

# Academic Standards for History

*June 1, 2009 FINAL  
Elementary Standards  
Grades 3-8*



*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.*

ELEMENTARY STANDARDS  
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**XXIII. INTRODUCTION**

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

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

The History Standards describe what students should know and be able to do 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.

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include the following: (a) social, political, cultural and economic contributions of groups and individuals; (b) historical documents, artifacts and places; (c) continuity and change; (d) conflict and cooperation among social groups and organizations.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

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

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<b>8.1. Historical Analysis and Skills Development</b>						
<i>Historical Analysis and Skills Development are learned through and applied to the standards statements and their descriptors via Pennsylvania History (8.2.), United States History (8.3.), and World History (8.4.).</i>						
8.1.3. GRADE 3	8.1.4. GRADE 4	8.1.5. GRADE 5	8.1.6. GRADE 6	8.1.7. GRADE 7	8.1.8. GRADE 8	
<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>						
<b>Continuity and Change over Time</b>	8.1.3.A. Identify the difference between past, present and future using timelines and/or other <b>graphic representations</b> .	8.1.4.A. Identify and describe how geography and climate have influenced continuity and change over time.	8.1.5.A. Identify and explain the influences of <b>economic</b> features on continuity and change over time.	8.1.6.A. Explain continuity and change over time using sequential order and <b>context of events</b> .	8.1.7.A. Demonstrate continuity and change over time using sequential order and <b>context of events</b> .	8.1.8.A. Compare and contrast events over time and how continuity and change over time influenced those events.
	8.1.3.B. Identify fact, <b>opinion</b> , multiple points of view, and <b>primary sources</b> as related to historical events.	8.1.4.B. Distinguish between fact and <b>opinion</b> from multiple points of view, and <b>primary sources</b> as related to historical events.	8.1.5.B. Classify and analyze fact and <b>opinion</b> from multiple points of view, and <b>secondary sources</b> as related to historical events.	8.1.6.B. Differentiate between fact and <b>opinion</b> , multiple points of view, and <b>primary</b> and <b>secondary sources</b> to explain historical events.	8.1.7.B. Identify and use <b>primary and secondary sources</b> to analyze multiple points of view for historical events.	8.1.8.B. Compare and contrast a historical event, using multiple points of view from <b>primary and secondary sources</b> .

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<b>8.1. Historical Analysis and Skills Development</b>						
<i>Historical Analysis and Skills Development are learned through and applied to the standards statements and their descriptors via Pennsylvania History (8.2.), United States History (8.3.), and World History (8.4.).</i>						
<b>8.1.3. GRADE 3</b>		<b>8.1.4. GRADE 4</b>		<b>8.1.5. GRADE 5</b>		<b>8.1.6. GRADE 6</b>
<b>8.1.7. GRADE 7</b>			<b>8.1.8. GRADE 8</b>			
<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>						
<b>Research</b>	8.1.3.C. Conduct teacher guided <b>inquiry</b> on assigned topics using specified <b>historical sources</b> . (Reference RWSL Standard 1.8.3 Research)	8.1.4.C. Identify a specific research topic and develop questions relating to the research topic. (Reference RWSL Standard 1.8.3 Research)	8.1.5.C. Locate <b>primary and secondary sources</b> for the research topic and summarize in writing the findings. (Reference RWSL Standard 1.8.5 Research)	8.1.6.C. Identify a thesis statement using appropriate <b>primary and secondary sources</b> . (Reference RWSL Standard 1.8.5 Research)	8.1.7.C. Form a thesis statement on an assigned topic using appropriate <b>primary and secondary sources</b> . (Reference RWSL Standard 1.8.5 Research)	8.1.8.C. Produce an organized product on an assigned historical topic that presents and reflects on a thesis statement and appropriate <b>primary and secondary sources</b> . (Reference RWSL Standard 1.8.8 Research)

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<b>8.2. Pennsylvania History</b>						
<b>8.2.3. GRADE 3</b>		<b>8.2.4. GRADE 4</b>	<b>8.2.5. GRADE 5</b>	<b>8.2.6. GRADE 6</b>	<b>8.2.7. GRADE 7</b>	<b>8.2.8. GRADE 8</b>
<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>						
<b>Contributions from Individuals and Groups (PA)</b>	8.2.3.A. Identify the <b>social, political,</b> cultural, and <b>economic</b> contributions of individuals and groups from Pennsylvania.	8.2.4.A. Differentiate common characteristics of the <b>social, political,</b> cultural, and <b>economic</b> groups from Pennsylvania.	8.2.5.A. Compare and contrast common characteristics of the <b>social, political,</b> cultural, and <b>economic</b> groups from Pennsylvania.	8.2.6.A. Explain the <b>social, political,</b> cultural, and <b>economic</b> contributions of individuals and groups from Pennsylvania.	8.2.7.A. Identify the <b>social, political,</b> cultural, and <b>economic</b> contributions of specific individuals and groups from Pennsylvania.	8.2.8.A. Compare and contrast the <b>social, political,</b> cultural, and <b>economic</b> contributions of specific individuals and groups from Pennsylvania.

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<b>8.2. Pennsylvania History</b>						
	<b>8.2.3. GRADE 3</b>	<b>8.2.4. GRADE 4</b>	<b>8.2.5. GRADE 5</b>	<b>8.2.6. GRADE 6</b>	<b>8.2.7. GRADE 7</b>	<b>8.2.8. GRADE 8</b>
<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>						
<b>Historical Documents, Artifacts, and Places (PA)</b>	8.2.3.B. Identify historical <b>documents, artifacts,</b> and places critical to Pennsylvania history.	8.2.4.B. Locate historical <b>documents, artifacts,</b> and places critical to Pennsylvania history.	8.2.5.B. Illustrate concepts and knowledge of historical <b>documents, artifacts,</b> and places critical to Pennsylvania history.	8.2.6.B. Describe the importance of significant historical <b>documents, artifacts,</b> and places critical to Pennsylvania history.	8.2.7.B. Identify the role of local communities as related to significant historical <b>documents, artifacts,</b> and places critical to Pennsylvania history.	8.2.8.B. Compare and contrast the importance of significant historical <b>documents, artifacts,</b> and places critical to Pennsylvania history.



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<b>8.2. Pennsylvania History</b>						
	<b>8.2.3. GRADE 3</b>	<b>8.2.4. GRADE 4</b>	<b>8.2.5. GRADE 5</b>	<b>8.2.6. GRADE 6</b>	<b>8.2.7. GRADE 7</b>	<b>8.2.8. GRADE 8</b>
<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>						
<b>Impact of Continuity and Change on PA History</b>	8.2.3.C. Identify and describe how continuity and change have impacted Pennsylvania history. <ul style="list-style-type: none"> <li>• Belief systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and <b>human geography</b></li> <li>• <b>Social</b> organizations</li> </ul>	8.2.4.C. Explain how continuity and change in Pennsylvania history have influenced personal development and identity. <ul style="list-style-type: none"> <li>• Belief systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and <b>human geography</b></li> <li>• <b>Social</b> organizations</li> </ul>	8.2.5.C. Differentiate how continuity and change in Pennsylvania history are formed and operate. <ul style="list-style-type: none"> <li>• Belief systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and <b>human geography</b></li> <li>• <b>Social</b> organizations</li> </ul>	8.2.6.C. Explain how continuity and change have impacted Pennsylvania history. <ul style="list-style-type: none"> <li>• Belief systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and <b>human geography</b></li> <li>• <b>Social</b> organizations</li> </ul>	8.2.7.C. Explain how continuity and change have impacted Pennsylvania history as related to local communities. <ul style="list-style-type: none"> <li>• Belief systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and <b>human geography</b></li> <li>• <b>Social</b> organizations</li> </ul>	8.2.8.C. Compare and contrast the ways continuity and change have impacted Pennsylvania history. <ul style="list-style-type: none"> <li>• Belief systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and <b>human geography</b></li> <li>• <b>Social</b> organizations</li> </ul>

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<b>8.2. Pennsylvania History</b>						
	<b>8.2.3. GRADE 3</b>	<b>8.2.4. GRADE 4</b>	<b>8.2.5. GRADE 5</b>	<b>8.2.6. GRADE 6</b>	<b>8.2.7. GRADE 7</b>	<b>8.2.8. GRADE 8</b>
<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>						
<b>Conflict and Cooperation (PA)</b>	8.2.3.D. Identify and describe how <b>conflict</b> and cooperation among groups and organizations have impacted the history and development of Pennsylvania. <ul style="list-style-type: none"> <li>• <b>Ethnicity</b> and race</li> <li>• Working conditions</li> <li>• Immigration</li> <li>• Military <b>conflict</b></li> <li>• <b>Economic</b> stability</li> </ul>	8.2.4.D. Distinguish between <b>conflict</b> and cooperation among groups and organization that impacted the history and development of Pennsylvania <ul style="list-style-type: none"> <li>• <b>Ethnicity</b> and race</li> <li>• Working conditions</li> <li>• Immigration</li> <li>• Military <b>conflict</b></li> <li>• <b>Economic</b> stability</li> </ul>	8.2.5.D. Examine patterns of <b>conflict</b> and cooperation among groups and organizations that impacted the history and development of Pennsylvania for responding to individual and community needs. <ul style="list-style-type: none"> <li>• <b>Ethnicity</b> and race</li> <li>• Working conditions</li> <li>• Immigration</li> <li>• Military <b>conflict</b></li> <li>• <b>Economic</b> stability</li> </ul>	8.2.6.D. Explain how <b>conflict</b> and cooperation among groups and organizations have impacted the history and development of Pennsylvania. <ul style="list-style-type: none"> <li>• <b>Ethnicity</b> and race</li> <li>• Working conditions</li> <li>• Immigration</li> <li>• Military <b>conflict</b></li> <li>• <b>Economic</b> stability</li> </ul>	8.2.7.D. Identify local connections and examples of <b>conflict</b> and cooperation among groups and organizations and how this impacted the history and development of Pennsylvania. <ul style="list-style-type: none"> <li>• <b>Ethnicity</b> and race</li> <li>• Working conditions</li> <li>• Immigration</li> <li>• Military <b>conflict</b></li> <li>• <b>Economic</b> stability</li> </ul>	8.2.8.D. Compare and contrast examples of how <b>conflict</b> and cooperation among groups and organizations impacted the history and development of Pennsylvania. <ul style="list-style-type: none"> <li>• <b>Ethnicity</b> and race</li> <li>• Working conditions</li> <li>• Immigration</li> <li>• Military <b>conflict</b></li> <li>• <b>Economic</b> stability</li> </ul>

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<b>8.3. United States History</b>						
	<b>8.3.3. GRADE 3</b>	<b>8.3.4. GRADE 4</b>	<b>8.3.5. GRADE 5</b>	<b>8.3.6. GRADE 6</b>	<b>8.3.7. GRADE 7</b>	<b>8.3.8. GRADE 8</b>
<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>						
<b>Contributions of Individuals and Groups (US History)</b>	8.3.3.A. Identify and describe the <b>social, political, cultural, and economic</b> contributions of individuals and groups in United States history.	8.3.4.A. Differentiate common characteristics of the <b>social, political, cultural and economic</b> groups in United States history.	8.3.5.A. Compare and contrast common characteristics of the <b>social, political, cultural and economic</b> groups in United States history.	8.3.6.A. Explain the <b>social, political, cultural, and economic</b> contributions of individuals and groups to United States history.	8.3.7.A. Classify the <b>social, political, cultural, and economic</b> contributions of individuals and groups throughout United States history.	8.3.8.A. Examine the role groups and individuals played in the <b>social, political, cultural, and economic</b> development of the United States.

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<b>8.3. United States History</b>						
	<b>8.3.3. GRADE 3</b>	<b>8.3.4. GRADE 4</b>	<b>8.3.5. GRADE 5</b>	<b>8.3.6. GRADE 6</b>	<b>8.3.7. GRADE 7</b>	<b>8.3.8. GRADE 8</b>
<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>						
<b>Historical Documents and Artifacts (US History)</b>	8.3.3.B. Identify and describe historical <b>documents, artifacts</b> , and places critical to United States history.	8.3.4.B. Locate historical <b>documents, artifacts</b> , and places critical to United States history.	8.3.5.B. Illustrate concepts and knowledge of historical <b>documents, artifacts</b> , and places critical to United States history.	8.3.6.B. Explain the importance of significant historical <b>documents, artifacts</b> , and places critical to United States history.	8.3.7.B. Examine the importance of significant historical <b>documents, artifacts</b> , and places critical to United States history.	8.3.8.B. Evaluate the importance of historical <b>documents, artifacts</b> and places critical to United States history.

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<b>8.3. United States History</b>						
	<b>8.3.3. GRADE 3</b>	<b>8.3.4. GRADE 4</b>	<b>8.3.5. GRADE 5</b>	<b>8.3.6. GRADE 6</b>	<b>8.3.7. GRADE 7</b>	<b>8.3.8. GRADE 8</b>
<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>						
<b>Impact of Continuity and Change on US History</b>	8.3.3.C. Identify and describe how continuity and change have impacted U.S. history. <ul style="list-style-type: none"> <li>• <b>Belief systems</b> and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• <b>Politics</b> and government</li> <li>• Physical and <b>human geography</b></li> <li>• <b>Social</b> organizations</li> </ul>	8.3.4.C. Explain how continuity and change in U.S. history have influenced personal development and identity. <ul style="list-style-type: none"> <li>• <b>Belief systems</b> and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• <b>Politics</b> and government</li> <li>• Physical and <b>human geography</b></li> <li>• <b>Social</b> organizations</li> </ul>	8.3.5.C. Differentiate how continuity and change in U.S. history are formed and operate. <ul style="list-style-type: none"> <li>• <b>Belief systems</b> and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• <b>Politics</b> and government</li> <li>• Physical and <b>human geography</b></li> <li>• <b>Social</b> organizations</li> </ul>	8.3.6.C. Explain how continuity and change have impacted U.S. history. <ul style="list-style-type: none"> <li>• <b>Belief systems</b> and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• <b>Politics</b> and government</li> <li>• Physical and <b>human geography</b></li> <li>• <b>Social</b> organizations</li> </ul>	8.3.7.C. Compare how continuity and change have impacted U.S. history. <ul style="list-style-type: none"> <li>• <b>Belief systems</b> and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• <b>Politics</b> and government</li> <li>• Physical and <b>human geography</b></li> <li>• <b>Social</b> organizations</li> </ul>	8.3.8.C. Summarize how continuity and change have impacted U.S. history. <ul style="list-style-type: none"> <li>• <b>Belief systems</b> and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• <b>Politics</b> and government</li> <li>• Physical and <b>human geography</b></li> <li>• <b>Social</b> organizations</li> </ul>

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<b>8.3. United States History</b>						
	<b>8.3.3. GRADE 3</b>	<b>8.3.4. GRADE 4</b>	<b>8.3.5. GRADE 5</b>	<b>8.3.6. GRADE 6</b>	<b>8.3.7. GRADE 7</b>	<b>8.3.8. GRADE 8</b>
<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>						
<b>Conflict and Cooperation (US)</b>	8.3.3.D. Identify and describe how <b>conflict</b> and cooperation among groups and organizations have impacted the history and development of the US. <ul style="list-style-type: none"> <li>• <b>Ethnicity</b> and race</li> <li>• Working conditions</li> <li>• Immigration</li> <li>• Military <b>conflict</b></li> <li>• <b>Economic</b> stability</li> </ul>	8.3.4.D. Distinguish between <b>conflict</b> and cooperation among groups and organization that impacted the history and development of the United States. <ul style="list-style-type: none"> <li>• <b>Ethnicity</b> and race</li> <li>• Working conditions</li> <li>• Immigration</li> <li>• Military <b>conflict</b></li> <li>• <b>Economic</b> stability</li> </ul>	8.3.5.D. Examine patterns of <b>conflict</b> and cooperation among groups and organizations that impacted the history and development of the United States. <ul style="list-style-type: none"> <li>• <b>Ethnicity</b> and race</li> <li>• Working conditions</li> <li>• Immigration</li> <li>• Military <b>conflict</b></li> <li>• <b>Economic</b> stability</li> </ul>	8.3.6.D. Explain how <b>conflict</b> and cooperation among groups and organizations have impacted the history and development of the U.S. <ul style="list-style-type: none"> <li>• <b>Ethnicity</b> and race</li> <li>• Working conditions</li> <li>• Immigration</li> <li>• Military <b>conflict</b></li> <li>• <b>Economic</b> stability</li> </ul>	8.3.7.D. Examine <b>conflict</b> and cooperation among groups and organizations in U.S. history. <ul style="list-style-type: none"> <li>• <b>Ethnicity</b> and race</li> <li>• Working conditions</li> <li>• Immigration</li> <li>• Military <b>conflict</b></li> <li>• <b>Economic</b> stability</li> </ul>	8.3.8.D. Examine how <b>conflict</b> and cooperation among groups and organizations have impacted the growth and development of the U.S. <ul style="list-style-type: none"> <li>• <b>Ethnicity</b> and race</li> <li>• Working conditions</li> <li>• Immigration</li> <li>• Military <b>conflict</b></li> <li>• <b>Economic</b> stability</li> </ul>

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8.4. World History							
8.4.3. GRADE 3		8.4.4. GRADE 4		8.4.5. GRADE 5	8.4.6. GRADE 6	8.4.7. GRADE 7	8.4.8. GRADE 8
<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>							
<b>Contributions of Individuals and Groups (World)</b>	8.4.3.A. Identify the elements of <b>culture</b> and <b>ethnicity</b> .	8.4.4.A. Differentiate common characteristics of the <b>social, political, cultural, and economic</b> groups in world history	8.4.5.A. Compare and contrast common characteristics of the <b>social, political, cultural, and economic</b> groups in world history.	8.4.6.A. Explain the <b>social, political, cultural, and economic</b> contributions of individuals and groups to world history.	8.4.7.A. Summarize the <b>social, political, cultural, and economic</b> contributions of individuals and groups in world history.	8.4.8.A. Compare the role groups and individuals played in the <b>social, political, cultural, and economic</b> development throughout world history.	

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<b>8.4. World History</b>						
	<b>8.4.3. GRADE 3</b>	<b>8.4.4. GRADE 4</b>	<b>8.4.5. GRADE 5</b>	<b>8.4.6. GRADE 6</b>	<b>8.4.7. GRADE 7</b>	<b>8.4.8. GRADE 8</b>
<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>						
<b>Historical Documents, Artifacts, and Sites (World)</b>	8.4.3.B. Identify the importance of <b>artifacts</b> and sites to different <b>cultures</b> and <b>ethnicities</b> .	8.4.4.B. Locate historical <b>documents, artifacts,</b> and sites, which are critical to World history.	8.4.5.B. Illustrate concepts and knowledge of historical <b>documents, artifacts,</b> and sites, which are critical to World history.	8.4.6.B. Identify and explain the importance of historical <b>documents, artifacts,</b> and sites which are critical to world history.	8.4.7.B. Explain the importance of historical <b>documents, artifacts,</b> and sites which are critical to world history.	8.4.8.B. Illustrate how historical <b>documents, artifacts,</b> and sites are critical to world history.



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<b>8.4. World History</b>							
<b>8.4.3. GRADE 3</b>		<b>8.4.4. GRADE 4</b>		<b>8.4.5. GRADE 5</b>	<b>8.4.6. GRADE 6</b>	<b>8.4.7. GRADE 7</b>	<b>8.4.8. GRADE 8</b>
<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>							
<b>Impact of Continuity and Change (World)</b>	8.4.3.C. Compare and contrast selected world <b>cultures.</b>	8.4.4.C. Explain how continuity and change in world history have influenced personal development and identity. <ul style="list-style-type: none"> <li>• Belief systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• <b>Politics</b> and government</li> <li>• Physical and <b>human geography</b></li> <li>• <b>Social</b> organizations</li> </ul>	8.4.5.C. Intentionally Blank	8.4.6.C. Explain how continuity and change have impacted world history. <ul style="list-style-type: none"> <li>• Belief systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• <b>Politics</b> and government</li> <li>• Physical and <b>human geography</b></li> <li>• <b>Social</b> organizations</li> </ul>	8.4.7.C. Differentiate how continuity and change have impacted world history. <ul style="list-style-type: none"> <li>• Belief systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• <b>Politics</b> and government</li> <li>• Physical and <b>human geography</b></li> <li>• <b>Social</b> organizations</li> </ul>	8.4.8.C. Illustrate how continuity and change have impacted world history. <ul style="list-style-type: none"> <li>• Belief systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• <b>Politics</b> and government</li> <li>• Physical and <b>human geography</b></li> <li>• <b>Social</b> organizations</li> </ul>	

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<b>8.4. World History</b>											
<b>8.4.3. GRADE 3</b>		<b>8.4.4. GRADE 4</b>		<b>8.4.5. GRADE 5</b>		<b>8.4.6. GRADE 6</b>		<b>8.4.7. GRADE 7</b>		<b>8.4.8. GRADE 8</b>	
<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>											
<b>Conflict and Cooperation (World)</b>	8.4.3.D.	8.4.4.D.	8.4.5.D.	8.4.6.D.	8.4.7.D.	8.4.8.D.					
	Identify <b>conflict</b> and cooperation among groups and organizations from around the world.	Distinguish between <b>conflict</b> and cooperation among groups and organization that impacted development of the history of the world.	Intentionally Blank	Examine patterns of <b>conflict</b> and cooperation among groups and organizations that impacted the development of the history of the world.	Explain how <b>conflict</b> and cooperation among groups and organizations have impacted the history of the world.	Compare <b>conflict</b> and cooperation among groups and organizations which have impacted the history and development of the world.					

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**XXIV. GLOSSARY**

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

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

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