



PENNSYLVANIA
Academic Standards for History, Geography, Civics and
Government, and Economics Grade 9
World History Journey Across Time: The Early Ages © 2008

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: <i>Tools of the Historian</i> TOOLS1-TOOLS3 <i>Skillbuilder Handbook</i> 711, 712 TWE: EC TOOLS0 TLA 0, 108, 254, 400, 564 DI 1
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>Tools of the Historian</i> TOOLS8-TOOLS9 <i>Using Geography Skills</i> 13, 246 <i>You Decide</i> 24-25, 180-181 <i>Skillbuilder Handbook</i> 713, 714, 715, 716 TWE: ICA 42
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 • Fact versus opinion • Reasons/causes for multiple points of view • Illustrations in historical documents and stories • Causes and results • Author or source used to develop historical narratives • Central issue 	SE: 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>Tools of the Historian</i> TOOLS4-TOOLS5 <i>Skillbuilder Handbook</i> 709, 713, 714, 715, 716, 720, 725 TWE: CTA 96 DI 118
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>Tools of the Historian</i> TOOLS4-TOOLS5 <i>Primary Source</i> 71, 122, 135 <i>World Literature</i> 164-167 <i>Skillbuilder Handbook</i> 714, 715, 716 TWE: CTA TOOLS4 CC 20

STANDARDS	PAGE REFERENCES
8.2. Pennsylvania History	
8.2.9. GRADE 9	
<p>A. Analyze the political and cultural contributions of individuals and groups to Pennsylvania history from 1787 to 1914.</p> <ul style="list-style-type: none"> • Political Leaders (e.g., James Buchanan, Thaddeus Stevens, Andrew Curtin) • Military Leaders (e.g., George Meade, George McClellan, John Hartranft) • Cultural and Commercial Leaders (e.g., John J. Audubon, Rebecca Webb Lukens, Stephen Foster) • Innovators and Reformers (e.g., George Westinghouse, Edwin Drake, Lucretia Mott) 	<p>This period of time is covered in Glencoe's <i>World History Journey Across Time</i> © 2008.</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>This period of time is covered in Glencoe's <i>World History Journey Across Time</i> © 2008.</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"> • 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>This period of time is covered in Glencoe's <i>World History Journey Across Time</i> © 2008.</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"> • 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>This period of time is covered in Glencoe’s <i>World History Journey Across Time</i> © 2008.</p>
8.3. United States History	
8.3.9. GRADE 9	
<p>A. Identify and analyze the political and cultural contributions of individuals and groups to United States history from 1787 to 1914.</p> <ul style="list-style-type: none"> • Political Leaders (e.g., Daniel Webster, Abraham Lincoln, Andrew Johnson) • Military Leaders (e.g., Andrew Jackson, Robert E. Lee, Ulysses S. Grant) • Cultural and Commercial Leaders (e.g., Jane Addams, Jacob Riis, Booker T. Washington) • Innovators and Reformers (e.g., Alexander G. Bell, Frances E. Willard, Frederick Douglass) 	<p>This period of time is covered in Glencoe’s <i>World History Journey Across Time</i> © 2008.</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 Uncle Tom’s Cabin, Brown’s “Washed by Blood,” Key’s “Star Spangled Banner”) • Historic Places (e.g., The Alamo, Underground Railroad sites, Erie Canal) 	<p>TWE: CAY 122</p> <p>This period of time is covered more comprehensively in Glencoe’s <i>World History Journey Across Time</i> © 2008.</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>TWE: CAY 122</p> <p>This period of time is covered more comprehensively in Glencoe's <i>World History Journey Across Time</i> © 2008.</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>This period of time is covered in Glencoe's <i>World History Journey Across Time</i> © 2008.</p>

STANDARDS	PAGE REFERENCES
8.4. World History	
8.4.9. GRADE 9	
<p>A. Analyze the significance of individuals and groups who made major political and cultural contributions to world history before 1500.</p> <ul style="list-style-type: none"> • Political and Military Leaders (e.g., King Ashoka, Montezuma I, Ghenghis Khan, William the Conqueror) • Cultural and Commercial Leaders (e.g., Mansa Musa, Yak Pac, Cheng Ho, Marco Polo) • Innovators and Reformers (e.g., Erastostenes, Tupac Inka Yupenqui, Johannes Gutenberg) 	<p>SE: 211-213, 425-426, 428-429, 449, 535-536 <i>Biography</i> 212, 427, 466 <i>Using Geography Skills</i> 424</p> <p>TWE: CTA 426</p>
<p>B. Analyze historical documents, material artifacts and historic sites important to world history before 1500.</p> <ul style="list-style-type: none"> • Documents, Writings and Oral Traditions (e.g., Rosetta Stone, Aztec glyph writing, Dead Sea Scrolls, Magna Carta) • Artifacts, Architecture and Historic Places (e.g., Ethiopian rock churches, Mayan pyramids, Nok terra cotta figures, megaliths at Stonehenge) • Historic districts (e.g., Memphis and its Necropolis, Sanctuary of Machu Picchu, Old City of Jerusalem and its Walls, Centre of Rome and the Holy See) 	<p>SE: <i>Egypt's Religion</i> 50-51 <i>Primary Source</i> 83, 537 <i>History Makers</i> 100 <i>The City of Djenné</i> 464 <i>The Way It Was</i> 578-579 <i>Tenochtitlan</i> 586</p> <p>TWE: CC 20 MAP 221, 441</p>
<p>C. Analyze how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women before 1500.</p> <ul style="list-style-type: none"> • Africa • Americas • Asia • Europe 	<p>SE: 9-15, 20-21, 81, 122-123, 139, 201, 234-235 <i>Understanding Charts</i> 14, 44, 185</p>
<p>D. Analyze how conflict and cooperation among social groups and organizations impacted world history through 1500 in Africa, Americas, Asia and Europe.</p> <ul style="list-style-type: none"> • Domestic Instability • Ethnic and Racial Relations • Labor Relations • Immigration and Migration • Military Conflicts 	<p>SE: 14-15, 60-61, 91-92, 121-123, 244-245, 274-276, 380-381, 412-414, 424-426</p> <p>TWE: CTA 244</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> GH1-GH15 <i>Tools of the Historian</i> TOOLS8-TOOLS9 <i>Using Geography Skills</i> 195 TWE: CLA GH4, GH8, GH14 DI GH5, GH10 PR 190 ICA 391</p>
<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: <i>Geography Handbook</i> GH2 <i>Tools of the Historian</i> TOOLS6-TOOLS7 <i>Using Geography Skills</i> 13, 198, 380 TWE: EC GH3 RT GH15 PR 4 CC 40 ICA 178</p>

STANDARDS	PAGE REFERENCES
7.2 The Physical Characteristics of Places and Regions	
7.2.9. GRADE 9	
<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: <i>Geography Handbook</i> GH2 <i>Tools of the Historian</i> TOOLS6-TOOLS7 <i>Using Geography Skills</i> 17, 195, 225, 445</p> <p>TWE: EC GH3 RT GH15 PR 4, 190</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: 195-196 <i>Geography Handbook</i> GH2 <i>Using Geography Skills</i> 195, 445</p> <p>TWE: DYK GH15 RT GH15 PR 4 CC 118 ICA 464, 576</p>
7.3 The Human Characteristics of Places and Regions	
7.3.9. GRADE 9	
<p>A. Explain the human characteristics of places and regions by their population characteristics.</p> <ul style="list-style-type: none"> • Spatial distribution, size, density and demographic characteristics of population at the state and National level • Demographic structure of a population (e.g., life expectancy, fertility rate, mortality rate, infant mortality rate, population growth rate, the demographic transition model) • Effects of different types and patterns of human movement <ul style="list-style-type: none"> ➤ Mobility (e.g., travel for business) ➤ Migration (e.g., rural to urban, short term vs. long term, critical distance) 	<p>SE: 486-487 <i>Using Geography Skills</i> 198, 263, 323, 469, 513, 548, 555, 691</p> <p>TWE: CTA 197</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: 154-163, 202-208, 235-239, 302-310 <i>Using Geography Skills</i> 380, 590</p> <p>TWE: CTA 90, 305 CLA 309 PR 338</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"> • 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>The following references are not limited to U.S. examples.</p> <p>SE: 17, 196-197 <i>Tools of the Historian</i> TOOLS7 <i>Using Geography Skills</i> 198, 263, 323, 469, 513</p> <p>TWE: RW 31 CTA 197</p>
<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>The following references are not limited to U.S. examples.</p> <p>SE: <i>Using Geography Skills</i> 121, 246, 292-293, 448, 452, 667, 668, 694, 695</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>The following references are not limited to U.S. examples.</p> <p>SE: 129 <i>Understanding Charts</i> 140 <i>Using Geography Skills</i> 269, 385, 538, 691</p> <p>TWE: RT 27 PR 112 CAY 122</p>

STANDARDS	PAGE REFERENCES
7.4 The Interactions Between People and Places	
7.4.9. GRADE 9	
<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: <i>Geography Handbook</i> GH3 <i>Tools of the Historian</i> TOOLS6 <i>The Way It Was</i> 234-235 <i>Linking Past & Present</i> 410</p> <p>TWE: EC 65 CC 118 PR 190 RT 263 ICA 464, 576</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>Geography Handbook</i> GH3 <i>Tools of the Historian</i> TOOLS6 <i>The Way It Was</i> 234-235 <i>Linking Past & Present</i> 410</p> <p>TWE: EC TOOLS6, 65 RW 73 DI 410</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: 17, 681-682, 685-686 <i>You Decide</i> 24-25</p> <p>TWE: CTA 19 ICA 291 CAY 363</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: 694 <i>Understanding Charts</i> 140</p> <p>TWE: CAY 122, 200, 363 DI 270 ICA 291 CTA 325, 537, 693</p>
<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: 681-682, 694 <i>Understanding Charts</i> 140 <i>Primary Source</i> 682, 698</p> <p>TWE: PR 112 CTA 693</p>

STANDARDS	PAGE REFERENCES
<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>This objective can be met during teacher/class discussion.</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: 537, 682, 694, 699-700 <i>Primary Source</i> 537, 693, 698 TWE: CAY 122 DI 270 CTA 693</p>
<p>F. Contrast the individual rights created by the Pennsylvania Constitution and those created by the Constitution of the United States.</p>	<p>The following references cover the U.S. Constitution. SE: 699-700 <i>Understanding Charts</i> 140 TWE: CAY 122</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>This objective can be met during teacher/class discussion.</p>
<p>H. Explain and interpret the roles of framers of basic documents of government from a national and Pennsylvania perspective.</p>	<p>SE: 694, 697-700 <i>Primary Source</i> 693, 698 TWE: CTA 693, 698 CAY 696</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: 682, 699-700 <i>Primary Source</i> 698 TWE: CAY 246 DI 270 CTA 271, 693 EC 413</p>
<p>J. Explain how law protects individual rights and the common good.</p>	<p>SE: 681-682, 694, 699-700 <i>Understanding Charts</i> 140 TWE: CAY 122, 200 CTA 693</p>
<p>K. Explain why symbols and holidays were created and the ideals they commemorate.</p>	<p>The following references are not specific to the U.S. SE: <i>Major Jewish Holidays</i> 96 TWE: ICA 377, 586</p>
<p>L. Interpret Pennsylvania and United States court decisions that have impacted the principles and ideals of government.</p>	<p>This objective can be met during teacher/class discussion.</p>

STANDARDS	PAGE REFERENCES
M. Interpret the impact of famous speeches and writings on civic life (e.g., <i>The Gospel of Wealth, Declaration of Sentiments</i>).	TWE: CAY 696
5.2. Rights and Responsibilities of Citizenship	
5.2.9. GRADE 9	
A. Contrast the essential rights and responsibilities of citizens in systems of government. <ul style="list-style-type: none"> • Autocracy • Democracy • Oligarchy • Republic 	SE: 681-682, 699-700 <i>Understanding Charts</i> 140 <i>Linking Past & Present</i> 536 <i>Primary Source</i> 698 TWE: CAY 122, 200 ICA 128 EC 413 CTA 693
B. Analyze citizens' rights and responsibilities in local, state and national government.	SE: <i>Understanding Charts</i> 140 <i>Linking Past & Present</i> 536 TWE: CAY 122, 200 ICA 128
C. Analyze skills used to resolve conflicts in society and government.	TWE: CLA 101, 541 ICA 273
D. Analyze political leadership and public service in a republican form of government.	SE: 681-682 TWE: CAY 246 DI 270 CTA 271
E. Explain the importance of the political process to competent and responsible participation in civic life.	SE: 681-682 <i>Understanding Charts</i> 140 TWE: CAY 122, 200, 414 ICA 128
F. Analyze the consequences of violating laws of Pennsylvania compared to those of the United States.	This objective can be met during teacher/class discussion.
G. Analyze political and civic participation in government and society.	SE: 681-682 <i>Understanding Charts</i> 140 <i>Linking Past & Present</i> 536 TWE: CAY 122, 200, 246, 414 ICA 128, 362
5.3. How Government Works	
5.3.9. GRADE 9	
A. Explain the structure, organization and operation of the local, state, and national governments including domestic and national policy-making.	SE: 700 TWE: CAY 246, 414 CTA 271
B. Compare the responsibilities and powers of the three branches within the national government.	SE: 700 TWE: DI 270 CTA 271
C. Explain how a bill becomes a law on a federal, state, and local level.	This objective can be met during teacher/class discussion.

STANDARDS	PAGE REFERENCES
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) 	This objective can be met during teacher/class discussion.
E. Explain how citizens participate in choosing their leaders through political parties, campaigns and elections.	SE: <i>Understanding Charts</i> 140 TWE: CAY 122 ICA 128
F. Explain the election process. <ul style="list-style-type: none"> • Voter registration • Primary Elections • Caucuses • Political party conventions • General Elections • Electoral College 	SE: <i>Understanding Charts</i> 140 TWE: ICA 128
G. Explain how the government protects individual rights. <ul style="list-style-type: none"> • Equal protection • Habeas Corpus • Right Against Self Incrimination • Double Jeopardy • Right of Appeal • Due Process 	SE: 700
H. Analyze how interest groups provide opportunities for citizens to participate in the political process.	This objective can be met during teacher/class discussion.
I. Analyze how and why government raises money to pay for its operation and services.	This objective can be met during teacher/class discussion.
J. Analyze the importance of freedom of the press.	SE: 700
K. Identify and explain systems of government. <ul style="list-style-type: none"> • Autocracy • Democracy • Oligarchy • Republic 	SE: 681-682, 699-700 <i>Understanding Charts</i> 140 TWE: PR 112 CAY 122 ICA 128 CTA 537
5.4. How International Relationships Function	
5.4.9. GRADE 9	
A. Explain how the United States is affected by policies of nation-states, governmental and non-governmental organizations.	This period of time is covered in Glencoe's <i>World History Journey Across Time</i> © 2008.
B. Explain the role of the United States in world affairs.	This period of time is covered in Glencoe's <i>World History Journey Across Time</i> © 2008.
C. Explain the effects United States political ideas have had on other nations.	This period of time is covered in Glencoe's <i>World History Journey Across Time</i> © 2008.

STANDARDS	PAGE REFERENCES
D. Contrast how the three branches of federal government function in foreign policy.	This period of time is covered in Glencoe's <i>World History Journey Across Time</i> © 2008.
E. Explain the development and the role of the United Nations and other international organizations, both governmental and non-governmental.	This period of time is covered in Glencoe's <i>World History Journey Across Time</i> © 2008.
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: 17 This topic is covered in Glencoe's <i>World History Journey Across Time</i> © 2008.
B. Explain how traditional, command and market economies answer the basic economic questions.	TWE: CC 692 This topic is covered in Glencoe's <i>World History Journey Across Time</i> © 2008.
C. Explain how economic indicators reflect changes in the economy. • Consumer Price Index (CPI) • Gross Domestic Product (GDP) • Unemployment rate	This topic is covered in Glencoe's <i>World History Journey Across Time</i> © 2008.
D. Describe historical examples of expansion, recession and depression in the United States.	This period of time is covered in Glencoe's <i>World History Journey Across Time</i> © 2008.
6.2. Markets and the Functions of Governments	
6.2.9. GRADE 9	
A. Explain the flow of goods, services and resources in a mixed economy.	This objective can be met during teacher/class discussion.
B. Analyze how the number of consumers and producers affects the level of competition within a market.	SE: 503, 659
C. Explain the structure and purpose of the Federal Reserve System.	This objective can be met during teacher/class discussion.
D. Analyze the functions of economic institutions (e.g., corporations, not-for-profit institutions).	SE: 529
E. Explain the laws of supply and demand and how these affect the prices of goods and services.	SE: 246-247, 319, 659, 668-669
F. Analyze how competition among producers and consumers affects price, costs, product quality, service, product design, variety and advertising.	SE: 319, 659
G. Contrast the largest sources of tax revenue with where most tax revenue is spent in Pennsylvania.	This objective can be met during teacher/class discussion.

STANDARDS	PAGE REFERENCES
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) 	This topic is covered in Glencoe's <i>World History Journey Across Time</i> © 2008.
I. Explain how government provides public goods.	SE: 17, 43
J. Contrast the taxation policies of the local, state and national governments in the economy.	This objective can be met during teacher/class discussion.
K. Interpret how media reports can influence perceptions of the costs and benefits of decisions.	This objective can be met during teacher/class discussion.
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).	TWE: ICA 612
6.3. Scarcity and Choice	
6.3.9. GRADE 9	
A. Describe ways to deal with scarcity. <ul style="list-style-type: none"> • Community • Pennsylvania • United States 	The following references apply to scarcity throughout civilization. SE: 43, 143, 319
B. Analyze how unlimited wants and limited resources affect decision-making.	SE: 43, 143, 244-245, 319 <i>Primary Source</i> 320
C. Explain how resources can be used in different ways to produce different goods and services.	This objective can be met during teacher/class discussion.
D. Explain marginal analysis and decision-making.	This objective can be met during teacher/class discussion.
E. Explain the opportunity cost of a public choice from different perspectives.	SE: 319, 472-473 <i>Primary Source</i> 320 TWE: CC 692
F. Explain how incentives affect the behaviors of workers, savers, consumers and producers.	This objective can be met during teacher/class discussion.
6.4. Economic Interdependence	
6.4.9. GRADE 9	
A. Explain why specialization may lead to increased production and consumption.	SE: 15, 143, 503 TWE: CC 692 TT 692
B. Explain how trade may improve a society's standard of living.	SE: 15, 43, 72, 143, 292-294, 429, 448-449, 503, 528-529, 611-612
C. Explain why governments sometimes restrict or subsidize trade.	This topic is covered in Glencoe's <i>World History Journey Across Time</i> © 2008.

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>The following references apply to transportation and communication networks throughout the world. SE: <i>Using Geography Skills</i> 246, 293, 448, 668</p>
<p>E. Analyze how Pennsylvania consumers and producers participate in the global production and consumption of goods or services.</p>	<p>The following references apply to consumers and producers throughout the world. SE: 143 <i>Using Geography Skills</i> 246, 293, 668</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: 472-473, 503 TWE: CC 692 TT 692</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>The following references apply to economic patterns throughout the world. SE: 696 <i>Using Geography Skills</i> 246, 293</p>
6.5. Work and Earnings	
6.5.9. GRADE 9	
<p>A. Define wages and explain how wages are determined by the supply of and demand for workers.</p>	<p>SE: 318-319</p>
<p>B. Describe how productivity is measured and identify ways in which a person can improve his or her productivity.</p>	<p>This objective can be met during teacher/class discussion.</p>
<p>C. Identify and explain the characteristics of the three types of businesses.</p> <ul style="list-style-type: none"> • Sole proprietorship • Partnership • Corporation 	<p>TWE: ICA 662 CLA 664</p>
<p>D. Analyze how risks influence business decision-making.</p>	<p>This objective can be met during teacher/class discussion.</p>
<p>E. Define wealth and describe its distribution within and among the political divisions of the United States.</p>	<p>The following references apply to distribution of wealth in societies throughout the world. SE: 18, 45-46, 233-234, 269, 294, 318-319, 503</p>
<p>F. Identify leading entrepreneurs in Pennsylvania and the United States and describe the risks they took and the rewards they received.</p>	<p>This objective can be met during teacher/class discussion.</p>

STANDARDS	PAGE REFERENCES
G. Explain the differences among stocks, bonds and mutual funds.	TWE: ICA 662
H. Explain the impact of higher or lower interest rates for savers, borrowers, consumers and producers.	This objective can be met during teacher/class discussion.

Codes Used for TWE Pages

CAY	Citizenship and You
CC	Curriculum Connection
CLA	Cooperative Learning Activity
CTA	Critical Thinking Activity
DI	Differentiated Instruction
DYK	Did You Know
EC	Extending the Content
ICA	Interdisciplinary Connections Activity
MAP	More About the Photo
PR	Purpose for Reading
RT	Reading the Text
RW	Read to Write
TLA	Time Line Activity
TT	Time Traveler