

Academic Standards for Civics and Government

*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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Grades 9,12
US History (1850-Present), World History (1450-Present), Civics and Government

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 through twelfth grade. 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 representative form of government as compared with various other forms of governments."

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

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5.1. Principles and Documents of Government					
5.1.9. GRADE 9	5.1.U. US HISTORY 1850-PRESENT	5.1.W. WORLD HISTORY 1450-PRESENT	5.1.C. CIVICS & GOVERNMENT	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>					
Rule of Law	5.1.9.A. Apply examples of the rule of law as related to individual rights and the common good .	5.1.U.A. Apply examples of the rule of law as related to individual rights and the common good .	5.1.W.A. Intentionally Blank	5.1.C.A. Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good .	5.1.12.A. Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good .
Laws and Government	5.1.9.B. Analyze the major arguments advanced for different systems of government .	5.1.U.B. Intentionally Blank	5.1.W.B. Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world. (Reference History Standards 8.3.9.D.) Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government .	5.1.C.B. Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government .	5.1.12.B. Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government .

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5.1. Principles and Documents of Government					
5.1.9. GRADE 9	5.1.U. US HISTORY 1850-PRESENT	5.1.W. WORLD HISTORY 1450-PRESENT	5.1.C. CIVICS & GOVERNMENT	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>					
Principles and Ideals that Shape Government	5.1.9.C. Analyze the principles and ideals that shape United States government . • Liberty / Freedom • Democracy • Justice • Equality	5.1.U.C. Analyze the principles and ideals that shape United States government . • Liberty / Freedom • Democracy • Justice • Equality	5.1.W.C. Intentionally Blank	5.1.C.C. Evaluate the application of the principles and ideals in contemporary civic life . • Liberty / Freedom • Democracy • Justice • Equality	5.1.12.C. Evaluate the application of the principles and ideals in contemporary civic life . • Liberty / Freedom • Democracy • Justice • Equality

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

5.1. Principles and Documents of Government				
5.1.9. GRADE 9	5.1.U. US HISTORY 1850-PRESENT	5.1.W. WORLD HISTORY 1450-PRESENT	5.1.C. CIVICS & GOVERNMENT	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>				
Documents and Ideals that Shape Pennsylvania and US Government	<p>5.1.9.D. 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 • Pennsylvania Constitution 	<p>5.1.U.D. 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 • Pennsylvania Constitution 	<p>5.1.W.D. Intentionally Blank</p>	<p>5.1.C.D. Evaluate state and federal powers based on significant documents and other critical sources.</p> <ul style="list-style-type: none"> • Declaration of Independence • United States Constitution • Bill of Rights • Pennsylvania Constitution
	<p>5.1.12.D. Evaluate state and federal powers based on significant documents and other critical sources.</p> <ul style="list-style-type: none"> • Declaration of Independence • United States Constitution • Bill of Rights • Pennsylvania Constitution 			

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5.1. Principles and Documents of Government					
	5.1.9. GRADE 9	5.1.U. US HISTORY 1850-PRESENT	5.1.W. WORLD HISTORY 1450-PRESENT	5.1.C. CIVICS & GOVERNMENT	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>					
Individual Rights	5.1.9.E. Demonstrate an understanding of how the PA Constitution and the US Constitution co-exist.	5.1.U.E. Intentionally Blank	5.1.W.E. Intentionally Blank	5.1.C.E. Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.	5.1.12.E. Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.
Symbols	5.1.9.F. Analyze the role political symbols play in civil disobedience and patriotic activities.	5.1.U.F. Analyze the role political symbols play in civil disobedience and patriotic activities.	5.1.W.F. Evaluate the role of nationalism in uniting and dividing citizens .	5.1.C.F. Analyze the role political symbols play in civil disobedience and patriotic activities.	5.1.12.F. Evaluate the role of nationalism in uniting and dividing citizens .

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Grades 9,12

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

5.2. Rights and Responsibilities of Citizenship					
5.2.9. GRADE 9	5.2.U. US HISTORY 1850-PRESENT	5.2.W. WORLD HISTORY 1450-PRESENT	5.2.C. CIVICS & GOVERNMENT	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>					
Civics Rights and Responsibilities	5.2.9.A. Contrast the rights and responsibilities of a citizen in a democracy with a citizen in an authoritarian system.	5.2.U.A. Contrast the rights and responsibilities of a citizen in a democracy with a citizen in an authoritarian system.	5.2.W.A. Contrast the rights and responsibilities of a citizen in a democracy with a citizen in an authoritarian system.	5.2.C.A. Contrast the rights and responsibilities of a citizen in a democracy with a citizen in an authoritarian system.	5.2.12.A. Evaluate an individual's civil rights , responsibilities and obligations in various contemporary governments .
Conflict and Resolution	5.2.9.B. Analyze strategies used to resolve conflicts in society and government .	5.2.U.B. Analyze strategies used to resolve conflicts in society and government .	5.2.W.B. Analyze strategies used to resolve conflicts in society and government .	5.2.C.B. Analyze strategies used to resolve conflicts in society and government .	5.2.12.B. Examine the causes of conflicts in society and evaluate techniques to address those conflicts.

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5.2. Rights and Responsibilities of Citizenship					
5.2.9. GRADE 9	5.2.U. US HISTORY 1850-PRESENT	5.2.W. WORLD HISTORY 1450-PRESENT	5.2.C. CIVICS & GOVERNMENT	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>					
Leadership and Public Service	5.2.9.C. Examine political leadership and public service in a republican form of government .	5.2.U.C. Examine political leadership and public service in a republican form of government .	5.2.W.C. Intentionally Blank	5.2.C.C. Evaluate political leadership and public service in a republican form of government .	5.2.12.C. Evaluate political leadership and public service in a republican form of government .
Competent and Responsible Citizens	5.2.9.D. Analyze citizens' roles in the political process toward the attainment of goals for individual and public good.	5.2.U.D. Evaluate and demonstrate what makes competent and responsible citizens .	5.2.W.D. Evaluate and demonstrate what makes competent and responsible citizens .	5.2.C.D. Evaluate and demonstrate what makes competent and responsible citizens .	5.2.12.D. Evaluate and demonstrate what makes competent and responsible citizens .

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

5.3. How Government Works					
5.3.9. GRADE 9	5.3.U. US HISTORY 1850-PRESENT	5.3.W. WORLD HISTORY 1450-PRESENT	5.3.C. CIVICS & GOVERNMENT	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>					
Branches of Government	5.3.9.A. Examine the process of checks and balances among the three branches of government , including the creation of law.	5.3.U.A. Intentionally Blank	5.3.W.A. Intentionally Blank	5.3.C.A. Examine the process of checks and balances among the three branches of government , including the creation of law.	5.3.12.A. Analyze the changes in power and authority among the three branches of government over time.

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Grades 9,12

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5.3. How Government Works					
5.3.9. GRADE 9	5.3.U. US HISTORY 1850-PRESENT	5.3.W. WORLD HISTORY 1450-PRESENT	5.3.C. CIVICS & GOVERNMENT	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>					
Structure, Organization, and Operation of Governments	5.3.9.B. Analyze the roles of local, state , and national governments in policy-making.	5.3.U.B. Intentionally Blank	5.3.W.B. Intentionally Blank	5.3.C.B. Analyze the roles of local, state , and national governments in policy-making.	5.3.12.B. Compare and contrast policy-making in various contemporary world governments .

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5.3. How Government Works					
	5.3.9. GRADE 9	5.3.U. US HISTORY 1850-PRESENT	5.3.W. WORLD HISTORY 1450-PRESENT	5.3.C. CIVICS & GOVERNMENT	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>					
Government Services	5.3.9.C. Explain how government agencies create, amend and enforce policies in local, state , and national governments .	5.3.U.C. Intentionally Blank	5.3.W.C. Intentionally Blank	5.3.C.C. Explain how government agencies create, amend, and enforce policies in local, state , and national governments .	5.3.12.C. Evaluate how government agencies create, amend, and enforce regulations.
Leadership and Political Elections	5.3.9.D. Explain how citizens participate in choosing their leaders through political parties, campaigns, and elections.	5.3.U.D. Evaluate the roles of political parties, interest groups , and mass media in politics and public policy.	5.3.W.D. Intentionally Blank	5.3.C.D. Evaluate the roles of political parties, interest groups , and mass media in politics and public policy.	5.3.12.D. Evaluate the roles of political parties, interest groups , and mass media in politics and public policy.

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5.3. How Government Works					
	5.3.9. GRADE 9	5.3.U. US HISTORY 1850-PRESENT	5.3.W. WORLD HISTORY 1450-PRESENT	5.3.C. CIVICS & GOVERNMENT	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>					
Elements of the Election Process	5.3.9.E. Compare and contrast the different election processes for local, state , and national offices.	5.3.U.E. Intentionally Blank	5.3.W.E. Intentionally Blank	5.3.C.E. Compare and contrast the different election processes for local, state , and national offices.	5.3.12.E. Evaluate the fairness and effectiveness of the United States electoral processes, including the electoral college .
Conflict and the Court System	5.3.9.F. Explain the Supreme Court's role in interpreting the U.S. Constitution. <ul style="list-style-type: none"> • Individual rights • States' rights • Civil rights 	5.3.U.F. Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments .	5.3.W.F. Intentionally Blank	5.3.C.F. Explain the Supreme Court's role in interpreting the U.S. Constitution. <ul style="list-style-type: none"> • Individual rights • States' rights • Civil rights 	5.3.12.F. Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments .

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5.3. How Government Works					
	5.3.9. GRADE 9	5.3.U. US HISTORY 1850-PRESENT	5.3.W. WORLD HISTORY 1450-PRESENT	5.3.C. CIVICS & GOVERNMENT	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>					
Interest Groups	5.3.9.G. Analyze the influence of interest groups in the political process.	5.3.U.G. Intentionally Blank	5.3.W.G. Intentionally Blank	5.3.C.G. Analyze the influence of interest groups in the political process.	5.3.12.G. Evaluate the impact of interest groups in developing public policy.
Media Influences	5.3.9.H. Evaluate the importance of freedom of the press and the political influence of mass media .	5.3.U.H. Intentionally Blank	5.3.W.H. Intentionally Blank	5.3.C.H. Evaluate the role of mass media in setting public agenda and influencing political life.	5.3.12.H. Evaluate the role of mass media in setting public agenda and influencing political life.
Taxes	5.3.9.I. Explain various types of taxes and their purposes.	5.3.U.I. Intentionally Blank	5.3.W.I. Intentionally Blank	5.3.C.I. Explain various types of taxes and their purposes.	5.3.12.I. Evaluate tax policies of various states and countries.
Systems of Government	5.3.9.J. Compare and contrast various systems of government .	5.3.U.J. Intentionally Blank	5.3.W.J. Compare and contrast various systems of government .	5.3.C.J. Intentionally Blank	5.3.12.J. Evaluate critical issues in various contemporary governments .

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5.4. How International Relationships Function					
5.4.9. GRADE 9	5.4.U. US HISTORY 1850-PRESENT	5.4.W. WORLD HISTORY 1450-PRESENT	5.4.C. CIVICS & GOVERNMENT	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>					
Countries and Conflicts	5.4.9.A. Explain how United States foreign policy is developed.	5.4.U.A. Explain how United States foreign policy is developed.	5.4.W.A. Intentionally Blank	5.4.C.A. Explain how United States foreign policy is developed.	5.4.12.A. Examine foreign policy perspectives, including realism, idealism, and liberalism.
Tools of Foreign Policy	5.4.9.B. Explain why and how different foreign policy tools are used to advance a nation's self interest (e.g., diplomacy , economic aid, military aid, sanctions , treaties).	5.4.U.B. Intentionally Blank	5.4.W.B. Intentionally Blank	5.4.C.B. Explain why and how different foreign policy tools are used to advance a nation's self interest (e.g., diplomacy , economic aid, military aid, sanctions , treaties).	5.4.12.B. Evaluate the effectiveness of foreign policy tools in various current issues confronting the United States (e.g., diplomacy , economic aid, military aid, sanctions , treaties).

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5.4. How International Relationships Function					
	5.4.9. GRADE 9	5.4.U. US HISTORY 1850-PRESENT	5.4.W. WORLD HISTORY 1450-PRESENT	5.4.C. CIVICS & GOVERNMENT	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>					
International Organizations	5.4.9.C. Identify the role of international organizations.	5.4.U.C. Intentionally Blank	5.4.W.C. Identify the role of international organizations.	5.4.C.C. Intentionally Blank	5.4.12.C. Evaluate the effectiveness of international organizations, both governmental and non- governmental .
Media and its Influence	5.4.9.D. Analyze the various mass media outlets and their influence on global issues.	5.4.U.D. Intentionally Blank	5.4.W.D. Intentionally Blank	5.4.C.D. Intentionally Blank	5.4.12.D. Evaluate the role of mass media in world politics.

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

5.4. How International Relationships Function					
5.4.9. GRADE 9	5.4.U. US HISTORY 1850-PRESENT	5.4.W. WORLD HISTORY 1450-PRESENT	5.4.C. CIVICS & GOVERNMENT	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>					
How Foreign Policy is Influenced	5.4.9.E. Identify the politics of interest groups (e.g. business and labor organizations, ethnic and religious organizations) on foreign policy .	5.4.U.E. Intentionally Blank	5.4.W.E. Intentionally Blank	5.4.C.E. Intentionally Blank	5.4.12.E. Compare and contrast the politics of various interest groups and evaluate their impact on foreign policy .

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XV. GLOSSARY

Amendment (Constitutional):	Changes in or additions to a constitution. Proposed by a two-thirds vote of both houses of Congress or by a convention called by Congress at the request of two-thirds of the state legislatures. Ratified by approval of three-fourths of the states.
Authority:	Right to control or direct the actions of others, legitimized by law, morality, custom or consent.
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.
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.
Civil Rights:	Protections and privileges given to all United States citizens by the Constitution and Bill of Rights.
Common or Public Good:	Benefit or interest of a politically organized society as a whole.
Conflict Resolution:	The process of attempting to solve a dispute or conflict.
Democracy:	Form of government in which political control is exercised by the people, either directly or through their elected representatives.

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Diplomacy:	The art and practice of conducting negotiations between nations.
Direct Democracy:	Form of government in which the people completely exercise political decisions.
Documents of Government:	Papers necessary for the organization and powers of government.
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.
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.
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.
Idealism:	Believes that international politics is shaped by persuasive ideas, collective values, culture, and social identities. Ideas and values are the main instruments in implementing this theory on international relations.
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.
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.

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Liberalism:	A perspective on international politics that is based on a positive view of human nature, the inevitability of social progress and the harmony of interests.
Liberty:	Freedom from restraint under conditions essential to the equal enjoyment of the same right by others.
Mass Media:	Television, radio, newspapers, magazines, and other means of popular communication.
Nationalism:	A feeling of pride or passionate identification with a state on the part of its citizens.
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 Philosophy:	Begins with the fundamental question about the relationship between a citizen and their state.
Public Service:	Action of benefit to local, state or national communities through appointed or elected office.
Realism:	A perspective on international politics emphasizing the inevitability of conflict among nations, the centrality of power and the ever – present threat of war.
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.
Rule of Law:	Principle that every member of a society, even a ruler, must follow the law.
Sanctions:	Measures to stop or limit trade with another nation in order to change its behavior.
State:	A commonwealth; a nation; a civil power.

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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.