



PENNSYLVANIA
Academic Standards for History, Geography, Civics and
Government, and Economics Grades 9-12
The American Republic Since 1877 © 2005

STANDARDS	PAGE REFERENCES
Academic Standards for History	
8.1. Historical Analysis and Skills Development	
8.1.9. GRADE 9	
<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. 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: 176-177 <i>Social Studies Skillbuilder</i> 29, 160 <i>Preview of Events</i> 187 <i>Critical Thinking Skillbuilder</i> 225 TWE: T 29, 160, 225 APS 29, 160
B. Analyze and interpret historical sources. <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 	SE: <i>Social Studies Skillbuilder</i> 57, 910 <i>National Geographic</i> 180 <i>Critical Thinking Skillbuilder</i> 186 TWE: T 57, 186, 910 APS 57, 186, 910
C. Analyze the fundamentals of historical interpretation. <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 • Fact versus opinion • Reasons/causes for multiple points of view • Illustrations in historical documents and stories • Causes and results • Author or source used to develop historical narratives • Central issue 	SE: <i>Critical Thinking Skillbuilder</i> 225, 385, 525 <i>Different Viewpoints</i> 276 TWE: T 225, 385, 525 APS 225, 385, 525 DV 276
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>Fact Fiction Folklore</i> 99, 251, 323, 430, 524, 854 <i>Study and Writing Skillbuilder</i> 818 <i>Critical Thinking Skillbuilder</i> 855 TWE: FFF 99, 854 T 818, 855

STANDARDS	PAGE REFERENCES
8.1.12. GRADE 12	
<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. Evaluate chronological thinking.</p> <ul style="list-style-type: none"> • Sequential order of historical narrative • Continuity and change • Context for events 	<p>SE: 176-177 <i>Social Studies Skillbuilder</i> 29, 160 <i>Preview of Events</i> 187 <i>Critical Thinking Skillbuilder</i> 225 TWE: T 29, 160, 225 APS 29, 160</p>
<p>B. Synthesize and evaluate 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 presented in maps, graphs and tables • Visual data presented in historical evidence 	<p>SE: <i>Social Studies Skillbuilder</i> 57, 910 <i>National Geographic</i> 180 <i>Critical Thinking Skillbuilder</i> 186 TWE: T 57, 186, 910 APS 57, 186, 910</p>
<p>C. Evaluate historical interpretation of events.</p> <ul style="list-style-type: none"> • Impact of opinions on the perception of facts • Issues and problems in the past • Multiple points of view • Illustrations in historical stories and sources • Connections between causes and results • Author or source of historical narratives' points of view • Central issue 	<p>SE: <i>Critical Thinking Skillbuilder</i> 225, 385, 525 <i>Different Viewpoints</i> 276 TWE: T 225, 385, 525 APS 225, 385, 525 DV 276</p>
<p>D. Synthesize historical research.</p> <ul style="list-style-type: none"> • Historical event (time and place) • Facts, folklore and fiction • Historical questions • Primary sources • Secondary sources • Conclusions (e.g., Senior Projects, research papers, debates) • Credibility of evidence 	<p>SE: <i>Fact Fiction Folklore</i> 99, 251, 323, 430, 524, 854 <i>Study and Writing Skillbuilder</i> 818 <i>Critical Thinking Skillbuilder</i> 855 TWE: FFF 99, 854 T 818, 855</p>

STANDARDS	PAGE REFERENCES
8.2. Pennsylvania History	
8.2.9. GRADE 9	
<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 analyze cultural, economic, geographic, political, and social relations to ...</i>	
<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: 199, 227-228, 251-253, 258, 267, 309, 421 <i>Fact Fiction Folklore</i> 229 <i>Verbatim</i> 278</p> <p>TWE: DI 316</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"> • 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: 258-259, 309 <i>Reading Check</i> 259 <i>Section Assessment</i> 263 #2, 263 #5 <i>Writing About History</i> 263 <i>National Geographic</i> 309 <i>Geography Skills</i> 309 <i>The Gettysburg Address</i> 954</p> <p>TWE: RC 259 C 263 GS 309</p>

STANDARDS	PAGE REFERENCES
<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) • 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) 	<p>SE: 198-199, 320-321 <i>Reading Check</i> 199 <i>National Geographic</i> 309 <i>Geography Skills</i> 309 <i>Section Assessment</i> 323 #2</p> <p>TWE: RC 199 GS 309</p>
<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"> • 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) 	<p>SE: 208-209, 251-253, 257, 258-259 <i>Reading Check</i> 253, 259 <i>Section Assessment</i> 263 #5</p> <p>TWE: RC 181, 253, 259 ICA 252 PH 255</p>

STANDARDS	PAGE REFERENCES
8.2.12. GRADE 12	
<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 analyze cultural, economic, geographic, political, and social relations to ...</i>	
<p>A. Evaluate the political and cultural contributions of individuals and groups to Pennsylvania history from 1890 to Present.</p> <ul style="list-style-type: none"> • Political Leaders (e.g., Gifford Pinchot, Genevieve Blatt, K. Leroy Irvis) • Military Leaders (e.g., Tasker H. Bliss, Henry "Hap" Arnold, George Marshall) • Cultural and Commercial Leaders (e.g., Milton Hershey, Marian Anderson, Fred Rogers) • Innovators and Reformers (e.g., Frank Conrad, Rachel Carson, Joseph Rothrock) 	<p>SE: 431, 436-437, 613-614, 661, 820 <i>Political Uproar</i> 436 <i>Reading Check</i> 661 <i>Picturing History</i> 820 TWE: PH 436, 820 RC 661</p>
<p>B. Identify and evaluate primary documents, material artifacts and historic sites important in Pennsylvania history from 1890 to Present.</p> <ul style="list-style-type: none"> • Documents, Writings and Oral Traditions (e.g., Constitution of 1968, <i>Silent Spring</i> by Rachel Carson, Pennsylvania historical markers) • Artifacts, Architecture and Historic Places (e.g., 28th Division Shrine, Fallingwater, Levittown, Allegheny Ridge heritage corridor) 	<p>SE: 694, 820 <i>Picturing History</i> 820 TWE: CC 694 PH 820 NOTE: Items specific to Pennsylvania can be discussed in the classroom setting.</p>

STANDARDS	PAGE REFERENCES
<p>C. Identify and evaluate how continuity and change have influenced Pennsylvania history from the 1890s to Present.</p> <ul style="list-style-type: none"> • Belief Systems and Religions (e.g., Buddhism, Christianity, Hinduism, Islam, Judaism) • Commerce and Industry (e.g., work of defense industries, rise and decline of the steel industry, increase of service industries) • Innovations (e.g., polio vaccine, air pollution examined, nuclear power plants) • Politics (e.g., Great Depression special legislative session, creation of the state income tax) • Settlement Patterns (e.g., growth and decline of cities, coal towns, Pittsburgh Renaissance) • Social Organization (e.g., creation of the State Soil Conservation Commission, First Amendment challenges to education, social services) • Transportation (e.g., Pennsylvania Turnpike, Interstate highways, international airports) • Women’s Movement (e.g., League of Women Voters, Commission on Women) 	<p>SE: 690, 695-696 <i>Why It Matters</i> 690-691 <i>Picturing History</i> 696 <i>Profiles in History</i> 697 <i>Section Assessment</i> 697 #2, 697 #7</p> <p>TWE: WHM 690 PH 696 PIH 697</p> <p>NOTE: Teachers may use these references to discuss the impact on Pennsylvania history in a classroom setting.</p>
<p>D. Identify and evaluate conflict and cooperation among social groups and organizations in Pennsylvania history from 1890 to Present.</p> <ul style="list-style-type: none"> • Domestic Instability (e.g., The Great Depression, Three-Mile Island nuclear accident, floods of 1936, 1972 and 1977) • Ethnic and Racial Relations (e.g., segregation, desegregation, racial profiling) • Labor Relations (e.g., strikes, work stoppages, collective bargaining) • Immigration (e.g., increased immigration from Europe, migration of African-Americans from the South, influx of Hispanic and Asian peoples) • Military Conflicts (e.g., World War I, World War II, Persian Gulf War) 	<p>SE: 471-475, 484, 498-502, 530-534, 535-539 <i>An American Story</i> 471 <i>Effects of World War I on the United States</i> 473 <i>Section Assessment</i> 475 #3, 475 #7 <i>Reading Check</i> 502</p> <p>TWE: RC 502 FCO 528D</p> <p>NOTE: Teachers may use these references to discuss the impact on Pennsylvania history in a classroom setting.</p>

STANDARDS	PAGE REFERENCES
8.3. United States History	
8.3.9. GRADE 9	
<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. 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: 221, 235-236, 263, 357, 358 <i>History Through Art</i> 230 <i>American Literature</i> 237 <i>Profiles in History</i> 262, 357</p> <p>TWE: HTA 230 RC 230 PIH 357</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"> • 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) 	<p>SE: 221-222, 253, 951, 953 <i>National Geographic</i> 222 <i>Reading Check</i> 253</p> <p>TWE: WE 221 CC 222 RC 253 RS 253</p>

STANDARDS	PAGE REFERENCES
<p>C. Analyze how continuity and change has influenced United States history from 1787 to 1914.</p> <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) • 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) 	<p>SE: 233-234, 270-271, 311-312 <i>National Geographic</i> 233 <i>Geography Skills</i> 233 <i>Writing About History</i> 271 <i>American Inventions</i> 310-311 <i>Section Assessment</i> 312 #6</p> <p>TWE: GS 233 CTL 310 ICA 311 C 312</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"> • 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) 	<p>SE: 192, 221-222, 328-331 <i>Heroic Figure</i> 221 <i>National Geographic</i> 222 <i>Geography Skills</i> 222 <i>Profiles in History</i> 328 <i>Picturing History</i> 331</p> <p>TWE: GS 222 PIH 328 CTA 330 C 331</p>

STANDARDS	PAGE REFERENCES
8.3.12. GRADE 12	
<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. Identify and evaluate the political and cultural contributions of individuals and groups to United States history from 1890 to Present.</p> <ul style="list-style-type: none"> • Political Leaders (e.g., Theodore Roosevelt, Woodrow Wilson, Franklin D. Roosevelt) • Military Leaders (e.g., John Pershing, Douglas MacArthur, Dwight D. Eisenhower) • Cultural and Commercial Leaders (e.g., Abby Aldrich Rockefeller, Langston Hughes, Alan Greenspan) • Innovators and Reformers (e.g., Wilbur and Orville Wright, John L. Lewis, Reverend Dr. Martin Luther King) 	<p>SE: 401, 499, 635-637, 749-750, 757-758, 765-766 <i>National Geographic</i> 403 <i>American Literature</i> 503 <i>What If...</i> 634-635 <i>A Triumphant Return</i> 637 <i>Section Assessment</i> 752 #2 <i>Picturing History</i> 758</p>
<p>B. Identify and evaluate primary documents, material artifacts and historic sites important in United States history from 1890 to Present.</p> <ul style="list-style-type: none"> • Documents (e.g., Treaty of Versailles, North Atlantic Treaty, Neutrality Acts) • 20th Century Writings and Communication (e.g., Coolidge's "The Business of America is Business," King's "I Have A Dream," Armstrong's "One Small Step for Man") • Historic Places (e.g., Ellis Island, Pearl Harbor, Los Alamos) 	<p>SE: 338, 605-606, 757-758, 958, 959, 960 <i>American Literature</i> 503 <i>An American Story</i> 601 <i>National Geographic</i> 604-605 TWE: ICA 604</p>

STANDARDS	PAGE REFERENCES
<p>C. Evaluate how continuity and change has influenced United States history from 1890 to Present.</p> <ul style="list-style-type: none"> • Belief Systems and Religions (e.g., 20th century movements, religions of recent immigrants) • Commerce and Industry (e.g., corporations, conglomerates, multinational corporations) • Innovations (e.g., the Tin Lizzie, radio, World Wide Web) • Politics (e.g., New Deal legislation, Brown v. Topeka, isolationist/nonisolationist debate) • Settlement Patterns (e.g., suburbs, large urban centers, decline of city population) • Social Organization (e.g., compulsory school laws, court decisions expanding individual rights, technological impact) • Transportation and Trade (e.g., expansion and decline of railroads, increased mobility, internet) • Women's Movement (e.g., right to vote, women in the war effort, Women's Peace Party) 	<p>SE: 514-518, 556-562, 564-569, 575-577 <i>Guide to Reading</i> 514 <i>An American Story</i> 514 <i>Technology & History</i> 515 <i>The First New Deal</i> 561 <i>The Second New Deal</i> 567</p> <p>TWE: TH 515 RS 515</p>
<p>D. Identify and evaluate conflict and cooperation among social groups and organizations in United States history from 1890 to the Present.</p> <ul style="list-style-type: none"> • Domestic Instability (e.g., Great Depression, assassination of political and social leaders, terrorist threats) • Ethnic and Racial Relations (e.g., internment camps for Japanese Americans, Montgomery Alabama Bus Boycott, land tensions with Native Americans) • Labor Relations (e.g., rise and decline of industrial unions, free trade agreements, imports impact on domestic employment) • Immigration and Migration (e.g., anti-immigrant attitudes, quota laws, westward and southward migration) • Military Conflicts (e.g., World War I, World War II, War on Terrorism) 	<p>SE: 618-623, 627-629, 765-766, 911-917 <i>Moment in History</i> 628 <i>Geography & History</i> 638-639 <i>Guide to Reading</i> 911 <i>An American Story</i> 911 <i>Picturing History</i> 912 <i>National Geographic</i> 914</p> <p>TWE: MIH 628</p>

STANDARDS	PAGE REFERENCES
Academic Standards for Geography	
7.1. Basic Geographic Literacy	
7.1.9. GRADE 9	
<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. 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 • 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 	<p>SE: <i>Geography Handbook</i> 1-7 <i>Social Studies Skillbuilder</i> 57, 624, 910</p> <p>TWE: DEI 2 DI 2 UMK 3 USM 3 CM 3 T 57, 624, 910</p>

STANDARDS	PAGE REFERENCES
<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: 4, 902-905 <i>Picturing History</i> 903</p> <p>TWE: E2 4 ETC 5 CLA 6 A 7 C 7, 905 DI 904</p>
7.1.12. GRADE 12	
<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 data and issues from a spatial perspective using the appropriate geographic tools.</p> <ul style="list-style-type: none"> • Spatial patterns of human features that change over time (e.g., intervening opportunity, distance decay, central place theory, locational preference) • Physical patterns of physical features that change over time (e.g., climate change, erosion, ecological invasion and succession) • Human and physical features of the world through mental maps 	<p>SE: <i>Geography Handbook</i> 1-7 <i>Social Studies Skillbuilder</i> 57, 624, 910 <i>Reading Check</i> 905</p> <p>TWE: DEI 2 DI 2 UMK 3 USM 3 CM 3 T 57, 624, 910 RC 905</p>

STANDARDS	PAGE REFERENCES
<p>B. Analyze the location of places and regions.</p> <ul style="list-style-type: none"> • Changing regional characteristics (e.g., short- and long-term climate shifts; population growth or decline; political instability) • Criteria to define a region (e.g., the reshaping of south Florida resulting from changing migration patterns; the US-Mexico border changes as a function of NAFTA; metropolitan growth in the Philadelphia region) • Cultural change (e.g., influence on people's perceptions of places and regions) 	<p>SE: 4, 902-905 <i>Picturing History</i> 903</p> <p>TWE: E2 4 ETC 5 CLA 6 A 7 C 7, 905 DI 904</p>
7.2 The Physical Characteristics of Places and Regions	
7.2.9. GRADE 9	
<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. Explain the physical characteristics of places and regions including spatial patterns of Earth's physical systems.</p> <ul style="list-style-type: none"> • Climate regions • Landform regions 	<p>SE: 4, 5, 294 <i>Section Assessment</i> 295 #3</p> <p>TWE: E2 4 E3 4 E5 5 ETC 5 CLA 6 A 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"> • Wind systems • Water cycle • Erosion/deposition cycle • Plate tectonics • Ocean currents • Natural hazards 	<p>SE: 294-295, 537, 905 <i>Section Assessment</i> 295 #3 <i>A City and a Storm</i> 420 <i>National Geographic</i> 537 <i>Major Great Society Programs</i> 736 <i>Reading Check</i> 905</p> <p>TWE: E3 4 C 295 RC 905 C 905</p>
7.2.12. GRADE 12	
<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 the physical characteristics of places and regions including the interrelationships among the components of Earth's physical systems.</p> <ul style="list-style-type: none"> • Biomes and ecosystem regions • Watersheds and river basins • World patterns of biodiversity 	<p>SE: 4, 5, 294 <i>Section Assessment</i> 295 #3</p> <p>TWE: E2 4 E3 4 E5 5 ETC 5 CLA 6 A 7</p>

STANDARDS	PAGE REFERENCES
<p>B. Analyze the significance of physical processes in shaping the character of places and regions.</p> <ul style="list-style-type: none"> • Circulation of the oceans • Ecosystem processes • Atmospheric systems • Extreme natural events 	<p>SE: 294-295, 537, 905 <i>Section Assessment 295 #3</i> <i>A City and a Storm 420</i> <i>National Geographic 537</i> <i>Major Great Society Programs 736</i> <i>Reading Check 905</i></p> <p>TWE: E3 4 C 295, 905 RC 905</p>
7.3 The Human Characteristics of Places and Regions	
7.3.9. GRADE 9	
<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. 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: 287, 341-343, 484, 694-695 <i>The Technology of Urbanization 342</i> <i>Reading Check 484</i> <i>The Baby Boom 694</i> <i>Graph Skills 694</i></p> <p>TWE: IS 484 RC 484 GRS 694 CC 694</p>
<p>B. Explain the human characteristics of places and regions by their cultural characteristics.</p> <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) 	<p>SE: 340, 484, 626-627, 628-629 <i>Reading Check 484</i> <i>Profiles in History 626</i></p> <p>TWE: YDS 329 R 340 E 340 C 340 RC 484 PIH 626</p>
<p>C. Explain the human characteristics of places and regions by their settlement characteristics.</p> <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) 	<p>SE: 341-343, 694 <i>National Geographic 309</i> <i>Geography Skills 309</i> <i>Suburbanization and Urban Sprawl 691</i> <i>Section Assessment 697 #3</i></p> <p>TWE: GS 309 CC 694 DI 694 YDS 695</p>

STANDARDS	PAGE REFERENCES
<p>D. Explain the human characteristics of places and regions by their economic activities.</p> <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) 	<p>SE: 286-291, 292-295 <i>Guide to Reading</i> 286 <i>Linking Past & Present</i> 288 <i>Reading Check</i> 295 <i>National Geographic</i> 309 <i>Geography Skills</i> 309</p> <p>TWE: CLA 1 CTM 287 RC 295 GS 309</p>
<p>E. Explain the human characteristics of places and regions by their political activities.</p> <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) 	<p>SE: 266-268, 272-274, 395 <i>Military Districts</i> 270 <i>Reading Check</i> 273, 395 <i>The Election of 1876</i> 275 <i>Geography Skills</i> 275</p> <p>TWE: FYI 267 RC 273, 395 GS 275</p>
7.3.12. GRADE 12	
<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 the significance of human activity in shaping 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 international level • Demographic trends and their impacts on patterns of population distribution (e.g., carrying capacity, changes in fertility, changes in immigration policy, the mobility transition model) • Impact of movement on human systems (e.g., refugees, guest workers, illegal aliens) 	<p>SE: 287, 341-343, 484, 694-695 <i>The Technology of Urbanization</i> 342 <i>Reading Check</i> 484 <i>The Baby Boom</i> 694 <i>Graph Skills</i> 694</p> <p>TWE: IS 484 RC 484 GRS 694 CC 694</p>

STANDARDS	PAGE REFERENCES
<p>B. Analyze the significance of human activity in shaping places and regions by their cultural characteristics.</p> <ul style="list-style-type: none"> • Cultural conflicts (e.g., over language (Canada), over political power (Spain), over economic opportunities (Mexico)) • Forces for cultural convergence (e.g., the diffusion of foods, fashions, religions, language) 	<p>SE: 340, 484, 626-627, 628-629 <i>Reading Check</i> 484 <i>Profiles in History</i> 626</p> <p>TWE: YDS 329 R 340 E 340 C 340 RC 484 PIH 626</p>
<p>C. Analyze the significance of human activity in shaping places and regions by their settlement characteristics.</p> <ul style="list-style-type: none"> • Description of current and past settlement patterns at the international scale (e.g., global cities) • Use of models of the internal structure of cities (e.g., concentric zone, sector, multiple nuclei) • Forces that have reshaped settlement patterns (e.g., commuter railroads, urban freeways, the development of <u>megalopolis</u> and edge cities) 	<p>SE: 341-343, 694 <i>National Geographic</i> 309 <i>Geography Skills</i> 309 <i>Suburbanization and Urban Sprawl</i> 691 <i>Section Assessment</i> 697 #3</p> <p>TWE: GS 309 CC 694 DI 694 YDS 695</p>
<p>D. Analyze the significance of human activity in shaping places and regions by their economic characteristics.</p> <ul style="list-style-type: none"> • Changes in spatial distribution of economic activities at the global scale (e.g., patterns of agriculture, forestry, mining, retailing, manufacturing, services) • Forces that are reshaping business (e.g., the information economy, business globalization, the development of off-shore activities) • Effects of changes and movements in factors of production (e.g., resources, labor, capital) 	<p>SE: 286-291, 292-295 <i>Guide to Reading</i> 286 <i>Linking Past & Present</i> 288 <i>Reading Check</i> 295 <i>National Geographic</i> 309 <i>Geography Skills</i> 309</p> <p>TWE: CLA 1 CTM 287 RC 295 GS 309</p>
<p>E. Analyze the significance of human activity in shaping places and regions by their political characteristics.</p> <ul style="list-style-type: none"> • Spatial pattern of political units in the global system • Role of new political alliances on the international level (e.g., multinational organizations, worker's unions, United Nations' organizations) • Impact of political conflicts (e.g., secession, fragmentation, insurgencies, invasions) 	<p>SE: 266-268, 272-274, 395 <i>Military Districts</i> 270 <i>Reading Check</i> 273, 395 <i>The Election of 1876</i> 275 <i>Geography Skills</i> 275</p> <p>TWE: FYI 267 RC 273, 395 GS 275</p>

STANDARDS	PAGE REFERENCES
7.4 The Interactions Between People and Places	
7.4.9. GRADE 9	
<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. Explain the impacts of physical systems on people.</p> <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) 	<p>SE: 690 <i>Moment in History</i> 516 <i>Why It Matters</i> 558-559 <i>The TVA Today</i> 559 <i>The First New Deal</i> 561 <i>Picturing History</i> 562</p> <p>TWE: FCO 550D WHM 558</p>
<p>B. Explain the impacts of people on physical systems.</p> <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) 	<p>SE: <i>Why It Matters</i> 558-559, 690-691 <i>The TVA Today</i> 559 <i>The First New Deal</i> 561 <i>Picturing History</i> 562</p> <p>TWE: FCO 550D WHM 558</p>
7.4.12. GRADE 12	
<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 the impacts of physical systems on people.</p> <ul style="list-style-type: none"> • How people depend on, adjust to and modify physical systems on international scales (e.g., resource development of oil, coal, timber) • Ways in which people modify ways of life to accommodate different environmental contexts (e.g., building in permafrost areas; the role of air-conditioning in the United States South and Southwest; the development of enclosed spaces for movement in cold climates) 	<p>SE: 690, 844 <i>Moment in History</i> 516 <i>Why It Matters</i> 558-559, 884-885 <i>The TVA Today</i> 559 <i>The First New Deal</i> 561 <i>Picturing History</i> 562</p> <p>TWE: FCO 550D WHM 558</p>

STANDARDS	PAGE REFERENCES
<p>B. Analyze the impacts of people on physical systems.</p> <ul style="list-style-type: none"> • How people develop international agreements to manage environmental issues (e.g., Rio de Janeiro Agreement, the Law of the Sea, the Antarctica Treaty) • How local and regional processes can have global effects (e.g., wind and hydroelectric power transmitted across regions, water use and irrigation for crop production) • Sustainability of resources (e.g., reforestation, conservation) • World patterns of resource distribution and utilization (e.g., oil trade, regional electrical grids) 	<p>SE: <i>A City and a Storm</i> 420 <i>Why It Matters</i> 558-559 <i>The TVA Today</i> 559 <i>The First New Deal</i> 561 <i>Picturing History</i> 562</p> <p>TWE: FCO 550D WHM 558</p>
Academic Standards for Civics and Government	
5.1. Principles and Documents of Government	
5.1.9. GRADE 9	
<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. Identify and explain the major arguments advanced for the necessity of government.</p>	<p>SE: 19, 50-52, 66-67, 100-102, 110-114, 122-124, 948 <i>Guide to Reading</i> 100 <i>Different Viewpoints</i> 113 <i>Learning From History</i> 113</p> <p>TWE: DI 102 DV 113</p> <p>NOTE: Teachers may use these references to support classroom discussion of the major arguments for the necessity of government.</p>
<p>B. Describe historical examples of the importance of the rule of law.</p> <ul style="list-style-type: none"> • Sources • Purposes • Functions 	<p>SE: 100-102, 103-104 <i>Reading Check</i> 102 <i>Some Weaknesses of the Articles of Confederation</i> 105 <i>Chart Skills</i> 105 <i>Critical Thinking Skillbuilder</i> 107 <i>The Articles of Confederation</i> 107</p> <p>TWE: RC 102 DI 102 CS 105</p> <p>NOTE: Teachers may use these references to support classroom discussion of the importance of the rule of law.</p>

STANDARDS	PAGE REFERENCES
<p>C. Analyze the principles and ideals that shape government.</p> <ul style="list-style-type: none"> • Constitutional government • Liberal democracy • Classical republicanism • Federalism 	<p>SE: 100-102, 110-114, 122-124 <i>History Through Art</i> 110 <i>Reading Check</i> 112 <i>Different Viewpoints</i> 113 <i>Learning From History</i> 113 <i>The Federal System</i> 122</p> <p>TWE: CL 101 FYI 111 RC 112 RS 122</p>
<p>D. Interpret significant changes in the basic documents shaping the government of Pennsylvania.</p> <ul style="list-style-type: none"> • The Great Law of 1682 • Constitution of 1776 • Constitution of 1790 • Constitution of 1838 • Constitution of 1874 • Constitution of 1968 	<p>SE: 55</p> <p>TWE: CLA 101</p> <p>NOTE: Pennsylvanian government documents can be discussed in the classroom setting.</p>
<p>E. Analyze the basic documents shaping the government of the United States.</p> <ul style="list-style-type: none"> • Magna Carta • English Bill of Rights • Mayflower Compact • Articles of Confederation • Declaration of Independence • Federalist papers • Anti-federalist writings • United States Constitution 	<p>SE: 67, 104, 113-114, 941-949 <i>An American Story</i> 48 <i>The Declaration of Independence</i> 90-93 <i>Different Viewpoints</i> 113 <i>The Constitution of the United States</i> 130-149 <i>Looking Back...</i> 918-919</p> <p>TWE: ICA 68</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: 127-128, 141-142</p> <p>TWE: CLA 101, 128 DLR 128 AN 141, 142 ETC 142 CTA 143 CC 143</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>Fact Fiction Folklore</i> 99, 165</p> <p>TWE: FFF 99, 165</p>

STANDARDS	PAGE REFERENCES
<p>H. Explain and interpret the roles of framers of basic documents of government from a national and Pennsylvania perspective.</p>	<p>SE: 104, 112-114, 941-949 <i>An American Story</i> 48 <i>Different Viewpoints</i> 113 <i>Reading Check</i> 114 <i>Looking Back...</i> 918-919</p> <p>TWE: ETC 113 DC 113 RC 114 T 918 C 919</p> <p>NOTE: Teachers may use these references to support classroom discussion regarding the roles of framers of governmental documents.</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"> • Confederal • Federal • Unitary 	<p>SE: 111-114, 122, 585-586 <i>Different Viewpoints</i> 113 <i>The Bill of Rights</i> 141 <i>Looking Back...</i> 918-919</p> <p>TWE: CPC 112 DV 113</p> <p>NOTE: Teachers may use these references to support classroom discussion regarding limited government and systems of government.</p>
<p>J. Explain how law protects individual rights and the common good.</p>	<p>SE: 141-142 <i>The Bill of Rights</i> 141 <i>Founding Documents of the American Republic</i> 941 <i>The Magna Carta</i> 942 <i>The English Bill of Rights</i> 945 <i>The Virginia Statute for Religious Freedom</i> 947 <i>The Emancipation Proclamation</i> 953</p> <p>TWE: ETC 142</p> <p>NOTE: Teachers may use these references to support classroom discussion regarding the protections of law.</p>
<p>K. Explain why symbols and holidays were created and the ideals they commemorate.</p>	<p>SE: 966 <i>Fact Fiction Folklore</i> 99, 165, 647 <i>Picturing History</i> 163 <i>History Through Art</i> 207 <i>"The Star-Spangled Banner"</i> 951</p> <p>TWE: FFF 99, 165, 647</p>

STANDARDS	PAGE REFERENCES
L. Interpret Pennsylvania and United States court decisions that have impacted the principles and ideals of government.	SE: 162, 171-172, 228-229, 962-965 <i>Reading Check</i> 162 <i>Major Supreme Court Decisions</i> 172 <i>Chart Skills</i> 172 <i>Picturing History</i> 228 <i>Why It Matters</i> 268-269 <i>Brown v. Board of Education</i> 959 TWE: RC 162 CS 172 NOTE: Teachers may discuss Pennsylvanian court decisions in the classroom setting.
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: 350, 757-758, 938-939 <i>Picturing History</i> 758 <i>Washington's Farewell Address</i> 950 <i>The Seneca Falls Declaration</i> 952 <i>The Emancipation Proclamation</i> 953 <i>The Gettysburg Address</i> 954 <i>"I Have a Dream"</i> 960 <i>President Johnson's Message to Congress</i> 961 TWE: PH 758
5.1.12. GRADE 12	
<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. Evaluate the major arguments advanced for the necessity of government.	SE: 19, 50-52, 66-67, 100-102, 110-114, 122-124, 948 <i>Guide to Reading</i> 100 <i>Different Viewpoints</i> 113 <i>Learning From History</i> 113 TWE: DI 102 DV 113 NOTE: Teachers may use these references to support classroom discussion of the major arguments for the necessity of government.
B. Analyze the sources, purposes and functions of law.	SE: 100-102, 103-104 <i>Reading Check</i> 102 <i>Some Weaknesses of the Articles of Confederation</i> 105 <i>Chart Skills</i> 105 <i>Critical Thinking Skillbuilder</i> 107 <i>The Articles of Confederation</i> 107 TWE: RC 102 DI 102 CS 105 NOTE: Teachers may use these references to support classroom discussion of the importance of the rule of law.

STANDARDS	PAGE REFERENCES
<p>C. Evaluate the importance of the principles and ideals of civic life.</p>	<p>SE: 100-103, 127-129 <i>Different Viewpoints</i> 113 <i>Democracy in Action</i> 128 <i>Constitutional Handbook Assessment</i> 129 #3, 129 #6</p> <p>TWE: FYI 111 DLR 128 CLA 128 WPE 919</p>
<p>D. Analyze the principles and ideals that shape the government of Pennsylvania and apply them to the government.</p> <ul style="list-style-type: none"> • The Charter of 1681 • Charter of Privileges • PA Constitution, its revisions and Amendments 	<p>SE: 55 TWE: CLA 101 NOTE: Pennsylvanian government documents can be discussed in the classroom setting.</p>
<p>E. Evaluate the principles and ideals that shape the United States and compare them to documents of government.</p>	<p>SE: 67, 104, 113-114, 941-949 <i>An American Story</i> 48 <i>The Declaration of Independence</i> 90-93 <i>Different Viewpoints</i> 113 <i>The Constitution of the United States</i> 130-149 <i>Looking Back...</i> 918-919</p> <p>TWE: ICA 68</p>
<p>F. Analyze and assess the rights of the people as listed in the Pennsylvania Constitution and the Constitution of the United States.</p>	<p>SE: 127-128, 141-142 TWE: CLA 101, 128 DLR 128 AN 141, 142 ETC 142 CTA 143 CC 143</p>
<p>G. Analyze and interpret the role of the United States Flag in civil disobedience and in patriotic activities.</p>	<p>SE: <i>Fact Fiction Folklore</i> 99, 165 TWE: FFF 99, 165</p>
<p>H. Analyze the competing positions held by the framers of the basic documents of government of Pennsylvania and the United States.</p>	<p>SE: 104, 112-114, 941-949 <i>An American Story</i> 48 <i>Different Viewpoints</i> 113 <i>Reading Check</i> 114 <i>Looking Back...</i> 918-919</p> <p>TWE: ETC 113 DC 113 RC 114 T 918 C 919</p> <p>NOTE: Teachers may use these references to support classroom discussion regarding the roles of framers of governmental documents.</p>

STANDARDS	PAGE REFERENCES
<p>I. Analyze historical examples of the importance of the rule of law explaining the sources, purposes and functions of law.</p>	<p>SE: 100-102, 103-104 <i>Reading Check</i> 102 <i>Some Weaknesses of the Articles of Confederation</i> 105 <i>Chart Skills</i> 105 <i>Critical Thinking Skillbuilder</i> 107 <i>The Articles of Confederation</i> 107</p> <p>TWE: RC 102 DI 102 CS 105</p> <p>NOTE: Teachers may use these references to support classroom discussion regarding the importance of the rule of law.</p>
<p>J. Analyze how the law promotes the common good and protects individual rights.</p>	<p>SE: 141-142 <i>The Bill of Rights</i> 141 <i>Founding Documents of the American Republic</i> 941 <i>The Magna Carta</i> 942 <i>The English Bill of Rights</i> 945 <i>The Virginia Statute for Religious Freedom</i> 947 <i>The Emancipation Proclamation</i> 953</p> <p>TWE: ETC 142</p> <p>NOTE: Teachers may use these references to support classroom discussion regarding the protections of law.</p>
<p>K. Analyze the roles of symbols and holidays in society.</p>	<p>SE: 966 <i>Fact Fiction Folklore</i> 99, 165, 647 <i>Picturing History</i> 163 <i>History Through Art</i> 207 <i>"The Star-Spangled Banner"</i> 951</p> <p>TWE: FFF 99, 165, 647</p>
<p>L. Analyze Pennsylvania and United States court decisions that have affected principles and ideals of government in civic life.</p> <ul style="list-style-type: none"> • Civil rights • Commerce • Judicial review • Federal supremacy 	<p>SE: 162, 171-172, 228-229, 962-965 <i>Reading Check</i> 162 <i>Major Supreme Court Decisions</i> 172 <i>Chart Skills</i> 172 <i>Picturing History</i> 228 <i>Why It Matters</i> 268-269 <i>Brown v. Board of Education</i> 959</p> <p>TWE: RC 162 CS 172</p> <p>NOTE: Teachers may discuss Pennsylvanian court decisions in the classroom setting.</p>

STANDARDS	PAGE REFERENCES
M. Evaluate and analyze the importance of significant political speeches and writings in civic life (e.g., <i>Diary of Anne Frank</i> , <i>Silent Spring</i>).	SE: 350, 757-758, 819-820, 938-939 <i>Picturing History</i> 758, 820 <i>The Seneca Falls Declaration</i> 952 <i>The Emancipation Proclamation</i> 953 <i>The Gettysburg Address</i> 954 "I Have a Dream" 960 <i>President Johnson's Message to Congress</i> 961 TWE: PH 758
5.2. Rights and Responsibilities of Citizenship	
5.2.9. GRADE 9	
<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. Contrast the essential rights and responsibilities of citizens in systems of government. <ul style="list-style-type: none"> • Autocracy • Democracy • Oligarchy • Republic 	SE: 66-67, 100-102, 127-129 <i>An American Story</i> 100 <i>Picturing History</i> 101 <i>Reading Check</i> 102 TWE: CL 101 PH 101 YDS 101 RC 102 CLA 128 NOTE: Teachers may use these references to support classroom discussion of citizen roles in various systems of government.
B. Analyze citizens' rights and responsibilities in local, state and national government.	SE: 100-102, 127-129, 966 <i>Different Viewpoints</i> 113 <i>Democracy in Action</i> 128 <i>Constitutional Handbook Assessment</i> 129 #3 <i>Writing About History</i> 129 TWE: FYI 111 DLR 128 CLA 128 NOTE: Teachers may use these references to support classroom discussion of citizen rights and responsibilities at different levels of government.
C. Analyze skills used to resolve conflicts in society and government.	SE: 328-331, 421-425, 428-429, 753-755 <i>Profiles in History</i> 328, 422 <i>Picturing History</i> 754, 755, 757 TWE: ICA 756 PH 757
D. Analyze political leadership and public service in a republican form of government.	SE: 127-129, 420, 725, 732-735 <i>Reading Check</i> 420 <i>A City and a Storm</i> 420-421 <i>Profiles in History</i> 422 TWE: FYI 111, 422, 725 CAS 420 RC 420

STANDARDS	PAGE REFERENCES
E. Explain the importance of the political process to competent and responsible participation in civic life.	SE: 127-129, 420, 747-748, 751-752 <i>Democracy in Action</i> 128 <i>A City and a Storm</i> 420-421 <i>Profiles in History</i> 422 <i>Reading Check</i> 752 TWE: FYI 422 MAP 745 RC 752
F. Analyze the consequences of violating laws of Pennsylvania compared to those of the United States.	SE: 422, 753-754 <i>Profiles in History</i> 422 <i>Picturing History</i> 757 TWE: PH 757 FYI 758 NOTE: Pennsylvanian laws can be discussed in the classroom setting.
G. Analyze political and civic participation in government and society.	SE: 127-129, 753-755 <i>Democracy in Action</i> 128 <i>A City and a Storm</i> 420-421 <i>Profiles in History</i> 422 <i>An American Story</i> 753 <i>Picturing History</i> 754, 755 TWE: FYI 422 PH 754
5.2.12. GRADE 12	
<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. Evaluate an individual's civic rights, responsibilities and duties in various governments.	SE: 66-67, 100-102, 127-129 <i>An American Story</i> 100 <i>Picturing History</i> 101 <i>Reading Check</i> 102 TWE: CL 101 PH 101 YDS 101 RC 102 CLA 128 NOTE: Teachers may use these references to support classroom discussion of citizen roles in various systems of government.

STANDARDS	PAGE REFERENCES
B. Evaluate citizens' participation in government and civic life.	SE: 100-102, 127-129, 966 <i>Different Viewpoints</i> 113 <i>Democracy in Action</i> 128 <i>Constitutional Handbook Assessment</i> 129 #3 <i>Writing About History</i> 129 TWE: FYI 111 DLR 128 CLA 128 NOTE: Teachers may use these references to support classroom discussion of citizen rights and responsibilities at different levels of government.
C. Interpret the causes of conflict in society and analyze techniques to resolve those conflicts.	SE: 328-331, 421-425, 428-429, 753-755 <i>Profiles in History</i> 328, 422 <i>Picturing History</i> 754, 755, 757 TWE: ICA 756 PH 757
D. Evaluate political leadership and public service in a republican form of government.	SE: 127-129, 420, 725, 732-735 <i>Reading Check</i> 420 <i>A City and a Storm</i> 420-421 <i>Profiles in History</i> 422 TWE: FYI 111, 422, 725 CAS 420 RC 420
E. Analyze how participation in civic and political life leads to the attainment of individual and public goals.	SE: 127-129, 420, 747-748, 751-752 <i>Democracy in Action</i> 128 <i>A City and a Storm</i> 420-421 <i>Profiles in History</i> 422 <i>Reading Check</i> 752 TWE: FYI 422 MAP 745 RC 752
F. Evaluate how individual rights may conflict with or support the common good.	TWE: DLR 128 CC 143 NOTE: Teachers may use these references to support classroom discussion of this topic.
G. Evaluate what makes a competent and responsible citizen.	SE: 127-129, 753-755 <i>Democracy in Action</i> 128 <i>A City and a Storm</i> 420-421 <i>Profiles in History</i> 422 <i>An American Story</i> 753 <i>Picturing History</i> 754, 755 TWE: FYI 422 PH 754

STANDARDS	PAGE REFERENCES
5.3. How Government Works	
5.3.9. GRADE 9	
<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. Explain the structure, organization and operation of the local, state, and national governments including domestic and national policy-making.	SE: 124-127, 420, 751-759, 772-774 <i>The Federal Court System</i> 127 <i>A City and a Storm</i> 420-421 <i>Reading Check</i> 420 TWE: ETC 126 CAS 420 RC 420 ICA 421
B. Compare the responsibilities and powers of the three branches within the national government.	SE: 111-112, 124-127, 131-139 <i>The Amendment Process</i> 126 <i>The Federal Court System</i> 127 TWE: DP 125 CS 126 DA 127 FYI 127 CTA 127 WIM 138
C. Explain how a bill becomes a law on a federal, state, and local level.	SE: 133-134 <i>How a Bill Becomes a Law</i> 125 <i>Chart Skills</i> 125, 126 <i>The Amendment Process</i> 126 <i>A City and a Storm</i> 420-421 TWE: CS 125, 126 CTA 127 NOTE: Teachers may use these references to support classroom discussion of how a bill becomes a law at multiple governmental levels.
D. Explain how independent government agencies create, amend and enforce regulatory policies. <ul style="list-style-type: none"> • Local (e.g., Zoning Board) • State (e.g., Pennsylvania Public Utility Commission) • National (e.g., Federal Communications Commission) 	SE: 420, 559-560, 867-868 <i>A City and a Storm</i> 420-421 <i>Reading Check</i> 420 <i>Why It Matters</i> 558-559 <i>The First New Deal</i> 561 TWE: CAS 420 ICA 421 WHM 558 YDS 558 ETC 561 NOTE: Teachers may use these references to support classroom discussion of regulatory policies at multiple governmental levels.

STANDARDS	PAGE REFERENCES
<p>E. Explain how citizens participate in choosing their leaders through political parties, campaigns and elections.</p>	<p>SE: 155, 421-423, 898-899, 906-909 <i>Reading Check</i> 155, 421 <i>An American Story</i> 906 <i>The Election of 2000</i> 908</p> <p>TWE: RC 155, 421 FYI 421 ETC 423</p> <p>NOTE: Teachers may use these references in a classroom setting to support discussion of this topic.</p>
<p>F. Explain the election process.</p> <ul style="list-style-type: none"> • Voter registration • Primary Elections • Caucuses • Political party conventions • General Elections • Electoral College 	<p>SE: 421-423, 754, 906-909 <i>Reading Check</i> 421 <i>The Election of 2000</i> 908 <i>National Geographic</i> 908 <i>Geography Skills</i> 908</p> <p>TWE: RC 421 ICA 421 ETC 423 CLA 754 GS 908</p>
<p>G. Explain how the government protects individual rights.</p> <ul style="list-style-type: none"> • Equal protection • Habeas Corpus • Right Against Self Incrimination • Double Jeopardy • Right of Appeal • Due Process 	<p>SE: 131-149, 246-247, 908 <i>Powers Denied to the Federal Government</i> 135 <i>Amendment 5</i> 142 <i>Looking Back...</i> 570-571 <i>Bush v. Gore</i> 962</p> <p>TWE: ETC 142 CC 143 CTA 143</p>
<p>H. Analyze how interest groups provide opportunities for citizens to participate in the political process.</p>	<p>SE: 421-425, 801-802, 808 <i>Profiles in History</i> 422 <i>Moment in History</i> 424 <i>An American Story</i> 812</p> <p>TWE: FYI 421, 422 CP 423 DI 424</p>
<p>I. Analyze how and why government raises money to pay for its operation and services.</p>	<p>SE: 76-78, 104 <i>Reading Check</i> 77, 79 <i>Causes and Effects of Tensions With Britain</i> 78 <i>Some Weaknesses of the Articles of Confederation</i> 105 <i>Linking Past & Present</i> 246</p> <p>TWE: RC 77 LPP 246 ICA 421</p> <p>NOTE: Teachers may use these references to support classroom discussion of government methods of raising money.</p>

STANDARDS	PAGE REFERENCES
<p>J. Analyze the importance of freedom of the press.</p>	<p>SE: 141, 495, 667, 785, 875-876 TWE: AN 141 ETC 142 CC 143 FCO 508D C 667 FYI 699</p>
<p>K. Identify and explain systems of government.</p> <ul style="list-style-type: none"> • Autocracy • Democracy • Oligarchy • Republic 	<p>SE: 66-67, 100-102 <i>An American Story</i> 100 <i>Picturing History</i> 101 <i>Reading Check</i> 102 TWE: CL 101 PH 101 YDS 101 RC 102 CLA 128 NOTE: Teachers may use these references to support classroom discussion of these systems of government.</p>
5.3.12. GRADE 12	
<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 and evaluate the structure, organization and operation of the local, state, and national governments including domestic and national policy-making.</p>	<p>SE: 124-127, 420, 751-759, 772-774 <i>The Federal Court System</i> 127 <i>A City and a Storm</i> 420-421 <i>Reading Check</i> 420 TWE: ETC 126 CAS 420 RC 420 ICA 421</p>
<p>B. Analyze the responsibilities and powers of the national government.</p>	<p>SE: 111-112, 124-127, 131-139 <i>The Amendment Process</i> 126 <i>The Federal Court System</i> 127 TWE: DP 125 CS 126 DA 127 FYI 127 CTA 127 WIM 138</p>
<p>C. Evaluate the process of how a bill becomes the law on a federal, state, and local level.</p>	<p>SE: 133-134 <i>How a Bill Becomes a Law</i> 125 <i>Chart Skills</i> 125, 126 <i>The Amendment Process</i> 126 <i>A City and a Storm</i> 420-421 TWE: CS 125, 126 CTA 127 NOTE: Teachers may use these references to support classroom discussion of how a bill becomes a law at multiple governmental levels.</p>

STANDARDS	PAGE REFERENCES
D. Evaluate how independent government agencies create, amend and enforce regulations.	SE: 420, 559-560, 867-868 <i>A City and a Storm</i> 420-421 <i>Reading Check</i> 420 <i>Why It Matters</i> 558-559 <i>The First New Deal</i> 561 TWE: CAS 420 ICA 421 WHM 558 YDS 558 ETC 561 NOTE: Teachers may use these references to support classroom discussion of regulatory policies at multiple governmental levels.
E. Evaluate the roles of political parties in election campaigns.	SE: 155, 898-899, 906-909 <i>Competing National Visions</i> 155 <i>Reading Check</i> 155 <i>The Election of 2000</i> 908 TWE: RC 155 NOTE: Teachers may use these references in a classroom setting to support discussion of this topic.
F. Evaluate the elements of the election process.	SE: 421-423, 754, 906-909 <i>Reading Check</i> 421 <i>The Election of 2000</i> 908 <i>National Geographic</i> 908 <i>Geography Skills</i> 908 TWE: RC 421 ICA 421 ETC 423 CLA 754 GS 908
G. Evaluate how the government protects or curtails individual rights and analyze the impact of supporting or opposing those rights.	SE: 131-149, 246-247, 908 <i>Powers Denied to the Federal Government</i> 135 <i>Amendment 5</i> 142 <i>Looking Back...</i> 570-571 <i>Bush v. Gore</i> 962 TWE: ETC 142 CC 143 CTA 143
H. Evaluate the impact of interest groups on the political process.	SE: 421-425, 801-802, 808 <i>Profiles in History</i> 422 <i>Moment in History</i> 424 <i>An American Story</i> 812 TWE: FYI 421, 422 CP 423 DI 424

STANDARDS	PAGE REFERENCES
<p>I. Evaluate how and why government raises money to pay for its operations and services.</p>	<p>SE: 76-78, 104 <i>Reading Check 77, 79</i> <i>Causes and Effects of Tensions With Britain</i> 78 <i>Some Weaknesses of the Articles of Confederation</i> 105 <i>Linking Past & Present</i> 246</p> <p>TWE: RC 77 LPP 246 ICA 421</p> <p>NOTE: Teachers may use these references to support classroom discussion of government methods of raising money.</p>
<p>J. Evaluate the role of media in political life in the United States and explain the role of the media in setting the public agenda.</p>	<p>SE: 141, 495, 667, 785, 875-876</p> <p>TWE: AN 141 ETC 142 CC 143 FCO 508D C 667 FYI 699</p>
<p>K. Evaluate the strengths and weaknesses of various systems of government.</p> <ul style="list-style-type: none"> • Autocracy • Democracy • Oligarchy • Republic 	<p>SE: 66-67, 100-102 <i>An American Story</i> 100 <i>Picturing History</i> 101 <i>Reading Check</i> 102</p> <p>TWE: CL 101 PH 101 YDS 101 RC 102 CLA 128</p> <p>NOTE: Teachers may use these references to support classroom discussion of these systems of government.</p>
5.4. How International Relationships Function	
5.4.9. GRADE 9	
<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. Explain how the United States is affected by policies of nation-states, governmental and non-governmental organizations.</p>	<p>SE: 448-449, 452-453, 647, 902-904 <i>Reading Check</i> 453 <i>Picturing History</i> 903</p> <p>TWE: CTA 156 FCO 446D RC 453 ICA 647 PH 903</p>

STANDARDS	PAGE REFERENCES
B. Explain the role of the United States in world affairs.	SE: 173, 587-588, 647, 902-904 <i>Picturing History</i> 587 <i>An American Story</i> 589 <i>Reading Check</i> 648 TWE: FCO 446D PH 587 ICA 647 GOA 653
C. Explain the effects United States political ideas have had on other nations.	SE: 155-156, 647 <i>Section Assessment</i> 648 #7 TWE: FCO 150D ETC 157 ICA 647 MAP 653
D. Contrast how the three branches of federal government function in foreign policy.	SE: 152-153, 155-156, 173, 647 <i>Reading Check</i> 153, 156 <i>Section Assessment</i> 648 #7 <i>An American Story</i> 654, 902 TWE: RC 153 MAP 653 FCO 716D
E. Explain the development and the role of the United Nations and other international organizations, both governmental and non-governmental.	SE: 647, 648, 725, 903, 904 <i>Reading Check</i> 648 <i>Section Assessment</i> 648 #8 TWE: ICA 647 RC 648 FYI 725
5.4.12. GRADE 12	
<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. Analyze the impact of international economic, technological and cultural developments on the government of the United States.	SE: 448-449, 452-453, 647, 902-904 <i>Reading Check</i> 453 <i>Picturing History</i> 903 TWE: CTA 156 FCO 446D RC 453 ICA 647 PH 903
B. Analyze the United States' interaction with other nations and governmental groups in world events.	SE: 173, 587-588, 647, 902-904 <i>Picturing History</i> 587 <i>An American Story</i> 589 <i>Reading Check</i> 648 TWE: FCO 446D PH 587 ICA 647 GOA 653

STANDARDS	PAGE REFERENCES
C. Compare how past and present United States policy interests have changed over time and analyze the impact on future international relationships.	SE: 173, 392-396, 452-455, 647, 725, 916-917 <i>Reading Check</i> 395, 917 <i>Section Assessment</i> 648 #7 <i>An American Story</i> 654, 902 TWE: RC 395
D. Explain how foreign policy is developed and implemented.	SE: 152-153, 155-156, 173, 647 <i>Reading Check</i> 153, 156 <i>Section Assessment</i> 648 #7 <i>An American Story</i> 654, 902 TWE: RC 153 MAP 653 FCO 716D
E. Compare the purposes and functions of international organizations. <ul style="list-style-type: none"> • Governmental (e.g., NATO, World Court, OAS) • Non-governmental (e.g., International Red Cross, Amnesty International, World Council of Churches) 	SE: 647, 648, 725, 903, 904 <i>Reading Check</i> 648 <i>Section Assessment</i> 648 #8 TWE: ICA 647 RC 648 FYI 725
Academic Standards for Economics	
6.1. Economic Systems	
6.1.9. GRADE 9	
<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. Analyze the similarities and differences in economic systems.	SE: 308-309, 310, 518-519, 522, 542-544, 720-721, 843-845 <i>Reading Check</i> 310 <i>Different Viewpoints</i> 543 <i>Learning From History</i> 543 TWE: RC 310 DV 543 NOTE: Teachers may use these references to support classroom discussion of economic systems.
B. Explain how traditional, command and market economies answer the basic economic questions.	SE: 310, 518-519, 522, 534, 542-544, 720-721, 843-845 <i>Different Viewpoints</i> 543 <i>Learning From History</i> 543 TWE: DV 543 NOTE: Teachers may use these references to support classroom discussion of this topic.
C. Explain how economic indicators reflect changes in the economy. <ul style="list-style-type: none"> • Consumer Price Index (CPI) • Gross Domestic Product (GDP) • Unemployment rate 	SE: 308-309, 518-519, 720-721, 816, 843-845 <i>Section Assessment</i> 312 #1 <i>An American Story</i> 535, 843 TWE: ICA 155 NOTE: Teachers may use these references to support classroom discussion of this topic, including the approximation of GNP for GDP.

STANDARDS	PAGE REFERENCES
D. Describe historical examples of expansion, recession and depression in the United States.	SE: 312, 518-520, 531-534, 720-721, 843-845 <i>Reading Check</i> 312 <i>Picturing History</i> 520 <i>Section Assessment</i> 520 #3, 520 #6 TWE: CTA 518 ETC 519 PH 520 NOTE: Teachers may use these references to support classroom discussion of this topic.
6.1.12. GRADE 12	
<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. Evaluate the strengths and weaknesses of traditional, command and market economies.	SE: 308-309, 310, 518-519, 522, 542-544, 720-721, 843-845 <i>Reading Check</i> 310 <i>Different Viewpoints</i> 543 <i>Learning From History</i> 543 TWE: RC 310 DV 543 NOTE: Teachers may use these references to support classroom discussion of economic systems.
B. Analyze the impact of traditional, command and market economies on the United States economy.	SE: 310, 518-519, 522, 534, 542-544, 720-721, 843-845 <i>Different Viewpoints</i> 543 <i>Learning From History</i> 543 TWE: DV 543 NOTE: Teachers may use these references to support classroom discussion of this topic.
C. Assess the strength of the regional, national and/or international economy and compare it to another time period based upon economic indicators.	TWE: ICA 155 NOTE: Teachers may use these references to support classroom discussion of this topic.
D. Describe historical examples of expansion, recession, and depression internationally.	SE: 902-904 <i>The Great Depression</i> 532 <i>Guide to Reading</i> 902 <i>Picturing History</i> 903 <i>Reading Check</i> 904 <i>Section Assessment</i> 905 #5, 905 #4 TWE: ICA 533 PH 903 RC 904

STANDARDS	PAGE REFERENCES
6.2. Markets and the Functions of Governments	
6.2.9. GRADE 9	
<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. Explain the flow of goods, services and resources in a mixed economy.	SE: 629-630, 844-845, 902-904 <i>Technology & History</i> 515 <i>The Great Depression</i> 532 <i>Graph Skills</i> 532 <i>Picturing History</i> 903 TWE: TH 515 GRS 532 C 534 ICA 735 PH 903 NOTE: Teachers may use these references to support classroom discussion of this topic.
B. Analyze how the number of consumers and producers affects the level of competition within a market.	SE: 314-316, 320-322, 374, 533, 844-845, 903-904 <i>Picturing History</i> 520, 903 TWE: DI 440 PH 520, 903 NOTE: Teachers may use these references to support classroom discussion of this topic.
C. Explain the structure and purpose of the Federal Reserve System.	SE: 440-441, 522, 534, 544 <i>National Geographic</i> 440 <i>Geography Skills</i> 440 <i>Section Assessment</i> 442 #2 <i>Reviewing Key Facts</i> 444 #18 <i>Chapter Summary</i> 444 TWE: GS 440 CT 444 #25 PH 522
D. Analyze the functions of economic institutions (e.g., corporations, not-for-profit institutions).	SE: 314-317, 320-322, 374-375, 532-533, 725, 902-904 <i>Fact Fiction Folklore</i> 323 <i>Reading Check</i> 533 TWE: ICA 322 RC 533 FYI 725
E. Explain the laws of supply and demand and how these affect the prices of goods and services.	SE: 534, 844-845, 902-904 <i>Picturing History</i> 520, 545, 903 <i>Reading Check</i> 534 TWE: PH 520, 545, 903 CC 532 RC 534 NOTE: Teachers may use these references to support classroom discussion of this topic.

STANDARDS	PAGE REFERENCES
F. Analyze how competition among producers and consumers affects price, costs, product quality, service, product design, variety and advertising.	SE: 320-322, 534, 844-845, 902-904 <i>Picturing History</i> 520, 545, 903 TWE: DI 440 PH 520, 545, 903 NOTE: Teachers may use these references to support classroom discussion of this topic.
G. Contrast the largest sources of tax revenue with where most tax revenue is spent in Pennsylvania.	SE: 440 <i>Linking Past & Present</i> 246 <i>Reading Check</i> 441 TWE: LPP 246 RC 441 ICA 735 NOTE: Policies specific to Pennsylvanian taxation can be discussed in the classroom setting.
H. Analyze the economic roles of governments in market economies. <ul style="list-style-type: none"> • Economic growth and stability • Legal frameworks • Other economic goals (e.g., environmental protection, competition) 	SE: 310-311, 369, 534, 844-845 <i>Geography & History</i> 540-541 <i>Different Viewpoints</i> 543 <i>Learning From History</i> 543 TWE: E 369 DV 543 ICA 735
I. Explain how government provides public goods.	SE: 560-562 <i>Geography & History</i> 540-541 <i>Learning From Geography</i> 541 <i>Why It Matters</i> 558-559 <i>The First New Deal</i> 561 TWE: T 540 ETC 540, 561 DC 541 FCO 550D ICA 735
J. Contrast the taxation policies of the local, state and national governments in the economy.	SE: 440, 522 <i>Linking Past & Present</i> 246 <i>Reading Check</i> 441 TWE: LPP 246 RC 441 ICA 735 NOTE: Teachers may use these references to support classroom discussion of taxation at different governmental levels.
K. Interpret how media reports can influence perceptions of the costs and benefits of decisions.	SE: 323, 419-420, 518-519 <i>Section Assessment</i> 323 #3, 425 #6 <i>Picturing History</i> 419 <i>Political Uproar</i> 436 <i>Chapter Activities</i> 445 #28 TWE: FCO 508D PH 419 NOTE: Teachers may use these references to support classroom discussion of this topic.

STANDARDS	PAGE REFERENCES
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: 77, 192-193, 903 <i>Section Assessment</i> 193 #4 TWE: CC 374 NOTE: Teachers may use these references regarding domestic currency exchange to support classroom discussion of international currency exchange.
6.2.12. GRADE 12	
<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. Analyze the flow of products, resources and money in a mixed economy.	SE: 629-630, 844-845, 902-904 <i>Technology & History</i> 515 <i>The Great Depression</i> 532 <i>Graph Skills</i> 532 <i>Picturing History</i> 903 TWE: TH 515 GRS 532 C 534 ICA 735 PH 903 NOTE: Teachers may use these references to support classroom discussion of this topic.
B. Evaluate the operation of noncompetitive markets.	SE: 320-322 <i>Horizontal Integration</i> 321 <i>Chart Skills</i> 321 <i>Reading Check</i> 322 <i>Section Assessment</i> 323 #1, 323 #6 <i>You're the Historian</i> 324-325 TWE: FYI 321 RC 322 C 323 F 324 A 325
C. Analyze policies designed to raise or lower interest rates and how the Federal Reserve Board influences interest rates.	SE: 440-441, 522, 534, 544 <i>National Geographic</i> 440 <i>Geography Skills</i> 440 <i>Section Assessment</i> 442 #2 <i>Reviewing Key Facts</i> 444 #18 <i>Chapter Summary</i> 444 TWE: GS 440 CT 444 #25 PH 522
D. Evaluate changes in economic institutions over time (e.g., stock markets, non-government organizations).	SE: 314-317, 320-322, 374-375, 532-533, 725, 902-904 <i>Fact Fiction Folklore</i> 323 <i>Reading Check</i> 533 TWE: ICA 322 RC 533 FYI 725

STANDARDS	PAGE REFERENCES
<p>E. Predict how changes in supply and demand affect equilibrium price and quantity sold.</p>	<p>SE: 534, 844-845, 902-904 <i>Picturing History</i> 520, 545, 903 <i>Reading Check</i> 534 TWE: PH 520, 545, 903 CC 532 RC 534 NOTE: Teachers may use these references to support classroom discussion of this topic.</p>
<p>F. Identify and analyze forces that can change price.</p> <ul style="list-style-type: none"> • Government actions • Weather conditions • International events 	<p>SE: 320-322, 534, 844-845, 902-904 <i>Picturing History</i> 520, 545, 903 TWE: DI 440 PH 520, 545, 903 NOTE: Teachers may use these references to support classroom discussion of the many forces that can affect prices.</p>
<p>G. Evaluate types of tax systems.</p> <ul style="list-style-type: none"> • Progressive • Proportional • Regressive 	<p>SE: 440, 863 <i>Linking Past & Present</i> 246 <i>Reading Check</i> 441 <i>Section Assessment</i> 442 #1 TWE: LPP 246 RC 441 NOTE: Teachers may use these references to support classroom discussion of this topic.</p>
<p>H. Evaluate the economic roles of governments.</p> <ul style="list-style-type: none"> • Macroeconomics (e.g., tariffs and quotas, exchange rates, trade balance) • Microeconomics (e.g., price controls, monopolies, cartels) 	<p>SE: 310-311, 369, 534, 844-845 <i>Geography & History</i> 540-541 <i>Different Viewpoints</i> 543 <i>Learning From History</i> 543 TWE: E 369 DV 543 ICA 735</p>
<p>I. Evaluate government decisions to provide public goods.</p>	<p>SE: 560-562 <i>Geography & History</i> 540-541 <i>Learning From Geography</i> 541 <i>Why It Matters</i> 558-559 <i>The First New Deal</i> 561 TWE: T 540 ETC 540, 561 DC 541 FCO 550D ICA 735</p>
<p>J. Evaluate the social, political and economic changes in tax policy using cost/benefit analysis.</p>	<p>SE: 440, 522 <i>Linking Past & Present</i> 246 <i>Reading Check</i> 441 TWE: LPP 246 RC 441 ICA 735 NOTE: Teachers may use these references to support classroom discussion of cost/benefit analysis and taxation at different governmental levels.</p>

STANDARDS	PAGE REFERENCES
K. Analyze the impact of media on decision-making of consumers, producers and policymakers.	SE: 323, 419-420, 518-519 <i>Section Assessment</i> 323 #3, 425 #6 <i>Picturing History</i> 419 <i>Political Uproar</i> 436 <i>Chapter Activities</i> 445 #28 TWE: PH 419 FCO 508D NOTE: Teachers may use these references to support classroom discussion of this topic.
L. Analyze how policies and international events may change exchange rates.	SE: 77, 192-193, 903 <i>Section Assessment</i> 193 #4 TWE: CC 374 NOTE: Teachers may use these references regarding domestic currency exchange to support classroom discussion of international currency exchange.
6.3. Scarcity and Choice	
6.3.9. GRADE 9	
<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 ways to deal with scarcity. <ul style="list-style-type: none"> • Community • Pennsylvania • United States 	SE: 844-845 <i>Geography & History</i> 540-541 <i>Learning From Geography</i> 541 <i>Guide to Reading</i> 542 <i>An American Story</i> 542 <i>Different Viewpoints</i> 543 <i>Analyzing Political Cartoons</i> 845 TWE: DC 541 DIC 543 DV 543 NOTE: Teachers may use these references to support classroom discussion of this topic.
B. Analyze how unlimited wants and limited resources affect decision-making.	SE: 106, 543-544, 560-562, 844-845 <i>Picturing History</i> 545 <i>The First New Deal</i> 561 TWE: DIC 543 PH 545 RS 557 ETC 561 NOTE: Teachers may use these references to support classroom discussion of decision-making in terms of government policy.

STANDARDS	PAGE REFERENCES
C. Explain how resources can be used in different ways to produce different goods and services.	SE: 317, 543-544 <i>Reading Check</i> 317 <i>Why It Matters</i> 550, 558-559 <i>The First New Deal</i> 561 TWE: RC 317 DIC 543 RS 557 WHM 558 NOTE: Teachers may use these references to support classroom discussion of this topic, especially in regard to government goods and services.
D. Explain marginal analysis and decision-making.	SE: 320, 531-532 <i>Vertical Integration</i> 321 <i>Horizontal Integration</i> 321 <i>Chart Skills</i> 321 <i>Section Assessment</i> 323 #1 <i>Picturing History</i> 545 TWE: CS 321 PH 545 NOTE: Teachers may use these references to provide examples for a classroom discussion on marginal analysis and decision making.
E. Explain the opportunity cost of a public choice from different perspectives.	SE: 543-544, 560-562 <i>An American Story</i> 542 <i>Different Viewpoints</i> 543 <i>Why It Matters</i> 558-559 <i>The First New Deal</i> 561 <i>Reading Check</i> 562 TWE: DV 543 RS 557 WHM 558 NOTE: Teachers may use these references to provide examples for a classroom discussion on opportunity costs.
F. Explain how incentives affect the behaviors of workers, savers, consumers and producers.	SE: 317-318, 543-544 <i>Different Viewpoints</i> 543 <i>Picturing History</i> 545, 557 <i>The First New Deal</i> 561 TWE: CC 532 DV 543 PH 545, 557 DC 559 NOTE: Teachers may use these references to support classroom discussion of this topic.

STANDARDS	PAGE REFERENCES
6.3.12. GRADE 12	
<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. Analyze actions taken as a result of scarcity issues in the regional, national and international economies.	SE: 844-845 <i>Geography & History</i> 540-541 <i>Learning From Geography</i> 541 <i>Guide to Reading</i> 542 <i>An American Story</i> 542 <i>Different Viewpoints</i> 543 <i>Analyzing Political Cartoons</i> 845 TWE: DC 541 DIC 543 DV 543 NOTE: Teachers may use these references to support classroom discussion of this topic.
B. Evaluate the economic reasoning behind a choice.	SE: 106, 543-544, 560-562, 844-845 <i>Picturing History</i> 545 <i>The First New Deal</i> 561 TWE: DIC 543 PH 545 RS 557 ETC 561 NOTE: Teachers may use these references to support classroom discussion of decision-making in terms of government policy.
C. Evaluate the allocation of resources used to produce goods and services.	SE: 317, 543-544 <i>Reading Check</i> 317 <i>Why It Matters</i> 550, 558-559 <i>The First New Deal</i> 561 TWE: RC 317 DIC 543 RS 557 WHM 558 NOTE: Teachers may use these references to support classroom discussion of this topic, especially in regard to government goods and services.
D. Evaluate regional, national or international economic decisions using marginal analysis.	SE: 320, 531-532 <i>Vertical Integration</i> 321 <i>Horizontal Integration</i> 321 <i>Chart Skills</i> 321 <i>Section Assessment</i> 323 #1 <i>Picturing History</i> 545 TWE: CS 321 PH 545 NOTE: Teachers may use these references to provide examples for a classroom discussion on marginal analysis and decision making.

STANDARDS	PAGE REFERENCES
E. Analyze the opportunity cost of decisions by individuals, businesses, communities and nations.	SE: 543-544, 560-562 <i>An American Story</i> 542 <i>Different Viewpoints</i> 543 <i>Why It Matters</i> 558-559 <i>The First New Deal</i> 561 <i>Reading Check</i> 562 TWE: DV 543 RS 557 WHM 558 NOTE: Teachers may use these references to provide examples for a classroom discussion on opportunity costs.
F. Evaluate in terms of marginal analysis how incentives influence decisions of consumers, producers and policy makers.	SE: 317-318, 543-544 <i>Different Viewpoints</i> 543 <i>Picturing History</i> 545, 557 <i>The First New Deal</i> 561 TWE: CC 532 DV 543 PH 545, 557 DC 559 NOTE: Teachers may use these references to support classroom discussion of this topic.
6.4. Economic Interdependence	
6.4.9. GRADE 9	
<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. Explain why specialization may lead to increased production and consumption.	SE: 320-322, 514-516 <i>Vertical Integration</i> 321 <i>Guide to Reading</i> 514 <i>Technology & History</i> 515 <i>Section Assessment</i> 520 #1, 520 #2, 520 #3 TWE: TH 515 DEC 515
B. Explain how trade may improve a society's standard of living.	SE: 394-395, 534, 844, 903, 904 <i>Reading Check</i> 534 <i>Picturing History</i> 844, 903 TWE: ICA 395 RC 534 PH 844, 903 NOTE: Teachers may use these references to support classroom discussion of this topic.
C. Explain why governments sometimes restrict or subsidize trade.	SE: 436, 522-524, 534, 903, 904 <i>Reading Check</i> 534 <i>Section Assessment</i> 534 #2 <i>Picturing History</i> 903 TWE: RC 534 PH 903 NOTE: Teachers may use these references to support classroom discussion of this topic.

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"> • Labor markets (e.g., migrant workers) • Interstate highway system and sea and inland ports (e.g., movement of goods) • Communication technologies (e.g., facsimile transmission, satellite-based communications) 	<p>SE: 315-316, 317 <i>Picturing History</i> 315 <i>Reading Check</i> 316 <i>Vertical Integration</i> 321 <i>Why It Matters</i> 690-691 <i>Speed of Travel</i> 691 <i>Section Assessment</i> 691 #2</p> <p>TWE: PH 315 RC 316 ICA 317 WHM 690</p> <p>NOTE: Teachers may use these references to support classroom discussion of this topic.</p>
<p>E. Analyze how Pennsylvania consumers and producers participate in the global production and consumption of goods or services.</p>	<p>SE: <i>National Geographic</i> 309 <i>Geography Skills</i> 309</p> <p>TWE: CLA 1 GS 309</p> <p>NOTE: Discussion of consumerism specific to Pennsylvania can be conducted in the classroom setting.</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: 309, 844, 892-895 <i>Picturing History</i> 844 <i>Analyzing Political Cartoons</i> 845 <i>Reading Check</i> 894</p> <p>TWE: PH 844 FYI 844 APC 845 RC 894</p> <p>NOTE: Teachers may use these references to support classroom discussion of opportunity costs and comparative advantage.</p>
<p>G. Describe geographic patterns of economic activities in the United States.</p> <ul style="list-style-type: none"> • Primary – extractive industries (i.e., farming, fishing, forestry, mining) • Secondary – materials processing industries (i.e., manufacturing) • Tertiary – service industries (e.g., retailing, wholesaling, finance, real estate, travel and tourism, transportation) 	<p>SE: 286-291, 294-295, 559, 693 <i>Guide to Reading</i> 286 <i>Linking Past & Present</i> 288 <i>Reading Check</i> 295 <i>An American Story</i> 372 <i>Picturing History</i> 373</p> <p>TWE: CTM 287 RC 295</p> <p>NOTE: Teachers may use these references to support classroom discussion of this topic.</p>

STANDARDS	PAGE REFERENCES
6.4.12. GRADE 12	
<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. Analyze how specialization may increase the standard of living.	SE: 320-322, 514-516 <i>Vertical Integration</i> 321 <i>Guide to Reading</i> 514 <i>Technology & History</i> 515 <i>Section Assessment</i> 520 #1, 520 #2, 520 #3 TWE: TH 515 DEC 515
B. Analyze the relationships between trade, competition and productivity.	SE: 394-395, 534, 844, 903, 904 <i>Reading Check</i> 534 <i>Picturing History</i> 844, 903 TWE: ICA 395 RC 534 PH 844, 903 NOTE: Teachers may use these references to support classroom discussion of this topic.
C. Evaluate how a nation might benefit by lowering or removing trade barriers.	SE: 436, 522-524, 534, 903, 904 <i>Reading Check</i> 534 <i>Section Assessment</i> 534 #2 <i>Picturing History</i> 903 TWE: RC 534 PH 903 NOTE: Teachers may use these references to support classroom discussion of this topic.
D. Explain how the location of resources, transportation and communication networks and technology have affected international economic patterns.	SE: 315-316, 317 <i>Picturing History</i> 315 <i>Reading Check</i> 316 <i>Vertical Integration</i> 321 <i>Why It Matters</i> 690-691 <i>Speed of Travel</i> 691 <i>Section Assessment</i> 691 #2 TWE: PH 315 RC 316 ICA 317 WHM 690 NOTE: Teachers may use these references to support classroom discussion of this topic.
E. Analyze how United States consumers and producers participate in the global production and consumption of goods or services.	SE: <i>National Geographic</i> 309, 844, 903, 904 <i>Geography Skills</i> 309 <i>Analyzing Political Cartoons</i> 845 <i>Picturing History</i> 903 TWE: GS 309 APC 845 PH 903

STANDARDS	PAGE REFERENCES
F. Evaluate how trade is influenced by comparative advantage and opportunity costs.	SE: 534, 844, 903 <i>Reading Check</i> 534 <i>Analyzing Political Cartoons</i> 845 <i>Picturing History</i> 903 TWE: RC 534 CTM 844 APC 845 PH 903 NOTE: Teachers may use these references to support classroom discussion of comparative advantage, opportunity cost, and trade.
G. Evaluate characteristics and distribution of international economic activities. <ul style="list-style-type: none"> • Primary – extractive industries (i.e., farming, fishing, forestry, mining) • Secondary – materials processing industries (i.e., manufacturing) • Tertiary – service industries (e.g., retailing, wholesaling, finance, real estate, travel and tourism, transportation) 	SE: 844, 903, 904 <i>Analyzing Political Cartoons</i> 845 <i>Picturing History</i> 903 <i>Reading Check</i> 904 TWE: CTM 844 FYI 844 APC 845 PH 903 RC 904 NOTE: Teachers may use these references to support classroom discussion of this topic.
6.5. Work and Earnings	
6.5.9. GRADE 9	
<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. Define wages and explain how wages are determined by the supply of and demand for workers.	SE: 310, 330-331, 515-516, 687 <i>Picturing History</i> 520 TWE: ICA 329 WR 330 PH 520 CC 532 DIC 687 NOTE: Teachers may use these references to support classroom discussion of this topic.
B. Describe how productivity is measured and identify ways in which a person can improve his or her productivity.	SE: 312, 514-516 <i>Technology & History</i> 515 <i>Reading Check</i> 518 <i>Picturing History</i> 520 TWE: FYI 320 TH 515 DEC 515 CTA 518 RC 518 PH 520

STANDARDS	PAGE REFERENCES
C. Identify and explain the characteristics of the three types of businesses. <ul style="list-style-type: none"> • Sole proprietorship • Partnership • Corporation 	SE: 310, 320, 322 <i>Reading Check</i> 320, 322 <i>Section Assessment</i> 323 #1, 323 #4 TWE: RC 320, 322 ICA 322 NOTE: Teachers may use these references to support classroom discussion of this topic.
D. Analyze how risks influence business decision-making.	SE: 310, 315-316, 317-318, 320-321, 322 <i>An American Story</i> 286, 319, 514 TWE: ICA 322 NOTE: Teachers may use these references to support classroom discussion of this topic.
E. Define wealth and describe its distribution within and among the political divisions of the United States.	SE: 319, 320-321, 533-534, 765-766, 893 <i>An American Story</i> 319 <i>Section Assessment</i> 323 #5 <i>Writing About History</i> 323 <i>Reading Check</i> 766 TWE: RC 766
F. Identify leading entrepreneurs in Pennsylvania and the United States and describe the risks they took and the rewards they received.	SE: 310, 317-318, 320, 892-893 <i>An American Story</i> 319, 514, 892 <i>Writing About History</i> 323 <i>Picturing History</i> 893 TWE: ICA 322
G. Explain the differences among stocks, bonds and mutual funds.	SE: 315, 320, 531-533 <i>An American Story</i> 286 <i>Section Assessment</i> 323 #2 <i>Guide to Reading</i> 530 <i>Stock Prices</i> 532 TWE: ICA 533 NOTE: Teachers may use these references to support classroom discussion of this topic.
H. Explain the impact of higher or lower interest rates for savers, borrowers, consumers and producers.	SE: 845, 867 <i>Picturing History</i> 522 <i>Reading Check</i> 522, 845, 846 TWE: PH 522 RC 522, 845, 846
6.5.12. GRADE 12	
<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. Analyze the factors influencing wages. <ul style="list-style-type: none"> • Demand for goods and services produced • Labor unions • Productivity • Education/skills 	SE: 310, 330-331, 515-516, 687 <i>Picturing History</i> 520 TWE: ICA 329 WR 330 PH 520 CC 532 DIC 687 NOTE: Teachers may use these references to support classroom discussion of this topic.

STANDARDS	PAGE REFERENCES
<p>B. Evaluate how changes in education, incentives, technology and capital investment alter productivity.</p>	<p>SE: 312, 514-516 <i>Technology & History</i> 515 <i>Reading Check</i> 518 <i>Picturing History</i> 520</p> <p>TWE: FYI 320 TH 515 DEC 515 CTA 518 RC 518 PH 520</p> <p>NOTE: Teachers may use these references to support classroom discussion of this topic.</p>
<p>C. Analyze the costs and benefits of organizing a business as a sole proprietorship, partnership or corporation.</p>	<p>SE: 310, 320, 322 <i>Reading Check</i> 320, 322 <i>Section Assessment</i> 323 #1, 323 #4</p> <p>TWE: RC 320, 322 ICA 322</p> <p>NOTE: Teachers may use these references to support classroom discussion of this topic.</p>
<p>D. Analyze the role of profits and losses in the allocation of resources in a market economy.</p>	<p>SE: 310, 315-316, 317-318, 320-321, 322 <i>An American Story</i> 286, 319, 514</p> <p>TWE: ICA 322</p> <p>NOTE: Teachers may use these references to support classroom discussion of this topic.</p>
<p>E. Compare distribution of wealth across nations.</p>	<p>SE: 844, 902-904 <i>Analyzing Political Cartoons</i> 845 <i>Picturing History</i> 903</p> <p>TWE: CTM 844 FYI 844 APC 845</p> <p>NOTE: Teachers may use these references to support classroom discussion of this topic.</p>
<p>F. Assess the impact of entrepreneurs on the economy.</p>	<p>SE: 310, 317-318, 320, 892-893 <i>An American Story</i> 319, 514, 892 <i>Writing About History</i> 323 <i>Picturing History</i> 893</p> <p>TWE: ICA 322</p>
<p>G. Analyze the risks and returns of various investments.</p> <ul style="list-style-type: none"> • Stocks • Bonds • Mutual funds • Savings bonds • Retirement savings (e.g., Individual Retirement Account (IRA), Keogh, 401K) • Savings accounts (e.g., passbook, certificate of deposit) 	<p>SE: 315, 320, 531-533 <i>An American Story</i> 286 <i>Section Assessment</i> 323 #2 <i>Guide to Reading</i> 530 <i>Stock Prices</i> 532</p> <p>TWE: ICA 533</p> <p>NOTE: Teachers may use these references to support classroom discussion of this topic.</p>

STANDARDS	PAGE REFERENCES
H. Evaluate benefits and costs of changes in interest rates for individuals and society.	SE: 845, 867 <i>Picturing History</i> 522 <i>Reading Check</i> 522, 845, 846 TWE: PH 522 RC 522, 845, 846

Codes Used for TWE Pages

A	Assess	E5	Element 5
AN	Answer	ETC	Extending the Content
APC	Analyzing Political Cartoons	F	Focus
APS	Answers to Practicing the Skill	FCO	From the Classroom of...
C	Close	FFF	Fact Fiction Folklore
CAS	A City and a Storm	FYI	FYI
CC	Curriculum Connection	GOA	Graphic Organizer Activity
CL	Creating a List	GRS	Graph Skills
CLA	Cooperative Learning Activity	GS	Geography Skills
CM	Classifying Maps	HTA	History Through Art
CP	Creating a Poster	ICA	Interdisciplinary Connections Activity
CPC	Creating a Political Cartoon	IS	Interpreting Statistics
CS	Chart Skills	LPP	Linking Past & Present
CT	Critical Thinking	MAP	More About the Photo
CTA	Critical Thinking Activity	MIH	Moment in History
CTL	Creating a Time Line	PH	Picturing History
CTM	Creating a Thematic Map	PIH	Profiles in History
DA	Discussing Appointments	R	Reteach
DC	Drawing Conclusions	RC	Reading Check
DEC	Demonstrating a Concept	RS	Reading Strategy
DEI	Demonstrating Ideas	T	Teach
DI	Differentiated Instruction	TH	Technology & History
DIC	Discussing a Concept	UMK	Using a Map Key
DLR	Discussing the Limits of Rights	USM	Using Special-Purpose Maps
DP	Discussing the Process	WE	Writing an Essay
DV	Different Viewpoints	WHM	Why It Matters
E	Enrich	WIM	What It Means
E2	Element 2	WPE	Writing a Persuasive Essay
E3	Element 3	WR	Writing a Report
		YDS	You Don't Say...