

PENNSYLVANIA - Social Studies Academic Standards (SAS) for History and Geography 2023

In the Footsteps of History

> Academic Standards for History, Primary Grades

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 at 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.

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.

***We focus here only on grades 6-8**

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 World History (8.4.).

Continuity and Change Over Time

6th: 8.1.6.A. Explain continuity and change over time using sequential order and context of events.

7th: 8.1.7.A. Demonstrate continuity and change over time using sequential order and context of events.

8th: 8.1.8.A. Compare and contrast events over time and how continuity and change over time influenced those events.

Marco Polo, Henson, Inuit, Isabella Bird, Ibn Battuta units and Walkabouts

Fact/Opinion and Points of View

6th: 8.1.6.B. Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events.

7th: 8.1.7.B. Identify and use primary and secondary sources to analyze multiple points of view for historical events.

8th: 8.1.8.B. Compare and contrast a historical event, using multiple points of view from primary and secondary sources.

Marco Polo, Henson, Inuit, Isabella Bird, and Walkabouts

Research

6th: 8.1.6.C. Identify a thesis statement using appropriate primary and secondary sources. (Reference RWSL Standard 1.8.5 Research)

7th: 8.1.7.C. Form a thesis statement on an assigned topic using appropriate primary and secondary sources. (Reference RWSL Standard 1.8.5 Research)

8th: 8.1.8.C. Produce an organized product on an assigned historical topic that presents and reflects on a thesis statement and appropriate primary and secondary sources. (Reference RWSL Standard 1.8.8 Research)

Marco Polo, Isabella Bird units, Ibn Battuta units

8.3 United States History

Contributions of Individuals and Groups (US History)

6th: 8.3.6.A. Explain the social, political, cultural, and economic contributions of individuals and groups to United States history.

7th: 8.3.7.A. Classify the social, political, cultural, and economic contributions of individuals and groups throughout United States history.

8th: 8.3.8.A. Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.

Henson, Inuit units

Impact of Continuity and Change on US History

6th: 8.3.6.C. Explain how continuity and change have impacted U.S. history. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations

7th: 8.3.7.C. Compare how continuity and change have impacted U.S. history. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations

8th: 8.3.8.C. Summarize how continuity and change have impacted U.S. history. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations

Henson and Inuit units

Conflict and Cooperation (US)

6th: 8.3.6.D. Explain how conflict and cooperation among groups and organizations have impacted the history and development of the U.S. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability

7th: 8.3.7.D. Examine conflict and cooperation among groups and organizations in U.S. history. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability

8th: 8.3.8.D. Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability

Henson and Inuit units, Walkabouts

8.4 World History

Contributions of Individuals and Groups (World)

6th: 8.4.6.A. Explain the social, political, cultural, and economic contributions of individuals and groups to world history.

7th: 8.4.7.A. Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.

8th: 8.4.8.A. Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.

Marco Polo, Henson, Inuit, Isabella Bird, Ibn Battuta units and Walkabouts

Historical Documents, Artifacts, And Sites (World)

6th: 8.4.6.B. Identify and explain the importance of historical documents, artifacts, and sites which are critical to world history.

7th: 8.4.7.B. Explain the importance of historical documents, artifacts, and sites which are critical to world history.

8th: 8.4.8.B. Illustrate how historical documents, artifacts, and sites are critical to world history.

Marco Polo, Henson, Ibn Battuta units and Walkabouts

Impact of Continuity and Change (World)

6th: 8.4.6.C. Explain how continuity and change have impacted world history. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations

7th: 8.4.7.C. Differentiate how continuity and change have impacted world history. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations

8th: 8.4.8.C. Illustrate how continuity and change have impacted world history. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations

Marco Polo, Henson, Inuit, Isabella Bird, Ibn Battuta units and Walkabouts

Conflict and Cooperation (World)

6th: 8.4.6.D. Examine patterns of conflict and cooperation among groups and organizations that impacted the development of the history of the world.

7th: 8.4.7.D. Explain how conflict and cooperation among groups and organizations have impacted the history of the world.

8th: 8.4.8.D. Compare conflict and cooperation among groups and organizations which have impacted the history and development of the world.

Marco Polo, Isabella Bird, Ibn Battuta units and Walkabouts

> Academic Standards for Geography, Primary Grades

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

7.1. Basic Geographic Literacy

7.2. Physical Characteristics of Places and Regions

7.3. Human Characteristics of Places and Regions

7.4. Interactions Between People and the Environment

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

Geography is the science of space and place on Earth's surface. Its subject matter is the physical and human phenomena that make up the world's environments and places. These standards build on using geographic tools as a means for asking and answering geographic questions, setting information into a range of spatial contexts, recognizing places and regions as human concepts, understanding the physical processes that have shaped Earth's surface and the patterns resulting from those processes, identifying the relationships between people and environments, recognizing the characteristics and distribution of people and cultures on Earth's surface, focusing on the spatial patterns of settlements and their resulting political structures, and exploring the networks of economic interdependence and the importance of resources. Teachers should employ the Five Fundamental Themes of Geography while proceeding through the Academic Standards for Geography. The themes provide a clear conceptual basis for teachers and students to use in organizing their knowledge.

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

***We focus here only on grades 6-8**

7.1 Basic Geographic Literacy

Geographic Tools

6th: 7.1.6.A. Describe how common geographic tools are used to organize and interpret information about people, places, and environment.

7th: 7.1.7.A. Explain how common geographic tools are used to organize and interpret information about people, places, and environment.

8th: 7.1.8.A. Explain and illustrate how geographic tools are used to organize and interpret information about people, places, and environments.

Marco Polo, Henson, Inuit, Isabella Bird, Ibn Battuta units

Location of Places and Regions

6th: 7.1.6.B. Describe and locate places and regions as defined by physical and human features.

7th: 7.1.7.B. Explain and locate places and regions as defined by physical and human features.

8th: 7.1.8.B. Explain and locate places and regions as defined by physical and human features.

Marco Polo, Henson, Inuit, Isabella Bird, Ibn Battuta units

7.2 Physical Characteristics of Places and Regions

Physical Characteristics

6th: 7.2.6.A. Describe the characteristics of places and regions.

7th: 7.2.7.A. Explain the characteristics of places and regions.

8th: 7.2.8.A. Explain the characteristics of places and regions.

Marco Polo, Henson, Inuit, Isabella Bird, Ibn Battuta units and Walkabouts

7.3 Human Characteristics of Places and Regions

Human Characteristics

6th: 7.3.6.A. Describe the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities

7th: 7.3.7.A. Describe the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities

8th: 7.3.8.A. Explain the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities

Marco Polo, Henson, Inuit, Isabella Bird, Ibn Battuta units and Walkabouts

7.4 Interactions Between People and the Environment

Impact of Physical Systems on People

6th: 7.4.6.A. Describe and explain the effects of the physical systems on people within regions.

7th: 7.4.7.A. Describe and explain the effects of the physical systems on people within regions.

8th: 7.4.8.A. Illustrate the effects of the physical systems on people within regions.
Marco Polo, Inuit, Isabella Bird, Ibn Battuta units and Walkabouts

Impact of People on Physical Systems

6th: 7.4.6.B. Describe and explain the effects of people on the physical systems within regions.

7th: 7.4.7.B. Describe and explain the effects of people on the physical systems within regions.

8th: 7.4.8.B. Interpret the effects of people on the physical systems within regions.
Marco Polo, Henson, Inuit, Ibn Battuta units and Walkabouts

> Academic Standards for History, Secondary Grades 9-12

Course Key: **Grade 9 (9th)**
 US History 1850-Present (US)
 World History 1450-Present (WH)
 Civics and Government (CG)
 Grade 12 (12th)

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 United States History (8.3.) and World History (8.4.).

Continuity and Change Over Time

9th: 8.1.9.A. Compare patterns of continuity and change over time, applying context of events.

US: 8.1.U.A. Evaluate patterns of continuity and change over time, applying context of events.

WH: 8.1.W.A. Evaluate patterns of continuity and change over time, applying context of events.

12th: 8.1.12.A. Evaluate patterns of continuity and rates of change over time, applying context of events.

Marco Polo, Henson, Inuit, Isabella Bird, Ibn Battuta units and Walkabouts

Fact/Opinion and Points of View

9th: 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.

US: 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.

WH: 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.

12th: 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.

Marco Polo, Henson, Inuit, Isabella Bird, Ibn Battuta units and Walkabouts

Research

9th: 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)

US: 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)

WH: 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)

12th: 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)

Marco Polo, Inuit, Isabella Bird, Ibn Battuta units

8.3 United States History (1850-Present)

Contributions of Individuals and Groups (US History)

9th: 8.3.9.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.

US: 8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.

Henson and Inuit unit

Historical Documents and Artifacts (US History)

9thL 8.3.9.B. Compare the impact of historical documents, artifacts, and places which are critical to the U.S.

US: 8.3.U.B. Compare the impact of historical documents, artifacts, and places which are critical to the U.S.

12: 8.3.12.B. Evaluate the impact of historical documents, artifacts, and places in U.S. history which are critical to world history.

Henson and Inuit units

Impact of Continuity and Change on US History

9th: 8.3.9.C. Analyze how continuity and change have impacted the United States. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations

US: 8.3.U.C. Evaluate how continuity and change have impacted the United States. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations

12th: 8.3.12.C. Evaluate how continuity and change in U.S. history are interrelated with the world. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations

Henson, Inuit units and Walkabouts

Conflict and Cooperation (US)

9th: 8.3.9.D. Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability

US: 8.3.U.D. Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability

CG: 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.)

Henson, Inuit units, and Walkabouts

8.4 World History (1850-Present)

Contributions of Individuals and Groups (World)

9th: 8.4.9.A. Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.

WH: 8.4.W.A. Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.

12th: 8.4.12.A. Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history

Marco Polo, Henson, Isabella Bird, Ibn Battuta units and Walkabouts

Historical Documents, Artifacts, and Sites (World)

9th: 8.4.9.B. Contrast the importance of historical documents, artifacts, and sites which are critical to world history.

WH: 8.4.W.B. Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.

12th: 8.4.12.B. Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.

Marco Polo, Henson, Isabella Bird, Ibn Battuta units and Walkabouts

Impact of Continuity and Change (World)

9th: 8.4.9.C. Analyze how continuity and change have impacted world history. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organization

WH: 8.4.W.C. Evaluate how continuity and change have impacted the world today. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organization

12th: 8.4.12.C. Evaluate how continuity and change have impacted the world today. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organization

Marco Polo, Henson, Isabella Bird, Ibn Battuta units and Walkabouts

Conflict and Cooperation (World)

9th: 8.4.9.D. Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.

WH: 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.

12th: 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.

Marco Polo, Henson, Isabella Bird, Ibn Battuta units and Walkabouts

> Academic Standards for Geography, Secondary Grades 9, 12

Course Key: **Grade 9 (9th)**
 US History 1850-Present (US)
 World History 1450-Present (WH)
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 Grade 12 (12th)

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Fundamental Themes of Geography while proceeding through the Academic Standards for Geography. The themes provide a clear conceptual basis for teachers and students to use in organizing their knowledge.

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

7.1 Basic Geographic Literacy

Geographic Tools

9th: 7.1.9.A. Explain and illustrate how geographic tools are used to organize and interpret information about people, places, and environments.

US: 7.1.U.A. Use geographic tools to analyze information about the interaction between people, places, and the environment.

WH: 7.1.W.A. Use geographic tools to analyze information about the interaction between people, places, and the environment.

CG: 7.1.C.A. Use geographic tools to analyze information about the interaction between people, places, and the environment.

12th: 7.1.12.A. Use geographic tools to analyze information about the interaction between people, places, and the environment.

Marco Polo, Henson, Inuit, Isabella Bird, Ibn Battuta units

Location of Places and Regions

9th:7.1.9.B. Explain and locate regions and their shared connections as defined by physical and human features.

12th: 7.1.12.B. Assess how physical changes to a region may have global impact.
Marco Polo, Henson, Inuit, Isabella Bird, Ibn Battuta units and Walkabouts

7.2 Physical Characteristics of Places and Regions

Physical Characteristics

9th: 7.2.9.A. Explain the physical characteristics of places and regions, including spatial patterns of Earth's physical systems.

US: 7.2.U.A. Analyze the physical characteristics of places and regions, including the interrelationships among the components of Earth's physical systems.

WH: 7.2.W.A. Analyze the physical characteristics of places and regions, including the interrelationships among the components of Earth's physical systems.

12th: Analyze the physical characteristics of places and regions, including the interrelationships among the components of Earth's physical systems.

Marco Polo, Henson, Inuit, Isabella Bird, Ibn Battuta units and Walkabouts

7.3 Human Characteristics of Places and Regions

Human Characteristics

9th; 7.3.9.A. Explain the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities

US: 7.3.U.A. Analyze the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities

WH: 7.3.W.A. Analyze the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities

CG: 7.3.C.A. Analyze the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities

12th: 7.3.12.A. Analyze the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities

Marco Polo, Inuit, Isabella Bird, Ibn Battuta units and Walkabouts

7.4 Interactions Between People and the Environment

Impact of Physical Systems on People

9th: 7.4.9.A. Compare and contrast the effect of the physical systems on people across regions of the United States.

US: 7.4.U.A. Analyze the effects of changes in the physical systems.

WH: 7.4.W.A. Analyze the effects of changes in the physical systems.

12th: 7.4.12.A. Analyze the global effects of changes in the physical systems.

Inuit and Ibn Battuta (nomads) units, Walkabouts

Impact of People on Physical Systems

9th: 7.4.9.B. Compare and contrast the effect of people on the physical region across regions of the United States.

US: 7.4.U.B. Analyze the effects of human activity on the physical systems.

WH: 7.4.W.B. Analyze the effects of human activity on the physical systems.

12th: 7.4.12.B. Analyze the global effects of human activity on the physical systems.

Marco Polo, Inuit, Ibn Battuta units, Walkabouts