

Pennsylvania State Standards for History



Pennsylvania Standards 5th-8th grades (Historical Analysis and History)

HISTORICAL ANALYSIS AND SKILLS DEVELOPMENT

		5th Grade	6th Grade	7th Grade	8th Grade
Listed Standard	Continuity and Change Over Time	8.1.5.A. Identify and explain the influences of economic features on continuity and change over time.	8.1.6.A. Explain continuity and change over time using sequential order and context of events.	8.1.7.A. Demonstrate continuity and change over time using sequential order and context of events.	8.1.8.A. Compare and contrast events over time and how continuity and change over time influenced those events.
CTP Correlation	<p>Our books reflect the understanding that all human developments are best measured by whether and how they conform to God's work of salvation. The Catholic educator seeks to convey historical truth to students by acknowledging Jesus Christ and His Church as the continuing, active center by which all human change is measured. Thus, contextualizing all historical shifts, developments, and continuities is elemental to the CTP approach. There are numerous examples of how our texts situate particular historical events within broader themes and contexts.</p> <p>Example:</p> <p>The background and context-setting for the rise of Islam and its effects on European and world history is illustrative here. <i>Light to the Nations I</i>, Chapter 7 (p 167-192) begins by describing in detail the political and religious milieu in which the Prophet Muhammad appeared. The dynamic changes that occurred during the Prophet's life and the reigns of the first caliphs are vivified for students with maps, photographs of Muslim holy sites, and memorable anecdotes. Students are thus prepared with context and key knowledge of this religious group and its political goals as the book proceeds through the religious wars of the Middle Ages.</p>				

HISTORICAL ANALYSIS AND SKILLS DEVELOPMENT

		5th Grade	6th Grade	7th Grade	8th Grade
Listed Standard	Fact/Opinion and Points of View	8.1.5.B. Classify and analyze fact and opinion from multiple points of view, and secondary sources as related to historical events.	8.1.6.B. Differentiate between fact and opinion , multiple points of view, and primary and secondary sources to explain historical events.	8.1.7.B. Identify and use primary and secondary sources 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 primary and secondary sources .
CTP Correlation	<p>Students in Catholic schools have the opportunity to be taught history as it unfolds in the Light of the Incarnation. Learning that history is “the story of God’s love for mankind” expands, rather than limits, a Christian student’s historical perspective. All of history, including every instance of diversity in culture or time, is united as part of the great love story. The Incarnational perspective eliminates fragmentation of history. Students using our books learn to appreciate both their own Christian heritage as well as the varying perspectives of peoples in other places, times, and cultures.</p> <p>Example: The text’s treatment of the Galileo Galilei conflict (covered in the Introduction to <i>Light to the Nations II: The Making of the Modern World</i>) is representative of this Catholic approach to perspectives in history. Galileo’s personality and early life and accomplishments are given even treatment prior to covering his disagreements with the Pope. The text aims to provide wider context regarding the majority opinions and established science of Galileo’s day. The text content also describes the ways in which the incident has been leveraged over time to serve the ends of other groups, long after Galileo’s death.</p>				

HISTORICAL ANALYSIS AND SKILLS DEVELOPMENT

		5th Grade	6th Grade	7th Grade	8th Grade
Listed Standard	Research	8.1.5.C. Locate primary and secondary sources 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 primary and secondary sources . (Reference RWSL Standard 1.8.5 Research)	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)	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)
CTP Correlation	<p>While our textbooks are, of course, secondary sources, students are presented with quotations from primary sources that expand material knowledge and cultivate an awareness for the importance of historical texts. Frequent references to historical documents provide students with footholds for placing primary sources in context. While no textbook can substitute for the skilled and attentive teacher, CTP’s practice of providing in-text connections to primary sources makes it easy for the teacher to expand the classroom experience beyond the page. It likewise habituates students to examining primary sources and develops their awareness of how such sources are used to develop a historical narrative.</p> <p>Example: Chapter 10 of <i>American Venture</i> opens by quoting a record of a sermon by Fray Magín Catalá, in which he seemed to foresee the contentious future of what is now the American West. Using this quotation as a jumping-off point, the text explores life, culture, and politics in this region prior to the Mexican-American War. The chapter closes by rounding out the significance of Fray Magín’s words, as well as including another contemporary passage, an 1845 letter to the editor, likely the first time the phrase ‘Manifest Destiny’ appeared in print. Framing the content of the chapter with the words of men who lived through it (and who likely disagreed on many issues) assists the student in examining history through multiple lenses, and prepares her to hone her research skills.</p>				

Theme	CONTRIBUTIONS OF INDIVIDUALS AND GROUPS			
Grade	5th Grade	6th Grade	7th Grade	8th Grade
PA History	8.2.5.A. Compare and contrast common characteristics of the social, political , cultural, and economic groups from Pennsylvania.	8.2.6.A. Explain the social, political , cultural, and economic contributions of individuals and groups from Pennsylvania.	8.2.7.A. Identify the social, political , cultural, and economic contributions of specific individuals and groups from Pennsylvania.	8.2.8.A. Compare and contrast the social, political , cultural, and economic contributions of specific individuals and groups from Pennsylvania.
US History	8.3.5.A. Compare and contrast common characteristics of the social, political , cultural and economic groups in United States history.	8.3.6.A. Explain the social, political , cultural, and economic contributions of individuals and groups to United States history.	8.3.7.A. Classify the social, political , cultural, and economic contributions of individuals and groups throughout United States history.	8.3.8.A. Examine the role groups and individuals played in the social, political , cultural, and economic development of the United States.
World History	8.4.5.A. Compare and contrast common characteristics of the social, political , cultural, and economic groups in world history.	8.4.6.A. Explain the social, political , cultural, and economic contributions of individuals and groups to world history.	8.4.7.A. Summarize the social, political , cultural, and economic contributions of individuals and groups in world history.	8.4.8.A. Compare the role groups and individuals played in the social, political , cultural, and economic development throughout world history.
CTP Correlation	<p>Central to the Christian study of history is understanding how each human person exists within the context of family and city. The study of human activity examines human hierarchy and organization, but these structures are neither arbitrary nor do they emerge from an individualistic and competitive “state of nature”. The Catholic student of history recognizes that humans come to be within the social context of the family, and that this interpersonal orientation expands the situation of the person outward, into wider society. The Catholic vision sees men and women of history not as isolated individuals, but always as existing within the families, social groups, and nations to which they belonged.</p> <p>Example:</p> <p>CTP’s textbooks for United States history, <i>From Sea to Shining Sea</i> and <i>American Venture</i>, provide a relevant example in the texts’ treatment of immigrants to the United States. Each text provides students with a developmentally-appropriate perspective on this significant group of new Americans. Both textbooks address the distinctions of nationality, ethnicity, class, and religion that distinguished groups of immigrants and affected their reception and choices once in the United States. <i>From Sea to Shining Sea</i> discusses the wave of Irish immigrants that followed the 1842 potato crop failure (Ch 15), and examines this group’s motivations, and the difficulties they faced from native-born Americans. <i>American Venture</i> dives more deeply into the motivations of religious discrimination, and addresses the complexity of political dynamics as the Irish immigrants became American. <i>American Venture</i> also situates the labor movements of the later 19th century within the full context of immigration, and discusses the work of individuals like Terence Powderly as the problems of nativist and anti-Catholic sentiment collided with the labor question and nascent Catholic social teaching.</p>			

Theme	HISTORICAL DOCUMENTS, ARTIFACTS, AND PLACES							
Grade	5th Grade		6th Grade		7th Grade		8th Grade	
PA History	8.2.5.B. Illustrate concepts and knowledge of historical documents, artifacts , and places critical to Pennsylvania history.	8.2.6.B. Describe the importance of significant historical documents, artifacts , and places critical to Pennsylvania history.	8.2.7.B. Identify the role of local communities as related to significant historical documents, artifacts , and places critical to Pennsylvania history.	8.2.8.B. Compare and contrast the importance of significant historical documents, artifacts , and places critical to Pennsylvania history.				
US History	8.3.5.B. Illustrate concepts and knowledge of historical documents, artifacts , and places critical to United States history.	8.3.6.B. Explain the importance of significant historical documents, artifacts , and places critical to United States history.	8.3.7.B. Examine the importance of significant historical documents, artifacts , and places critical to United States history.	8.3.8.B. Evaluate the importance of historical documents, artifacts , and places critical to United States history.				
World History	8.4.5.B. Illustrate concepts and knowledge of historical documents, artifacts , and sites, which are critical to World history.	8.4.6.B. Identify and explain the importance of historical documents, artifacts , and sites which are critical to world history.	8.4.7.B. Explain the importance of historical documents, artifacts , and sites which are critical to world history.	8.4.8.B. Illustrate how historical documents, artifacts , and sites are critical to world history.				
CTP Correlation	<p>CTP books consistently emphasize the role of primary sources in the study of history (and students frequently encounter excerpts in our textbooks, see correlating examples from “Historical Analysis and Skills Development: Research” in this document) as well as provide frequent photographs/artwork and descriptions of places and artifacts relevant to the study of history.</p> <p>Example:</p> <p>The church of Hagia Sophia in Constantinople, present-day Istanbul, is one of the most magnificent buildings in the world. It has been the site of many glorious occasions and tragedies, and controversy over its use continues to the present day. <i>Light to the Nations I</i> covers, over multiple chapters, the story of Hagia Sophia’s building by Emperor Constantine, and its storied rebuilding by Emperor Justinian. Students learn about the influential art of mosaics, and later, about the influence of iconoclasm and its effect on the beautiful art on the walls of Hagia Sophia. The text covers how the Byzantine improvement of the Roman arch and dome influenced the famous round domes on Russian and Muslim churches, mosques, and other buildings. The text also covers the conversion of Hagia Sophia into a mosque after the sacking of Constantinople and the rise of the city as Istanbul.</p>							

Theme	IMPACT OF CONTINUITY AND CHANGE			
Grade	5th Grade	6th Grade	7th Grade	8th Grade
PA History	8.2.5.C. Differentiate how continuity and change in Pennsylvania history are formed and operate. <ul style="list-style-type: none"> · Belief systems and religions · Commerce and industry · Technology · Politics and government · Physical and human geography · Social organizations 	8.2.6.C. Explain how continuity and change have impacted Pennsylvania history. <ul style="list-style-type: none"> · Belief systems and religions · Commerce and industry · Technology · Politics and government · Physical and human geography · Social organizations 	8.2.7.C. Explain how continuity and change have impacted Pennsylvania history as related to local communities. <ul style="list-style-type: none"> · Belief systems and religions · Commerce and industry · Technology · Politics and government · Physical and human geography · Social organizations 	8.2.8.C. Compare and contrast the ways continuity and change have impacted Pennsylvania history. <ul style="list-style-type: none"> · Belief systems and religions · Commerce and industry · Technology · Politics and government · Physical and human geography · Social organizations
US History	8.3.5.C. Differentiate how continuity and change in U.S. history are formed and operate. <ul style="list-style-type: none"> · Belief systems and religions · Commerce and industry · Technology · Politics and government · Physical and human geography · Social organizations 	8.3.6.C. Explain how continuity and change have impacted U.S. history. <ul style="list-style-type: none"> · Belief systems and religions · Commerce and industry · Technology · Politics and government · Physical and human geography · Social organizations 	8.3.7.C. Compare how continuity and change have impacted U.S. history. <ul style="list-style-type: none"> · Belief systems and religions · Commerce and industry · Technology · Politics and government · Physical and human geography · Social organizations 	8.3.8.C. Summarize how continuity and change have impacted U.S. history. <ul style="list-style-type: none"> · Belief systems and religions · Commerce and industry · Technology · Politics and government · Physical and human geography · Social organizations
World History	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"> · Belief systems and religions · Commerce and industry · Technology · Politics and government · Physical and human geography · Social organizations 	8.4.7.C. Differentiate how continuity and change have impacted world history. <ul style="list-style-type: none"> · Belief systems and religions · Commerce and industry · Technology · Politics and government · Physical and human geography · Social organizations 	8.4.8.C. Illustrate how continuity and change have impacted world history. <ul style="list-style-type: none"> · Belief systems and religions · Commerce and industry · Technology · Politics and government · Physical and human geography · Social organizations
CTP Correlation	<p>Unpacking the often complex and interrelated causes of historical events is a key function of CTP history books. Rather than settling for simplistic or ideology-based analysis, our books assess the unfolding of events, and the evidence by which we understand them, according to a truly Christian understanding. Students are coached into the process of understanding and organizing historical arguments for themselves.</p> <p>Example:</p> <p>Chapter 5 of All Ye Lands provides students with an examination of the rise and fall of the Roman Empire, with thorough coverage of the rise of the Roman Republic, the transition to empire under the rule of the Caesars, and the variety of factors that led to decline. The text covers the dramatic effects of religious belief, especially the changes effected as Romans slowly adopted Christianity, the military conflicts which affected its boundaries and security, and the cultural developments that occurred over the course of the empire's final decline. The effects of the downfall of Rome played out for centuries in European history and the text references various events and historical phenomena that are associated with Rome's downfall in subsequent chapters. By focusing on multiple causes and effects of the fall of Rome, the text allows students to consider the complexities of history, which lays the foundation for their consideration of historical argumentation in later grades.</p>			

CONFLICT AND COOPERATION

Theme	CONFLICT AND COOPERATION			
Grade	5th Grade	6th Grade	7th Grade	8th Grade
PA History	<p>8.2.5.D. Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of Pennsylvania for responding to individual and community needs.</p> <ul style="list-style-type: none"> · Ethnicity and race · Working conditions · Immigration · Military conflict · Economic stability 	<p>8.2.6.D. Explain how conflict and cooperation among groups and organizations have impacted the history and development of Pennsylvania.</p> <ul style="list-style-type: none"> · Ethnicity and race · Working conditions · Immigration · Military conflict · Economic stability 	<p>8.2.7.D. Identify local connections and examples of conflict and cooperation among groups and organizations and how this impacted the history and development of Pennsylvania.</p> <ul style="list-style-type: none"> · Ethnicity and race · Working conditions · Immigration · Military conflict · Economic stability 	<p>8.2.8.D. Compare and contrast examples of how conflict and cooperation among groups and organizations impacted the history and development of Pennsylvania.</p> <ul style="list-style-type: none"> · Ethnicity and race · Working conditions · Immigration · Military conflict · Economic stability
US History	<p>8.3.5.D. Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States.</p> <ul style="list-style-type: none"> · Ethnicity and race · Working conditions · Immigration · Military conflict · Economic stability 	<p>8.3.6.D. Explain how conflict and cooperation among groups and organizations have impacted the history and development of the U.S.</p> <ul style="list-style-type: none"> · Ethnicity and race · Working conditions · Immigration · Military conflict · Economic stability 	<p>8.3.7.D. Examine conflict and cooperation among groups and organizations in U.S. history.</p> <ul style="list-style-type: none"> · Ethnicity and race · Working conditions · Immigration · Military conflict · Economic stability 	<p>8.3.8.D. Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.</p> <ul style="list-style-type: none"> · Ethnicity and race · Working conditions · Immigration · Military conflict · Economic stability
World History	<p>8.4.5.D. Intentionally Blank</p>	<p>8.4.6.D. Examine patterns of conflict and cooperation among groups and organizations that impacted the development of the history of the world.</p>	<p>8.4.7.D. Explain how conflict and cooperation among groups and organizations have impacted the history of the world.</p>	<p>8.4.8.D. Compare conflict and cooperation among groups and organizations which have impacted the history and development of the world.</p>
CTP Correlation	<p>A Catholic history textbook examines all human action from the perspective of the goal of Christian unity. All conflict and cooperation, and the defeats and victories towards which they contribute, are measured against the teachings of Jesus Christ through His Church.</p> <p>Example:</p> <p>As an instance of perspectives on conflict and cooperation, we offer the coverage in American Venture of Pennsylvania's role in the development of organized labor in the 19th century. Chapter 16 examines closely the working conditions faced by miners, their religious background and ethnicity, and the response from mine owners and upper-class American capitalists. The narrative of this section begins with the story of the Avondale, PA mine tragedy in 1869, and the rise of the Molly Maguires. The situation escalated into violence, in part due to individuals like railroad owner Frank Gowen during the "Long Strike" that began in 1875, and ended with the execution of 19 Mollies. Students also examine attitudes across class divides and religious retaliation to labor, as when the Archbishop of Philadelphia excommunicated many of the mostly-Irish Catholic Mollies for organizing. As the movement began to achieve victories for workers and move towards the creation of unions, the textbook covers the response of the Church, by examining specific quotations from Rerum Novarum and considering the rise of modern Catholic social teaching regarding dignity of workers.</p>			