

Materials and Resources in Support of Act 35 of 2018 Assessment of Civic Knowledge

July 2019



**COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION**

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Pennsylvania Department of Education Support for Act 35 of 2018 Assessment of Civics Knowledge

The Declaration of Independence, the U.S. Constitution, and the Bill of Rights are the documents that express the principles and philosophy of government of the United States of America. These “Charters of Freedom” have given guidance to each generation of Americans to preserve, protect, and defend the Constitution.

Each person born in the United States is a citizen. Others become citizens through a voluntary legal process which requires meeting certain criteria: having basic knowledge of U.S. government, U.S. history; and verbally committing to uphold the Constitution. With this commitment, the new citizen becomes part of “We the People.”

The American Experiment in government began in 1787 with a radical new concept of the people choosing how they are governed. Education of the people is a critical success factor of this government. Thomas Jefferson expressed, "An **educated citizenry** is a vital requisite for our survival as a free people." The foundation for an educated citizenry has long been established in the support of public education in the Commonwealth of Pennsylvania.

Several state documents outline how Pennsylvania’s students acquire knowledge around U.S. civics topics.

Chapter 4 Title 22 of the Pennsylvania Code

§ 4.11. Purpose of public education.

(b) Public education prepares students for adult life by attending to their intellectual and developmental needs and challenging them to achieve at their highest level possible. In conjunction with families and other community institutions, public education prepares students to become self-directed, life-long learners and responsible, involved citizens.

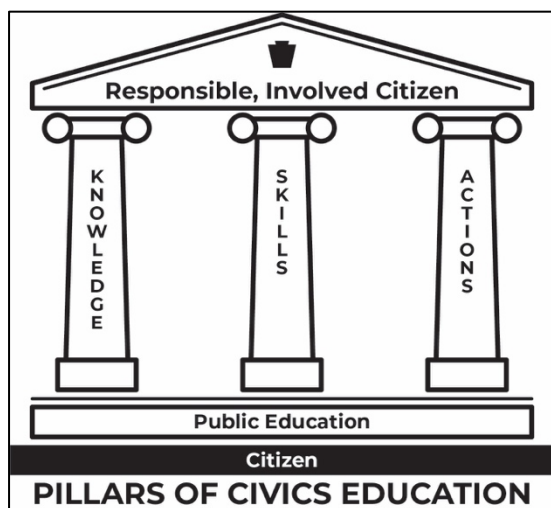
Act 35 of 2018, the entirety of which is available in Appendix A, was passed by the General Assembly and signed by Governor Tom Wolf in June 2018.

Beginning with the 2020-2021 school year, each school entity shall administer at least once to students during grades seven through twelve a locally developed assessment of U.S. history, government and civics that includes the nature, purpose, principles and structure of U.S. constitutional democracy, the principles, operations and documents of U.S. government and the rights and responsibilities of citizenship.”

Act 35 continues with responsibilities of the Pennsylvania Department of Education (PDE) to include among other things, providing school entities with resources which will support the implementation of Act 35. Several

State Academic Standards for Civics and Government, Economics, Geography and History (approved by the State Board of Education) guide school entities in developing a strong curriculum that includes civic knowledge. The academic standards provide the foundation for meeting the purpose of public education as specified in Chapter 4 of the Public School Code of 1949. The implementation of the developed curriculum; the modeling of civic behavior by educators, administrators, and community members; and opportunities for students to participate in civic endeavors are part of a quality civic education program.

Quality Civic Education Programs



Research from respected organizations in civic engagement conclude that quality civics education programs have three strong pillars:

1. **KNOWLEDGE** - a fundamental understanding of the structure of government and the processes by which government passes laws and makes policy
2. **SKILLS** - abilities necessary to participate as active and responsible citizens in democracy
3. **ACTIONS** – activities of citizens that include voting, participating in community meetings, volunteering, communicating with elected and appointed officials, signing petitions

Pillar 1: Knowledge

The knowledge pillar underscores planned instruction to support student understanding of concepts of the Academic Standards. Assessment focuses on the four critical components of civics education:

- Principles and Documents of Government
- Rights and Responsibilities
- How Government Works
- International Relationships

Pillar 2: Skills

The skills pillar seeks to have students engage in active civic participation: applying the knowledge gained in the first pillar. At the school level, students participate in student council/school governance, extracurricular activities, mock trials and similar simulation activities, service learning, and various clubs and organizations. Opportunities for civil discussions, discourse, and debate also provide opportunities to hone skills.

Another important aspect of skills development is the need for tolerance and acceptance of others. Anti-bullying initiatives and programs such as Positive Schoolwide Behavior Support (PBIS) are critical components in the schoolwide setting.

Pillar 3: Actions

Responsible and involved citizens take an active role through a myriad of actions and dispositions:

- Acceptance of diversity
- Involvement in the community
- Military service

- Voting in elections
- Assuming responsibility for choices
- Respecting rule of law
- Political attentiveness
- Government service – local, state, and national
- Respecting those who serve the common good
- Educator professional development

By incorporating all three pillars in a civics program, students acquire the knowledge behind the meaning of “We the People.” They have an opportunity to operate as a citizen, experience citizenry and understand that the government of the United States is theirs. This encourages each generation to “secure the blessings of liberty for ourselves and our posterity.”

Guidance for Program Success

A quality civics program includes the following components:

- Developing a robust curriculum based in the Pennsylvania Academic Standards populated with quality resources curated by the Department of Education
- Providing professional development in the areas of Civic Knowledge, Skills, and Actions for all educators
- Modeling responsible involved citizenship daily in classrooms, schools and community
- Supporting an active student government
- Involving/exposing students with community programs at each grade level

Resources

PDE has assembled a group of national, state, and local experts in civic education. This Civics Advisory Council provided guidance on building a program and providing a collection of vetted, quality resources. PDE, in consultation with the Civics Advisory Council, has created this toolkit, available online in the Standards Aligned System (www.pdesas.org) and the PDE website www.education.pa.gov in accordance with Act 35.

Note: Generally, the descriptions that follow reflect narratives provided by the website providers.

Pillar 1: Civic Knowledge

United States Citizenship and Immigration Services

<https://www.uscis.gov/us-citizenship/naturalization-test>

This U.S. Citizenship and Immigration Services hosted website offers a comprehensive collection of materials and resources on how to become a naturalized citizen.

Study Materials for the Civics Test

<https://www.uscis.gov/citizenship/learners/study-test/study-materials-civics-test>

This U.S. Citizenship and Immigration Services site contains an official list of civics questions and answers for the naturalization test, a practice test, flash cards, and other study resources to prepare applicants for the test.

Citizenship Resource Center

<https://www.uscis.gov/citizenship>

This official website of the Department of Homeland Security is a comprehensive site for learners, educators, and organizations. The teacher section includes lesson plans, training seminars, professional development, and links to supplemental resources.

The United States House of Representatives

<https://www.house.gov/>

Along with detailed explanations of the branches of government and the legislative process, the site offers other valuable information such as a listing of all House of Representative members, current legislative activity, and the ability to view live House proceedings.

The United States Senate

<https://www.senate.gov/>

Similar to the United States House of Representatives website, updated information on Senate activities, including access to live Senate proceedings, is available.

United States Government Publishing Office

<https://www.govinfo.gov/>

This government publishing site provides free public access to official publications from all three branches of the Federal Government.

The Annenberg Classroom

<https://www.annenbergclassroom.org/>

The Annenberg Classroom's free resources include videos on constitutional concepts, Supreme Court cases, games, lesson plans, timelines, downloadable books, and a US Constitution guide.

Civics Renewal Network

<https://www.civicsrenewalnetwork.org/>

The Civics Renewal Network is a consortium of nonpartisan, nonprofit organizations committed to strengthening civic life in the United States by increasing the quality of civics education in our nation's classrooms and by improving accessibility to high-quality, no-cost learning materials.

Historical Society of Pennsylvania

<https://hsp.org/>

The Historical Society of Pennsylvania's collection contains materials from over the centuries to the present day, documenting the lives of ordinary and extraordinary people, fulfilling our mission to make history relevant and exhilarating for all.

Library of Congress Classroom

<http://www.loc.gov/teachers/classroommaterials/connections/>

The Library of Congress is the largest library in the world, with millions of books, recordings, photographs, newspapers, maps and manuscripts in its collections. The Library is the main research arm of the U.S. Congress and the home of the U.S. Copyright Office.

Museum of the American Revolution

<http://www.amrevmuseum.org/>

The Museum of the American Revolution has an impressive collection of several thousand objects, works of art, manuscripts, and printed works from the period of the American Revolution.

The National Constitution Center

<https://constitutioncenter.org/>

The National Constitution Center brings together people of all ages and perspectives, across America and around the world, to learn about, debate, and celebrate the greatest vision of human freedom in history, the U.S. Constitution.

The National Archives Administration

<https://www.archives.gov/>

The National Archives and Records Administration (NARA) is the nation's record keeper. Documents and materials created in the course of business conducted by the United States Federal government are available on this site.

The Rendell Center for Civics and Civic Engagement

<https://www.rendellcenter.org/>

Promoting civic education and engagement, the Rendell Center offers opportunities and resources for educators, students and the broader community to develop the knowledge, practices and dispositions of engaged citizenship.

Senator John Heinz History Center

<https://www.heinzhistorycenter.org/>

Known as the Smithsonian's home in Pennsylvania the Heinz History Center engages and inspires a diverse audience with links to the past, understanding in the present, and guidance for the future by preserving regional history and presenting the American experience with a Western Pennsylvania connection."

The Supreme Court of the United States

<https://www.supremecourt.gov/>

The Court is the highest tribunal in the Nation for all cases and controversies arising under the Constitution or the laws of the United States. The website provides historical and current information on the arguments, decisions and opinions of the court.

Supreme Court Of The United States (SCOTTUS) Blog

<https://www.scotusblog.com/>

SCOTUSblog is devoted to covering the U.S. Supreme Court comprehensively, without bias and in accordance with the highest journalistic and legal ethical standards. The blog is provided as a public service.

The United States Courts

<https://www.uscourts.gov/>

The U.S. Courts website offers educational information and current happenings in the Federal Courts. Maintained by the Administrative Office of the U.S. Courts on behalf of the Federal Judiciary, this site is designed to provide information from and about the judicial branch of the U.S. Government.

Pillar 2: Civic Skills

Civic Discourse Rules and Practice

<https://www.uscourts.gov/educational-resources/educational-activities/setting-ground-rules-civil-discourse-and-difficult>

The United States Courts offer many resources, including guidelines for helping students practice civil discourse for opposing viewpoints.

Committee of 70

<https://seventy.org/>

The Committee of Seventy is a nonpartisan civic leadership organization that advances representative, ethical and effective government in Philadelphia and Pennsylvania through citizen engagement and public policy advocacy. Their “Draw the Lines” program (<https://drawthelinespa.org/>) is a redistricting contest for understanding gerrymandering.

Echoes and Reflections

<https://echoesandreflections.org/>

A collaboration of the Anti Defamation League, the USC Shoah Foundation, and the United States Holocaust Memorial and Museum, this curriculum provides resources and workshops to assist educators in teaching the complexities of Holocaust, genocide, and human rights.

Icivics

<https://www.icivics.org/>

Icivics exists to engage students in meaningful civic learning. The site provides teachers well written, inventive, and free resources to enhance their practice and inspire their classrooms in civic education.

Model United Nations Institute

<https://bestdelegate.com/what-is-model-united-nations/>

The Model United Nations enables students to gain real world skills, learn about global issues, and enhance their leadership. Model UN or MUN, is an extra-curricular activity in which students typically roleplay delegates to the United Nations and simulate UN committees.

National History Day

<https://www.nhd.org/affiliate/pennsylvania>

National History Day engages students in grades 6-12 in the process of discovery and interpretation of historical topics. Students produce dramatic performances, imaginative exhibits, multimedia documentaries, web sites, and papers based on research related to an annual theme. Students enter their projects in local and regional competitions and compete for the opportunity to advance to higher levels of competition.

National Model United States Congress

<http://www.nationalmodelcongress.org/>

The National Model Congress assists students in connecting classroom learning to real world knowledge. Educational simulations of the legislative process provide unique experiences for students to interact on the issues facing our federal, state and local governments.

Pennsylvania Association of Student Councils

<https://www.pasc.net/>

The Pennsylvania Association of Student Councils offers year round opportunities for students and advisors to develop and apply leadership skills for self-improvement, and enhancement of their schools and their communities.

The Pennsylvania Bar Association

<https://www.pabar.org/site/>

The Pennsylvania Bar Association hosts events for students, including a program that gives students the opportunity to learn more about the US and PA Constitutions. The association offers educational resources and prepared videos for classrooms and hosts a Law Day that allows judges to visit classrooms and message the role of courts in democracy. The site includes lesson plans, e.g., "The First Amendment & Protection of Students' Rights."

Pennsylvania Bar Association Mock Trial Competition

<https://www.pabar.org/site/For-the-Public/Mock-Trial-Competition>

One of the largest in the nation, the Pennsylvania Bar Association /YLD Mock Trial Competition gives more than 300 high school student teams from across the state the opportunity to act as lawyers and witnesses in simulated civil and criminal trials before actual judges and panels of juries. Lawyers volunteer to assist students as team advisors, scorekeepers and regional coordinators. Each year, the winning team goes on to represent Pennsylvania in the national competition.

Project Peace

<http://www.pabar.org/public/education/projectpeace/projectpeacehome.asp> Project PEACE is a partnership of the Pennsylvania Office of the Attorney General, the Pennsylvania Bar Association, and the Pennsylvania Bar Foundation. Project Peace is peer-mediation, anti-bullying and youth court training program centering around the skills of non-violent conflict resolution and active civic engagement.

Youth Courts

<http://www.pabar.org/public/committees/childavo/YouthCourtsBackgroundInformation.pdf>

Youth courts are student operated disciplinary systems that use positive peer pressure to correct disruptive behavior. Youth courts can be structures within a school based system to keep at-risk youths in school and out of the formal juvenile or criminal justice system. The program provides opportunities for public speaking, problem solving, literacy skills and promoting citizenship and socialization of student body members.

Pillar 3 Actions

Pennsylvania Voter registration

<https://www.votespa.com/Register-to-Vote/Pages/How-to-Register-to-Vote.aspx>

This site details the voter registration process via a short video and step by step procedures for registering online, by mail, in person at the county registration office, and at PennDOT and other government agencies.

Pennsylvania Department of State Governor's Civic Engagement Award

<https://www.dos.pa.gov/VotingElections/Documents/GCEA-School-Application.pdf>

The Governor's Civic Engagement Award is intended to recognize and commemorate the efforts of the next generation of leaders to educate, engage and inform their fellow students how to get involved in the voting process. Individual students must be recommended for the award by a representative from their school or the county election office. Award applications can be mailed to: Department of State, c/o Governor's Civic Engagement Award, 210 North Office Bldg., Harrisburg, PA, 17120 or emailed to ra-voterreg@pa.gov.

Inspire U.S.

https://www.inspire-usa.org/high_school_signup

Inspire U.S. is a 501(c)3 nonprofit organization and is strictly nonpartisan. It currently has schools in planning and conducting student peer-to-peer voter registration activities, as well as guides students to engage with elected officials at the local, state and national level. Inspire U.S. is collaborating with the Commonwealth of Pennsylvania to launch this year's Governor's Civic Engagement Award.

4-H Civic Engagement

<https://4-h.org/parents/civic-engagement/>

The 4-H civic engagement programs empower young people to be well-informed citizens actively engaged in their communities and the world. Youth learn about civic affairs, build decision-making skills and develop a sense of understanding and confidence in relating and connecting to other people.

American Foreign Service Association National High School Essay Contest

<http://www.afsa.org/essay-contest>

The American Foreign Service Association (AFSA)'s National High School Essay Contest encourages students to think about how and why the United States engages globally to build peace, and about the role that the foreign service plays in advancing U.S. national security and economic prosperity.

A Broader View

<https://www.abroaderview.org/>

A Broader View enables volunteers to travel to foreign countries to engage in service work abroad. The project is designed to engage volunteers in humanitarian projects to gain a greater perspective and understanding of different cultures while also giving back to communities worldwide. Programs include travelling to teach English and reading skills, to help establish elderly care programs abroad, and to aid with women's support projects. The project supports high school faculty-led service trips, as well as trips for college groups.

Campus Compact

<https://compact.org/>

Campus Compact is a coalition of over 1,000 colleges and universities with the goal of providing civic engagement programs. Among the many resources are links to websites offering relevant information such as voting, civic engagement, and fact checking.

Daughters of the American Revolution (DAR): Good Citizens Award and Scholarship

<https://www.dar.org/sites/default/files/members/darnet/forms/DGC-1007.pdf>

The DAR Good Citizens Award and Scholarship Contest is intended to encourage and reward the qualities of good citizenship. This award recognizes and rewards 12th grade students who possess good citizenship qualities of dependability, service, leadership, and patriotism in their homes, schools, and communities. These students are selected by their teachers and peers because they demonstrate these qualities to an outstanding degree.

Habitat for Humanity

<https://www.habitat.org/>

Habitat for Humanity brings people together to build homes, communities and hope. They have programs for teen volunteers.

Junior Reserve Officer Training Corp Programs

<http://www.usarmyjrotc.com/index.php>

The U.S. Army Junior Reserve Officers' Training Corps (JROTC) is one of the world's largest character development and citizenship programs for youth. The National Defense Act of 1916 established organized JROTC programs at public and private educational institutions. As congressionally mandated by Title 10 United States Code, Section 2031, each military service must have a JROTC program to "instill in students in United States secondary educational institutions the values of citizenship, service to the United States, and personal responsibility and a sense of accomplishment."

The League of Women Voters of Pennsylvania

<https://www.palwv.org/>

The League of Women Voters of Pennsylvania is a nonpartisan grassroots organization designed to help voters to learn about government issues and candidates.

The National Society of the Sons of the American Revolution (SAR) Americanism Elementary School Poster Contest

<https://members.sar.org/media/uploads/pages/50/5cs4yI4FCoIq.pdf>

The National Society of the Sons of the American Revolution (SAR) invites all 3rd, 4th, and 5th grade students interested in the American Revolution to participate in the Americanism Elementary School Poster Contest. The contest is open to public school, parochial, home schooled, Scouting, or Children of the American Revolution member students in that same grade range. Young artists with an enthusiasm toward art, a love of American history, or a passion in creative expression can submit their posters to their local SAR chapter for competition.

Special Olympics PA

<https://specialolympicspa.org/get-involved/become-a-volunteer>

The mission of Special Olympics PA is to provide year-round sports training and competition in a variety of Olympic-type sports for children and adults with intellectual disabilities, giving them continuing opportunities to develop physical fitness, demonstrate courage, experience joy, and

participate in a sharing of gifts, skills, and friendship with their families, other Special Olympics athletes, and the community.

United States Senate Youth Scholarship Program

https://ussenateyouth.org/selection_process_qualify/

The United States Senate Youth Program (USSYP) is an intensive week-long educational experience and scholarship sponsored by the United States Senate for outstanding high school students who are interested in pursuing careers in public service. Rising high school juniors and seniors may obtain a United States Senate Youth Scholarship Program application through their high school principals, guidance counselors and social studies teachers OR they may inquire directly to their state selection contacts using this website.

Sample Assessment Questions

Act 35 of 2018 requires that schools develop and administer an assessment that incorporates “...United States history, government and civics that includes the nature, purpose, principles and structure of United States constitutional democracy, the principles, operations and documents of United States government and the rights and responsibilities of citizenship.”

Each school entity shall determine the form of the assessment and the manner in which the assessment shall be administered and may administer the assessment at the conclusion of the course of study required under section 1605(a) or at the conclusion of another related course or instructional unit. A school entity may use the United States Citizenship and Immigration Services Test <https://my.uscis.gov/en/prep/test/civics/view> to satisfy the requirement.

The following assessment questions have been downloaded from the Standards Aligned System (SAS) www.pdesas.org Assessment Creator. They are presented as an optional resource for educators in creating a local civics knowledge assessment.

NOTE: All questions are standards aligned; the relevant standard is noted in parentheses at the end of each question stem. Correct responses are bolded. Scoring rubrics for constructed response questions are included at the end of each item.

1. The foundation documents which created the United States government have common principles and ideals reflected in their content. The Declaration of Independence, the United States Constitution and the Bill of Rights support which principle? (Standard: 5.1.9.D)
 - A. Equal distribution of wealth among social classes.
 - B. Equal status of people in due process of the law.**
 - C. Equal punishment for equal crimes.
 - D. Equal voting rights for all citizens.
2. What is the basic purpose of all governments? (Standard 5.1.6.A)
 - A. To control people, states and communities**
 - B. To protect citizens rights and security
 - C. To regulate commerce and wealth
 - D. To unite citizens under a supreme authority
3. What form of government is established by the United States Constitution?
 - A. Direct Democracy
 - B. Representative Democracy**
 - C. Constitutional Monarchy
 - D. Democratic Oligarchy

4. A government which is formed around an individual with absolute power is:
 - A. **An aristocracy**
 - B. A confederation
 - C. A dictatorship
 - D. A monarchy

5. The United States Constitution is a document which: (Standard: 5.1.9.E)
 - A. Clarifies rights of the people
 - B. Gives rights to the people
 - C. Limits rights of the people
 - D. **Protects rights of the people**

6. The Mayflower Compact, signed in 1620, is considered a foundational document of the United States. Which one of the following reasons explains its importance?
 - A. It established rights to new immigrants
 - B. **It established self-government**
 - C. It established a social network for the people
 - D. It established women to be equal

7. The United States Constitution provides a government with a system of: (Standard 5.1.6.C)
 - A. Executive privileges
 - B. **Checks and balances**
 - C. Justifications for congress
 - D. Majority rights and responsibilities

8. The Declaration of Independence is a foundational document of freedom in the United States. Which one of the following is a principle supported in the Declaration? (Standard: 5.1.9.D)
 - A. Whenever any form of government becomes destructive, it is the obligation of the government to change.
 - B. **Governments are instituted among men deriving their just powers from the consent of the governed**
 - C. The military is rendered independent of and superior to the civil power.
 - D. Powers of men will be formed to ensure safety, prosperity and justice.

9. Which of the following is an example of practicing direct democracy? (Standard: 5.1.6.J)
 - A. Electoral college
 - B. House of Representatives
 - C. **Primary elections**

D. Veto power

10. What does the American Gold Rush in the 1840s have in common with the migration to Silicon Valley in the late twentieth century? (Standard: 8.3.6.C)

- A. **People were inspired to move in search of wealth and economic opportunities.**
- B. People wanted to learn about new technology to mine gold and other minerals.
- C. People relocated to large cities to help conserve natural resources found in rural areas.
- D. People moved away from developed cities and urban areas to purchase more real estate.

11. What is a possible reason that immigration to the United States rose rapidly between 1945 and 1946? (Standard: 8.3.6.C)

- A. More transatlantic flight options were available at a reasonable price.
- B. **World War II ended and many refugees from the war came to America.**
- C. The Soviet Union fell and many Eastern Europeans were left without a homeland.
- D. The Great Depression ended and America opened its borders to people who needed work.

This picture below shows a statue of Francisco Pizarro, a Spanish conquistador who played a major role in defeating the Incan Empire. The statue stands in the city of Lima, the capitol of Peru, which he founded.



This statue of Pizarro has been the subject of great controversy, causing it to be moved to new locations in Lima several times. Originally, the statue stood in front of the cathedral in the Plaza de Armas, in the city's central square, and was a popular spot for tourists. Following complaints from the Archdiocese of Lima, the statue was moved to a less prominent location in the square. Later, the mayor ordered the statue removed from the square entirely. It was eventually placed in a remote corner of the Parque de la Muralla.

Part A

12. Which statement **best** summarizes why a statue of an individual from the 16th century would be so controversial? (Standard 8.3.6.A)

- A. **While many citizens wanted to honor their colonial roots by commemorating the founder of the city with a statue, others saw Pizarro as a symbol of colonialism and oppression.**

- B. While many people wanted to honor the explorer who brought new inventions and ideas to their ancestors, others believed the city should honor only individuals native to the region.
- C. While many citizens felt the statue was a reflection of Lima’s vibrant art scene, others considered it a representation of great wealth in a city that was characterized by great poverty.
- D. While many people saw the statue of a heavily armed soldier as a symbol of war in a peaceful country, others considered Pizarro a hero from a more dangerous time who should be celebrated.

Part B

The controversial nature of the statue is one example of which larger issue?

- A. Determining how individual countries should promote national heroes
- B. Presenting individuals of historic importance as subjects of idol worship
- C. **Honoring individuals of historic importance while acknowledging their flaws**
- D. Shifting from honoring specific individuals to symbols that represent broader ideals

Part C

Identify how recent controversies regarding symbols of the Confederate Government during the American Civil War are part of the broader issue represented by the controversy surrounding the Pizarro statue. Explain one way in which the Confederate example is similar to the specific case of Pizarro’s statue and one way in which it is different. (3 points)

Part C Scoring Rubric	
3 points	The student correctly explains the similarity and differences between the Spanish conquistador and the leaders of the Confederate States of America and statues in public places.
2 points	The student correctly explains only similarities OR differences.
1 point	The student correctly explains partial correct connections.
0 points	No Response or response is incorrect or irrelevant.

13. In 1607, 144 men and boys arrived in what is now Virginia. Their settlement, called Jamestown, almost failed. Within time, however, the tiny outpost would become England’s first successful North American colony. (Standard: 8.2.6.C)

Part A

Explain one change that occurred at Jamestown that made the settlement more successful.

Part B

Explain one impact the Jamestown settlement had on U.S. history.

Part C

Explain how the economic practices of Jamestown settlers influenced later English colonies in North America.

Part A Scoring Rubric

Responses may include, but are not limited to, the following:

- John Smith made settlers plant crops instead of looking for gold.
- A major drought ended, allowing crops to succeed.
- John Rolfe improved relations with Native Americans.
- Settlers discovered that tobacco was a cash crop they could grow and sell to Europeans.

Part B Scoring Rubric

Responses may include, but are not limited to, the following:

- The success of Jamestown attracted more colonists to North America.
- Slaves from Africa were brought to Jamestown, and slavery spread to other North American colonies.

Part C Scoring Rubric

Responses may include, but are not limited to, the following:

- Agriculture continued to be of primary importance in later colonies.
- Tobacco became a major cash crop in the American colonies, and later in the United States.
- Trade and engagement with Native Americans was recognized as important by later European settlers.

Overall Scoring Rubric

- 3 points: The student correctly explains a change that occurred at Jamestown, an impact of Jamestown on U.S. history, and how Jamestown influenced later colonies.
- 2 points: The student correctly explains two of the three parts.
- 1 point: The student correctly explains one of the three parts.
- 0 points: Response is incorrect or irrelevant.
No response

14. Part A

How did the end of Reconstruction in 1877 change the lives of African Americans in the South? (Standard: 8.2.6.C)

- A. They were freed from slavery.
- B. **They lost the political rights they had gained in 1870.**
- C. They no longer had to pay poll taxes in order to vote.
- D. They started moving to the North as part of the Great Migration.

Part B

Explain another impact of Reconstruction on U.S. history.

Part C

Explain how the influence of Reconstruction continued during the twentieth century.

Part B Scoring Rubric

Responses may include, but are not limited to, the following:

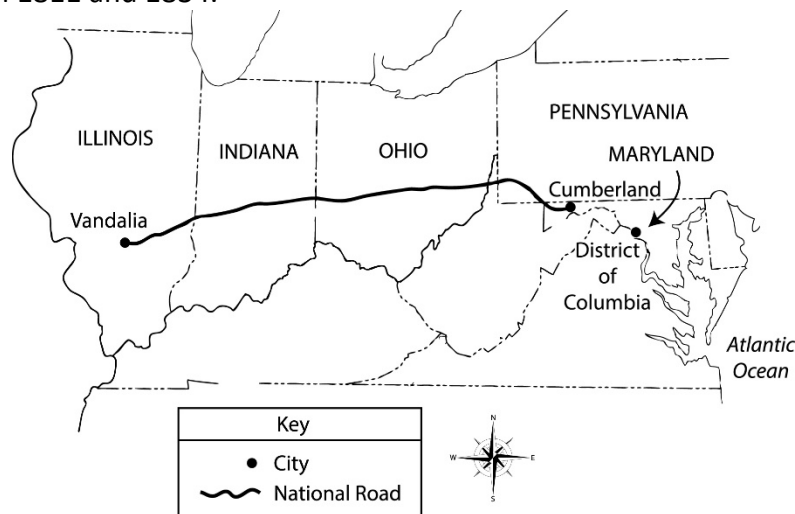
- Southern towns and railroads that had been destroyed by the war were rebuilt.
- Public schools for both black and white children were established in many Southern states.
- Senators and representatives from Southern states were readmitted to Congress.

Part C Scoring Rubric

Responses may include, but are not limited to, the following:

- Reconstruction was followed by the “Jim Crow” era, in which African Americans in the South were denied voting rights and equal access to public accommodations.
- African Americans in many states did not regain the right to vote until the Voting Rights Act of 1965.

15. This map shows the National Road, the first federally funded highway in the United States, built between 1811 and 1834.



Part A

What is the primary way the National Road impacted the development of the United States? (Standard: 8.2.7.C)

- A. It created road construction jobs.
- B. **It encouraged settlers to move westward.**
- C. It allowed mail carriers to travel more easily.
- D. It cleared the land needed to make way for railroads.

Part B

How did the change described in Part A help shape the developments of the late nineteenth century?

Part C

What has been the lasting importance of the National Road in U.S. history?

Part B Scoring Rubric

Responses may include, but are not limited to, the following:

- People continued to move westward.
- The National Road was later replaced by the railroad as the primary way for settlers to move westward.

Part C Scoring Rubric

Responses may include, but are not limited to, the following:

- The National Road encouraged the westward expansion of settlers, which led to conflict with Native Americans.
- The National Road encouraged the development of towns and cities in the states it crossed.
- The National Road helped the United States extend its territory to the Pacific Ocean.
- The legacy of federally funded roads continued with the creation of the Interstate Highway system in the 1950s and 1960s.

16. How did Jane Addams impact the development of the United States? (Standard: 8.3.8.A)

- A. She was a leader in the Temperance movement, which successfully advocated for the prohibition of alcohol in the Eighteenth Amendment.
- B. She was the first woman elected to Congress, broadening representation in government, and resulting in the election of more female representatives.
- C. She founded a university to expand the reach of higher education to women and other underserved communities, and wrote several books about mathematics.
- D. **She founded a settlement house to provide education and services to people who immigrated to the United States, and pioneered the field of social work.**

17. This photograph below was taken at a protest march.



Protest marches such as this one were prompted by conflict over the failure of many states to enforce which Supreme Court decision? (Standard: 8.3.8.D)

- A. Bush v. Gore
- B. Miranda v. Arizona
- C. Korematsu v. United States
- D. **Brown v. Board of Education**

**ACT 35 of 2018 PA General Assembly
June 19, 2018**

PUBLIC SCHOOL CODE OF 1949 - ASSESSMENT OF CIVIC KNOWLEDGE

Act of Jun. 19, 2018, P.L. 227, No. 35

Cl. 24

Session of 2018

No. 2018-35

HB 564

AN ACT

Amending the act of March 10, 1949 (P.L.30, No.14), entitled "An act relating to the public school system, including certain provisions applicable as well to private and parochial schools; amending, revising, consolidating and changing the laws relating thereto," in high schools, providing for assessment of civic knowledge.

The General Assembly of the Commonwealth of Pennsylvania hereby enacts as follows:

Section 1. The act of March 10, 1949 (P.L.30, No.14), known as the Public School Code of 1949, is amended by adding a section to read:

Section 1605.1. Assessment of Civic Knowledge.--(a) Beginning with the 2020-2021 school year, each school entity:

(1) Shall administer at least once to students during grades seven through twelve a locally developed assessment of United States history, government and civics that includes the nature, purpose, principles and structure of United States constitutional democracy, the principles, operations and documents of United States government and the rights and responsibilities of citizenship. Each school entity shall determine the form of the assessment and the manner in which the assessment shall be administered and may administer the assessment at the conclusion of the course of study required under section 1605(a) or at the conclusion of another related course or instructional unit. A school entity may use the United States Citizenship and Immigration Services Test to satisfy the requirements of this paragraph.

(2) Shall issue a certificate of recognition, developed by the department, to students who achieve a perfect score on the assessment administered under paragraph (1).

(b) The department shall:

(1) Within twelve (12) months of the effective date of this section, post on its publicly accessible Internet website links to the United States Citizenship and Immigration Services Test and any related resources offered by the United States Citizenship and Immigration Services. The department shall also post on its publicly accessible Internet website any additional materials that the department deems useful to school entities in complying with the requirements in this section.

(2) Conduct an electronic survey of each school entity at the conclusion of the 2020-2021 school year and at the conclusion of every second school year thereafter requesting information concerning compliance with the requirements of this section. Each school entity shall respond to the survey no later than November 30 following the school year for which the survey is

conducted. The survey shall only request the following information for the immediately preceding school year:

- (i) The type of the assessment administered as required under subsection (a)(1).
- (ii) The total number of students who took the assessment.
- (iii) The total number of students who attained a passing grade on the assessment.
- (iv) The grade level or levels in which the assessment was administered.
- (v) The course or courses in which the assessment was administered.

(3) By January 1 of the year following the school year for which the survey is conducted, make the data collected from the surveys conducted under paragraph (2) available on its publicly accessible Internet website.

(4) Develop a certificate of recognition for a student who achieves a perfect score on the assessment under subsection (a)(1) and make the certificate available on the department's publicly accessible Internet website for use by a school entity.

(c) A student with an individualized education program shall not be required to take the assessment administered under subsection (a)(1) if the provisions of the student's individualized education program indicate otherwise.

(d) As used in this section, the following words and phrases shall have the meanings given to them in this subsection unless the context clearly indicates otherwise:

"Department" shall mean the Department of Education of the Commonwealth.

"Individualized education program" shall mean a written statement for each child with a disability that is developed, reviewed or revised in a meeting in accordance with the Individuals with Disabilities Education Act (Public Law 91-230, 20 U.S.C. § 1400 et seq.) and 22 Pa. Code Ch. 14 (relating to special education services and programs).

"School entity" shall mean a school district, area vocational-technical school, intermediate unit, charter school, cyber charter school or regional charter school.

"United States Citizenship and Immigration Services Test" shall mean the one-hundred (100) question civics test used by the United States Citizenship and Immigration Services.

Section 2. This act shall take effect in 60 days.

APPROVED--The 19th day of June, A.D. 2018.

TOM WOLF