



PENNSYLVANIA
Academic Standards for History and Geography
Grades 6 and 9
The World and Its People © 2005
The World and Its People: Eastern Hemisphere © 2005
The World and Its People: Western Hemisphere, Europe, and Russia © 2005

STANDARDS	PAGE REFERENCES		
	<i>The World and Its People</i>	<i>The World and Its People Eastern Hemisphere</i>	<i>The World and Its People Western Hemisphere, Europe, and Russia</i>
Academic Standards for History			
8.1. Historical Analysis and Skills Development			
8.1.6. GRADE 6			
<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>			
A. Understand chronological thinking and distinguish between past, present and future time. <ul style="list-style-type: none"> • Calendar time • Time lines • People and events in time • Patterns of continuity and change • Sequential order • Context for events 	SE: 145-151, 165-169, 197-200, 294-297 <i>Skills</i> 298 <i>Making Connections</i> 201 TWE: F 145, 197 RS 146, 166 CK 146 IC 148 C 200 T 198, 295	SE: 128-131, 133-136, 137-141, 148-151, 244-249 <i>Section Assessment: Graphic Organizer</i> 131 <i>Skills</i> 132 TWE: T 129, 132, 245 F 244 CTA 247 CLA 248	SE: 145-151, 165-169, 197-200, 294-297 <i>Skills</i> 298 <i>Making Connections</i> 201 TWE: F 145, 197 RS 146, 166 CK 146 IC 148 C 200 T 198, 295

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	<i>The World and Its People</i>	<i>The World and Its People Eastern Hemisphere</i>	<i>The World and Its People Western Hemisphere, Europe, and Russia</i>
B. Explain and analyze historical sources. <ul style="list-style-type: none"> • Literal meaning of a historical passage • Data in historical and contemporary maps, graphs and tables • Author or historical source • Multiple historical perspectives • Visual evidence • Mathematical data from graphs and tables 	SE: <i>Skills</i> 448 <i>Primary Source</i> 99, 167, 380, 432, 475, 606 TWE: PS 99, 167, 380, 432, 475, 606 T 448	SE: <i>Primary Source</i> 99, 214, 266, 309, 440 <i>Skills</i> 282 TWE: PS 99, 214, 266, 309, 440 T 282	SE: <i>Skills</i> 448 <i>Primary Source</i> 99, 167, 380, 432, 475, 606 TWE: PS 99, 167, 380, 432, 475, 606 T 448
C. Explain the fundamentals of historical interpretation. <ul style="list-style-type: none"> • Difference between fact and opinion • Multiple points of view • Illustrations in historical stories • Causes and results • Author or source of historical narratives 	SE: <i>Skills</i> 416, 448, 555, 598, 682, 702 <i>Literature</i> 235, 306, 578, 692, 737 TWE: T 416, 448, 555, 598, 682, 702 L 235, 306, 578, 692	SE: <i>Skills</i> 250, 282, 389, 432, 516, 536 <i>Literature</i> 140, 412, 526, 571 TWE: T 250, 282, 389, 432, 516, 536 L 140, 412, 526, 571	SE: <i>Skills</i> 416, 448, 555, 598, 682, 702 <i>Literature</i> 235, 306, 578, 692, 737 TWE: T 416, 448, 555, 598, 682, 702 L 235, 306, 578, 692

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	<i>The World and Its People</i>	<i>The World and Its People Eastern Hemisphere</i>	<i>The World and Its People Western Hemisphere, Europe, and Russia</i>
D. Describe and explain historical research. <ul style="list-style-type: none"> Historical events (time and place) Facts, folklore and fiction Historical questions Primary sources Secondary sources Conclusions (e.g., simulations, group projects, skits and plays) 	SE: Skills 448 Primary Source 99, 167, 380, 432, 475, 606 TWE: PS 99, 167, 380, 432, 475, 606 T 448 CLA 149, 433	SE: Primary Source 99, 214, 266, 309, 440 Skills 282 TWE: PS 99, 214, 266, 309, 440 T 282	SE: Skills 448 Primary Source 99, 167, 380, 432, 475, 606 TWE: PS 99, 167, 380, 432, 475, 606 T 448
8.1.9. GRADE 9			
A. Analyze chronological thinking. <ul style="list-style-type: none"> Difference between past, present and future Sequential order of historical narrative Data presented in time lines Continuity and change Context for events 	SE: 145-151, 165-169, 197-200, 294-297 Skills 298 Making Connections 201 TWE: F 145, 197 RS 146, 166 CK 146 IC 148 C 200 T 198, 295	SE: 128-131, 133-136, 137-141, 148-151, 244-249 Section Assessment: Graphic Organizer 131 Skills 132 TWE: T 129, 132, 245 F 244 CTA 247 CLA 248	SE: 145-151, 165-169, 197-200, 294-297 Skills 298 Making Connections 201 TWE: F 145, 197 RS 146, 166 CK 146 IC 148 C 200 T 198, 295

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<p>B. Analyze and interpret historical sources.</p> <ul style="list-style-type: none"> • Literal meaning of historical passages • Data in historical and contemporary maps, graphs, and tables • Different historical perspectives • Data from maps, graphs and tables • Visual data presented in historical evidence 	<p>SE: <i>Skills</i> 448 <i>Primary Source</i> 99, 167, 380, 432, 475, 606 <i>National Geographic</i> 198, 205, 255</p> <p>TWE: PS 99, 167, 380, 432, 475, 606 T 448 AMS 198, 205, 255</p>	<p>SE: <i>Primary Source</i> 99, 214, 266, 309, 440 <i>Skills</i> 282 <i>National Geographic</i> 218, 219, 246</p> <p>TWE: PS 99, 214, 266, 309, 440 T 282 AMS 218, 246</p>	<p>SE: <i>Skills</i> 448 <i>Primary Source</i> 99, 167, 380, 432, 475, 606 <i>National Geographic</i> 198, 205, 255</p> <p>TWE: PS 99, 167, 380, 432, 475, 606 T 448 AMS 198, 205, 255</p>
<p>C. Analyze the fundamentals of historical interpretation.</p> <ul style="list-style-type: none"> • Fact versus opinion • Reasons/causes for multiple points of view • Illustrations in historical documents and stories • Causes and results • Author or source used to develop historical narratives • Central issue 	<p>SE: <i>Skills</i> 416, 448, 555, 598, 682, 702 <i>Literature</i> 235, 306, 578, 692, 737</p> <p>TWE: T 416, 448, 555, 598, 682, 702 L 235, 306, 578, 692</p>	<p>SE: <i>Skills</i> 250, 282, 389, 432, 516, 536 <i>Literature</i> 140, 412, 526, 571</p> <p>TWE: T 250, 282, 389, 432, 516, 536 L 140, 412, 526, 571</p>	<p>SE: <i>Skills</i> 416, 448, 555, 598, 682, 702 <i>Literature</i> 235, 306, 578, 692, 737</p> <p>TWE: T 416, 448, 555, 598, 682, 702 L 235, 306, 578, 692</p>

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D. Analyze and interpret historical research. <ul style="list-style-type: none"> • Historical event (time and place) • Facts, folklore and fiction • Historical questions • Primary sources • Secondary sources • Conclusions (e.g., History Day projects, mock trials, speeches) • Credibility of evidence 	SE: <i>Skills</i> 448 <i>Primary Source</i> 99, 167, 380, 432, 475, 606 <i>National Geographic</i> 198, 205, 255 TWE: PS 99, 167, 380, 432, 475, 606 T 448 AMS 198, 205, 255	SE: <i>Primary Source</i> 99, 214, 266, 309, 440 <i>Skills</i> 282 <i>National Geographic</i> 218, 219, 246 TWE: PS 99, 214, 266, 309, 440 T 282 AMS 218, 246	SE: <i>Skills</i> 448 <i>Primary Source</i> 99, 167, 380, 432, 475, 606 <i>National Geographic</i> 198, 205, 255 TWE: PS 99, 167, 380, 432, 475, 606 T 448 AMS 198, 205, 255

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8.2. Pennsylvania History			
8.2.6. GRADE 6			
<p>A. Identify and explain the political and cultural contributions of individuals and groups to Pennsylvania history from Beginnings to 1824.</p> <ul style="list-style-type: none"> • Inhabitants (e.g., Native Americans, Europeans, Africans) • Military Leaders (e.g., Anthony Wayne, Oliver H. Perry, John Muhlenberg) • Political Leaders (e.g., William Penn, Hannah Penn, Benjamin Franklin) • Cultural and Commercial Leaders (e.g., Robert Morris, John Bartram, Albert Gallatin) • Innovators and Reformers (e.g., Society of Friends, Richard Allen, Sybilla Masters) 	<p>SE: <i>The following pages reference United States history:</i> 133, 138, 145-151 <i>National Geographic</i> 147, 149</p> <p>TWE: M 147 A 125 F 145 C 130 AMS 149 RS 146 CLA 149 MC 133</p>	<p>SE: <i>The following pages reference United States history:</i> 616-617, 623</p> <p>TWE: RAA 623</p>	<p>SE: <i>The following pages reference United States history:</i> 133, 138, 145-151 <i>National Geographic</i> 147, 149</p> <p>TWE: M 147 A 125 F 145 C 130 AMS 149 RS 146 CLA 149 MC 133</p>

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	<i>The World and Its People</i>	<i>The World and Its People Eastern Hemisphere</i>	<i>The World and Its People Western Hemisphere, Europe, and Russia</i>
B. Identify and explain primary documents, material artifacts and historic sites important in Pennsylvania history from Beginnings to 1824. <ul style="list-style-type: none"> Documents, Writings and Oral Traditions (e.g., Charter of Privileges, The Gradual Abolition of Slavery Act of 1780, <i>Letters from a Pennsylvania Farmer</i>) Artifacts, Architecture and Historic Places (e.g., Conestoga Wagon, Pennsylvania rifle, Brig Niagara) 	SE: <i>The following pages reference United States history: Skills 448 Making Connections 152</i> TWE: T 152, 448	SE: <i>The following pages reference United States history: Skills 282</i> TWE: T 282	SE: <i>The following pages reference United States history: Skills 448 Making Connections 152</i> TWE: T 152, 448

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<p>C. Identify and explain how continuity and change have influenced Pennsylvania history from the Beginnings to 1824.</p> <ul style="list-style-type: none"> • Belief Systems and Religions (e.g., Native Americans, Quakers) • Commerce and Industry (e.g., iron production, sailing, fur trade) • Innovations (e.g., steam boat, Conestoga Wagon) • Politics (e.g., The Mason-Dixon Line, Pennsylvania's acquisition and detachment of the "lower three counties," movements of State capital) • Settlement Patterns (e.g., native settlements, Westward expansion, development of towns) • Social Organization (e.g., trade and development of cash economy, African Methodist Episcopal Church founded, schools in the colony) 	<p>SE: <i>The following pages reference United States history:</i> 133, 138, 145-151 <i>National Geographic</i> 147, 149</p> <p>TWE: M 147 A 125 F 145 C 130 AMS 149 RS 146 CLA 149 MC 133</p>	<p>SE: <i>The following pages reference United States history:</i> 616-617</p>	<p>SE: <i>The following pages reference United States history:</i> 133, 138, 145-151 <i>National Geographic</i> 147, 149</p> <p>TWE: M 147 A 125 F 145 C 130 AMS 149 RS 146 CLA 149 MC 133</p>

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<ul style="list-style-type: none"> • Transportation (e.g., trade routes, turnpikes, post roads) • Women’s Movement (e.g., voting qualifications, role models) 	See the references to the connecting cells on the previous page.	See the references to the connecting cells on the previous page.	See the references to the connecting cells on the previous page.
<p>D. Identify and explain conflict and cooperation among social groups and organizations in Pennsylvania history from Beginnings to 1824.</p> <ul style="list-style-type: none"> • Domestic Instability (e.g., religious diversity, toleration and conflicts, incursion of the Iroquois) • Ethnic and Racial Relations (e.g., Penn’s Treaties with Indians, the Underground Railroad, the abolition of slavery) • Labor Relations (e.g., indentured servants, working conditions) • Immigration (e.g., Germans, Irish) • Military Conflicts (e.g., Dutch, Swedish and English struggle for control of land, Wyoming Massacre, The Whiskey Rebellion) 	<p>SE: <i>The following pages reference United States history:</i> 145-150 <i>National Geographic</i> 147, 150</p> <p>TWE: F 145 RS 146 M 147, 150 CLA 149</p>	<p>SE: <i>The following pages reference United States history:</i> 616-617</p>	<p>SE: <i>The following pages reference United States history:</i> 145-150 <i>National Geographic</i> 147, 150</p> <p>TWE: F 145 RS 146 M 147, 150 CLA 149</p>

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8.2.9. GRADE 9			
<p>A. Analyze the political and cultural contributions of individuals and groups to Pennsylvania history from 1787 to 1914.</p> <ul style="list-style-type: none"> Political Leaders (e.g., James Buchanan, Thaddeus Stevens, Andrew Curtin) Military Leaders (e.g., George Meade, George McClellan, John Hartranft) Cultural and Commercial Leaders (e.g., John J. Audubon, Rebecca Webb Lukens, Stephen Foster) Innovators and Reformers (e.g., George Westinghouse, Edwin Drake, Lucretia Mott) 	<p>SE: <i>The following pages reference United States history:</i> 133, 138, 145-151 <i>National Geographic</i> 147, 149</p> <p>TWE: M 147 A 125 F 145 C 130 AMS 149 RS 146 CLA 149 MC 133</p>	<p>SE: <i>The following pages reference United States history:</i> 616-617, 623</p> <p>TWE: RAA 623</p>	<p>SE: <i>The following pages reference United States history:</i> 133, 138, 145-151 <i>National Geographic</i> 147, 149</p> <p>TWE: M 147 A 125 F 145 C 130 AMS 149 RS 146 CLA 149 MC 133</p>

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<p>B. Identify and analyze primary documents, material artifacts and historic sites important in Pennsylvania history from 1787 to 1914.</p> <ul style="list-style-type: none"> Documents, Writings and Oral Traditions (e.g., Pennsylvania Constitutions of 1838 and 1874, The Gettysburg Address, <i>The Pittsburgh Survey</i>) Artifacts, Architecture and Historic Places (e.g., Gettysburg, Eckley Miners' Village, Drake's Well) 	<p>SE: <i>The following pages reference United States history:</i> Skills 448 <i>Making Connections</i> 152</p> <p>TWE: T 152, 448</p>	<p>SE: <i>The following pages reference United States history:</i> Skills 282</p> <p>TWE: T 282</p>	<p>SE: <i>The following pages reference United States history:</i> Skills 448 <i>Making Connections</i> 152</p> <p>TWE: T 152, 448</p>

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<p>C. Identify and analyze how continuity and change have influenced Pennsylvania history from 1787 to 1914.</p> <ul style="list-style-type: none"> • Belief Systems and Religions (e.g., Ephrata Cloister, Harmonists, Amish, immigrant influences) • Commerce and Industry (e.g., mining coal, producing iron, harvesting timber) • Innovations (e.g., John Roebling’s steel cable, steel-tipped plow, improved techniques for making iron, steel and glass) • Politics (e.g., Fugitive Slave Act reaction, canal system legislation, The Free School Act of 1834) • Settlement Patterns (e.g., farms and growth of urban centers) 	<p>SE: <i>The following pages reference United States history:</i> 133, 138, 145-151 <i>National Geographic</i> 147, 149</p> <p>TWE: M 147 A 125 F 145 C 130 AMS 149 RS 146 CLA 149 MC 133</p>	<p>SE: <i>The following pages reference United States history:</i> 616-617</p>	<p>SE: <i>The following pages reference United States history:</i> 133, 138, 145-151 <i>National Geographic</i> 147, 149</p> <p>TWE: M 147 A 125 F 145 C 130 AMS 149 RS 146 CLA 149 MC 133</p>

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<ul style="list-style-type: none"> • Social Organization (e.g., the Philadelphia Centennial Exposition of 1876, prohibition of racial discrimination in schools) • Transportation (e.g., canals, National Road, Thompson’s Horseshoe Curve) • Women’s Movement (e.g., work of the Equal Rights League of Pennsylvania) 	See the references to the connecting cells on the previous page.	See the references to the connecting cells on the previous page.	See the references to the connecting cells on the previous page.

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D. Identify and analyze conflict and cooperation among social groups and organizations in Pennsylvania history from 1787 to 1914. <ul style="list-style-type: none"> • Domestic Instability (e.g., impact of war, 1889 Johnstown Flood) • Ethnic and Racial Relations (e.g., Christiana riots, disenfranchisement and restoration of suffrage for African-Americans, Carlisle Indian School) • Labor Relations (e.g., National Trade Union, the “Molly Maguires,” Homestead steel strike) • Immigration (e.g., Anti-Irish Riot of 1844, new waves of immigrants) • Military Conflicts (e.g., Battle of Lake Erie, the Mexican War, the Civil War) 	SE: <i>The following pages reference United States history: 145-150 National Geographic 147, 150</i> TWE: F 145 RS 146 M 147, 150 CLA 149	SE: <i>The following pages reference United States history: 616-617</i>	SE: <i>The following pages reference United States history: 145-150 National Geographic 147, 150</i> TWE: F 145 RS 146 M 147, 150 CLA 149

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8.3. United States History			
8.3.6. GRADE 6			
<p>A. Identify and explain the political and cultural contributions of individuals and groups to United States history from Beginnings to 1824.</p> <ul style="list-style-type: none"> • Native Americans, Africans and Europeans • Political Leaders (e.g., John Adams, Thomas Jefferson, John Marshall) • Military Leaders (e.g., George Washington, Meriwether Lewis, Henry Knox) • Cultural and Commercial Leaders (e.g., Paul Revere, Phyllis Wheatley, John Rolfe) • Innovators and Reformers (e.g., Anne Hutchinson, Roger Williams, Junipero Serra) 	<p>SE: 145-151 <i>National Geographic</i> 147 <i>Standardized Test Skills Handbook</i> 791</p> <p>TWE: M 147 CLA 149 F 145 CK 146 RS 146</p>	<p>SE: 141, 616-617, 623 TWE: C 141 CB 140 RAA 623</p>	<p>SE: 145-151 <i>National Geographic</i> 147 <i>Standardized Test Skills Handbook</i> 791</p> <p>TWE: M 147 CLA 149 F 145 CK 146 RS 146</p>

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B. Identify and explain primary documents, material artifacts and historic sites important in United States history from Beginnings to 1824. <ul style="list-style-type: none"> Documents (e.g., Mayflower Compact, Northwest Ordinance, Washington’s Farewell Address) 18th Century Writings and Communications (e.g., Paine’s <i>Common Sense</i>; Franklin’s “Join, or DIE,” Henry’s “Give me liberty or give me death”) Historic Places (e.g., Cahokia Mounds, Spanish Missions, Jamestown) 	SE: <i>Skills 448</i> <i>Making Connections 152</i> <i>Standardized Test Skills Handbook 791</i> TWE: T 791 <i>The following pages reference primary source information:</i> SE: <i>Skills 448</i> <i>Primary Source 99, 167, 380, 432, 475, 606</i> TWE: PS 99, 167, 380, 432, 475, 606 T 448	SE: <i>Primary Source 99, 214, 266, 309, 440</i> <i>Skills 282</i> TWE: PS 99, 214, 266, 309, 440 T 282	SE: <i>Skills 448</i> <i>Making Connections 152</i> <i>Standardized Test Skills Handbook 791</i> TWE: T 791 <i>The following pages reference primary source information:</i> SE: <i>Skills 448</i> <i>Primary Source 99, 167, 380, 432, 475, 606</i> TWE: PS 99, 167, 380, 432, 475, 606 T 448

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C. Explain how continuity and change has influenced United States history from Beginnings to 1824. <ul style="list-style-type: none"> • Belief Systems and Religions (e.g., impact on daily life, government established religions, communal sects) • Commerce and Industry (e.g., fur trade, development of cash crops) • Innovations (e.g., cotton gin, Whitney; wooden clock, Banneker; stove, Franklin) • Politics (e.g., Hamilton's defense of John Peter Zenger, The Great Compromise, Marbury v. Madison) • Settlement Patterns (e.g., frontier settlements, slave plantation society, growth of cities) • Social Organization (e.g., community structure on the frontier, cultural and language barriers) 	SE: 126-130, 131-136, 145-151 <i>National Geographic</i> 147, 149 <i>Standardized Test Skills Handbook</i> 791 TWE: M 147 CLA 149 F 145 CK 146 RS 127, 146 CTA 129 C 136 IC 148 AMS 149	SE: 141, 616-617, 623 TWE: C 141 CB 140 RAA 623	SE: 126-130, 131-136, 145-151 <i>National Geographic</i> 147, 149 <i>Standardized Test Skills Handbook</i> 791 TWE: M 147 CLA 149 F 145 CK 146 RS 127, 146 CTA 129 C 136 IC 148 AMS 149

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<ul style="list-style-type: none"> • Transportation and Trade (e.g., methods of overland travel, water transportation, National Road) • Women’s Movement (e.g., roles and changing status of women, Margaret Brent’s vote, soldier Deborah Sampson) 	See the references to the connecting cells on the previous page.	See the references to the connecting cells on the previous page.	See the references to the connecting cells on the previous page.
<p>D. Identify and explain conflict and cooperation among social groups and organizations in United States history from Beginnings to 1824.</p> <ul style="list-style-type: none"> • Domestic Instability (e.g., Salem Witch Trials, Shays Rebellion, religious persecution) • Ethnic and Racial Relations (e.g., cooperation between and among Native Americans and European settlers, slave uprisings, “Colored” troops in the Revolution) • Labor Relations (e.g., early union efforts, 10-hour day, women’s role) 	SE: 145-151 <i>National Geographic 147 Standardized Test Skills Handbook 791</i> TWE: M 147 CLA 149 F 145 CK 146 RS 146 CB 148	SE: 141, 616-617, 623 TWE: C 141 CB 140 RAA 623	SE: 145-151 <i>National Geographic 147 Standardized Test Skills Handbook 791</i> TWE: M 147 CLA 149 F 145 CK 146 RS 146 CB 148

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<ul style="list-style-type: none"> Immigration and Migration (e.g., western settlements, Louisiana Purchase, European immigration) Military Conflicts (e.g., French and Indian War, American Revolutionary War, War of 1812) 	See the references to the connecting cells on the previous page.	See the references to the connecting cells on the previous page.	See the references to the connecting cells on the previous page.
8.3.9. GRADE 9			
<p>A. Identify and analyze the political and cultural contributions of individuals and groups to United States history from 1787 to 1914.</p> <ul style="list-style-type: none"> Political Leaders (e.g., Daniel Webster, Abraham Lincoln, Andrew Johnson) Military Leaders (e.g., Andrew Jackson, Robert E. Lee, Ulysses S. Grant) Cultural and Commercial Leaders (e.g., Jane Addams, Jacob Riis, Booker T. Washington) Innovators and Reformers (e.g., Alexander G. Bell, Frances E. Willard, Frederick Douglass) 	<p>SE: 145-151 <i>National Geographic 147 Standardized Test Skills Handbook 791</i></p> <p>TWE: M 147 CLA 149 F 145 CK 146 RS 146 CB 148</p>	<p>SE: 141, 616-617, 623 TWE: C 141 CB 140 RAA 623</p>	<p>SE: 145-151 <i>National Geographic 147 Standardized Test Skills Handbook 791</i></p> <p>TWE: M 147 CLA 149 F 145 CK 146 RS 146 CB 148</p>

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B. Identify and analyze primary documents, material artifacts and historic sites important in United States history from 1787 to 1914. <ul style="list-style-type: none"> Documents (e.g., Fugitive Slave Law, Treaty of Guadalupe Hidalgo, Emancipation Proclamation) 19th Century Writings and Communications (e.g., Stowe's <i>Uncle Tom's Cabin</i>, Brown's "Washed by Blood," Key's "Star Spangled Banner") Historic Places (e.g., The Alamo, Underground Railroad sites, Erie Canal) 	SE: <i>Skills 448</i> <i>Making Connections 152</i> <i>Standardized Test Skills Handbook 791</i> TWE: T 791 <i>The following pages reference primary source information:</i> SE: <i>Skills 448</i> <i>Primary Source 99, 167, 380, 432, 475, 606</i> TWE: PS 99, 167, 380, 432, 475, 606 T 448	SE: <i>Primary Source 99, 214, 266, 309, 440</i> <i>Skills 282</i> TWE: PS 99, 214, 266, 309, 440 T 282	SE: <i>Skills 448</i> <i>Making Connections 152</i> <i>Standardized Test Skills Handbook 791</i> TWE: T 791 <i>The following pages reference primary source information:</i> SE: <i>Skills 448</i> <i>Primary Source 99, 167, 380, 432, 475, 606</i> TWE: PS 99, 167, 380, 432, 475, 606 T 448

STANDARDS	PAGE REFERENCES		
	<i>The World and Its People</i>	<i>The World and Its People Eastern Hemisphere</i>	<i>The World and Its People Western Hemisphere, Europe, and Russia</i>
C. Analyze how continuity and change has influenced United States history from 1787 to 1914. <ul style="list-style-type: none"> • Belief Systems and Religions (e.g., 19th century trends and movements) • Commerce and Industry (e.g., growth of manufacturing industries, economic nationalism) • Innovations (e.g., Brooklyn Bridge, refrigerated shipping, telephone) • Politics (e.g., election of 1860, impeachment of Andrew Johnson, Jim Crow laws) • Settlement Patterns and Expansion (e.g., Manifest Destiny, successive waves of immigrants, purchase of Alaska and Hawaii) 	SE: 126-130, 131-136, 145-151 <i>National Geographic</i> 147, 149 <i>Standardized Test Skills Handbook</i> 791 TWE: M 147 CLA 149 F 145 CK 146 RS 127, 146 CTA 129 C 136 IC 148 AMS 149	SE: 141, 616-617, 623 TWE: C 141 CB 140 RAA 623	SE: 126-130, 131-136, 145-151 <i>National Geographic</i> 147, 149 <i>Standardized Test Skills Handbook</i> 791 TWE: M 147 CLA 149 F 145 CK 146 RS 127, 146 CTA 129 C 136 IC 148 AMS 149

STANDARDS	PAGE REFERENCES		
	<i>The World and Its People</i>	<i>The World and Its People Eastern Hemisphere</i>	<i>The World and Its People Western Hemisphere, Europe, and Russia</i>
<ul style="list-style-type: none"> • Social Organization (e.g., social class differences, women’s rights and antislavery movement, education reforms) • Transportation and Trade (e.g., Pony Express, telegraph, transcontinental railroad) ▪ Women’s Movement (e.g., roles in the Civil War, medical college for women, Seneca Falls Conference) 	See the references to the connecting cells on the previous page.	See the references to the connecting cells on the previous page.	See the references to the connecting cells on the previous page.

STANDARDS	PAGE REFERENCES		
	<i>The World and Its People</i>	<i>The World and Its People Eastern Hemisphere</i>	<i>The World and Its People Western Hemisphere, Europe, and Russia</i>
D. Identify and analyze conflict and cooperation among social groups and organizations in United States history from 1787 to 1914. <ul style="list-style-type: none"> • Domestic Instability (e.g., wartime confiscation of private property, abolitionist movement, Reconstruction) • Ethnic and Racial Relations (e.g., Cherokee Trail of Tears, slavery and the Underground Railroad, draft riots) • Labor Relations (e.g., female and child labor, trade unionism, strike breakers) • Immigration and Migration (e.g., Manifest Destiny, eastern and southern European immigration, Chinese Exclusion Act) • Military Conflicts (e.g., Native American opposition to expansion and settlement, Civil War, Spanish-American War) 	SE: 145-151 <i>National Geographic</i> 147 <i>Standardized Test Skills Handbook</i> 791 TWE: M 147 CLA 149 F 145 CK 146 RS 146 CB 148	SE: 141, 616-617, 623 TWE: C 141 CB 140 RAA 623	SE: 145-151 <i>National Geographic</i> 147 <i>Standardized Test Skills Handbook</i> 791 TWE: M 147 CLA 149 F 145 CK 146 RS 146 CB 148

STANDARDS	PAGE REFERENCES		
	<i>The World and Its People</i>	<i>The World and Its People Eastern Hemisphere</i>	<i>The World and Its People Western Hemisphere, Europe, and Russia</i>
8.4. World History			
8.4.6. GRADE 6			
<p>A. Identify and explain how individuals and groups made significant political and cultural contributions to world history.</p> <ul style="list-style-type: none"> • Africa (e.g., Nelson Mandela, Desmond Tutu, F. W. de Klerk, Pieter Botha, African National Congress) • Americas (e.g., Pizarro, Atahualpa, Aztecs, Incas, Montezuma, Cortez) • Asia (e.g., Tokugawa Ieyasu, Toyotomi clan, shogun Iemitsu, Commodore Perry, daimyo) • Europe (e.g., Pope Leo X, John Calvin, John Wesley, Martin Luther, Ignatius of Loyola) 	<p>SE: 197-200, 215-217, 235-236, 294-297, 299-302, 303-307, 316-317</p> <p>TWE: IC 305 CB 306 F 197</p>	<p>SE: 387-388, 390-393, 394-395, 406-407, 413, 415, 417-419, 439-441, 474-476</p> <p><i>National Geographic</i> 475 <i>Primary Source</i> 440</p> <p>TWE: CB 368 TTA 407 PS 440 M 475</p>	<p>SE: 197-200, 215-217, 235-236, 294-297, 299-302, 303-307, 316-317</p> <p>TWE: IC 305 CB 306 F 197</p>

STANDARDS	PAGE REFERENCES		
	<i>The World and Its People</i>	<i>The World and Its People Eastern Hemisphere</i>	<i>The World and Its People Western Hemisphere, Europe, and Russia</i>
B. Identify and explain important documents, material artifacts and historic sites in world history. <ul style="list-style-type: none"> • Africa (e.g., Prohibition of Marriages Act, prison on Robben Island) • Americas (e.g., Tenochtitlan, Aztec masks) • Asia (e.g., samurai sword, Commodore Perry's Black Ships) • Europe (e.g., Luther's Ninety-Five Theses, Wittenberg Castle Church) 	SE: 188-189, 252-253, 292-293 <i>National Geographic</i> 197, 199, 294, 296 <i>Making Connections</i> 201 TWE: A 189, 252, 293 CLA 193 M 199, 296 T 201	SE: 382-383, 436-437, 470-471 <i>Making Connections</i> 396, 477 <i>Skills</i> 389 <i>National Geographic</i> 443 TWE: A 383, 437, 471 M 396 T 477	SE: 188-189, 252-253, 292-293 <i>National Geographic</i> 197, 199, 294, 296 <i>Making Connections</i> 201 TWE: A 189, 252, 293 CLA 193 M 199, 296 T 201

STANDARDS	PAGE REFERENCES		
	<i>The World and Its People</i>	<i>The World and Its People Eastern Hemisphere</i>	<i>The World and Its People Western Hemisphere, Europe, and Russia</i>
<p>C. Identify and explain how continuity and change has affected belief systems, commerce and industry, innovations, settlement patterns, social organizations, transportation and women's roles in world history.</p> <ul style="list-style-type: none"> • Africa (e.g., apartheid) • Americas (e.g., European conquest) • Asia (e.g., Japanese society prior to the Meiji Restoration) • Europe (e.g., impact of the Great Schism and Reformation) 	<p>SE: 145-150, 299-302, 303-307, 314-317, 319-323</p> <p>TWE: F 145, 303, 319 T 304 IC 305 C 307 CLA 149 RS 146</p>	<p>SE: 338, 340, 344-345, 348-349, 352-354, 355-361, 439-441</p> <p><i>Primary Source</i> 440</p> <p>TWE: F 342, 356 CTA 353 TTA 357 T 359 PS 440</p>	<p>SE: 145-150, 299-302, 303-307, 314-317, 319-323</p> <p>TWE: F 145, 303, 319 T 304 IC 305 C 307 CLA 149 RS 146</p>
<p>D. Explain how conflict and cooperation among social groups and organizations affected world history.</p> <ul style="list-style-type: none"> • Africa (e.g., imperialism) • Americas (e.g., European diseases) • Asia (e.g., trade routes) • Europe (e.g., Counter Reformation) 	<p>SE: 145-150, 299-302, 303-307, 314-317, 319-323</p> <p>TWE: F 145, 303, 319 T 304 IC 305 C 307 CLA 149 RS 146</p>	<p>SE: 338, 340, 344-345, 348-349, 352-354, 355-361, 439-441</p> <p><i>Primary Source</i> 440</p> <p>TWE: F 342, 356 CTA 353 TTA 357 T 359 PS 440</p>	<p>SE: 145-150, 299-302, 303-307, 314-317, 319-323</p> <p>TWE: F 145, 303, 319 T 304 IC 305 C 307 CLA 149 RS 146</p>

STANDARDS	PAGE REFERENCES		
	<i>The World and Its People</i>	<i>The World and Its People Eastern Hemisphere</i>	<i>The World and Its People Western Hemisphere, Europe, and Russia</i>
8.4.9. GRADE 9			
<p>A. Analyze the significance of individuals and groups who made major political and cultural contributions to world history before 1500.</p> <ul style="list-style-type: none"> Political and Military Leaders (e.g., King Ashoka, Montezuma I, Ghenghis Khan, William the Conqueror) Cultural and Commercial Leaders (e.g., Mansa Musa, Yak Pac, Cheng Ho, Marco Polo) Innovators and Reformers (e.g., Erastostenes, Tupac Inka Yupenqui, Johannes Gutenberg) 	<p>SE: 197-200, 215-217, 235-236, 294-297, 299-302, 303-307, 316-317</p> <p>TWE: IC 305 CB 306 F 197</p>	<p>SE: 387-388, 390-393, 394-395, 406-407, 413, 415, 417-419, 439-441, 474-476</p> <p><i>National Geographic</i> 475 <i>Primary Source</i> 440</p> <p>TWE: CB 368, 393 TTA 407 PS 440 M 475</p>	<p>SE: 197-200, 215-217, 235-236, 294-297, 299-302, 303-307, 316-317</p> <p>TWE: IC 305 CB 306 F 197</p>

STANDARDS	PAGE REFERENCES		
	<i>The World and Its People</i>	<i>The World and Its People Eastern Hemisphere</i>	<i>The World and Its People Western Hemisphere, Europe, and Russia</i>
B. Analyze historical documents, material artifacts and historic sites important to world history before 1500. <ul style="list-style-type: none"> • Documents, Writings and Oral Traditions (e.g., Rosetta Stone, Aztec glyph writing, Dead Sea Scrolls, Magna Carta) • Artifacts, Architecture and Historic Places (e.g., Ethiopian rock churches, Mayan pyramids, Nok terra cotta figures, megaliths at Stonehenge) • Historic districts (e.g., Memphis and its Necropolis, Sanctuary of Machu Picchu, Old City of Jerusalem and its Walls, Centre of Rome and the Holy See) 	SE: 188-189, 252-253, 292-293 <i>National Geographic</i> 197, 199, 294, 296 <i>Making Connections</i> 201, 344 TWE: A 189, 252, 293 CLA 193 M 199, 296, 344 T 201, 344	SE: 382-383, 436-437, 470-471 <i>Making Connections</i> 396, 477 <i>Skills</i> 389 <i>National Geographic</i> 443 TWE: A 383, 437, 471 M 396 T 477	SE: 188-189, 252-253, 292-293 <i>National Geographic</i> 197, 199, 294, 296 <i>Making Connections</i> 201, 344 TWE: A 189, 252, 293 CLA 193 M 199, 296, 344 T 201, 344

STANDARDS	PAGE REFERENCES		
	<i>The World and Its People</i>	<i>The World and Its People Eastern Hemisphere</i>	<i>The World and Its People Western Hemisphere, Europe, and Russia</i>
<p>C. Analyze how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women before 1500.</p> <ul style="list-style-type: none"> • Africa • Americas • Asia • Europe 	<p>SE: 145-150, 299-302, 303-307, 314-317, 319-323</p> <p>TWE: F 145, 303, 319 T 304 IC 305 C 307 CLA 149 RS 146</p>	<p>SE: 338, 340, 344-345, 348-349, 352-354, 355-361, 439-441</p> <p><i>Primary Source</i> 440</p> <p>TWE: F 342, 356 CTA 353 TTA 357 T 359 PS 440</p>	<p>SE: 145-150, 299-302, 303-307, 314-317, 319-323</p> <p>TWE: F 145, 303, 319 T 304 IC 305 C 307 CLA 149 RS 146</p>
<p>D. Analyze how conflict and cooperation among social groups and organizations impacted world history through 1500 in Africa, Americas, Asia and Europe.</p> <ul style="list-style-type: none"> • Domestic Instability • Ethnic and Racial Relations • Labor Relations • Immigration and Migration • Military Conflicts 	<p>SE: 145-150, 299-302, 303-307, 314-317, 319-323</p> <p>TWE: F 145, 303, 319 T 304 IC 305 C 307 CLA 149 RS 146</p>	<p>SE: 338, 340, 344-345, 348-349, 352-354, 355-361, 439-441</p> <p><i>Primary Source</i> 440</p> <p>TWE: F 342, 356 CTA 353 TTA 357 T 359 PS 440</p>	<p>SE: 145-150, 299-302, 303-307, 314-317, 319-323</p> <p>TWE: F 145, 303, 319 T 304 IC 305 C 307 CLA 149 RS 146</p>

STANDARDS	PAGE REFERENCES		
	<i>The World and Its People</i>	<i>The World and Its People Eastern Hemisphere</i>	<i>The World and Its People Western Hemisphere, Europe, and Russia</i>
Academic Standards for Geography			
7.1. Basic Geographic Literacy			
7.1.6. GRADE 6			
<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>			
A. Describe geographic tools and their uses. <ul style="list-style-type: none"> • Basis on which maps, graphs and diagrams are created <ul style="list-style-type: none"> ➤ Aerial and other photographs ➤ Reference works ➤ Field observations ➤ Surveys • Geographic representations to display spatial information <ul style="list-style-type: none"> ➤ Absolute location ➤ Relative location ➤ Flows (e.g., goods, people, traffic) ➤ Topography ➤ Historic events 	SE: 1-3, 4-5, 6-7, 8-10, 22-26 <i>Skills</i> 60, 144, 196 TWE: T 1, 4, 5, 6, 7 DI 5 CB 6, 7 CLA 8 F 22	SE: 1-3, 4-5, 6-7, 8-10, 22-26 <i>Skills</i> 33, 60 TWE: T 1, 4, 5, 6, 7 DI 5 CB 6, 7 CLA 8 F 22	SE: 1-3, 4-5, 6-7, 8-10, 22-26 <i>Skills</i> 60, 144, 196 TWE: T 1, 4, 5, 6, 7 DI 5 CB 6, 7 CLA 8 F 22

STANDARDS	PAGE REFERENCES		
	<i>The World and Its People</i>	<i>The World and Its People Eastern Hemisphere</i>	<i>The World and Its People Western Hemisphere, Europe, and Russia</i>
<ul style="list-style-type: none"> • Mental maps to organize an understanding of the human and physical features of Pennsylvania and the home county • Basic spatial elements for depicting the patterns of physical and human features <ul style="list-style-type: none"> ➤ Point, line, area, location, distance, scale ➤ Map grids ➤ Alpha-numeric system ➤ Cardinal and intermediate directions 	See the references to the connecting cells on the previous page.	See the references to the connecting cells on the previous page.	See the references to the connecting cells on the previous page.

STANDARDS	PAGE REFERENCES		
	<i>The World and Its People</i>	<i>The World and Its People Eastern Hemisphere</i>	<i>The World and Its People Western Hemisphere, Europe, and Russia</i>
B. Describe and locate places and regions. <ul style="list-style-type: none"> • Coordinate systems (e.g., latitude and longitude, time zones) • Physical features <ul style="list-style-type: none"> ➤ In the United States (e.g., Great Lakes, Rocky Mountains, Great Plains) ➤ In Pennsylvania (e.g., Coastal Plain, Piedmont, Appalachians) • Human features <ul style="list-style-type: none"> ➤ Countries (e.g., United Kingdom, Argentina, Egypt) ➤ Provinces (e.g., Ontario, Quebec, Nova Scotia) ➤ Major human regions (e.g., Mid Atlantic, New England, Southwest) ➤ States (e.g., California, Massachusetts, Florida) ➤ Major cities (e.g., London, Los Angeles, Tokyo) 	SE: RA1-RA30, 5, 22-27, 118-120 <i>Skills</i> 60, 613 <i>National Geographic</i> 41 TWE: DI 5, 24 CB 3 CTA 25 AMS 41	SE: RA1-RA30, 5, 22-27, 118-120 <i>Skills</i> 60, 447 <i>National Geographic</i> 41 TWE: DI 5, 24 CB 3 CTA 25 AMS 41	SE: RA1-RA30, 5, 22-27, 118-120 <i>Skills</i> 60, 613 <i>National Geographic</i> 41 TWE: DI 5, 24 CB 3 CTA 25 AMS 41

STANDARDS	PAGE REFERENCES		
	<i>The World and Its People</i>	<i>The World and Its People Eastern Hemisphere</i>	<i>The World and Its People Western Hemisphere, Europe, and Russia</i>
<ul style="list-style-type: none"> ➤ Counties (e.g., Lancaster, Lackawanna, Jefferson) ➤ Townships (e.g., Dickinson, Lower Mifflin, Southampton) • Ways in which different people view places and regions (e.g., places to visit or to avoid) • Community connections to other places <ul style="list-style-type: none"> ➤ Dependence and interdependence ➤ Access and movement 	See the references to the connecting cells on the previous page.	See the references to the connecting cells on the previous page.	See the references to the connecting cells on the previous page.

STANDARDS	PAGE REFERENCES		
	<i>The World and Its People</i>	<i>The World and Its People Eastern Hemisphere</i>	<i>The World and Its People Western Hemisphere, Europe, and Russia</i>
7.1.9. GRADE 9			
<p>A. Explain geographic tools and their uses.</p> <ul style="list-style-type: none"> • Development and use of geographic tools <ul style="list-style-type: none"> ➤ Geographic information systems [GIS] ➤ Population pyramids ➤ Cartograms ➤ Satellite-produced images ➤ Climate graphs ➤ Access to computer-based geographic data (e.g., Internet, CD-ROMs) • Construction of maps <ul style="list-style-type: none"> ➤ Projections ➤ Scale ➤ Symbol systems ➤ Level of generalization ➤ Types and sources of data 	<p>SE: 1-3, 4-5, 6-7, 8-10, 10-13, 22-26 <i>Skills</i> 60, 144, 196</p> <p>TWE: T 1, 4, 5, 6, 7, 10, 11 DI 5 CB 6, 7 CLA 8 F 22 CTA 12 AG 12</p>	<p>SE: 1-3, 4-5, 6-7, 8-10, 10-13, 22-26 <i>Skills</i> 33, 60</p> <p>TWE: T 1, 4, 5, 6, 7, 10, 11 DI 5 CB 6, 7 CLA 8 F 22 CTA 12 AG 12</p>	<p>SE: 1-3, 4-5, 6-7, 8-10, 22-26 <i>Skills</i> 60, 144, 196</p> <p>TWE: T 1, 4, 5, 6, 7 DI 5 CB 6, 7 CLA 8 F 22</p>

STANDARDS	PAGE REFERENCES		
	<i>The World and Its People</i>	<i>The World and Its People Eastern Hemisphere</i>	<i>The World and Its People Western Hemisphere, Europe, and Russia</i>
<ul style="list-style-type: none"> • Geographic representations to track spatial patterns <ul style="list-style-type: none"> ➤ Weather ➤ Migration ➤ Environmental change (e.g., tropical forest reduction, sea-level changes) • Mental maps to organize and understand the human and physical features of the United States 	See the references to the connecting cells on the previous page.	See the references to the connecting cells on the previous page.	See the references to the connecting cells on the previous page.

STANDARDS	PAGE REFERENCES		
	<i>The World and Its People</i>	<i>The World and Its People Eastern Hemisphere</i>	<i>The World and Its People Western Hemisphere, Europe, and Russia</i>
<p>B. Explain and locate places and regions.</p> <ul style="list-style-type: none"> • How regions are created to interpret Earth's complexity (i.e., the differences among formal regions, functional regions, perceptual regions) • How characteristics contribute to regional changes (e.g., economic development, accessibility, demographic change) • How culture and experience influence perceptions of places and regions • How structures and alliances impact regions <ul style="list-style-type: none"> ➤ Development (e.g., First vs. Third World, North vs. South) ➤ Trade (e.g., NAFTA, the European Union) ➤ International treaties (e.g., NATO, OAS) • How regions are connected (e.g., watersheds and river systems, patterns of world trade, cultural ties, migration) 	<p>SE: RA1-RA30, 2, 5, 22-27, 52-59, 61-68, 118-120 <i>Skills</i> 60, 613 <i>National Geographic</i> 41, 63</p> <p>TWE: DI 5, 24 CB 3 RS 53 T 53 CTA 25, 55 AMS 41, 63</p>	<p>SE: RA1-RA30, 2, 5, 22-27, 52-59, 61-68, 118-120 <i>Skills</i> 60, 613 <i>National Geographic</i> 41, 63</p> <p>TWE: DI 5, 24 CB 3 RS 53 T 53 CTA 25, 55 AMS 41, 63</p>	<p>SE: RA1-RA30, 2, 5, 22-27, 52-59, 61-68, 118-120 <i>Skills</i> 60, 613 <i>National Geographic</i> 41, 63</p> <p>TWE: DI 5, 24 CB 3 RS 53 T 53 CTA 25, 55 AMS 41, 63</p>

STANDARDS	PAGE REFERENCES		
	<i>The World and Its People</i>	<i>The World and Its People Eastern Hemisphere</i>	<i>The World and Its People Western Hemisphere, Europe, and Russia</i>
7.2 The Physical Characteristics of Places and Regions			
7.2.6. GRADE 6			
A. Describe the physical characteristics of places and regions. <ul style="list-style-type: none"> • Components of Earth's physical systems (e.g., clouds, storms, relief and elevation [topography], tides, biomes, tectonic plates) • Comparison of the physical characteristics of different places and regions (e.g., soil, vegetation, climate, topography) • Climate types (e.g., marine west coast, humid continental, tropical wet and dry) 	SE: 23-24, 34-38, 39-42, 48-50, 52-59 <i>National Geographic</i> 23, 36 TWE: F 34 M 23 C 38 T 23, 53 RS 35 CEJ 24 CTA 25	SE: 23-24, 34-38, 39-42, 48-50, 52-59 <i>National Geographic</i> 23, 36 TWE: F 34 M 23 C 38 T 23, 53 RS 35 CEJ 24 CTA 25	SE: 23-24, 34-38, 39-42, 48-50, 52-59 <i>National Geographic</i> 23, 36 TWE: F 34 M 23 C 38 T 23, 53 RS 35 CEJ 24 CTA 25

STANDARDS	PAGE REFERENCES		
	<i>The World and Its People</i>	<i>The World and Its People Eastern Hemisphere</i>	<i>The World and Its People Western Hemisphere, Europe, and Russia</i>
B. Describe the physical processes that shape patterns on Earth's surface. <ul style="list-style-type: none"> • Earth-sun relationships (i.e., differences between equinoxes and solstices, reasons they occur and their relationship to latitude) • Climate influences (e.g., elevation, latitude, nearby ocean currents) • Climate change (e.g., global warming/cooling, desertification, glaciations) • Plate tectonics • Hydrologic cycle 	SE: 29-32, 34-38, 39-42, 48-50, 52-59, 61-68, 69-72 <i>National Geographic</i> 30, 31 TWE: F 29 DI 31 T 30 AD 30, 31 RS 35 C 32	SE: 29-32, 34-38, 39-42, 48-50, 52-59, 61-68, 69-72 <i>National Geographic</i> 30, 31 TWE: F 29 DI 31 T 30 AD 30, 31 RS 35 C 32	SE: 29-32, 34-38, 39-42, 48-50, 52-59, 61-68, 69-72 <i>National Geographic</i> 30, 31 TWE: F 29 DI 31 T 30 AD 30, 31 RS 35 C 32
7.2.9. GRADE 9			
A. Explain the physical characteristics of places and regions including spatial patterns of Earth's physical systems. <ul style="list-style-type: none"> • Climate regions • Landform regions 	SE: 23-24, 34-38, 39-42, 48-50, 52-59 <i>National Geographic</i> 23, 36 TWE: F 34 M 23 C 38 T 23, 53 RS 35 CEJ 24 CTA 25	SE: 23-24, 34-38, 39-42, 48-50, 52-59 <i>National Geographic</i> 23, 36 TWE: F 34 M 23 C 38 T 23, 53 RS 35 CEJ 24 CTA 25	SE: 23-24, 34-38, 39-42, 48-50, 52-59 <i>National Geographic</i> 23, 36 TWE: F 34 M 23 C 38 T 23, 53 RS 35 CEJ 24 CTA 25

STANDARDS	PAGE REFERENCES		
	<i>The World and Its People</i>	<i>The World and Its People Eastern Hemisphere</i>	<i>The World and Its People Western Hemisphere, Europe, and Russia</i>
B. Explain the dynamics of the fundamental processes that underlie the operation of Earth's physical systems. <ul style="list-style-type: none"> • Wind systems • Water cycle • Erosion/deposition cycle • Plate tectonics • Ocean currents • Natural hazards 	SE: 29-32, 34-38, 39-42, 48-50, 52-59, 61-68, 69-72 <i>National Geographic</i> 30, 31 TWE: F 29 DI 31 T 30 AD 30, 31 RS 35 C 32	SE: 29-32, 34-38, 39-42, 48-50, 52-59, 61-68, 69-72 <i>National Geographic</i> 30, 31 TWE: F 29 DI 31 T 30 AD 30, 31 RS 35 C 32	SE: 29-32, 34-38, 39-42, 48-50, 52-59, 61-68, 69-72 <i>National Geographic</i> 30, 31 TWE: F 29 DI 31 T 30 AD 30, 31 RS 35 C 32
7.3 The Human Characteristics of Places and Regions			
7.3.6. GRADE 6			
A. Describe the human characteristics of places and regions by their population characteristics. <ul style="list-style-type: none"> • Spatial distribution, size, density and demographic characteristics of population at the county and state level • Causes of human movement <ul style="list-style-type: none"> ➤ Mobility (e.g., shopping, commuting, recreation) ➤ Migration models (e.g., push/pull factors, barriers to migration) 	SE: 87-91, 121 <i>National Geographic</i> 88, 89 TWE: F 87 T 88 RS 88 TTA 90 AG 88 AMS 89 RAA 182, 183 DI 89	SE: 87-91, 121 <i>National Geographic</i> 88, 89 TWE: F 87 T 88 RS 88 TTA 90 AG 88 AMS 89 RAA 182, 183 DI 89	SE: 87-91, 121 <i>National Geographic</i> 88, 89 TWE: F 87 T 88 RS 88 TTA 90 AG 88 AMS 89 RAA 182, 183 DI 89

STANDARDS	PAGE REFERENCES		
	<i>The World and Its People</i>	<i>The World and Its People Eastern Hemisphere</i>	<i>The World and Its People Western Hemisphere, Europe, and Russia</i>
B. Describe the human characteristics of places and regions by their cultural characteristics. <ul style="list-style-type: none"> Ethnicity of people at the county and state levels (e.g., customs, celebrations, languages, religions) Spatial arrangement of cultures creates distinctive landscapes (e.g., cultural regions based on languages, customs, religion, building styles as in the Pennsylvania German region) 	SE: 80-85, 150, 168-169, 202-206 <i>National Geographic</i> 81, 82, 204 TWE: A 79 AMS 81 CTA 83 M 204 C 85, 206 CLA 84	SE: 80-85, 263-268, 307-311, 348-349 <i>National Geographic</i> 81, 82 TWE: A 79 AMS 81 CTA 83 C 85 CLA 84 F 263	SE: 80-85, 150, 168-169, 202-206 <i>National Geographic</i> 81, 82, 204 TWE: A 79 AMS 81 CTA 83 M 204 C 85, 206 CLA 84

STANDARDS	PAGE REFERENCES		
	<i>The World and Its People</i>	<i>The World and Its People Eastern Hemisphere</i>	<i>The World and Its People Western Hemisphere, Europe, and Russia</i>
C. Describe the human characteristics of places and regions by their settlement characteristics. <ul style="list-style-type: none"> • Current and past settlement patterns in the local area • Factors that affect the growth and decline of settlements (e.g., immigration, transportation development, depletion of natural resources, site and situation) 	SE: 87-91, 145-146 <i>National Geographic</i> 89, 90, 149 TWE: T 88 F 87 RS 88 DI 89 CB 148 AMS 89 M 90 RAA 182, 183	SE: 87-91 <i>National Geographic</i> 89, 90, 487, 502 TWE: T 88 F 87 RS 88 DI 89 AMS 89, 487, 502 M 90	SE: 87-91, 145-146 <i>National Geographic</i> 89, 90, 149 TWE: T 88 F 87 RS 88 DI 89 CB 148 AMS 89 M 90 RAA 182, 183

STANDARDS	PAGE REFERENCES		
	<i>The World and Its People</i>	<i>The World and Its People Eastern Hemisphere</i>	<i>The World and Its People Western Hemisphere, Europe, and Russia</i>
D. Describe the human characteristics of places and regions by their economic activities. <ul style="list-style-type: none"> • Spatial distribution of economic activities in the local area (e.g., patterns of agriculture, forestry, mining, retailing, manufacturing, services) • Factors that influence the location and spatial distribution of economic activities (e.g., market size for different types of business, accessibility, modes of transportation used to move people, goods and materials) • Spatial distribution of resources and their relationship to population distribution <ul style="list-style-type: none"> ➤ Historical settlement patterns and natural resource use (e.g., waterpower sites along the Fall Line) ➤ Natural resource-based industries (e.g., agriculture, mining, fishing, forestry) 	SE: 158-163, 178, 194-195, 213-214 <i>National Geographic</i> 161, 214 TWE: T 159 AMS 161, 214 TTA 161 RS 160 CB 187 CPA 186 DYK 194	SE: 258-262, 290, 294, 320, 343-344 <i>National Geographic</i> 259 TWE: AMS 259 F 258 T 259 DI 260, 320	SE: 158-163, 178, 194-195, 213-214 <i>National Geographic</i> 161, 214 TWE: T 159 AMS 161, 214 TTA 161 RS 160 CB 187 CPA 186 DYK 194

STANDARDS	PAGE REFERENCES		
	<i>The World and Its People</i>	<i>The World and Its People Eastern Hemisphere</i>	<i>The World and Its People Western Hemisphere, Europe, and Russia</i>
E. Describe the human characteristics of places and regions by their political activities. <ul style="list-style-type: none"> • Spatial pattern of political units in Pennsylvania • Functions of political units (e.g., counties, municipalities, townships, school districts, PA General Assembly districts (House and Senate), U.S. Congressional districts, states) 	SE: 146-149, 166-167, 200, 204, 216, 221, 237, 243-244 <i>National Geographic</i> 148 TWE: AD 148	SE: 247-249, 263-264, 321, 346, 349, 351-352, 353, 354 <i>National Geographic</i> 264 TWE: CLA 248 C 249 M 264	SE: 146-149, 166-167, 200, 204, 216, 221, 237, 243-244 <i>National Geographic</i> 148 TWE: AD 148

STANDARDS	PAGE REFERENCES		
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7.3.9. GRADE 9			
<p>A. Explain the human characteristics of places and regions by their population characteristics.</p> <ul style="list-style-type: none"> • Spatial distribution, size, density and demographic characteristics of population at the state and national level • Demographic structure of a population (e.g., life expectancy, fertility rate, mortality rate, infant mortality rate, population growth rate, the demographic transition model) • Effects of different types and patterns of human movement <ul style="list-style-type: none"> ➤ Mobility (e.g., travel for business) ➤ Migration (e.g., rural to urban, short term vs. long term, critical distance) 	<p>SE: 87-91, 121 <i>National Geographic</i> 88, 89</p> <p>TWE: F 87 T 88 RS 88 TTA 90 AG 88 AMS 89 RAA 182, 183 DI 89</p>	<p>SE: 87-91, 121 <i>National Geographic</i> 88, 89</p> <p>TWE: F 87 T 88 RS 88 TTA 90 AG 88 AMS 89 RAA 182, 183 DI 89</p>	<p>SE: 87-91, 121 <i>National Geographic</i> 88, 89</p> <p>TWE: F 87 T 88 RS 88 TTA 90 AG 88 AMS 89 RAA 182, 183 DI 89</p>

STANDARDS	PAGE REFERENCES		
	<i>The World and Its People</i>	<i>The World and Its People Eastern Hemisphere</i>	<i>The World and Its People Western Hemisphere, Europe, and Russia</i>
B. Explain the human characteristics of places and regions by their cultural characteristics. <ul style="list-style-type: none"> • Ethnicity of people at national levels (e.g., customs, celebrations, languages, religions) • Culture distribution (e.g., ethnic enclaves and neighborhoods) • Cultural diffusion (e.g., acculturation and assimilation, cultural revivals of language) 	SE: 80-85, 150, 168-169, 202-206 <i>National Geographic</i> 81, 82, 204 TWE: A 79 AMS 81 CTA 83 M 204 C 85, 206 CLA 84	SE: 80-85, 263-268, 307-311, 348-349 <i>National Geographic</i> 81, 82 TWE: A 79 AMS 81 CTA 83 C 85 CLA 84 F 263	SE: 80-85, 150, 168-169, 202-206 <i>National Geographic</i> 81, 82, 204 TWE: A 79 AMS 81 CTA 83 M 204 C 85, 206 CLA 84

STANDARDS	PAGE REFERENCES		
	<i>The World and Its People</i>	<i>The World and Its People Eastern Hemisphere</i>	<i>The World and Its People Western Hemisphere, Europe, and Russia</i>
C. Explain the human characteristics of places and regions by their settlement characteristics. <ul style="list-style-type: none"> • Current and past settlement patterns in Pennsylvania and the United States • Forces that have re-shaped modern settlement patterns (e.g., central city decline, suburbanization, the development of transport systems) • Internal structure of cities (e.g., manufacturing zones, inner and outer suburbs, the location of infrastructure) 	SE: 87-91, 145-146 <i>National Geographic</i> 89, 90, 149 TWE: T 88 F 87 RS 88 DI 89 CB 148 AMS 89 M 90 RAA 182, 183	SE: 87-91 <i>National Geographic</i> 89, 90, 487, 502 TWE: T 88 F 87 RS 88 DI 89 AMS 89, 487, 502 M 90	SE: 87-91, 145-146 <i>National Geographic</i> 89, 90, 149 TWE: T 88 F 87 RS 88 DI 89 CB 148 AMS 89 M 90 RAA 182, 183

STANDARDS	PAGE REFERENCES		
	<i>The World and Its People</i>	<i>The World and Its People Eastern Hemisphere</i>	<i>The World and Its People Western Hemisphere, Europe, and Russia</i>
D. Explain the human characteristics of places and regions by their economic activities. <ul style="list-style-type: none"> • Spatial distribution of economic activities in Pennsylvania and the United States (e.g., patterns of agriculture, forestry, mining, retailing, manufacturing, services) • Factors that shape spatial patterns of economic activity both nationally and internationally (e.g., comparative advantage in location of economic activities; changes in resource trade; disruption of trade flows) • Technological changes that affect the definitions of, access to, and use of natural resources (e.g., the role of exploration, extraction, use and depletion of resources) 	SE: 158-163, 178, 194-195, 213-214 <i>National Geographic</i> 161, 214 TWE: T 159 AMS 161, 214 TTA 161 RS 160 CB 187 CPA 186 DYK 194	SE: 258-262, 290, 294, 320, 343-344 <i>National Geographic</i> 259 TWE: AMS 259 F 258 T 259 DI 260, 320	SE: 158-163, 178, 194-195, 213-214 <i>National Geographic</i> 161, 214 TWE: T 159 AMS 161, 214 TTA 161 RS 160 CB 187 CPA 186 DYK 194

STANDARDS	PAGE REFERENCES		
	<i>The World and Its People</i>	<i>The World and Its People Eastern Hemisphere</i>	<i>The World and Its People Western Hemisphere, Europe, and Russia</i>
E. Explain the human characteristics of places and regions by their political activities. <ul style="list-style-type: none"> • Spatial pattern of political units in the United States • Geographic factors that affect decisions made in the United States (e.g., territorial expansion, boundary delineation, allocation of natural resources) • Political and public policies that affect geography (e.g., open space, urban development) 	SE: 146-149, 166-167, 200, 204-205, 216, 221, 237, 243-244 <i>National Geographic</i> 148 TWE: AD 148	SE: 247-249, 263-264, 321, 346, 349, 351-352, 353, 354 <i>National Geographic</i> 264 TWE: CLA 248 C 249 M 264	SE: 146-149, 166-167, 200, 204-205, 216, 221, 237, 243-244 <i>National Geographic</i> 148 TWE: AD 148

STANDARDS	PAGE REFERENCES		
	<i>The World and Its People</i>	<i>The World and Its People Eastern Hemisphere</i>	<i>The World and Its People Western Hemisphere, Europe, and Russia</i>
7.4 The Interactions Between People and Places			
7.4.6. GRADE 6			
A. Describe the impacts of physical systems on people. <ul style="list-style-type: none"> How people depend on, adjust to and modify physical systems on a regional scale (e.g., coastal industries, development of coastal communities, flood control) Ways in which people adjust to life in hazard-prone areas (e.g., California and earthquakes, Florida and hurricanes, Oklahoma and tornadoes) 	SE: 34-38, 54-56, 192 <i>National Geographic</i> 35, 36, 190 <i>Exploring Culture</i> 37 <i>Believe It or Not</i> 55 TWE: DYK 55 RS 35 AD 35, 36 CTA 55 EC 37	SE: 34-38, 54-56 <i>National Geographic</i> 35, 36 <i>Exploring Culture</i> 37 <i>Believe It or Not</i> 55 TWE: DYK 55 RS 35 AD 35, 36 CTA 55 EC 37	SE: 34-38, 54-56, 192 <i>National Geographic</i> 35, 36, 190 <i>Exploring Culture</i> 37 <i>Believe It or Not</i> 55 TWE: DYK 55 RS 35 AD 35, 36 CTA 55 EC 37

STANDARDS	PAGE REFERENCES		
	<i>The World and Its People</i>	<i>The World and Its People Eastern Hemisphere</i>	<i>The World and Its People Western Hemisphere, Europe, and Russia</i>
B. Describe the impacts of people on physical systems. <ul style="list-style-type: none"> Changing spatial patterns on Earth's surface that result from human activities (e.g., lake desiccation as in the Aral Sea, construction of dikes, dams and storm surge barriers in the Netherlands, designation of state parks and forests throughout Pennsylvania) Ways humans adjust their impact on the habitat (e.g., Endangered Species Act, replacement of wetlands, logging and replanting trees) 	SE: 58-59, 69-72 <i>Eye on the Environment</i> 76, 250, 498, 772 TWE: T 70, 76, 250 CB 57, 58 C 72 M 250 F 76, 250	SE: 58-59, 69-72 <i>Eye on the Environment</i> 76, 332, 606 TWE: T 70, 76, 332 CB 57, 58 C 72 F 76 M 332	SE: 58-59, 69-72 <i>Eye on the Environment</i> 76, 250, 498, 772 TWE: T 70, 76, 250 CB 57, 58 C 72 M 250 F 76, 250

STANDARDS	PAGE REFERENCES		
	<i>The World and Its People</i>	<i>The World and Its People Eastern Hemisphere</i>	<i>The World and Its People Western Hemisphere, Europe, and Russia</i>
7.4.9. GRADE 9			
A. Explain the impacts of physical systems on people. <ul style="list-style-type: none"> How people depend on, adjust to and modify physical systems on a national scale (e.g., soil conservation programs, projects of The Corps of Engineers) Ways in which people in hazard-prone areas adjust their ways of life (e.g., building design in earthquake areas, dry-farming techniques in drought-prone areas) 	SE: 34-38, 54-56, 192 <i>National Geographic</i> 35, 36, 190 <i>Exploring Culture</i> 37 <i>Believe It or Not</i> 55 TWE: DYK 55 RS 35 AD 35, 36 CTA 55 EC 37	SE: 34-38, 54-56 <i>National Geographic</i> 35, 36 <i>Exploring Culture</i> 37 <i>Believe It or Not</i> 55 TWE: DYK 55 RS 35 AD 35, 36 CTA 55 EC 37	SE: 34-38, 54-56, 192 <i>National Geographic</i> 35, 36, 190 <i>Exploring Culture</i> 37 <i>Believe It or Not</i> 55 TWE: DYK 55 RS 35 AD 35, 36 CTA 55 EC 37

STANDARDS	PAGE REFERENCES		
	<i>The World and Its People</i>	<i>The World and Its People Eastern Hemisphere</i>	<i>The World and Its People Western Hemisphere, Europe, and Russia</i>
B. Explain the impacts of people on physical systems. <ul style="list-style-type: none"> Forces by which people modify the physical environment (e.g., increasing population; new agricultural techniques; industrial processes and pollution) Spatial effects of activities in one region on another region (e.g., scrubbers on power plants to clean air, transportation systems such as Trans-Siberian Railroad, potential effects of fallout from nuclear power plant accidents) 	SE: 58-59, 69-72 <i>Eye on the Environment</i> 76, 250, 498, 772 TWE: T 70, 76, 250 CB 57, 58 C 72 M 250 F 76, 250	SE: 58-59, 69-72 <i>Eye on the Environment</i> 76, 332, 606 TWE: T 70, 76, 332 CB 57, 58 C 72 F 76 M 332	SE: 58-59, 69-72 <i>Eye on the Environment</i> 76, 250, 498, 772 TWE: T 70, 76, 250 CB 57, 58 C 72 M 250 F 76, 250

Codes Used for TWE Codes

The World and Its People

A	About the Photo
AD	Analyzing the Diagram
AG	Analyzing Graphs
AMS	Applying Map Skills
C	Close
CB	Content Background
CEJ	Current Events Journal
CK	Cultural Kaleidoscope
CLA	Cooperative Learning Activity
CPA	Country Profiles Activity
CTA	Critical Thinking Activity
DI	Differentiated Instruction
DYK	Did You Know?
EC	Exploring Culture
F	Focus
IC	Interdisciplinary Connections
L	Literature
M	More About...
MC	Making Comparisons
PS	Primary Sources
RAA	Regional Atlas Activity
RS	Reading Strategy
T	Teach
TTA	Team-Teaching Activity

The World and Its People Eastern Hemisphere

A	About the Photo
AD	Analyzing the Diagram
AG	Analyzing Graphs
AMS	Applying Map Skills
C	Close
CB	Content Background
CEJ	Current Events Journal
CLA	Cooperative Learning Activity
CTA	Critical Thinking Activity
DI	Differentiated Instruction
DYK	Did You Know?
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F	Focus
L	Literature
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RAA	Regional Atlas Activity
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The World and Its People Western Hemisphere, Europe, and Russia

A	About the Photo
AD	Analyzing the Diagram
AG	Analyzing Graphs
AMS	Applying Map Skills
C	Close
CB	Content Background
CEJ	Current Events Journal
CK	Cultural Kaleidoscope
CLA	Cooperative Learning Activity
CPA	Country Profiles Activity
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