



Glencoe

PENNSYLVANIA

Academic Standards for History, Geography, Civics and Government, and Economics Grade 9

The American Journey: Reconstruction to the Present © 2005

STANDARDS	PAGE REFERENCES
<b>Academic Standards for History</b>	
<b>8.1. Historical Analysis and Skills Development</b>	
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to . . .</i>	
<p>A. Analyze chronological thinking.</p> <ul style="list-style-type: none"> <li>• Difference between past, present and future</li> <li>• Sequential order of historical narrative</li> <li>• Data presented in time lines</li> <li>• Continuity and change</li> <li>• Context for events</li> </ul>	<p>SE: 2-3, 30-31  <i>Time Notebook</i> 540-541, 642-643, 756-757  <i>Why It Matters</i> 562-563</p> <p>TWE: ICA 49  W 7</p>
<p>B. Analyze and interpret historical sources.</p> <ul style="list-style-type: none"> <li>• Literal meaning of historical passages</li> <li>• Data in historical and contemporary maps, graphs, and tables</li> <li>• Different historical perspectives</li> <li>• Data from maps, graphs and tables</li> <li>• Visual data presented in historical evidence</li> </ul>	<p>SE: 232-253, 956-979  <i>Social Studies Skillbuilder</i> 596, 625  <i>Study &amp; Writing Skillbuilder</i> 45</p> <p>TWE: CC 10, 25  CLA 17  ICA 13  TTA 0 (<i>Introducing the Prologue</i> page)</p>
<p>C. Analyze the fundamentals of historical interpretation.</p> <ul style="list-style-type: none"> <li>• Fact versus opinion</li> <li>• Reasons/causes for multiple points of view</li> <li>• Illustrations in historical documents and stories</li> <li>• Causes and results</li> <li>• Author or source used to develop historical narratives</li> <li>• Central issue</li> </ul>	<p>SE: 956-979  <i>Reading Skills Handbook</i> 7  <i>Social Studies Skillbuilder</i> 625  <i>Two View Points</i> 586</p> <p>TWE: CC 25  DI 6  RS 5  TTA 0 (<i>Introducing the Prologue</i> page)</p>
<p>D. Analyze and interpret historical research.</p> <ul style="list-style-type: none"> <li>• Historical event (time and place)</li> <li>• Facts, folklore and fiction</li> <li>• Historical questions</li> <li>• Primary sources</li> <li>• Secondary sources</li> <li>• Conclusions (e.g., History Day projects, mock trials, speeches)</li> <li>• Credibility of evidence</li> </ul>	<p>SE: 956-979  <i>Critical Thinking Skillbuilder</i> 827, 861  <i>Social Studies Skillbuilder</i> 625, 747  <i>Study &amp; Writing Skillbuilder</i> 45</p> <p>TWE: CC 10  ICA 13  RPSS 55  TTA 0 (<i>Introducing the Prologue</i> page)</p>

STANDARDS	PAGE REFERENCES
<b>8.2. Pennsylvania History</b>	
<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"> <li>• Political Leaders (e.g., James Buchanan, Thaddeus Stevens, Andrew Curtin)</li> <li>• Military Leaders (e.g., George Meade, George McClellan, John Hartranft)</li> <li>• Cultural and Commercial Leaders (e.g., John J. Audubon, Rebecca Webb Lukens, Stephen Foster)</li> <li>• Innovators and Reformers (e.g., George Westinghouse, Edwin Drake, Lucretia Mott)</li> </ul>	<p>SE: 558, 564, 567-569, 570, 600  TWE: AA 25  F 16  WWWW 570</p>
<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"> <li>• Documents, Writings and Oral Traditions (e.g., Pennsylvania Constitutions of 1838 and 1874, The “Gettysburg Address, <i>The Pittsburgh Survey</i>)</li> <li>• Artifacts, Architecture and Historic Places (e.g., Gettysburg, Eckley Miners’ Village, Drake’s Well)</li> </ul>	<p>SE: 217-222, 232-253, 567-568, 570  <i>America’s Architecture 25</i>  <i>Documents of American History 988, 991</i>  TWE: DI 569</p>
<p>C. Identify and analyze how continuity and change have influenced Pennsylvania history from 1787 to 1914.</p> <ul style="list-style-type: none"> <li>• Belief Systems and Religions (e.g., Ephrata Cloister, Harmonists, Amish, immigrant influences)</li> <li>• Commerce and Industry (e.g., mining coal, producing iron, harvesting timber)</li> <li>• Innovations (e.g., John Roebling’s steel cable, steel-tipped plow, improved techniques for making iron, steel and glass)</li> <li>• Politics (e.g., Fugitive Slave Act reaction, canal system legislation, The Free School Act of 1834)</li> <li>• Settlement Patterns (e.g., farms and growth of urban centers)</li> <li>• Social Organization (e.g., the Philadelphia Centennial Exposition of 1876, prohibition of racial discrimination in schools)</li> <li>• Transportation (e.g., canals, National Road, Thompson’s Horseshoe Curve)</li> <li>• Women’s Movement (e.g., work of the Equal Rights League of Pennsylvania)</li> </ul>	<p>SE: 26-27, 30-36, 37-44, 46-51, 52-57, 567-568, 570, 573-574, 584-585, 590-595, 611  <i>America’s Architecture 25</i>  <i>Regional Atlas 6-7</i></p>

STANDARDS	PAGE REFERENCES
<p>D. Identify and analyze conflict and cooperation among social groups and organizations in Pennsylvania history from 1787 to 1914.</p> <ul style="list-style-type: none"> <li>• Domestic Instability (e.g., impact of war, 1889 Johnstown Flood)</li> <li>• Ethnic and Racial Relations (e.g., Christiana riots, disenfranchisement and restoration of suffrage for African-Americans, Carlisle Indian School)</li> <li>• Labor Relations (e.g., National Trade Union, the “Molly Maguires,” Homestead steel strike)</li> <li>• Immigration (e.g., Anti-Irish Riot of 1844, new waves of immigrants)</li> <li>• Military Conflicts (e.g., Battle of Lake Erie, the Mexican War, the Civil War)</li> </ul>	<p>SE: 27, 33, 44, 46-51, 52-57, 575, 600 <i>Geography Skills</i> 574</p>
<b>8.3. United States History</b>	
<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"> <li>• Political Leaders (e.g., Daniel Webster, Abraham Lincoln, Andrew Johnson)</li> <li>• Military Leaders (e.g., Andrew Jackson, Robert E. Lee, Ulysses S. Grant)</li> <li>• Cultural and Commercial Leaders (e.g., Jane Addams, Jacob Riis, Booker T. Washington)</li> <li>• Innovators and Reformers (e.g., Alexander G. Bell, Frances E. Willard, Frederick Douglass)</li> </ul>	<p>SE: 562-563, 631-632 <i>People In History</i> 592, 632 <i>Primary Sources Library</i> 972 <i>Time Notebook</i> 642 TWE: EC 642, 972 F 16 PIH 592 RT 593, 632 WWWW 593</p>
<p>B. Identify and analyze primary documents, material artifacts and historic sites important in United States history from 1787 to 1914.</p> <ul style="list-style-type: none"> <li>• Documents (e.g., Fugitive Slave Law, Treaty of Guadalupe Hidalgo, Emancipation Proclamation)</li> <li>• 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”)</li> <li>• Historic Places (e.g., The Alamo, Underground Railroad sites, Erie Canal)</li> </ul>	<p>SE: 217-222, 232-253 <i>Documents of American History</i> 987, 988, 990, 991</p>

STANDARDS	PAGE REFERENCES
<p>C. Analyze how continuity and change have influenced United States history from 1787 to 1914.</p> <ul style="list-style-type: none"> <li>• Belief Systems and Religions (e.g., 19th century trends and movements)</li> <li>• Commerce and Industry (e.g., growth of manufacturing industries, economic nationalism)</li> <li>• Innovations (e.g., Brooklyn Bridge, refrigerated shipping, telephone)</li> <li>• Politics (e.g., election of 1860, impeachment of Andrew Johnson, Jim Crow laws)</li> <li>• Settlement Patterns and Expansion (e.g., Manifest Destiny, successive waves of immigrants, purchase of Alaska and Hawaii)</li> <li>• Social Organization (e.g., social class differences, women’s rights and antislavery movement, education reforms)</li> <li>• Transportation and Trade (e.g., Pony Express, telegraph, transcontinental railroad)</li> <li>• Women’s Movement (e.g., roles in the Civil War, medical college for women, Seneca Falls Conference)</li> </ul>	<p>SE: 531-532, 558, 561-566, 640, 645-646 <i>More About...</i> 565</p> <p>TWE: DI 640 ICA 647 WIM 0 (<i>Introducing the Prologue</i> page)</p>
<p>D. Identify and analyze conflict and cooperation among social groups and organizations in United States history from 1787 to 1914.</p> <ul style="list-style-type: none"> <li>• Domestic Instability (e.g., wartime confiscation of private property, abolitionist movement, Reconstruction)</li> <li>• Ethnic and Racial Relations (e.g., Cherokee Trail of Tears, slavery and the Underground Railroad, draft riots)</li> <li>• Labor Relations (e.g., female and child labor, trade unionism, strike breakers)</li> <li>• Immigration and Migration (e.g., Manifest Destiny, eastern and southern European immigration, Chinese Exclusion Act)</li> <li>• Military Conflicts (e.g., Native American opposition to expansion and settlement, Civil War, Spanish-American War)</li> </ul>	<p>SE: 26-27, 30-36, 37-44, 46-51, 52-57, 542-547, 572-575, 582-587, 649-654</p>

STANDARDS	PAGE REFERENCES
<b>Academic Standards for Geography</b>	
<b>7.1. Basic Geographic Literacy</b>	
<b><i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to . . .</i></b>	
<p>A. Explain geographic tools and their uses.</p> <ul style="list-style-type: none"> <li>• Development and use of geographic tools <ul style="list-style-type: none"> <li>➤ Geographic information systems [GIS]</li> <li>➤ Population pyramids</li> <li>➤ Cartograms</li> <li>➤ Satellite-produced images</li> <li>➤ Climate graphs</li> <li>➤ Access to computer-based geographic data (e.g., Internet, CD-ROMs)</li> </ul> </li> <li>• Construction of maps <ul style="list-style-type: none"> <li>➤ Projections</li> <li>➤ Scale</li> <li>➤ Symbol systems</li> <li>➤ Level of generalization</li> <li>➤ Types and sources of data</li> </ul> </li> <li>• Geographic representations to track spatial patterns <ul style="list-style-type: none"> <li>➤ Weather</li> <li>➤ Migration</li> <li>➤ Environmental change (e.g., tropical forest reduction, sea-level changes)</li> </ul> </li> <li>• Mental maps to organize and understand the human and physical features of the United States</li> </ul>	<p>SE: <i>Geography Handbook</i> 1-9  <i>Geography Skills</i> 18, 30-31  <i>Social Studies Skillbuilder</i> 533</p> <p>TWE: CTM 19  DI 4  EC 3, 7</p>
<p>B. Explain and locate places and regions.</p> <ul style="list-style-type: none"> <li>• How regions are created to interpret Earth's complexity (i.e., the differences among formal regions, functional regions, perceptual regions)</li> <li>• How characteristics contribute to regional changes (e.g., economic development, accessibility, demographic change)</li> <li>• How culture and experience influence perceptions of places and regions</li> <li>• How structures and alliances impact regions <ul style="list-style-type: none"> <li>➤ Development (e.g., First vs. Third World, North vs. South)</li> <li>➤ Trade (e.g., NAFTA, the European Union)</li> <li>➤ International treaties (e.g., NATO, OAS)</li> </ul> </li> <li>• How regions are connected (e.g., watersheds and river systems, patterns of world trade, cultural ties, migration)</li> </ul>	<p>SE: <i>Climate Regions of the United States</i> 5  <i>Geography Handbook</i> 2-7  <i>Geography Skills</i> 668, 771  <i>Geography &amp; History</i> 740-741, 934-935  <i>Physical Regions of the United States</i> 1</p> <p>TWE: EC 3  WWWW 7</p>

STANDARDS	PAGE REFERENCES
<b>7.2 The Physical Characteristics of Places and Regions</b>	
<p>A. Explain the physical characteristics of places and regions including spatial patterns of Earth's physical systems.</p> <ul style="list-style-type: none"> <li>• Climate regions</li> <li>• Landform regions</li> </ul>	<p>SE: <i>Climate Regions of the United States</i> 5  <i>Geography Handbook</i> 2-3  <i>Geography &amp; History</i> 740-741  <i>Physical Regions of the United States</i> 1</p> <p>TWE: EC 3  WWW 7</p>
<p>B. Explain the dynamics of the fundamental processes that underlie the operation of Earth's physical systems.</p> <ul style="list-style-type: none"> <li>• Wind systems</li> <li>• Water cycle</li> <li>• Erosion/deposition cycle</li> <li>• Plate tectonics</li> <li>• Ocean currents</li> <li>• Natural hazards</li> </ul>	<p>SE: 736-737  <i>Geography Handbook</i> 2  <i>Geography &amp; History</i> 740-741</p> <p>TWE: EC 740  RT 738</p>
<b>7.3 The Human Characteristics of Places and Regions</b>	
<p>A. Explain the human characteristics of places and regions by their population characteristics.</p> <ul style="list-style-type: none"> <li>• Spatial distribution, size, density and demographic characteristics of population at the state and national level</li> <li>• Demographic structure of a population (e.g., life expectancy, fertility rate, mortality rate, infant mortality rate, population growth rate, the demographic transition model)</li> <li>• Effects of different types and patterns of human movement <ul style="list-style-type: none"> <li>➤ Mobility (e.g., travel for business)</li> <li>➤ Migration (e.g., rural to urban, short term vs. long term, critical distance)</li> </ul> </li> </ul>	<p>SE: 823, 943  <i>Geography Skills</i> 829  <i>Geography &amp; History</i> 588-589  <i>Graph Skills</i> 591, 822  <i>Time Notebook</i> 916</p> <p>TWE: EC 916</p>
<p>B. Explain the human characteristics of places and regions by their cultural characteristics.</p> <ul style="list-style-type: none"> <li>• Ethnicity of people at national levels (e.g., customs, celebrations, languages, religions)</li> <li>• Culture distribution (e.g., ethnic enclaves and neighborhoods)</li> <li>• Cultural diffusion (e.g., acculturation and assimilation, cultural revivals of language)</li> </ul>	<p>SE: 582-586  <i>Geography &amp; History</i> 588-589</p> <p>TWE: CTA 586  DI 584  ICA 585</p>

STANDARDS	PAGE REFERENCES
<p>C. Explain the human characteristics of places and regions by their settlement characteristics.</p> <ul style="list-style-type: none"> <li>• Current and past settlement patterns in Pennsylvania and the United States</li> <li>• Forces that have re-shaped modern settlement patterns (e.g., central city decline, suburbanization, the development of transport systems)</li> <li>• Internal structure of cities (e.g., manufacturing zones, inner and outer suburbs, the location of infrastructure)</li> </ul>	<p>SE: 6-9, 10-14, 590-595, 823, 829-830  <i>Geography Skills</i> 829  <i>Graph Skills</i> 591, 822  <i>Regional Atlas</i> 6-7</p> <p>TWE: DYK 6  EC 916</p>
<p>D. Explain the human characteristics of places and regions by their economic activities.</p> <ul style="list-style-type: none"> <li>• Spatial distribution of economic activities in Pennsylvania and the United States (e.g., patterns of agriculture, forestry, mining, retailing, manufacturing, services)</li> <li>• 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)</li> <li>• 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)</li> </ul>	<p>SE: 567-570, 940, 943  <i>Geography &amp; History</i> 934-935</p> <p>TWE: CLA 1  DI 569, 592</p>
<p>E. Explain the human characteristics of places and regions by their political activities.</p> <ul style="list-style-type: none"> <li>• Spatial pattern of political units in the United States</li> <li>• Geographic factors that affect decisions made in the United States (e.g., territorial expansion, boundary delineation, allocation of natural resources)</li> <li>• Political and public policies that affect geography (e.g., open space, urban development)</li> </ul>	<p>SE: 32-36, 39-44  <i>Geography Skills</i> 617, 839, 941  <i>Regional Atlas Activity</i> 6-7</p> <p>TWE: WWWW 7</p>
<b>7.4 The Interactions Between People and Places</b>	
<p>A. Explain the impacts of physical systems on people.</p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• 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)</li> </ul>	<p>SE: 622, 902, 944  <i>Geography Skills</i> 626-627, 740-741</p> <p>TWE: CC 10  DYK 6  EC 626, 740  WWW 7</p>

STANDARDS	PAGE REFERENCES
<p>B. Explain the impacts of people on physical systems.</p> <ul style="list-style-type: none"> <li>• Forces by which people modify the physical environment (e.g., increasing population; new agricultural techniques; industrial processes and pollution)</li> <li>• 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)</li> </ul>	<p>SE: 733, 736-737, 902, 912, 944 <i>Geography &amp; History</i> 740-741</p> <p>TWE: EC 740 RT 738</p>
<b>Academic Standards for Civics and Government</b>	
<b>5.1. Principles and Documents of Government</b>	
<b><i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to . . .</i></b>	
<p>A. Identify and explain the major arguments advanced for the necessity of government.</p>	<p>SE: 5-6, 11-14, 18-19, 23-24, 26-27, 154</p> <p>TWE: BMA 217 CLA 218, 253 CTA 26 RT 224</p>
<p>B. Describe historical examples of the importance of the rule of law.</p> <ul style="list-style-type: none"> <li>• Sources</li> <li>• Purposes</li> <li>• Functions</li> </ul>	<p>SE: 11-14, 18-19, 20-21, 32-36, 56-57</p> <p>TWE: BMA 240 ISD 12</p>
<p>C. Analyze the principles and ideals that shape government.</p> <ul style="list-style-type: none"> <li>• Constitutional government</li> <li>• Liberal democracy</li> <li>• Classical republicanism</li> <li>• Federalism</li> </ul>	<p>SE: 5, 26-27, 232-253</p> <p>TWE: BMA 240 CLA 218, 229 ICA 35 RS 23 RT 220 TTA 2</p>
<p>D. Interpret significant changes in the basic documents shaping the government of Pennsylvania.</p> <ul style="list-style-type: none"> <li>• The Great Law of 1682</li> <li>• Constitution of 1776</li> <li>• Constitution of 1790</li> <li>• Constitution of 1838</li> <li>• Constitution of 1874</li> <li>• Constitution of 1968</li> </ul>	<p>SE: 232-253 <i>Civics in Action</i> 217-222 <i>Documents of American History</i> 990</p> <p>Note: The shaping of the government of Pennsylvania can be covered during teacher/class discussion.</p>

STANDARDS	PAGE REFERENCES
<p>E. Analyze the basic documents shaping the government of the United States.</p> <ul style="list-style-type: none"> <li>• Magna Carta</li> <li>• English Bill of Rights</li> <li>• Mayflower Compact</li> <li>• Articles of Confederation</li> <li>• Declaration of Independence</li> <li>• Federalist papers</li> <li>• Anti-federalist writings</li> <li>• United States Constitution</li> </ul>	<p>SE: 12, 154-157, 232-253  <i>Civics in Action</i> 217-230  <i>Documents of American History</i> 985-986, 990</p> <p>TWE: CLA 218  ISD 12  RS 23</p>
<p>F. Contrast the individual rights created by the Pennsylvania Constitution and those created by the Constitution of the United States.</p>	<p>SE: 232-253  <i>Civics in Action</i> 217-222, 228-230</p> <p>TWE: BMA 228  CLA 229  CTA 221, 245  EC 244</p> <p>Note: Rights established in the Pennsylvania Constitution can be covered during teacher/class discussion.</p>
<p>G. Describe the procedures for proper uses, display and respect for the United States Flag as per the National Flag Code.</p>	<p>SE: <i>Documents of American History</i> 992  <i>Flag Etiquette</i> 229</p> <p>TWE: CC 39</p>
<p>H. Explain and interpret the roles of framers of basic documents of government from a national and Pennsylvania perspective.</p>	<p>SE: 22-27, 32-36  <i>Civics in Action</i> 217-222</p> <p>TWE: BMA 154  CC 220  F 16  ISD 12  WWW 221</p>
<p>I. Explain the essential characteristics of limited and unlimited governments and explain the advantages and disadvantages of systems of government.</p> <ul style="list-style-type: none"> <li>• Confederal</li> <li>• Federal</li> <li>• Unitary</li> </ul>	<p>SE: <i>Chart Skills</i> 218  <i>Civics in Action</i> 217-222, 223-227</p> <p>TWE: CLA 218  RS 220</p>
<p>J. Explain how law protects individual rights and the common good.</p>	<p>SE: <i>Civics in Action</i> 217-218, 220, 228-230</p> <p>TWE: BMA 228, 240  CLA 229  ISD 12  RS 23  TTA 2</p>
<p>K. Explain why symbols and holidays were created and the ideals they commemorate.</p>	<p>SE: <i>Analyzing Political Cartoons</i> 745  <i>Linking Past &amp; Present</i> 681</p> <p>TWE: CC 39  LPP 681  WIM 772  YDS 38</p>

STANDARDS	PAGE REFERENCES
L. Interpret Pennsylvania and United States court decisions that have impacted the principles and ideals of government.	SE: 839-840 <i>Civics in Action</i> 222, 227 <i>Documents of American History</i> 997-1000 TWE: WWWWW 222 Note: Pennsylvania court decisions can be covered during teacher/class discussion.
M. Interpret the impact of famous speeches and writings on civic life (e.g., <i>The Gospel of Wealth</i> , <i>Declaration of Sentiments</i> ).	SE: 592, 613 <i>Documents of American History</i> 989, 995-996 TWE: RS 23 RT 601
<b>5.2. Rights and Responsibilities of Citizenship</b>	
A. Contrast the essential rights and responsibilities of citizens in systems of government. <ul style="list-style-type: none"> <li>• Autocracy</li> <li>• Democracy</li> <li>• Oligarchy</li> <li>• Republic</li> </ul>	SE: <i>Civics in Action</i> 217-218, 220, 228-230 TWE: BMA 228, 240 CLA 229 SLP 255
B. Analyze citizens' rights and responsibilities in local, state and national government.	SE: 29 #26, 59 #26 <i>Civics in Action</i> 217-218, 220, 228-230 TWE: BMA 228 CLA 229 SLP 607
C. Analyze skills used to resolve conflicts in society and government.	SE: 616-618, 841-842 <i>People In History</i> 841 TWE: BMA 217 DI 617
D. Analyze political leadership and public service in a republican form of government.	SE: <i>Civics in Action</i> 218 TWE: BMA 223 CLA 229 CTA 234, 236 DI 225
E. Explain the importance of the political process to competent and responsible participation in civic life.	SE: 29 #26 <i>Civics in Action</i> 217-230 TWE: BMA 228, 240, 244 CTA 241 DYK 223 EC 247 ISD 12
F. Analyze the consequences of violating laws of Pennsylvania compared to those of the United States.	TWE: CC 220, 245 CTA 245 EC 247 Note: Pennsylvania law can be covered during teacher/class discussion.

STANDARDS	PAGE REFERENCES
G. Analyze political and civic participation in government and society.	SE: 29 #26 <i>Civics in Action</i> 217-218, 229-230 TWE: BMA 228 CLA 229 DYK 223 ISD 12 SLP 607
<b>5.3. How Government Works</b>	
A. Explain the structure, organization and operation of the local, state, and national governments including domestic and national policy-making.	SE: <i>Civics in Action</i> 223-227 <i>Graphic Organizer Skills</i> 225 <i>United States Constitution</i> 233-243 TWE: DI 225 IB 27
B. Compare the responsibilities and powers of the three branches within the national government.	SE: 219-220, 222 #5 <i>Civics in Action</i> 223-227 <i>United States Constitution</i> 233-241 TWE: BMA 238 CC 237 CLA 235 CTA 241 IB 27 RT 239
C. Explain how a bill becomes a law on a federal, state, and local level.	SE: 235 <i>Civics in Action</i> 223-225 <i>Graphic Organizer Skills</i> 225 <i>Interdisciplinary Activity</i> 227
D. Explain how independent government agencies create, amend and enforce regulatory policies. <ul style="list-style-type: none"> <li>• Local (e.g., Zoning Board)</li> <li>• State (e.g., Pennsylvania Public Utility Commission)</li> <li>• National (e.g., Federal Communications Commission)</li> </ul>	SE: 622, 734, 902 TWE: DI 225 SLP 255 WWW 906
E. Explain how citizens participate in choosing their leaders through political parties, campaigns and elections.	SE: 268, 269-270, 613-614 <i>Civics in Action</i> 230 <i>Why It Matters</i> 622-623 TWE: CLA 902 DYK 223, 248
F. Explain the election process. <ul style="list-style-type: none"> <li>• Voter registration</li> <li>• Primary elections</li> <li>• Caucuses</li> <li>• Political party conventions</li> <li>• General elections</li> <li>• Electoral College</li> </ul>	SE: 29 #26, 613-614 <i>Geography Skills</i> 941 TWE: CC 230, 253 DYK 239, 248

STANDARDS	PAGE REFERENCES
G. Explain how the government protects individual rights. <ul style="list-style-type: none"> <li>• Equal protection</li> <li>• Habeas corpus</li> <li>• Right against self incrimination</li> <li>• Double jeopardy</li> <li>• Right of appeal</li> <li>• Due process</li> </ul>	SE: 237 <i>Civics in Action</i> 217-218, 220, 228-230 TWE: BMA 228 CLA 229 CTA 245 EC 247
H. Analyze how interest groups provide opportunities for citizens to participate in the political process.	SE: 21 <i>People In History</i> 632 TWE: SLP 607
I. Analyze how and why government raises money to pay for its operation and services.	SE: 33, 42, 223, 235, 622 <i>Civics in Action</i> 229 TWE: CC 229 CLA 235
J. Analyze the importance of freedom of the press.	SE: 244-245, 905-906 <i>Civics in Action</i> 220, 228 <i>Supreme Court Cases</i> 999 TWE: EC 906 TTA 0 ( <i>Introducing the Prologue page</i> )
K. Identify and explain systems of government. <ul style="list-style-type: none"> <li>• Autocracy</li> <li>• Democracy</li> <li>• Oligarchy</li> <li>• Republic</li> </ul>	SE: 5, 675 <i>Civics in Action</i> 218-220 TWE: CLA 208, 218 DP 218
<b>5.4. How International Relationships Function</b>	
A. Explain how the United States is affected by policies of nation-states, governmental and non-governmental organizations.	SE: 913-914, 929-932, 939-940, 943-944, 945-951 <i>Terrorism Against Americans</i> 947 TWE: CLA 946 DI 924, 938 ICA 948
B. Explain the role of the United States in world affairs.	SE: 931-932, 939-940, 942-944, 945-951 TWE: CC 237 CLA 946 CTA 239 DI 924, 938 ICA 948
C. Explain the effects United States political ideas have had on other nations.	SE: 584, 681, 929-930 TWE: CLA 929 DI 584 DYK 931
D. Contrast how the three branches of federal government function in foreign policy.	SE: 885, 913, 924-925 <i>Civics in Action</i> 223-227 TWE: CC 237 CLA 235 RT 239, 875, 897

STANDARDS	PAGE REFERENCES
E. Explain the development and the role of the United Nations and other international organizations, both governmental and non-governmental.	SE: 790, 792-793, 803, 939-940, 943 <i>Geography Skills</i> 789 TWE: EC 793
<b>Academic Standards for Economics</b>	
<b>6.1. Economic Systems</b>	
<b><i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to . . .</i></b>	
A. Analyze the similarities and differences in economic systems.	SE: 11-14, 17-18, 26, 39, 46-49, 613, 701, 724-725 TWE: CLA 17 DI 612 MC 13
B. Explain how traditional, command and market economies answer the basic economic questions.	SE: 4-6, 46-49, 568, 710-711, 765-767 TWE: CTA 20
C. Explain how economic indicators reflect changes in the economy. <ul style="list-style-type: none"> <li>• Consumer Price Index (CPI)</li> <li>• Gross Domestic Product (GDP)</li> <li>• Unemployment rate</li> </ul>	SE: 709-710, 724-727, 908, 911, 938
D. Describe historical examples of expansion, recession and depression in the United States.	SE: 568, 709-710, 724-728, 796-797, 908, 911, 923-924, 932-933, 938
<b>6.2. Markets and the Functions of Governments</b>	
A. Explain the flow of goods, services and resources in a mixed economy.	SE: 29 #27, 710-712 <i>Geography &amp; History</i> 934-935 TWE: DYK 57 F 934 T 934
B. Analyze how the number of consumers and producers affects the level of competition within a market.	SE: 569-570, 571, 709-712, 796-797, 908, 923-924 TWE: C 935 RT 923
C. Explain the structure and purpose of the Federal Reserve System.	SE: 624
D. Analyze the functions of economic institutions (e.g., corporations, not-for-profit institutions).	SE: 568, 725, 734
E. Explain the laws of supply and demand and how these affect the prices of goods and services.	SE: 709-712, 796-797, 908, 923-924 TWE: RT 923
F. Analyze how competition among producers and consumers affects price, costs, product quality, service, product design, variety and advertising.	SE: 709-712, 796-797, 908, 923-924 TWE: C 935 RT 923
G. Contrast the largest sources of tax revenue with where most tax revenue is spent in Pennsylvania.	SE: 59 #26 TWE: CC 229 CLA 1 Note: Pennsylvania tax revenue can be covered during teacher/class discussion.

STANDARDS	PAGE REFERENCES
H. Analyze the economic roles of governments in market economies. <ul style="list-style-type: none"> <li>• Economic growth and stability</li> <li>• Legal frameworks</li> <li>• Other economic goals (e.g., environmental protection, competition)</li> </ul>	SE: 731-734, 765-766, 796-797, 902-903, 908, 911, 923-924, 932-933, 938 TWE: RT 923
I. Explain how government provides public goods.	SE: 731-734, 743-744 <i>Chart Skills 732</i> TWE: RT 730
J. Contrast the taxation policies of the local, state and national governments in the economy.	SE: 622, 765, 908, 911 TWE: CC 229
K. Interpret how media reports can influence perceptions of the costs and benefits of decisions.	TWE: DI 651, 711, 744 EC 694 ICA 613, 826 RT 825
L. Explain how the price of one currency is related to the price of another currency (e.g., Japanese yen in American dollar, Canadian dollar in Mexican nuevo peso).	SE: 550-551, 726 TWE: ICA 25
<b>6.3. Scarcity and Choice</b>	
A. Describe ways to deal with scarcity. <ul style="list-style-type: none"> <li>• Community</li> <li>• Pennsylvania</li> <li>• United States</li> </ul>	SE: 726-728, 731-734, 743-744, 765-766, 904, 908, 911-912
B. Analyze how unlimited wants and limited resources affect decision-making.	SE: 726-728, 731-734, 743-744, 765-766, 904, 908, 911-912, 932-933
C. Explain how resources can be used in different ways to produce different goods and services.	SE: 733, 744, 765-766, 975
D. Explain marginal analysis and decision-making.	Economists use <i>marginal analysis</i> to examine the effects of additions to or subtractions from a situation. The following pages show situations in which marginal analysis could be tested: SE: 39, 43
E. Explain the opportunity cost of a public choice from different perspectives.	SE: 43-44, 59 #26, 711-712, 765-766 TWE: ICA 25 RT 923 SLP 1
F. Explain how incentives affect the behaviors of workers, savers, consumers and producers.	SE: 765-766, 902-903, 904, 908, 923-924, 932-933 TWE: RT 825, 923
<b>6.4. Economic Interdependence</b>	
A. Explain why specialization may lead to increased production and consumption.	SE: 39, 46-47, 569-570, 710-712 <i>Technology &amp; History 711</i>
B. Explain how trade may improve a society's standard of living.	SE: 17, 638-639, 940, 943 TWE: RT 645
C. Explain why governments sometimes restrict or subsidize trade.	SE: 18-19, 21, 38, 42, 645, 904, 940

STANDARDS	PAGE REFERENCES
<p>D. Explain how the location of resources, transportation and communication networks and technology have affected United States economic patterns.</p> <ul style="list-style-type: none"> <li>• Labor markets (e.g., migrant workers)</li> <li>• Interstate highway system and sea and inland ports (e.g., movement of goods)</li> <li>• Communication technologies (e.g., facsimile transmission, satellite-based communications)</li> </ul>	<p>SE: 39-40, 556-559, 561-566, 943 <i>Geography Skills</i> 558</p> <p>TWE: CC 10, 659 ICA 40</p>
<p>E. Analyze how Pennsylvania consumers and producers participate in the global production and consumption of goods or services.</p>	<p>SE: <i>Geography &amp; History</i> 934-935</p> <p>TWE: CLA 1</p>
<p>F. Explain how opportunity cost can be used to determine the product for which a nation has a comparative advantage.</p>	<p>SE: 39, 48-49, 711-712, 765-766</p>
<p>G. Describe geographic patterns of economic activities in the United States.</p> <ul style="list-style-type: none"> <li>• Primary – extractive industries (i.e., farming, fishing, forestry, mining)</li> <li>• Secondary – materials processing industries (i.e., manufacturing)</li> <li>• Tertiary – service industries (e.g., retailing, wholesaling, finance, real estate, travel and tourism, transportation)</li> </ul>	<p>SE: 39, 46-49, 556-559 <i>Geography Skills</i> 558</p> <p>TWE: CLA 1 ICA 40</p>
<b>6.5. Work and Earnings</b>	
<p>A. Define wages and explain how wages are determined by the supply of and demand for workers.</p>	<p>SE: 796-797</p> <p>TWE: CLA 833 ICA 799</p>
<p>B. Describe how productivity is measured and identify ways in which a person can improve his or her productivity.</p>	<p>SE: 710 (productivity is defined and ways to include productivity are given) 765-766 (increased productivity through government and workers' efforts, including a graph on women in the labor force 1900-1950) 821-822 (presents how government spending and technological advances after World War II resulted in greater productivity and, as a result, increased wages)</p>
<p>C. Identify and explain the characteristics of the three types of businesses.</p> <ul style="list-style-type: none"> <li>• Sole proprietorship</li> <li>• Partnership</li> <li>• Corporation</li> </ul>	<p>SE: 568</p> <p>TWE: DI 622 RT 565</p>
<p>D. Analyze how risks influence business decision-making.</p>	<p>SE: 568, 725-726, 908</p> <p>TWE: RT 923</p>
<p>E. Define wealth and describe its distribution within and among the political divisions of the United States.</p>	<p>SE: 569-571, 592, 821-826, 828-831 <i>Geography Skills</i> 829</p> <p>TWE: ICA 570 RT 593, 829</p>

STANDARDS	PAGE REFERENCES
F. Identify leading entrepreneurs in Pennsylvania and the United States and describe the risks they took and the rewards they received.	SE: 557, 567, 569-570, 711-712 TWE: RT 565
G. Explain the differences among stocks, bonds and mutual funds.	SE: 724-725
H. Explain the impact of higher or lower interest rates for savers, borrowers, consumers and producers.	SE: 903

### Codes Used for TWE Pages

AA	America's Architecture
BMA	Bellringer Motivational Activity
C	Close
CC	Curriculum Connection
CLA	Cooperative Learning Activity
CTA	Critical Thinking Activity
CTM	Creating a Thematic Map
DI	Differentiated Instruction
DP	Discussing Precedents
DYK	Did You Know?
EC	Extending the Content
F	Focus
IB	Identifying Branches
ICA	Interdisciplinary Connections Activity
ISD	Identifying Steps to Democracy
LPP	Linking Past & Present
MC	Making a Chart
PIH	People In History
RPSS	Reading Primary and Secondary Sources
RS	Reading Strategy
RT	Reading the Text
SLP	Service-Learning Project
T	Teach
TTA	Team Teaching Activity
W	Writing
WIM	Why It Matters
WWWW	Who?What?Where?When?
YDS	You Don't Say...