Flag and explain the significance of patriotic activities.</p> <ul style="list-style-type: none"> • Reciting The Pledge of Allegiance • Standing for The National Anthem 	<p>G. Describe the procedures for proper uses, display and respect for the United States Flag as per the National Flag Code.</p>	<p>G. Analyze and interpret the role of the United States Flag in civil disobedience and in patriotic activities.</p>
<p>H. Identify framers of documents of governments.</p> <ul style="list-style-type: none"> • Pennsylvania • United States 	<p>H. Describe the roles played by the framers of the basic documents of governments of Pennsylvania and the United States.</p>	<p>H. Explain and interpret the roles of framers of basic documents of government from a national and Pennsylvania perspective.</p>	<p>H. Analyze the competing positions held by the framers of the basic documents of government of Pennsylvania and United States.</p>
<p>I. Explain why government is necessary in the classroom, school, community, state and nation and the basic purposes of government in Pennsylvania and the United States.</p>	<p>I. Describe and compare the making of rules by direct democracy and by republican form of government.</p>	<p>I. Explain the essential characteristics of limited and unlimited governments and explain the advantages and disadvantages of systems of government.</p> <ul style="list-style-type: none"> • Confederal • Federal • Unitary 	<p>I. Analyze historical examples of the importance of the rule of law explaining the sources, purposes and functions of law.</p>
<p>J. Explain the importance of respect for the property and the opinions of others.</p>	<p>J. Describe how the government protects individual and property rights and promotes the common good.</p>	<p>J. Explain how law protects individual rights and the common good.</p>	<p>J. Analyze how the law promotes the common good and protects individual rights.</p>
<p>K. Identify symbols and political holidays.</p> <ul style="list-style-type: none"> • Pennsylvania (e.g., Charter Day, Liberty Bell, Keystone State) • United States (e.g., Presidents' Day, Statue of Liberty, White House) 	<p>K. Describe the purpose of symbols and holidays.</p>	<p>K. Explain why symbols and holidays were created and the ideals they commemorate.</p>	<p>K. Analyze the roles of symbols and holidays in society.</p>
<p>L. Identify ways courts resolve conflicts involving principles and ideals of government.</p>	<p>L. Explain the role of courts in resolving conflicts involving the principles and ideals of government.</p> <ul style="list-style-type: none"> • Local • State • Federal 	<p>L. Interpret Pennsylvania and United States court decisions that have impacted the principles and ideals of government.</p>	<p>L. Analyze Pennsylvania and United States court decisions that have affected principles and ideals of government in civic life.</p> <ul style="list-style-type: none"> • Civil rights • Commerce • Judicial review • Federal supremacy

5.1. Principles and Documents of Government			
5.1.3. GRADE 3	5.1.6. GRADE 6	5.1.9. GRADE 9	5.1.12. GRADE 12
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to . . .</i>			
M. Identify portions of famous speeches and writings that reflect the basic principles and ideals of government (e.g., "I have a dream," Reverend Martin Luther King; "One small step for man," Neil Armstrong).	M. Explain the basic principles and ideals found in famous speeches and writings (e.g., "Governments, like clocks, go from the motion people give them," William Penn; "A date that will live in infamy," Franklin D. Roosevelt).	M. Interpret the impact of famous speeches and writings on civic life (e.g., <i>The Gospel of Wealth</i> , <i>Declaration of Sentiments</i>).	M. Evaluate and analyze the importance of significant political speeches and writings in civic life (e.g., <i>Diary of Anne Frank</i> , <i>Silent Spring</i>).
Basic concepts found in lower grades for standard statements and their descriptors must be developed more fully throughout higher grade levels.			

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

5.2. Rights and Responsibilities of Citizenship			
5.2.3. GRADE 3	5.2.6. GRADE 6	5.2.9. GRADE 9	5.2.12. GRADE 12
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to . . .</i>			
G. Identify ways to participate in government and civic life.	G. Explain the importance of participating in government and civic life.	G. Analyze political and civic participation in government and society.	G. Evaluate what makes a competent and responsible citizen.
Basic concepts found in lower grades for standard statements and their descriptors must be developed more fully throughout higher grade levels.			

5.3. How Government Works			
5.3.3. GRADE 3	5.3.6. GRADE 6	5.3.9. GRADE 9	5.3.12. GRADE 12
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to . . .</i>			
A. Identify the elected representative bodies responsible for making local, Pennsylvania and United States laws.	A. Compare the structure, organization and operation of local, state and national governments.	A. Explain the structure, organization and operation of the local, state and national governments including domestic and national policy-making.	A. Analyze and evaluate the structure, organization and operation of the local, state and national governments including domestic and national policy-making.
B. Identify the role of the three branches of government. <ul style="list-style-type: none"> • Executive • Legislative • Judicial 	B. Describe the responsibilities and powers of the three branches of government.	B. Compare the responsibilities and powers of the three branches within the national government.	B. Analyze the responsibilities and powers of the national government.
C. Identify reasons for rules and laws in the school and community.	C. Explain how government actions affect citizens' daily lives.	C. Explain how a bill becomes a law on a federal, state, and local level.	C. Evaluate the process of how a bill becomes the law on a federal, state, and local levels.
D. Identify services performed by the local, state and national governments.	D. Describe how local, state and national governments implement their services.	D. Explain how independent government agencies create, amend and enforce regulatory policies. <ul style="list-style-type: none"> • Local (e.g., Zoning Board) • State (e.g., Pennsylvania Public Utility Commission) • National (e.g., Federal Communications Commission) 	D. Evaluate how independent government agencies create, amend and enforce regulations.
E. Identify positions of authority at school and in local, state and national governments.	E. Identify major leaders of local, state and national governments, their primary duties and their political party affiliation.	E. Explain how citizens participate in choosing their leaders through political parties, campaigns and elections.	E. Evaluate the roles of political parties in election campaigns.
F. Explain what an election is.	F. Describe the voting process. <ul style="list-style-type: none"> • Pennsylvania • United States 	F. Explain the election process. <ul style="list-style-type: none"> • Voter registration • Primary Elections • Caucuses • Political party conventions • General Elections • Electoral College 	F. Evaluate the elements of the election process.

5.3. How Government Works			
5.3.3. GRADE 3	5.3.6. GRADE 6	5.3.9. GRADE 9	5.3.12. GRADE 12
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to. . .</i>			
G. Explain why being treated fairly is important.	G. Describe how the government protects individual rights. <ul style="list-style-type: none"> • Presumption of Innocence • Right to Counsel • Trial by Jury • Bill of Rights 	G. Explain how the government protects individual rights. <ul style="list-style-type: none"> • Equal protection • Habeas Corpus • Right Against Self Incrimination • Double Jeopardy • Right of Appeal • Due Process 	G. Evaluate how the government protects or curtails individual rights and analyze the impact of supporting or opposing those rights.
H. Identify individual interests and explain ways to influence others.	H. Identify individual interests and how they impact government.	H. Analyze how interest groups provide opportunities for citizens to participate in the political process.	H. Evaluate the impact of interest groups on the political process.
I. Explain why taxes are necessary and identify who pays them.	I. Describe why and how government raises money to pay for its operations and services.	I. Analyze how and why government raises money to pay for its operation and services.	I. Evaluate how and why government raises money to pay for its operations and services.
J. Identify the role of the media in society.	J. Describe the influence of media in reporting issues.	J. Analyze the importance of freedom of the press.	J. Evaluate the role of media in political life in the United States and explain the role of the media in setting the public agenda.
K. Identify different ways people govern themselves.	K. Describe forms of government. <ul style="list-style-type: none"> • Limited • Unlimited 	K. Identify and explain systems of government. <ul style="list-style-type: none"> • Autocracy • Democracy • Oligarchy • Republic 	K. Evaluate the strengths and weaknesses of various systems of government. <ul style="list-style-type: none"> • Autocracy • Democracy • Oligarchy • Republic
Basic concepts found in lower grades for standard statements and their descriptors must be developed more fully throughout higher grade levels.			

5.4. How International Relationships Function			
5.4.3. GRADE 3	5.4.6. GRADE 6	5.4.9. GRADE 9	5.4.12. GRADE 12
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to. . .</i>			
A. Identify how customs and traditions influence governments.	A. Explain the concept of nation-states.	A. Explain how the United States is affected by policies of nation-states, governmental and non-governmental organizations.	A. Analyze the impact of international economic, technological and cultural developments on the government of the United States.
B. Recognize that the world is divided into various political units.	B. Describe how nation-states coexist in the world community.	B. Explain the role of the United States in world affairs.	B. Analyze the United States' interaction with other nations and governmental groups in world events.
C. Identify ways in which countries interact with the United States.	C. Describe the governments of the countries bordering the United States and their relationships with the United States.	C. Explain the effects United States political ideas have had on other nations.	C. Compare how past and present United States' policy interests have changed over time and analyze the impact on future international relationships.

5.4. How International Relationships Function			
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D. Identify treaties and other agreements between or among nations.	D. Describe the processes that resulted in a treaty or agreement between the United States and another nation-state.	D. Contrast how the three branches of federal government function in foreign policy.	D. Explain how foreign policy is developed and implemented.
E. Identify how nations work together to solve problems.	E. Explain how nations work together on common environmental problems, natural disasters and trade.	E. Explain the development and the role of the United Nations and other international organizations, both governmental and non-governmental.	E. Compare the purposes and functions of international organizations. <ul style="list-style-type: none"> • Governmental (e.g., NATO, World Court, OAS) • Nongovernmental (e.g., International Red Cross, Amnesty International, World Council of Churches)

XV. GLOSSARY

Amendment (Constitutional):	Changes in, or additions to, a constitution. Proposed by a two-thirds vote of both houses of Congress or by a convention called by Congress at the request of two-thirds of the state legislatures. Ratified by approval of three-fourths of the state.
Articles of Confederation:	First framework of government of the United States, 1781. Created a weak national government, replaced in 1789 by the Constitution of the United States.
Authority:	Right to control or direct the actions of others, legitimized by law, morality, custom or consent.
Autocracy:	A government in which one person possesses unlimited power.
Bill of Rights:	First Ten Amendments to the Constitution. Ratified in 1791, these amendments limit government power and protect basic rights and liberties of individuals.
Caucuses:	A private meeting of members of a political party to plan action or to select delegates for a nominating convention. The term also refers to distinct groups, either official or unofficial, in Congress, as in the black caucus in the House of Representatives.
Checks and balances:	Constitutional mechanisms that authorize each branch of government to share powers with the other branches and thereby check their activities. For example, the president may veto legislation passed by Congress, the Senate must confirm major executive appointments and the courts may declare acts of Congress unconstitutional.
Citizen:	Member of a political society who therefore owes allegiance to and is entitled to protection by and from the government.
Citizenship:	Status of being a member of a state; one who owes allegiance to the government and is entitled to protection by and from the government.
Civic life:	A manner of existence of an individual concerned with the affairs of communities and the common good rather than solely in pursuit of private and personal interests.
Civic responsibilities:	Obligation of citizens to take part in the governance of the school, community, tribe, state or nation.
Civil disobedience:	Refusal to obey laws. This tactic is usually passive and nonviolent, aimed at bringing injustices to the attention of lawmakers and the public at large. An example of civil disobedience was the American Civil Rights Movement in the 1950s and 1960s.
Civil rights:	Protections and privileges given to all United States citizens by the Constitution and Bill of Rights.
Civil society:	The spheres of voluntary individual, social and economic relationships and organizations that although limited by law are not part of governmental institutions.
Classical republicanism:	Refers to government that seeks the public or common good rather than the good of a particular group or class of society.
Common or public good:	Benefit or interest of a politically organized society as a whole.
Confederal:	Relating to a league of independent states.

Constitutional government:	A form of authority in which a legal structure details the powers available to each branch of government and the rights of the individual in relation to the government. Any action by government that is not in accord with the Constitution is considered illegitimate.
Democracy:	Form of government in which political control is exercised by the people, either directly or through their elected representatives.
Diplomacy:	The art and practice of conducting negotiations between nations.
Direct democracy:	Form of government in which the people completely exercise political decisions.
Diversity:	State of being different; variety.
Documents of government:	Papers necessary for the organization and powers of government.
Double jeopardy:	A concept established by law that says a person cannot be tried twice for the same offense. It is part of the Fifth Amendment, which states that "no person shall . . . be subject for the same offense to be twice put in jeopardy of life or limb."
Due process of law:	Right of every citizen to be protected against arbitrary action by government.
Economic rights:	Financial choices and privileges that individuals may select without government prohibition. Economic rights would include: right to own property, change employment, operate a business and join a labor union.
Electoral College:	The group of presidential electors that casts the official votes for president after the presidential election. Each state has a number of electors equal to the total of its members in the Senate and House of Representatives.
Enumerated powers:	Powers that are specifically granted to Congress by Article I, Section 8 of the Constitution.
Equal protection:	An idea that no individual or group may receive special privileges from nor be unjustly discriminated against by the political authority of the legal system.
Equality:	The condition of possessing substantially the same rights, privileges and immunities, and being substantially responsible for the same duties as other members of society.
Federal Supremacy Clause:	Article VI of the Constitution provides that the Constitution and all federal laws and treaties shall be the "Supreme Law of the Land." Therefore, all federal laws take precedence over state and local laws.
Federal system (or Federalism):	Form of political organization in which governmental power is divided between a central government and territorial subdivisions (e.g., in the United States—the national, state and local governments).
Federalism:	The distribution of power in a government between a central authority and states and the distribution of power among states with most powers retained by central government.
Foreign Policy:	Actions of the federal government directed to matters beyond United States' borders, especially relations with other countries.
Government:	Institutions and procedures through which a territory and its people are ruled.
Habeas Corpus:	Court order demanding that the individual in custody be brought into court and shown the cause for detention. Habeas corpus is guaranteed by the Constitution and can be suspended only in the case of rebellion or invasion.
Individual responsibility:	Fulfilling the moral and legal obligations of membership in society.
Individual rights:	Just claims due a person by law, morality or tradition as opposed to those due to groups.
Interest group:	Organized body of individuals who share same goals and try to influence public policy to meet those goals.
International organizations:	Groups formed by nation-states to achieve common political, social or economic goals.
Judicial Review:	Doctrine that permits the federal courts to declare unconstitutional, and thus null and void, acts of the Congress, the executive branch and the states. The precedent for judicial review was established in the 1803 case of <i>Marbury v. Madison</i> .
Justice:	That which may be obtained through fair distribution of benefits and burdens, fair correction of wrongs and injuries, or use of fair procedures in gathering information and making decisions.
Leadership:	State or condition of one who guides or governs.
Liberal Democracy:	Government that recognizes that the individual has rights that exist independently of government and which ought to be protected by and against government.
Liberty:	Freedom from restraint under conditions essential to the equal enjoyment of the same right by others.

Limited government:	A legal structure where officials in authority do not have enormous power. The Constitution of the United States limits government through methods of checks and balances.
Majority rule:	Decision by more than half of those participating in the decision-making process.
Minority rights:	Opportunities that a member is entitled to have, or to receive from others within the limits of the law, even though he/she may not be part of the controlling group.
Nation-state:	Divisions of the world in which each state claims sovereignty over defined territory and jurisdiction over everyone within it. These states interact using diplomacy, formal agreements and sanctions that may be peaceful or may involve the use of force.
NATO:	North Atlantic Treaty Organization, an international transatlantic partnership consisting of various European states, the United States and Canada, which was designed through cooperation, consultation and collective defense to maintain peace and promote stability throughout Europe.
Non-governmental organization:	A group in a free society that is not a part of any government institution and does not derive its power from government.
OAS:	Organization of American States, an international governmental organization formed by the states of North and South America for security and the protection of mutual interests.
Oligarchy:	A government in which a small group exercises control. These systems are usually based on wealth, military power or social position.
Patriotism:	A feeling of pride in and respect for one's country.
Personal rights:	Private legal privileges and decisions that individuals are free to participate in without intervention from government. Personal rights would include the right to vote, petition, assemble, and seek public office.
Political party:	Any group, however loosely organized, that seeks to elect government officials under a given label.
Political rights:	Legal claims by citizens to participate in government and be treated fairly. Political rights would include the right to vote, petition, assemble, and seek public office.
Popular sovereignty:	The concept that ultimate political authority rests with the people to create, alter or abolish governments.
Presumption of innocence:	The legal concept that a criminal defendant is not guilty until the prosecution proves every element of the crime, beyond a reasonable doubt.
Privacy:	The right to be left alone; the right of an individual to withhold one's self and one's property from public scrutiny if one so chooses.
Public service:	Action of benefit to local, state or national communities through appointed or elected office.
Representative Democracy:	Form of government in which power is held by the voters and is exercised indirectly through elected representatives who make decisions.
Republic:	Form of government in which political control is exercised through elected representatives.
Republican form of government:	System of government in which power is held by the voters and is exercised by elected representatives responsible for promoting the common welfare.
Right against self-incrimination:	Individual right found in the Fifth Amendment to the United States Constitution that prevents an individual from being forced to testify against himself or herself.
Right of appeal:	The right to seek review by a superior court of an injustice done or error committed by an inferior court, whose judgment or decision the court above is called upon to correct or reverse.
Right to counsel:	Individual right found in the Sixth Amendment to the Constitution that requires criminal defendants to have access to legal representation.
Rule of Law:	Principle that every member of a society, even a ruler, must follow the law.
Separation of powers:	Distribution among the branches of government to ensure that the same person or group will not make the law, enforce the law and interpret the law.
State:	A commonwealth; a nation; a civil power.
Treaty:	Formal agreement between or among sovereign nations to create or restrict rights and responsibilities. In the United States all treaties must be approved by a two-thirds vote in the Senate.
Trial by jury:	Individual right found in the Sixth and Seventh Amendment of the Constitution that guarantees a person an impartial jury.
Truth:	Agreement of thought and reality that can eventually be verified.

- Unitary government:** An authoritative system in which all regulatory power is vested in a central government from which regional and local governments derive their powers (e.g., Great Britain and France as well as the American states within their spheres of authority).
- United Nations:** International organization comprising most of the nation-states of the world. It was formed in 1945 to promote peace, security and economic development.
- Unlimited government:** A legal structure where officials in authority have unrestricted power. Examples of unlimited governments would be authoritarian or totalitarian systems without restraints on their power.
- World Court:** Court in the Hague, the Netherlands, set up by the United Nations treaty to which nations may voluntarily submit disputes.

Academic Standards for Economics

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XVII. INTRODUCTION

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

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

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

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

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

The academic standards for Economics consist of five standard categories (designated as 6.1., 6.2., 6.3., 6.4. and 6.5.). Each category has a number of standards statements designated by a capital letter. Some standard statements have bulleted items known as standard descriptors. The standard descriptors are items within the document to illustrate and enhance the standard statement. The categories, statements and descriptors are regulations. The descriptors may be followed by an "e.g." The "e.g.s" are examples to clarify what type of information could be taught. These are suggestions and the