



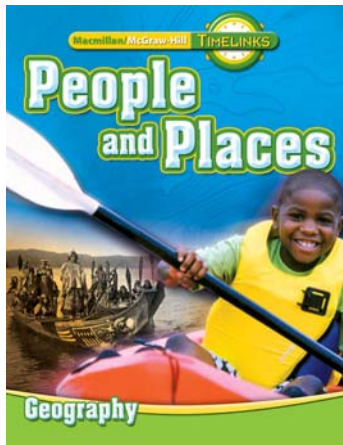
Hello, World!

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STANDARDS	PAGE REFERENCES			
	<i>Hello, World</i>	<i>All Together</i>	<i>People and Places</i>	<i>Communities</i>
Grades K-3				
Civics and Government				
5.1. Principles and Documents of Government				
<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 what government is.	SE: 49, 50, 53 TWE: 51E-51F, 96, 98; BI 104; DI 97, 105	SE: Unit 5 9-11 <i>Check Understanding</i> 11 #1-#3 TWE Unit 5 AR 11; BR 9; DR 10; RL 9, 10	SE: Unit 5 5, 6-7 <i>The Big Idea 1</i> TWE Unit 5 BB 5; BI 4	SE: 197 <i>Essential Question</i> 206, 214 <i>The Big Idea</i> 193 <i>The Big Idea Activities</i> 240 TWE RC 203

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B. Explain the purposes of rules and laws and why they are important in the classroom, school, community, state and nation.	SE: 47, 49 TWE: 96; CCA 99; DI 97, 100; F 110P	SE: Unit 5 13-15 <i>Check Understanding</i> 15 #1-#3 TWE Unit 5 AR 15; BI 12; BR 13; DR 14; RL 14	SE: Unit 1 6-7, 9, 16-17 <i>Main Idea and Details</i> 9 <i>The Big Idea</i> 9, 17 <i>Vocabulary</i> 17 The following references can be used to help facilitate this objective. Unit 5: 7, 8, 13, 19, 35, 41, 42-43 <i>The Big Idea</i> 43 TWE Unit 1 Q 9, 16, 17	SE: 197, 220-221 <i>Chart and Graph Skills</i> 204-205 TWE Q 197

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<p>C. Define the principles and ideals shaping government.</p> <ul style="list-style-type: none"> Justice Truth Diversity of people and ideas Patriotism Common good Liberty Rule of law Leadership Citizenship 	<p>SE: 47, 49, 51</p> <p>TWE: 51C-51D, 71D, 93G, 93, 96; BI 100; DI 101, 105</p>	<p>SE: Unit 2 <i>Citizenship</i> 28-29 Unit 4: <i>Citizenship</i> 8-9, Unit 5: 10-11, 19 <i>Citizenship</i> 16-17</p> <p>TWE Unit 1CC 28, Unit 4 CC 8-9; M 8; RC 8; T 8 Unit 5 CC 16-17; M 16; RC 16; T 16</p>	<p>SE: Unit 1 16-17 <i>Citizenship</i> 10-11 Unit 3 <i>Citizenship</i> 34-35 Unit 4 <i>Citizenship</i> 26-27 Unit 5 7, 37, 40-41, 42-43 <i>Citizenship</i> 16-17 <i>People</i> 42 <i>Vocabulary</i> 43</p> <p>TWE Unit 5 Q 37</p>	<p>SE: 109, 222 <i>Projects About the Big Idea</i> 240 <i>Review and Assess</i> 238 #6</p> <p>TWE Q 222</p>
<p>D. Identify the document which created Pennsylvania.</p>	<p>The following references can be used in classroom discussion to meet this objective.</p> <p>SE: 50</p> <p>TWE: 98</p>	<p>See <i>People and Places</i> © 2009.</p>	<p>The following references can be used in classroom discussion to meet this objective.</p> <p>SE: Unit 5 6-7</p> <p>TWE Unit 3 Q 23 Unit 5 BI 6</p>	<p>The following references can be used in classroom discussion to meet this objective.</p> <p>SE: 206-207.</p>

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E. Identify documents of United States government. <ul style="list-style-type: none"> Declaration of Independence Constitution of the United States Bill of Rights 	SE: 50 TWE: 98	SE: Unit 5 5-7, 9-11 <i>Check Understanding</i> 7 #2, 11 #3 <i>Review and Assess</i> 38 #5 TWE Unit 5 AR 11; BI 8; DR 6, 10; RL 10; S 4, 8	SE: Unit 3 21 Unit 5 6-7 <i>Event 7</i> TWE Unit 5 Q 6	SE: 65-66, 197, 223 TWE AL 223; BI 196; CCA 69
F. Explain the meaning of a preamble. <ul style="list-style-type: none"> Constitution of the United States Pennsylvania Constitution 	The following references can be used in classroom discussion to meet this objective. SE: 50 TWE: 98	The following references can be used in classroom discussion to meet this objective. SE: Unit 5 9-11	The following references can be used in classroom discussion to meet this objective. SE: Unit 5 6-7	The following references can be used in classroom discussion to meet this objective. SE: 66
G. Describe the purpose of the United States Flag, The Pledge of Allegiance and The National Anthem.	SE: 48, 54 TWE: 93C, 93E-93F, 94, 106; CCA 69, 95, 109; DI 107; F 110P; TTT 95, 101	SE: Unit 5 34-35 <i>Check Understanding</i> 37 #3 TWE Unit 5 BI 34; DI 35; DR 34; RL 35	SE: Unit 5 37 TWE Unit 5 BB 37; BI 36; Q 37	SE: 200-201, 202 <i>Primary Sources</i> 202 TWE BI 202; Q 200, 202

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H. Identify framers of documents of governments. <ul style="list-style-type: none"> • Pennsylvania • United States 	SE: 27, 32, 50 TWE: 51E-51F, 52, 62, 98; DI 63; TTT 53	SE: Unit 5 2-3, 5, 6, 9 TWE Unit 5 PPE 2; Q 5 #2	SE: Unit 3 21 <i>Drawing</i> 21 <i>Timeline</i> 22 Unit 5 <i>Drawing</i> 6 <i>Event</i> 7 TWE Unit 3 BI 22 Unit 5 BI 6	The following references can be used in classroom discussion to meet this objective. SE: 65-66, 198 TWE CCA 64
I. Explain why government is necessary in the classroom, school, community, state and nation and the basic purposes of government in Pennsylvania and the United States.	SE: 47, 53 TWE: 52, 62, 100, 104; CCA 53; F 110P	SE: Unit 5 10-11, 13-15, 24-29 <i>Check Understanding</i> 11 #3 TWE Unit 5 AR 11; BR 13; DI 27; Q 26 #2, 28 #1-#3	SE: Unit 1 9, 16-17 <i>Main Idea and Details</i> 9 <i>The Big Idea</i> 9 Unit 5 5, 26-27, 34 <i>The Big Idea</i> 1 TWE Unit 1 MR 9; Q 17	SE: 197, 207, 210-211, 215-217 TWE BI 210

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J. Explain the importance of respect for the property and the opinions of others.	SE: 35 TWE: 51C, 71F; CCA 99	SE: Unit 4 <i>Citizenship</i> 8-9 Unit 5 20 TWE Unit 4 T 8 Unit 5 Q 20 #3	SE: Unit 1 6-7 <i>Citizenship</i> 10-11 Unit 2 36-37 Unit 3 <i>Citizenship</i> 35 TWE Unit 1 Q 6	SE: 197, 221, 223 TWE CCA 201, 222
K. Identify symbols and political holidays. <ul style="list-style-type: none"> • Pennsylvania (e.g., Charter Day, Liberty Bell, Keystone State) • United States (e.g., Presidents' Day, Statue of Liberty, White House) 	SE: 5, 33, 34, 48, 54, 55 TWE: 1E-1F, 8, 64, 66, 93C, 93E-93F, 94, 106, 108; CCA 109; DI 65, 67, 107; F 110P; TTT 95	SE: Unit 3 35 Unit 5 6-7, 32-37 <i>Check Understanding</i> 37 #3 TWE Unit 1 CC 14 Unit 3 Q 35 #2 Unit 5 AR 37; BI 32, 36; BR 33; 36; RL 5;	SE: Unit 5 19-21, 22-23, 28-29, 37, 38 <i>Cause and Effect</i> 23 <i>Government Activity</i> 46 <i>Places</i> 26 TWE Unit 5 BI 20, 22, 38; CCA 22; Q 23, 28, 29, 38	SE: 202-203 <i>Local Connections</i> 236-237 TWE CCA 236; MO 236

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L. Identify ways courts resolve conflicts involving principles and ideals of government.	<p>The following references can be used in classroom discussion to meet this objective.</p> <p>SE: 47, 49</p> <p>TWE: 51C-51D, 96; CCA 99; DI 97 100; F 110P</p>	<p>SE: Unit 4 <i>Readers Theater</i> 35 Unit 5 9-15</p> <p>TWE Unit 3 BI 36</p>	<p>SE: Unit 5 2-3, 11, 14-15, 27, 35 <i>Cause and Effect</i> 35 <i>Vocabulary</i> 15</p> <p>TWE Unit 5 CCA 14; Q 14, 15</p>	<p>SE: 199, 207, 216, 222</p> <p>TWE BI 222</p>
M. Identify portions of famous speeches and writings that reflect the basic principles and ideals of government (e.g., “I have a dream,” Reverend Martin Luther King; “One small step for mankind,” Neil Armstrong).	<p>SE: 35</p> <p>TWE: 68, 71C-71D; DI 67; RL 69; TTT 53, 69</p>	<p>SE: Unit 1 <i>People</i> 23, Unit 2 <i>People</i> 33, Unit 3 <i>People</i> 36 Unit 4 <i>People</i> 26 Unit 5 <i>People</i> 28</p> <p>TWE Unit 3 BI 36</p>	<p>SE: Unit 3 <i>People</i> 25 Unit 4 <i>People</i> 15 Unit 5 <i>People</i> 42</p> <p>TWE Unit 3 BI 24 Unit 5 CCA 42</p>	<p>The following references can be used in classroom discussion to meet this objective.</p> <p>SE: 130 <i>People</i> 223</p> <p>TWE LR 194</p>

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5.2. Rights and Responsibilities of Citizenship				
<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. Identify examples of the rights and responsibilities of citizenship. <ul style="list-style-type: none"> • Personal rights • Political rights • Economic rights • Personal responsibilities • Civic responsibilities 	SE: 8, 25, 47, 49, 51 TWE: 14, 48, 51C, 68, 93G, 96, 100, 110P; CCA 99; DI 101; WA 49	SE: Unit 1 <i>Citizenship</i> 14-15 Unit 2 <i>Citizenship</i> 28-29 Unit 3 <i>Citizenship</i> 16-17 Unit 4 <i>Citizenship</i> 8-9 Unit 5 18-23 <i>Around the World</i> 22 <i>Check Understanding</i> 23 #1-#3 <i>Citizenship</i> 16-17 TWE Unit 2 CC 28-29; T 28 Unit 3 CC 16-17; RC 16; T 16 Unit 4 CC 8-9; RC 8; T 8 Unit 5 AR 23; BI 18, 20, 22; BR 19; CC 16-17, 26; DI 21; DR 20; Q 22 #1-#3; RC 16	SE: Unit 1 8-9, 16-17 <i>Citizenship</i> 10-11 <i>The Big Idea</i> 17 Unit 3 28-33 <i>Citizenship</i> 34-35 Unit 5 6-7, 8-9, 37, 40-41, 42-43 <i>The Big Idea</i> 43 <i>Vocabulary</i> 43 TWE Unit 1 BI 8; CCA 11, 16; Q 8 Unit 3 CCA 34 Unit 5 BI 4; Q 6, 8, 37, 41	SE: 197, 221-223, 233, 235 <i>Quick Check</i> 197 <i>Review and Assess</i> 238 #5, #8 <i>Write About It</i> 226 TWE BB 197

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B. Identify personal rights and responsibilities.	SE: 8, 25, 47, 49 TWE: 14, 48, 93G, 96, 100; CCA 99; DI 101; WA 49	SE: Unit 1 <i>Citizenship</i> 14-15 Unit 2 <i>Citizenship</i> 28-29 Unit 3 <i>Citizenship</i> 16-17 Unit 4 <i>Citizenship</i> 8-9 Unit 5 <i>Citizenship</i> 16-17 TWE Unit 1 RC 14 Unit 2 CC 28;DI 29; RC 28; T28 Unit 3 CC 16-17; DI 17 M 16 RC 16; T 16 Unit 4 CC 8-9; M 8; RC 8; T 8 Unit 5 CC 15-16; DI 17; M 16 RC 16	SE: Unit 1 8-9, 16-17 <i>Citizenship</i> 10-11 <i>The Big Idea</i> 17 Unit 3 28-33 <i>Citizenship</i> 34-35 Unit 5 6-7, 8-9, 37, 40-41, 42-43 <i>The Big Idea</i> 43 <i>Vocabulary</i> 43 TWE Unit 1 BI 8; CCA 11, 16; Q 8 Unit 3 CCA 34 Unit 5 BI 4; Q 6, 8, 37, 41	SE: 197, 221-223, 233, 235 <i>Quick Check</i> 197 <i>Review and Assess</i> 238 #5, #8 <i>Write About It</i> 226 TWE BB 197

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C. Identify sources of conflict and disagreement and different ways conflicts can be resolved.	SE: 8, 47, 49 TWE: 14, 96; CCA 99; TTT 97	SE: Unit 3 31, 32-33, 36-37 Unit 5 20-21 <i>Check Understanding</i> 23 #2 <i>Citizenship</i> 16-17 TWE Unit 3 Q 31 #2, 32 #2-#3 Unit 5 DI 17; DR 20; M 16; RC 16; T 16	SE: Unit 1 16-17 <i>Citizenship</i> 10-11 <i>The Big Idea</i> 17 Unit 3 19-22, 30-33 Unit 5 8-9, 11-13, 15, 27, 34-35, 42-43 <i>Cause and Effect</i> 35 <i>The Big Idea</i> 43 TWE Unit 1 CCA 11, 16 Unit 3 Q 20, 22, 32, 33 Unit 5 Q 15, 42	SE: 225 <i>Citizenship</i> 67 TWE CCA 67; Q 225

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D. Identify the importance of political leadership and public service in the school, community, state and nation.	SE: 27, 34, 35, 53 TWE: 51E, 51F, 52, 62, 104; CCA 53; DI 63, 67, 105	SE: Unit 5 24-29 TWE Unit 5 BR 25; DI 27; DR 26; Q 28 #1-#3; RL 25, 27; UTV 24	SE: Unit 1 8-9 Unit 3 20-23, 31 <i>Compare and Contrast</i> 23, 33 <i>The Big Idea</i> 23 Unit 4 14-15 Unit 5 2-3, 5-9, 11-15, 22-23, 25-27, 33-35 <i>Citizenship</i> 16-17 <i>Critical Thinking</i> 44 #4 <i>The Big Idea</i> 35 <i>Vocabulary</i> 35 TWE Unit 3 BI 22 Unit 5 AL 17; BI 10, 32; CCA 14, 16, 17; Q 8, 9, 12, 33, 34; RC 16	SE: 207, 215-217, 229-232 <i>Chart and Graph Skills</i> 204-205 <i>Write About It</i> 219 TWE BI 204; CCA 232; Q 215

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E. Describe ways citizens can influence the decisions and actions of government.	SE: 52 TWE: 51C-51D, 68, 93G, 102; CCA 105; DI 99; TTT 103	SE: Unit 5 20-23 <i>Around the World</i> 22 TWE Unit 5 CC 20, 22, 26; DI 21; DR 20; Q 22 #1-#3	SE: Unit 1 8, 17 <i>Vocabulary</i> 9 Unit 5 8-9, 40-41, 42-43 <i>Cause and Effect</i> 9, 43 <i>People</i> 42 <i>The Big Idea</i> 43 <i>Vocabulary</i> 9 TWE Unit 1 Q 8 Unit 5 CCA 8, 41; Q 9	SE: <i>Citizenship</i> 227 <i>Write About It</i> 211, 219, 235
F. Explain the benefits of following rules and laws and the consequences of violating them.	SE: 47, 49 TWE: 96; F 93, 110P; TTT 99	SE: Unit 1 18-19 Unit 5 10-15 <i>Check Understanding</i> 11 #3, 15 #1-#3 TWE Unit 1 AR 21; BI 18; CC 18; DI 19; DR 18; RL 19 Unit 5 AR 15; BI 12; BR 13; RL 14	SE: Unit 1 6-7, 8-9, 16-17 <i>Citizenship</i> 10-11 <i>Vocabulary</i> 17 Unit 5 15, 35 <i>Cause and Effect</i> 35 TWE Unit 1 Q 6	SE: 220-221 <i>Quick Check</i> 221 TWE BI 220; Q 221

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G. Identify ways to participate in government and civic life.	SE: 25, 52 TWE: 93G, 102; CCA 49, 105; DI 99; TTT 103	SE: Unit 1 23 <i>People</i> 23 Unit 5 18-23 <i>Around the World</i> 22 <i>Check Understanding</i> 23 #1-#3 TWE Unit 5 AR 23; BI 18, 22; BT 19; CC 20, 26; DI 21; Q 22; RL 21; S 18	SE: Unit 1 6-7, 8-9, 16-17 <i>Citizenship</i> 10-11 <i>Community Activity</i> 38 <i>The Big Idea</i> 9 <i>Vocabulary</i> 9 TWE Unit 1 CCA 16; Q 8, 9, 16	SE: 222, 228-233 <i>Citizenship</i> 227 <i>Write About It</i> 211, 219, 235 TWE BI 222; CCA 230; HOP 195; Q 229
5.3. How Government Works				
<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. Identify the elected representative bodies responsible for making local, Pennsylvania and United States laws.	SE: 32, 53 TWE: 51E, 51F, 52, 104; CCA 53; DI 63, 67, 105	SE: Unit 5 13 <i>Places</i> 13 TWE Unit 5 S 12	SE: Unit 5 8-9, 13, 26, 33-34 <i>Cause and Effect</i> 15 <i>The Big Idea</i> 35 TWE Unit 5 BI 12; Q 35	SE: 199, 205, 216-217, 219, 225-226, 232 TWE BI 204, 206, 216

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B. Identify the role of the three branches of government. <ul style="list-style-type: none"> • Executive • Legislative • Judicial 	SE: 32, 53 TWE: 51E, 51F, 52, 104; CCA 53; DI 63, 67, 105	SE: Unit 5 13, 25-28 <i>Places</i> 13 TWE Unit 3 BI 36 Unit 5 BI 24, 28; BR 25; DI 27; DR 26; S 12, 24	SE: Unit 5 11-15, 26-27, 33-35 <i>The Big Idea</i> 35 TWE Unit 5 CCA 12; DI 13	SE: 198-199, 207 <i>Quick Check</i> 199 TWE CCA 198; DI 199; Q 198
C. Identify reasons for rules and laws in the school and community.	SE: 47, 49 TWE: 93H, 96; CCA 99; DI 97; F 110P	SE: Unit 1 1 18-19 Unit 5 10-15 <i>Check Understanding</i> 11 #3, 15 #1-#3 TWE Unit 1 AR 21; BI 18; CC 18; DI 19; DR 18; RL 19 Unit 5 AR 15; BI 12; BR 13; Q 11 #2; RL 14	SE: Unit 1 6-7, 8-9, 16-17 <i>Main Idea and Details</i> 9 <i>The Big Idea</i> 9 <i>Vocabulary</i> 17 Unit 5 35 TWE Unit 1 Q 9, 16, 17	SE: 197, 220-221 TWE Q 197

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D. Identify services performed by the local, state and national governments.	SE: 53 TWE: 104; DI 105; F 110P	SE: Unit 5 25-29 <i>Check Understanding</i> 29 #1-#3 TWE Unit 5 DI 27; DR 26; Q 28 #1-#3; RL 27	SE: Unit 4 14-15 TWE Unit 4 DI 15; Q 14	SE: 208, 210-211, 215-217 TWE BI 210; Q 210; UV 216
E. Identify positions of authority at school and in local, state and national governments.	SE: 32, 53 TWE: 51E, 51F, 52, 104; CCA 53; DI 63, 67, 105	SE: Unit 5 25-29 <i>People</i> 28 TWE Unit 5 BI 24, 28; BR 25; DI 27; Q 28 #1-#3; RL 25	SE: Unit 1 8-9 Unit 5 11-15, 26-27, 34-35 <i>Around the World</i> 12 TWE Unit 5 Q 12, 15, 34, 35	SE: 198-199, 206-207, 214-215, 224, 232 TWE CCA 218; Q 198

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F. Explain what an election is.	SE: 52 TWE: 93G, 102; BI 104; TTT 103	SE: Unit 5 20-24 <i>Around the World</i> 22 TWE Unit 5 BI 20; CC 20, 22, 26; Q 20 #3, 22 #1-#3	SE: Unit 1 8-9 <i>Critical Thinking</i> 36 #4 <i>Vocabulary</i> 9 Unit 5 8-9 <i>Cause and Effect</i> 9 <i>Vocabulary</i> 9 TWE Unit 1 BI 8 Unit 5 Q 8	SE: 197, 204
G. Explain why being treated fairly is important.	SE: 8, 47, 49 TWE: 14, 68, 96, 98, 104; CCA 1G, 95; DI 15, 97, 99; F 93, 110P; V 18	SE: Unit 5 <i>Citizenship</i> 16-17 TWE Unit 5 CC 16-17; DI 17; M 16; RC 16; T 16	SE: Unit 1 6-7, 40-41, 42-43 <i>The Big Idea</i> 43 Unit 5 37 TWE Unit 1 Q 6 Unit 5 Q 41	The following reference can be used in classroom discussion to meet this objective. SE: 197

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H. Identify individual interests and explain ways to influence others.	SE: 52 TWE: 71G, 93G; DI 103	The following references can be used in classroom discussion to meet this objective. SE: Unit 5 20-23	SE: Unit 1 <i>Citizenship</i> 10-11 Unit 5 40-41, 42-43 <i>Cause and Effect</i> 43 <i>The Big Idea</i> 43 TWE Unit 5 CCA 41	SE: <i>Citizenship</i> 67, 227 <i>Write About It</i> 211, 219, 235 TWE Q 234 #2
I. Explain why taxes are necessary and identify who pays them.	The following references can be used in classroom discussion to meet this objective. SE: 38, 40, 41, 43 TWE: 74, 78, 80, 84, 92P; DI 75, 79	The following references can be used in classroom discussion to meet this objective. SE: Unit 4 24-25 Unit 5 25-29	SE: Unit 4 15 TWE Unit 4 BI 14	SE: 208-209, 216 <i>DataGraphic</i> 209 TWE BI 208; CCA 208
J. Identify the role of the media in society.	TWE: 19G; CCA 49, 63; DI 39; HOP 73; TTT 69	The following references can be used in classroom discussion to meet this objective. SE: Unit 5 20-23	See <i>Hello, World</i> © 2009.	See <i>Hello, World</i> © 2009.

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K. Identify different ways people govern themselves.	SE: 2, 8, 37 TWE: 14, 72, 100; CCA 53, 71G; DI 63	SE: Unit 3 31 <i>Around the World</i> 33 Unit 5 9-11, 13, 22-23 <i>Around the World</i> 22 <i>Check Understanding</i> 11 #2-#3 <i>Places</i> 13 TWE Unit 3 Q 31 #1-#2; Unit 5 AR 11; BI 8; BR 9; DI 10; S 8, 12	SE: Unit 1 6-7, 8-9, 16-17, <i>Citizenship</i> 10-11 <i>Critical Thinking</i> 36 #4 Unit 5 8-9, 34-35 TWE Unit 1 Q 8, 16 Unit 5 CCA 8; Q 8, 9	SE: 219, 222, 225-226, 233 TWE Q 225

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5.4. How International Relationships Function				
<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. Identify how customs and traditions influence governments.	<p>The following references can be used in classroom discussion to meet this objective.</p> <p>SE: 9, 30, 34, 55</p> <p>TWE: 1E-1F, 58, 108; BI 64; CCA 17, 59; DI 109</p>	<p>The following references can be used in classroom discussion to meet this objective.</p> <p>SE: Unit 3 30-33 Unit 5 4-15, 25-29 <i>Around the World</i> 22 <i>Check Understanding</i> 11 #1-#3 <i>Places</i> 13</p> <p>TWE Unit 5 AR 7, 11, 15, 29; BI 8; BR 9, 13, 25; DR 5 6, 26; RL 10, 14, 27</p>	<p>SE: Unit 1 27, 30-31 Unit 3 <i>Around the World</i> 21 Unit 5 6-7</p>	<p>SE: 110-111, 219, 225-226</p> <p>TWE BI 224; Q 225</p>

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B. Recognize that the world is divided into various political units.	<p>The following references can be used in classroom discussion to meet this objective.</p> <p>SE: 9, 55</p> <p>TWE: 16, 108; CCA 17; DI 109</p>	<p>SE: Unit 2 30-35 <i>Check Understanding</i> 35 #3</p> <p>TWE Unit 2 AR 35; CC 34; RL 31; Q 31 #1, 34 #1-#2; S 30</p>	<p>SE: Unit 1 30-31 <i>Around the World</i> 12 Unit 2 9-15 Unit 3 <i>Around the World</i> 21 Unit 4 24-24 Unit 5 38-39 <i>Around the World</i> 12</p> <p>TWE Unit 2 BI 8</p>	<p>SE: Unit 1 30-31 <i>Around the World</i> 12 Unit 2 9-15 Unit 3 <i>Around the World</i> 21 Unit 4 24-24 Unit 5 38-39 <i>Around the World</i> 12</p> <p>TWE Unit 2 BI 8</p>
C. Identify ways in which countries interact with the United States	<p>The following references can be used in classroom discussion to meet this objective.</p> <p>SE: 9, 55</p> <p>TWE: 16, 108; CCA 17; DI 109</p>	<p>SE: Unit 4 24-25 <i>Around the World</i> 25</p> <p>TWE Unit 4 CC 24; DI 25; RL 25</p>	<p>SE: Unit 4 24-25 <i>Sequence</i> 25 Unit 5 38-39</p> <p>TWE Unit 4 BI 24; Q 25</p>	<p>SE: 176-179, 180-183, 186-187 <i>DataGraphic</i> 183 <i>Global Connections</i> 153 <i>Write About It</i> 179</p> <p>TWE BI 176; CCA 176, 178; Q 153, 177</p>

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D. Identify treaties and other agreements between or among nations.	<p>The following references can be used in classroom discussion to meet this objective.</p> <p>SE: 9, 50, 55</p> <p>TWE: 16, 98, 108; CCA 17; DI 109</p>	<p>The following references can be used in classroom discussion to meet this objective.</p> <p>SE: Unit 4 24-25</p>	<p>SE: Unit 4 24-25 <i>Sequence 25</i> Unit 5 38-39</p> <p>TWE Unit 4 BI 24</p>	<p>The following references can be used in classroom discussion to meet this objective.</p> <p>SE: 176-179, 180-183, 186-187</p>
E. Identify how nations work together to solve problems.	<p>The following references can be used in classroom discussion to meet this objective.</p> <p>SE: 9, 55</p> <p>TWE: 16, 108; CCA 17; DI 109</p>	<p>The following references can be used in classroom discussion to meet this objective.</p> <p>SE: Unit 2 26-27, 28-29.</p> <p>TWE Unit 2 BI 26; CC 29; Q 27 #1-#2; RC 28</p>	<p>The following references can be used in classroom discussion to meet this objective.</p> <p>SE: Unit 4 24-25</p> <p>TWE Unit 4 BI 4</p>	<p>The following references can be used in classroom discussion to meet this objective.</p> <p>SE: 176-179, 180-183, 186-187</p>

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Economics				
6.1. Economic Systems				
<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 how individuals, families and communities with limited resources make choices.	SE: 38, 39, 42, 43 TWE: 74, 76, 82, 84, 85; BI 44, 74, 76, 82; CCA 73, 85; DI 77, 83; TTT 75	SE: Unit 4 6-7, 11-12 <i>Check Understanding</i> 7 #2, 13 #2-#3 TWE Unit 4 AR 7, 13; BR 11; CC 26; DR 12; RL 6, 12; S 10	SE: Unit 4 6-7 <i>The Big Idea</i> 11 TWE Unit 4 DI 7; Q 5, 6	SE: 150-152, 156-162, 169 <i>Citizenship</i> 163 <i>Write About It</i> 169 TWE Q 161
B. Describe alternative methods of allocating goods and services and advantages and disadvantages of each.	The following references can be used in classroom discussion to meet this objective. SE: 37, 40, 41 TWE: 71C-71D, 72, 78, 92P; BI 74, 76, 78, 80; DI 79	SE: Unit 4 6-7, 11-13 <i>Check Understanding</i> 7 #2, 13 #2 TWE Unit 4 RL 6, 12; S 10	SE: Unit 4 14-15, 16-17, 18-19, 24-25 TWE CCA 14, 24; Q 14, 17, 18, 19, 24, 25	SE: 150-152, 154-155, 166-169, 176-179, 182-183, 186-187 <i>Citizenship</i> 163 <i>Quick Check</i> 169 TWE Q 154; RC 169

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C. Identify local economic activities. <ul style="list-style-type: none"> • Employment • Output 	The following references can be used in classroom discussion to meet this objective. SE: 37, 40 TWE: 28, 71E-71F, 78, 90, 92P; BI 44; CCA 73; DI 79, 87	SE: Unit 4 15-17, 22-23 TWE Unit 4 BI 24; BR 15, 23; CC 16; DR 16; S 22	SE: Unit 4 2-3, 13-15, 21-23, 29-31 <i>Economic Activity</i> 38 <i>Vocabulary</i> 25 TWE Unit 4 Q 13	SE: 149, 152, 165, 173-175 <i>Local Connections</i> 188 TWE BI 168, 170; CCA 171, 188, 189; Q 174; RC 188; T 188
D. Identify examples of local businesses opening, closing, expanding or contracting.	The following references can be used in classroom discussion to meet this objective. SE: 37, 40 TWE: 28, 71E-71F, 78, 90, 92P; BI 44; CCA 73; DI 79, 87	The following references can be used in classroom discussion to meet this objective. SE: Unit 4 22-23. TWE Unit 4 BI 24	SE: Unit 4 10-11 TWE Unit 4 BI 10; Q 11	SE: 173-175 <i>Reading Skill</i> 179 TWE BI 184; CCA 189; Q 173, 174

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6.2. Markets and the Functions of Governments				
<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 and identify goods, services, consumers and producers.	SE: 37, 38, 39, 40, 43 TWE: 28, 71E-71F, 71, 72, 74, 84, 92P; CCA 73, 85; DI 77, 79, 87	SE: Unit 4 12-13, 22-27 <i>Check Understanding</i> 27 #1 TWE Unit 4 BI 24; BR 23; Q 13 #1; RL 24	SE: Unit 4 21-23, 29-33 <i>The Big Idea</i> 33 <i>Vocabulary</i> 25 TWE Unit 4 Q 29, 30, 32, 33	SE: 150-151, 152, 169 TWE Q 152
B. Identify ways local businesses compete to get consumers.	The following references can be used in classroom discussion to meet this objective. SE: 37, 40 TWE: 28, 71E-71F, 78, 90, 92P; BI 44; CCA 73; DI 79, 87	The following reference can be used in classroom discussion to meet this objective. TWE Unit 4 BR 23	The following references can be used in classroom discussion to meet this objective. SE: Unit 4 30-31 TWE Unit 4 CCA 32	SE: 154-155 <i>Global Connections</i> 153 TWE BI 150, 154; CCA 153; Q 154; RC 155

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C. Identify and compare means of payment. <ul style="list-style-type: none"> • Barter • Money 	The following references can be used in classroom discussion to meet this objective. SE: 37, 40, 41 TWE: 71C-71D, 72, 78, 92P; BI 74, 76, 78, 80; DI 79	SE: Unit 4 4-5, 24 <i>Check Understanding</i> 7 #1, #3 TWE Unit 4 BR 5; DR 24; S 4	The following references can be used in classroom discussion to meet this objective. SE: Unit 4 6-9 <i>Critical Thinking</i> 36 #4 TWE Unit 4 Q 6, 19	SE: 154-155 <i>Global Connections</i> 153 TWE BI 150, 154; CCA 153; Q 154; RC 155
D. Identify groups of competing producers in the local area.	The following references can be used in classroom discussion to meet this objective. SE: 37, 40 TWE: 28, 71E-71F, 78, 90, 92P; BI 44; CCA 73; DI 79, 87	The following references can be used in classroom discussion to meet this objective. SE: Unit 5 23 TWE Unit 4 BR 23	The following references can be used in classroom discussion to meet this objective. SE: Unit 4 29	SE: 151, 168-169 <i>Chart and Graph Skills</i> 171 TWE BI 178

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E. Identify who supplies a product and who demands a product.	SE: 37, 38, 39, 40, 43 TWE: 28, 71E-71F, 71, 72, 74, 84, 92P; CCA 73, 85; DI 77, 79, 87	SE: Unit 4 12-13, 22-25 TWE Unit 4 BI 24; BR 23; Q 13 #1; RL 25; S 22	SE: Unit 4 29-33 <i>The Big Idea</i> 33 <i>Vocabulary</i> 33 TWE Unit 4 BB 29; Q 29, 30, 32, 33	SE: 149-151, 166-167, 168-169, 174-175, 176-177, 182-183 <i>DataGraphic</i> 183 <i>Write About It</i> 179 TWE BI 176, 178
F. Define price and identify the prices of different items.	SE: 40 TWE: 72, 78; CCA 73; TTT 79	SE: Unit 4 12-13 <i>Check Understanding</i> 13 #2 TWE Unit 4 RL 6	The following references can be used in classroom discussion to meet this objective. SE: Unit 4 30-31 TWE Unit 4 CCA 8, 32	SE: 150, 168 TWE QCA 169
G. Define what a tax is and identify a tax paid by most families.	The following references can be used in classroom discussion to meet this objective. SE: 40 TWE: 72, 78; CCA 73; TTT 79	The following references can be used in classroom discussion to meet this objective. SE: Unit 4 11, 12-13	SE: Unit 4 15 TWE Unit 4 BI 14	SE: 208-209 <i>DataGraphic</i> 209 TWE BI 208; CCA 208; Q 208

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H. Identify government involvement in local economic activities.	The following references can be used in classroom discussion to meet this objective. SE: 37, 40, 41 TWE: 71C-71D, 72, 78, 92P; BI 74, 76, 78, 80; DI 79	SE: Unit 5 26-27	SE: Unit 4 14-15	SE: 158, 178-179, 181-183, 208, 210, 216-217 <i>DataGraphic</i> 183 TWE Q 215
I. Identify goods and services produced by the government (e.g., postal service, food inspection).	The following references can be used in classroom discussion to meet this objective. SE: 37, 38, 39, 40, 43 TWE: 28, 71E-71F, 71, 72, 74, 84, 92P; CCA 73, 85; DI 77, 79, 87	SE: Unit 4 17 <i>Readers Theater</i> 32 Unit 5 26, 28 TWE Unit 5 Q 28 #1-#2	SE: Unit 4 14-15 TWE Unit 1 BI 14, 16 Unit 4 CCA 15	SE: 210-211, 216-217 TWE Q 210, 215

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J. Explain the relationship between taxation and government services.	The following references can be used in classroom discussion to meet this objective. SE: 40 TWE: 72, 78; CCA 73; TTT 79	The following references can be used in classroom discussion to meet this objective. SE: Unit 4 17 Unit 5 26, 28 <i>Readers Theater</i> 32 TWE Unit 5 Q 28 #1-#2	SE: Unit 4 15 TWE Unit 4 BI 14; Q 14	SE: 208-211, 216-217 <i>DataGraphic</i> 209 TWE BI 208; Q 208, 210, 215, 216
K. Identify forms of advertising designed to influence personal choice.	TWE: 19G; CCA 49, 63; DI 39; HOP 73; TTT 69	The following references can be used in classroom discussion to meet this objective. SE: Unit 4 12-13 <i>Check Understanding</i> 13 #2-#3 TWE Unit 4 AR 13; CC 26; DI 12	TWE Unit 4 CCA 32	SE: 151

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L. Explain why most countries create their own form of money.	The following references can be used in classroom discussion to meet this objective. SE: 40 TWE: 72, 78; CCA 73; TTT 79	SE: Unit 4 4-5 <i>Places</i> 5 TWE Unit 4 BI 4	See <i>Communities</i> © 2009.	SE: 154-155 <i>Global Connections</i> 153 TWE BI 150; CCA 152; Q153
6.3. Scarcity and Choice				
<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 scarcity and identify limited resources.	TWE: CCA 49	SE: Unit 4 6-7 <i>Reading Check</i> 7 TWE Unit 4 AR 7; DI 6; RL 6	SE: Unit 4 8 <i>Critical Thinking</i> 36 #5 TWE Unit 4 Q 9	SE: 168-169 <i>Review and Assess</i> 190 #8 TWE Q 168
B. Identify and define wants of different people.	SE: 39, 40, 43 TWE: 76, 84, 85, 92, 92P; DI 77	SE: Unit 4 12-13 <i>Check Understanding</i> 13 #2-#3 TWE Unit 4 AR 13; CC 26; DI 12	SE: Unit 4 5-7 TWE Unit 4 CCA 6	SE: 157-159 <i>Citizenship</i> 163 <i>Photo Question</i> 157 TWE CCA 163

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C. Identify and define natural, human and capital resources.	SE: 15 TWE: 28; BI 44	SE: Unit 2 26-27 <i>Check Understanding</i> 27 #1 TWE Unit 2 AR 27; BI 26; CC 26; Q 26 #1-#3	SE: Unit 2 33-35 <i>The Big Idea</i> 35 <i>Vocabulary</i> 35 Unit 4 16-17, 18-19, 23 TWE Unit 2 Q33 Unit 4 Q 16	SE: 23, 28-32, 149, 165, 173-176, 181 <i>DataGraphic</i> 31 <i>Essential Question</i> 28 <i>Local Connection</i> 44 <i>Quick Check</i> 29, 165 <i>Review and Assess</i> 190 #3 TWE CCA 32; Q 23, 29, 176, 177
D. Identify costs and benefits associated with an economic decision.	SE: 38, 39, 42, 43 TWE: 74, 76, 82, 84, 85; BI 44, 74, 76, 82; CCA 73, 85; DI 77, 83; TTT 75	SE: Unit 4 6-7, 12-13 <i>Check Understanding</i> 7 #2, 13 #2 TWE Unit 4 Q 7 #1-#2; RL 6, 12	SE: Unit 4 6-7, 8-9 TWE Unit 4 Q 6	SE: 159, 161 <i>Citizenship</i> 163 TWE Q 158, 161

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E. Explain what is given up when making a choice.	SE: 37, 39, 42, 43 TWE: 72, 74, 76, 82, 84, 85; CCA 73; DI 77, 83	SE: Unit 4 12-13 <i>Check Understanding</i> 13 #2 TWE Unit 2 DI 12 Beyond Level	SE: Unit 4 6-7, 8-9 TWE Unit 4 Q 6	SE: 157, 159, 161 <i>Citizenship</i> 163 TWE CCA 163; Q 161
F. Explain how selfinterest influences choice.	SE: 38, 39, 42, 43 TWE: 74, 76, 82, 84, 85; BI 44, 74, 76, 82; CCA 73, 85; DI 77, 83; TTT 75	SE: Unit 4 11-13 <i>Check Understanding</i> 13 #2-#3 TWE Unit 2 DI 12 Beyond Level Unit 4 BR 11	SE: Unit 4 5, 6-7 TWE Unit 4 CCA 6	SE: 159, 160-161 <i>Citizenship</i> 163 TWE CCA 163; Q 161

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6.4. Economic Interdependence				
<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 specialization and the concept of division of labor.	SE: 41, 44, 46 TWE: 71C-71D, 80, 90; DI 87 71G, 86, 87	SE: Unit 4 15-19 <i>Readers Theater</i> 31-38 TWE Unit 4 AR 37; BI 14, 16, 34; BR 15, 31, 35; DI 17, 33; DR 16	The following references can be used in classroom discussion to meet this objective. SE: Unit 4 13, 23	SE: 173, 176 <i>Quick Check</i> 177 TWE Q 176
B. Explain why people trade.	SE: 40, 41 TWE: 78, 80; DI 79, 81; TTT 73	SE: Unit 4 24-25 <i>Around the World</i> Unit 4 25 <i>Check Understanding</i> Unit 4 27 #3 TWE Unit 4 CC 24; DI 25; DR 24; RL 25; S 22	SE: Unit 4 24-25 TWE Unit 4 Q 24, 25	SE: 176-179, 182-183 <i>DataGraphic</i> 183 <i>Quick Check</i> 179 <i>Write About It</i> 179 TWE BI 176

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C. Explain why goods, services and resources come from all over the nation and the world.	The following references can be used in classroom discussion to meet this objective. SE: 38, 39, 42, 43 TWE: 74, 76, 82, 84, 85; BI 44, 74, 76, 82; CCA 73, 85; DI 77, 83; TTT 75	SE: Unit 4 24-25 <i>Around the World</i> 25 <i>Check Understanding</i> 27 #3 TWE Unit 4 CC 24; DI 25; DR 24; RL 25	SE: Unit 4 24-25 TWE Unit 4 BI 24; Q 24, 25	SE: 176-179, 182-183 <i>Primary Sources</i> 178 <i>Quick Check</i> 177, 179 <i>Write About It</i> 179 TWE BI 176; CCA 176; Q 176, 177, 178
D. Identify local resources. <ul style="list-style-type: none"> Natural (renewable, nonrenewable and flow resources) Human Capital 	SE: 15 TWE: 28; BI 44	SE: Unit 2 26-27 <i>Check Understanding</i> 27 #1 TWE Unit 2 AR 27; BI 26; CC 26; Q 26 #1-#3	SE: Unit 2 33-35 <i>The Big Idea</i> 35 <i>Vocabulary</i> 35 Unit 4 16-17, 18-19, 23 TWE Unit 2 C 36; Q 35 Unit 4 Q 16, 17	SE: 23, 28-32, 149, 165, 173-176, 181 <i>DataGraphic</i> 31 <i>Essential Question</i> 28 <i>Local Connection</i> 44 <i>Quick Check</i> 29, 165 <i>Review and Assess</i> 190 #3 TWE CCA 32; Q 23, 29, 176, 177

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E. Define specialization and identify examples of interdependence.	SE: 44 TWE: 86; DI 87	SE: Unit 4 24-25 <i>Around the World</i> 25 TWE Unit 4 CC 24; DI 25; DR 24; RL 25	The following references can be used in classroom discussion to meet this objective. SE: Unit 4 24-25, 30-33 <i>The Big Idea</i> 25	SE: 176-179, 182-183 <i>Quick Check</i> 177 TWE Q 176
F. Explain why some products are produced locally while others are not.	The following references can be used in classroom discussion to meet this objective. SE: 38, 39, 42, 43 TWE: 74, 76, 82, 84, 85; BI 44, 74, 76, 82; CCA 73, 85; DI 77, 83; TTT 75	SE: Unit 4 24-25 <i>Around the World</i> 25 TWE Unit 4 CC 24; DI 25; DR 24; RL 25; S 22	SE: Unit 4 24-25, 30-31 <i>Sequence</i> 33 TWE Unit 4 BI 30; Q 29	SE: 165-167, 173-179, 184-185 <i>Local Connection</i> 44 <i>Quick Check</i> 167 <i>Write About It</i> 179 TWE CCA 166, 178; Q 176, 177, 178, 184, 185
G. Identify local geographic patterns of economic activities. <ul style="list-style-type: none"> • Agriculture • Travel and tourism • Mining and mineral extraction • Manufacturing • Wholesale and retail • Health services 	The following references can be used in classroom discussion to meet this objective. SE: 38, 39, 42, 43 TWE: 74, 76, 82, 84, 85; BI 44, 74, 76, 82; CCA 73, 85; DI 77, 83; TTT 75	SE: Unit 4 23-27 TWE Unit 4 BI 24; Q 23 #1-#2	SE: Unit 4 2-3, 13, 21-23, 29-31 <i>Chart</i> 30-31 <i>Sequence</i> 33 TWE Unit 4 Q 29	SE: 24-31, 166-167, 173-177, 184-185 <i>DataGraphic</i> 31 TWE BI 28, 30, 32, 168, 170, 178; CCA 32, 166; Q 29, 30, 184, 185

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6.5. Work and Earnings				
<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 people work to get goods and services.	SE: 37, 41 TWE: 80, 82, 92P; F 71; TTT 81	SE: Unit 4 15 TWE Unit 4 RL 12, 17; S 14	SE: Unit 4 <i>The Big Idea</i> 1, 25	SE: 149, 150 <i>Quick Check</i> 149 TWE Q 149
B. Identify different occupations.	SE: 44 TWE: 71G, 86, 87	SE: Unit 4 15-19 <i>Readers Theater</i> 31-38 TWE Unit 4 AR 37; BI 14, 16, 34; BR 15, 31, 35; DI 17, 33; DR 16	SE: Unit 4 2-3, 13-15, 21-23 TWE Unit 4 Q 13	SE: 149, 173-174, 181 TWE BI 180; Q 149
C. Describe businesses that provide goods and businesses that provide services.	The following references can be used in classroom discussion to meet this objective. SE: 37, 40 TWE: 28, 71E-71F, 78, 90, 92P; BI 44; CCA 73; DI 79, 87	SE: Unit 4 16-17, 22-23, 27 <i>Check Understanding</i> 27 #1 TWE Unit 4 BI 24; CC 16; Q Unit 4 16, 23	SE: Unit 4 2-3, 13-15, 21-23, 29 TWE Unit 1 BI 14, 16 Unit 4 CCA 14; Q 14	SE: 149, 150, 165, 173-175, 185 <i>Local Connection</i> 188 TWE CCA 174

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D. Define profit and loss.	SE: 37 TWE: 72; CCA 73; DI 79	The following references can be used in classroom discussion to meet this objective. SE: Unit 4 24-25	See <i>Communities</i> © 2009.	SE: 151 <i>Review and Assess</i> 190 #1 TWE CCA 150
E. Identify examples of assets. <ul style="list-style-type: none"> • Tangible (e.g., houses, cars, jewelry) • Financial assets (e.g., stocks, bonds, savings accounts) 	SE: 42, 43 TWE: 82, 84, 92P; CCA 85; DI 77, 83	SE: Unit 4 6, 11 <i>Check Understanding</i> 13 #1 TWE Unit 4 Q 7 #2, 11 #1	SE: Unit 4 8-9 <i>Places</i> 9 TWE Unit 4 Q 8	SE: 150, 162, 165 <i>Quick Check</i> 162 TWE RC 162
F. Define entrepreneurship and identify entrepreneurs in the local community.	The following references can be used in classroom discussion to meet this objective. SE: 37, 40 TWE: 28, 71E-71F, 78, 90, 92P; BI 44; CCA 73; DI 79, 87	The following references can be used in classroom discussion to meet this objective. SE: Unit 4 31-38	The following references can be used in classroom discussion to meet this objective. SE: Unit 4 13, 38	SE: 150 <i>Local Connection</i> 188 TWE BI 148, 174; CCA 168, 188; RC 188

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G. Define saving and explain why people save.	SE: 42 TWE: 82; TTT 83	SE: Unit 4 6-7 <i>Check Understanding</i> 7 #2 TWE Unit 4 AR 7; RL 6	SE: Unit 4 8-9 <i>Places</i> 9 TWE Unit 4 Q 8	SE: 162 <i>Quick Check</i> 162 TWE RC 162
H. Explain how banks bring savers and borrowers together.	The following references can be used in classroom discussion to meet this objective. SE: 42 TWE: 82; TTT 83	The following references can be used in classroom discussion to meet this objective. SE: Unit 4 6-7 <i>Check Understanding</i> 7 #2 TWE Unit 4 AR 7; RL 6	SE: Unit 4 <i>Places</i> 9 TWE Unit 4 BI 8	SE: 162, 165

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Geography				
7.1. Basic Geographic Literacy				
<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 geographic tools and their uses.</p> <ul style="list-style-type: none"> • Characteristics and purposes of different geographic representations <ul style="list-style-type: none"> <input type="checkbox"/> Maps and basic map elements <input type="checkbox"/> Globes <input type="checkbox"/> Graphs <input type="checkbox"/> Diagrams <input type="checkbox"/> Photographs • Geographic representations to display spatial information <ul style="list-style-type: none"> <input type="checkbox"/> Sketch maps <input type="checkbox"/> Thematic maps • Mental maps to describe the human and physical features of the local area 	<p>SE: 13, 18, 19, 22, 24, 45</p> <p>TWE: 19E, 34, 35, 42, 46, 88, 89, 108; CCA 19G, 29, 47, 89; DI 17, 37, 43, 101; WA 29, 35, 47</p>	<p>SE: Unit 1 <i>Map and Globe Skills</i> 8-9 <i>Review and Assess</i> 31 #6 Unit 2 34-35 <i>Map and Globe Skills</i> 20-21 <i>Review and Assess</i> 37 #6 Unit 3 <i>Map and Globe Skills</i> 28-29 <i>Review and Assess</i> 39 #6 Unit 4 <i>Map and Globe Skills</i>, 20-21 <i>Review and Assess</i> 29 #6 Unit 5 <i>Map and Globe Skills</i>, 30-31</p>	<p>SE: Unit 1 <i>Map and Globe Skills</i> 18-19 <i>Skill</i> 37 Unit 2 5-7, 9-15, 17 <i>Map and Globe Skills</i> 24-25 <i>Skill</i> 37 <i>Summarize</i> 7 <i>Vocabulary</i> 7 Unit 3 <i>Map and Globe Skills</i> 16-17 <i>Skill</i> 37 Unit 4 <i>Map and Globe Skills</i> 34-35 <i>Skill</i> 37 Unit 5 <i>Map and Globe Skills</i> 30-31</p>	<p>SE: 20-21, 166-167, 176-177, GH6-GH25 <i>Citizenship</i> 35 <i>DataGraphic</i> 183 <i>Map</i> 61, 87, 101, 184, 225 <i>Map and Globe Skills</i> 10-11, 26-27, 138-139, 212-213 <i>Map Skill</i> 72, 186 <i>Skill</i> 142, 238 TWE CCA 10, 26</p>

STANDARDS	PAGE REFERENCES			
	<i>Hello, World</i>	<i>All Together</i>	<i>People and Places</i>	<i>Communities</i>
Continued from cell above.		TWE Unit 1 CC 8-9, Unit 2 M 20; T 20 Unit 3 M 28; T 28; UTV 34 Unit 4 CC 20-21; M 20; T 20 Unit 5 CC 30-31; M 30; T 30	SE: <i>Skill</i> 45 TWE Unit 1 CCA 18, 19 Unit 2 CCA 10, 13, 14; DI 11 Unit 3 Q 16 Unit 4 CCA 34 Unit 5 CCA 31	
B. Identify and locate places and regions. <ul style="list-style-type: none"> • Physical features <ul style="list-style-type: none"> <input type="checkbox"/> Continents and oceans <input type="checkbox"/> Major landforms, rivers and lakes in North America <input type="checkbox"/> Local community • Human features <ul style="list-style-type: none"> <input type="checkbox"/> Countries (i.e., United States, Mexico, Canada) <input type="checkbox"/> States (i.e., Pennsylvania, Delaware, Maryland, New Jersey, New York, Ohio, West Virginia) <input type="checkbox"/> Cities (i.e., Philadelphia, Erie, Altoona, Pittsburgh, Scranton, Harrisburg, Johnstown, Allentown, Washington D.C., Baltimore, New York, Toronto, 	SE: 8, 16, 19, 22, 23, 24 TWE: 16, 19C-19D, 19E-19F, 20, 36, 42, 44, 50P; CCA 17, 29, 37, 47; DI 37, 43, 45	SE: Unit 1 23 Unit 2 5-9, 14-19, 31-35 <i>Places</i> 7 <i>Check Understanding</i> 9 #1-#3, 19 #1-#3, 35 #1-#3 <i>Around the World</i> 17 <i>Review and Assess</i> 36-37 #1-#3, #6	SE: Unit 1 13, 21-25 <i>Places</i> 13 <i>Vocabulary</i> 25 Unit 2 6-7, 8-15, 17-22 <i>Geography Activity</i> 46 <i>Map and Globe Skills</i> 24-25 <i>Places</i> 21 <i>Skill</i> 45 <i>Summarize</i> 7, 15, 23 <i>The Big Idea</i> 15 <i>Vocabulary</i> 15, 23 Unit 3 <i>Map and Globe Skills</i> 16-17	SE: 13, 19, 20-21, 39, 166-167, 176-177, GH1-GH5, GH7-GH25 <i>DataGraphic</i> 183 <i>Geography Activity</i> 45 <i>Global Connection</i> 218 <i>Map</i> 184, 225 <i>Map and Globe Skills</i> 10-11, 76-77, 212-213 <i>Photo</i> 30 <i>Places</i> 21 <i>Skill</i> 238 TWE BI 10, 16, 18, 20, 26; CCA 20; DI 21; Q 19

STANDARDS	PAGE REFERENCES			
	<i>Hello, World</i>	<i>All Together</i>	<i>People and Places</i>	<i>Communities</i>
<p>Continued from cell above.</p> <p>Cleveland)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Local community • Regions as areas with unifying geographic characteristics <ul style="list-style-type: none"> <input type="checkbox"/> Physical regions (e.g., landform regions, climate regions, river basins) <input type="checkbox"/> Human regions (e.g., neighborhoods, cities, states, countries) 		<p>TWE</p> <p>Unit 1 RL 23</p> <p>Unit 2 AR 19; BI 6, 8, 16, 18, 30, 34; BR 15; CC 6, 18, 21, 32, 34; DI 7, 17, 33; DR 16, 32; Q 18, 34; RL 17, 33; S 4, 14</p>	<p>Skill 37</p> <p>Unit 4</p> <p>24</p> <p>TWE</p> <p>Unit 1 Q 13</p> <p>Unit 2 CCA 10, 13, 20; Q 9</p>	
<p>7.2 The Physical Characteristics of Places and Regions</p> <p><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>				
<p>A. Identify the physical characteristics of places and regions.</p> <ul style="list-style-type: none"> • Physical properties <ul style="list-style-type: none"> <input type="checkbox"/> Landforms (e.g., plains, hills, plateaus and mountains) <input type="checkbox"/> Bodies of water (e.g., rivers, lakes, seas and oceans) <input type="checkbox"/> Weather and climate <input type="checkbox"/> Vegetation and animals • Earth's basic physical systems 	<p>SE:</p> <p>8, 23, 24</p> <p>TWE:</p> <p>19C-19D, 19E-19F, 20, 44; CCA 21; DI 45</p>	<p>SE:</p> <p>Unit 2</p> <p>14-19, 22-25, 32-33</p> <p><i>Check Understanding</i> 19 #1-#3, 27 #2-#3</p> <p><i>Event</i> 25</p> <p>TWE</p> <p>Unit 2 AR 19; BI 16, 18, 24; BR 15, 23; CC 18, 21; DI 17, 25; DR 16, 24; Q 18; RL 17</p>	<p>SE:</p> <p>Unit 2</p> <p>6-7, 17-23, 27-31, 33-35</p> <p><i>Around the World</i> 13</p> <p><i>Critical Thinking</i> 44 #5</p> <p><i>Geography Activity</i> 46</p> <p><i>Map and Globe Skills</i> 24-25</p> <p><i>Places</i> 21</p> <p><i>Summarize</i> 23</p> <p><i>Vocabulary</i> 23</p>	<p>SE:</p> <p>19-21, 24-25, 36-37, 39, 40, 166-167, 176-177, GH1-GH5, GH7-GH9, GH11, GH14-GH25</p> <p><i>Citizenship</i> 35</p> <p><i>Geography Activity</i> 45</p> <p><i>Photo</i> 30</p> <p><i>Places</i> 21</p>

STANDARDS	PAGE REFERENCES			
	<i>Hello, World</i>	<i>All Together</i>	<i>People and Places</i>	<i>Communities</i>
<p>Continued from cell above.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lithosphere <input type="checkbox"/> Hydrosphere <input type="checkbox"/> Atmosphere <input type="checkbox"/> Biosphere 			<p>TWE Unit 2 BI 16; CCA 18; Q 17, 20, 21, 23</p>	<p>TWE BI 10, 20, 24, 40; CCA 20, 166; DI 21; PP 19; Q 19, 25</p>
<p>B. Identify the basic physical processes that affect the physical characteristics of places and regions.</p> <ul style="list-style-type: none"> • Earth-sun relationships (i.e., seasons and length of daylight, weather and climate) • Extreme physical events (e.g., earthquakes, floods, hurricanes, tornadoes) 	<p>SE: 20, 21 TWE: 38, 40; DI 75</p>	<p>SE: Unit 2 22-25 <i>Check Understanding</i> 27 #2-#3 TWE Unit 2 BR 23; DI 25; DR 24</p>	<p>SE: Unit 2 27-31 <i>Event</i> 30 <i>Summarize</i> 31 <i>The Big Idea</i> 31 <i>Vocabulary</i> 31 TWE Unit 2 BI 28, 30; Q 27, 28, 30, 31 Unit 4 BI 32</p>	<p>SE: 24-25 <i>Event</i> 39 TWE BI 24, 38; Q 24, 25</p>

STANDARDS	PAGE REFERENCES			
	<i>Hello, World</i>	<i>All Together</i>	<i>People and Places</i>	<i>Communities</i>
7.3 The Human Characteristics of Places and Regions				
<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 the human characteristics of places and regions by their population characteristics.</p> <ul style="list-style-type: none"> The number and distribution of people in the local community Human movement in the local community (e.g., mobility in daily life, migration) 	<p>SE: 14, 19</p> <p>TWE: 16, 19F, 26, 36; CCA 17; DI 37</p>	<p>SE: Unit 2 5-9 <i>Places</i> 7</p> <p>TWE Unit 2 BI 6, 8; RL 2 7</p>	<p>SE: Unit 1 13-14, 21-25 Unit 3 6-7, 25 <i>Compare and Contrast</i> 27 Unit 5 38-39</p> <p>TWE Unit 1 BI 12, 20, 22; CCA 6 Unit 3 CCA 6; Q 6</p>	<p>SE: 16-17, 79-83, 87-90 <i>Chart and Graph Skills</i> 84-85 <i>Review and Assess</i> 94 #8</p> <p>TWE BI 78, 80, 82, 84, 110; CCA 82; Q 79</p>
<p>B. Identify the human characteristics of places and regions by their cultural characteristics.</p> <ul style="list-style-type: none"> Components of culture (e.g., language, belief systems and customs, social organizations, foods, ethnicity) Ethnicity of people in the local community (e.g., customs, celebrations, languages, religions) 	<p>SE: 9</p> <p>TWE: 1F, 16; BI 8; TTT 17</p>	<p>SE: Unit 1 24-29 <i>Citizenship</i> 14-15 <i>Check Understanding</i> 29 #2-#3 <i>Readers Theater</i> 33-40</p>	<p>SE: Unit 1 27-31 <i>Event</i> 27 <i>Main Idea and Details</i> 31 <i>Vocabulary</i> 31</p>	<p>SE: 13, 103-104, 106-107, 108-114, 117-123, 125-128, 130-131, 132-135 <i>Local Connection</i> 140-141 <i>Quick Check</i> 109, 125 <i>Review and Assess</i> 142 #8</p>

STANDARDS	PAGE REFERENCES			
	<i>Hello, World</i>	<i>All Together</i>	<i>People and Places</i>	<i>Communities</i>
Continued from cell above.		TWE Unit 1 AR 29; BI 26, 34, 39; BR 27; CC 33; DR 28; RL 28; S 26; T 14	TWE Unit 1 BI 26, 30; Q 27	SE: <i>Write About It</i> 114, 131, 137 TWE CCA 126, 141; Q 125, 126, 128, 129, 133; RC 114
C. Identify the human characteristics of places and regions by their settlement characteristics. <ul style="list-style-type: none"> Types of settlements (e.g., villages, towns, suburbs, cities, metropolitan areas) Factors that affect where people settle (e.g., water, resources, transportation) 	SE: 9, 17, 30, 45 TWE: 19F, 19G, 19I, 19, 32, 88; BI 16; DI 33, 59	SE: Unit 2 5-9 <i>Check Understanding</i> 9 #1-#3 TWE Unit 2 AR 9; BI 6; BR 5; CC 6; DI 7; DR 6; RL 7	SE: Unit 1 13, 21-25 Unit 2 20-21, 33 TWE Unit 1 BI 12, 20, 22; Q 14, 21, 24 Unit 2 Q 20, 33 Unit 4 Q 21	SE: 5, 13-15 <i>Review and Assess</i> 46 #5 TWE BI 4, 14; CCA 14, 85; Q 13, 16
D. Identify the human characteristics of places and regions by their economic activities. <ul style="list-style-type: none"> Location factors in the spatial distribution of economic activities (e.g., market, transportation, workers, materials) <ul style="list-style-type: none"> Producers of consumer products and services (e.g., bread, pizza, television, shopping malls) 	SE: 45 TWE: 19G, 88; CCA 17	SE: Unit 2 8, 26, Unit 4 22-23 <i>Around the World</i> Unit 4 25 TWE BI Unit 2 8, Unit 4 24; BR Unit 4 23; CC Unit 2 8, Unit 4 24; Q Unit 2 26 #1-#3	SE: Unit 2 33-35 <i>The Big Idea</i> 35 <i>Vocabulary</i> 35 Unit 4 13-15, 16-19, 21-23, 29-31	SE: 23, 28-31, 37, 39, 148-152, 165-167, 172-177 <i>DataGraphic</i> 31 <i>Essential Question</i> 28 <i>Quick Check</i> 29, 167 TWE BI 30; CCA 166; DI 31; Q 29, 176, 177

STANDARDS	PAGE REFERENCES			
	<i>Hello, World</i>	<i>All Together</i>	<i>People and Places</i>	<i>Communities</i>
<p>Continued from cell above.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Products of farms and factories at the local and regional level (e.g., mushrooms, milk, snack foods, furniture) • Spatial distribution of resources <input type="checkbox"/> Non-renewable resources <input type="checkbox"/> Renewable resources <input type="checkbox"/> Flow resources (e.g., water power, wind power) 			<p>TWE</p> <p>Unit 2 Q 33</p> <p>Unit 4 BI 30; CCA 22; Q 29, 30</p>	
<p>E. Identify the human characteristics of places and regions by their political activities.</p> <ul style="list-style-type: none"> • Type of political units (e.g., townships, boroughs, towns, cities, counties, states, countries (nation state)) • Political units in the local area 	<p>SE:</p> <p>9, 17, 19, 49</p> <p>TWE:</p> <p>16, 32, 36; BI 96</p>	<p>SE:</p> <p>Unit 2</p> <p>5-8</p> <p><i>Places</i> 7, 31, 34-35</p> <p><i>Check Understanding</i></p> <p>9 #1, 35 #1, #3</p> <p>TWE</p> <p>Unit 2 BI 6, 8; CC 6, 34; DR 6; Q 31 #1; RL 7</p>	<p>SE:</p> <p>Unit 5</p> <p>5, 11-15, 25-27, 33-35</p> <p><i>The Big Idea</i> 34</p> <p>TWE</p> <p>Unit 5 BI 10, 12, 28, 32; CCA 14; Q 12, 26, 34, 35</p>	<p>SE:</p> <p>197-199, 207-211, 215-217, 219, 225-226</p> <p><i>Review and Assess</i></p> <p>238 #7</p> <p>TWE</p> <p>BI 216; CCA 216, 218</p>

STANDARDS	PAGE REFERENCES			
	<i>Hello, World</i>	<i>All Together</i>	<i>People and Places</i>	<i>Communities</i>
7.4 The Interactions Between People and Places				
<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 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 local scale (e.g., soil quality and agriculture, snowfall and daily activities, drought and water use) Ways in which natural hazards affect human activities (e.g., storms, lightning, flooding) 	<p>SE: 20</p> <p>TWE: 38; BI 44</p>	<p>SE: Unit 2 22-25</p> <p><i>Check Understanding</i> 27 #2</p> <p>TWE Unit 2 BI 22, 24; BR 23; DI 25</p>	<p>SE: Unit 2 30-31</p> <p><i>Critical Thinking</i> 44 #5 <i>Event</i> 30 <i>The Big Idea</i> 31</p> <p>TWE Unit 2 Q 30, 31 Unit 4 BI 32</p>	<p>SE: 18-19, 20, 23-25, 211</p> <p><i>Essential Question</i> 18 <i>Places</i> 21 <i>Quick Check</i> 19 <i>Write About It</i> 25</p> <p>TWE BI 38; Q 25</p>
<p>B. Identify the impacts of people on physical systems.</p> <ul style="list-style-type: none"> Effects of energy use (e.g., water quality, air quality, change in natural vegetation) Ways humans change local ecosystems (e.g., land use, dams and canals on waterways, reduction and extinction of species) 	<p>SE: 12</p> <p>TWE: 19C-19D, 22; BI 44</p>	<p>SE: Unit 2 10-11, 26-27</p> <p><i>Citizenship</i> 28-29</p> <p>TWE Unit 2 AR 27; BI 26; BR 11; CC 26, 28-29; DI 29; M 28; Q 26 #1-#3; RC 28; RL 12; T 28</p>	<p>SE: Unit 2 39-41</p> <p><i>Summarize</i> 43</p>	<p>SE: 33, 36-37, 39-40, 42-43</p> <p><i>Citizenship</i> 35 <i>Global Connection</i> 41 <i>Write About It</i> 43</p> <p>TWE Q 37, 40; RC 43</p>

STANDARDS	PAGE REFERENCES			
	<i>Hello, World</i>	<i>All Together</i>	<i>People and Places</i>	<i>Communities</i>
History				
8.1. Historical Analysis and Skills Development				
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to . . .</i>				
A. Understand chronological thinking and distinguish between past, present and future time. <ul style="list-style-type: none"> • Calendar time • Time lines • Continuity and change • Events (time and place) 	SE: 4, 5, 29, 30 TWE: 1G, 6, 51G, 70P; DI 9; R 70	SE: Unit 1 20 Unit 3 4-9, 10-15 <i>Check Understanding</i> 9 #1, 15 #3 TWE Unit 1 BI 20 Unit 3 BI 14; BR 5, 11; HOP 3; O 4; Q 14 #2; RL 5, 7; S 4	SE: Unit 1 7, 28-29 <i>Event 27</i> <i>Timeline 6-7</i> Unit 3 6-9 <i>Compare and Contrast</i> 9 Places 13 <i>Timeline 22-23</i> Unit 5 <i>Event 7</i> TWE Unit 1 BI 28 Unit 3 CCA 6; Q 9	SE: 53-59, 60-66, 71-75, 78-83, 88-89, R4-R5 <i>Chart and Graph Skills</i> 68-69 <i>DataGraphic</i> 90 <i>Global Connection</i> 54 <i>People, Places, and Events</i> 2-3, 50-51, 98-99, 146-147, 194-195 TWE CCA 92; HOP 51; Q 53, 90

STANDARDS	PAGE REFERENCES			
	<i>Hello, World</i>	<i>All Together</i>	<i>People and Places</i>	<i>Communities</i>
<p>B. Develop an understanding of historical sources.</p> <ul style="list-style-type: none"> Data in historical maps Visual data from maps and tables Mathematical data from graphs and tables Author or historical source 	<p>SE: 30, 35, 50</p> <p>TWE: 51E-51F, 51G, 68, 93C-93D, 93E-93F, 98; CCA 17; DI 59, 69; TTT 53</p>	<p>SE: Unit 3 4-9 <i>Map and Globe Skills</i> 28-29</p> <p>TWE Unit 3 AR 9; BR 5; DR 6; M 28; O 4; S 4; T 28</p>	<p>SE: Unit 3 11 <i>People</i> 25</p> <p>TWE Unit 3 BI 32</p>	<p>SE: GH13 <i>Chart and Graph Skills</i> 68-69, 170-171 <i>Local Connection</i> 92-93 <i>Map</i> 61 <i>Map Skill</i> 72 <i>Primary Sources</i> 74, 105, 158, 202</p> <p>TWE CCA 93, GH13</p>
<p>C. Understand fundamentals of historical interpretation.</p> <ul style="list-style-type: none"> Difference between fact and opinion The existence of multiple points of view Illustrations in historical stories Causes and results 	<p>SE: 27, 31, 32, 34, 35</p> <p>TWE: 1D, 19F, 51C-51D, 51E-51F, 68, 71D, 93C-93D; CCA 17; DI 67; TTT 53</p>	<p>The following references can be used in classroom discussion to meet this objective.</p> <p>SE: Unit 3 4, 6, 8-9, 11-13, 15, 18-27, 30-37 <i>Places</i> 7 Unit 5 4-5, 8-9, 33 <i>People Places and Events</i> 2-3</p> <p>TWE Unit 3 UTV 4, 6, 10, 12, 18, 22, 24, 30, 32, Unit 5 UTV 4, 8</p>	<p>SE: Unit 3 <i>History Activity</i> 38</p>	<p>SE: R8-R9 <i>Citizenship</i> 115 <i>Illustration</i> 121, 122, 123</p> <p>TWE CCA 115</p>

STANDARDS	PAGE REFERENCES			
	<i>Hello, World</i>	<i>All Together</i>	<i>People and Places</i>	<i>Communities</i>
D. Understand historical research. <ul style="list-style-type: none"> • Event (time and place) • Facts, folklore and fiction • Formation of a historical question • Primary sources • Secondary sources • Conclusions (e.g., storytelling, role playing, diorama) 	SE: 27, 31, 32, 34, 35 TWE: 51C-51D, 51E-51F, 68, 93C-93D; CCA 17; DI 67; TTT 53	SE: Unit 1 <i>Event</i> 11 <i>People</i> 23 <i>Readers Theater</i> 33-40 Unit 2 <i>Event</i> 25 <i>People</i> 33 Unit 3 <i>Event</i> 21 <i>People</i> 36 Unit 4 <i>Event</i> 26 <i>People</i> 26 <i>Reader's Theater</i> 31-38 Unit 5 <i>Event</i> 28 <i>People</i> 28 TWE Unit 1BI 34, 37, 39; CC 33 Unit 4 BI 34,	SE: Unit 1 29 Unit 3 2-3, 19, 29-33 <i>History Activity</i> 38 <i>People</i> 25 TWE Unit 3 BI 2, 32; CCA 14; Q 19	SE: 116-123 <i>Local Connection</i> 92-93 <i>People, Places, and Events</i> 2-3, 50-51, 98-99, 146-147, 194-195 <i>Primary Sources</i> 74, 105, 158, 202 TWE BI 116; CCA 92, 93

STANDARDS	PAGE REFERENCES			
	<i>Hello, World</i>	<i>All Together</i>	<i>People and Places</i>	<i>Communities</i>
8.2 Pennsylvania History				
<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>				
A. Understand the political and cultural contributions of individuals and groups to Pennsylvania history. <ul style="list-style-type: none"> • William Penn • Benjamin Franklin • Pennsylvanians impacting American Culture (e.g., John Chapman, Richard Allen, Betsy Ross, Mary Ludwig Hayes, Rachel Carson, Elizabeth Jane Cochran, Marian Anderson) • Local historical figures in municipalities and counties. 	TWE: 93C-93D, LR 95	The following references can be used to meet this objective. SE: Unit 4 <i>People</i> 26 Unit 5 5 TWE Unit 4 BI 26 Unit 5 PPE 2; Q 5	SE: Unit 2 <i>People</i> 41 TWE Unit 2 BI 40 Unit 4 P 2 Unit 5 BI 6	SE: 66, 128, 203 <i>Drawing</i> 66 TWE BI 128, 174; CCA 64

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8.2 Pennsylvania History				
<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>				
B. Identify and describe primary documents, material artifacts and historic sites important in Pennsylvania history. <ul style="list-style-type: none"> • Documents, Writings and Oral Traditions (e.g., Penn's Charter, Pennsylvania "Declaration of Rights") • Artifacts, Architecture and Historic Places (e.g., Local historical sites, museum collections, Independence Hall) • Liberty Bell • Official Commonwealth symbols (e.g., tree, bird, dog, insect) 	SE: 48, 54 TWE: 93C-93D, 93E-93F, 94, 106; CCA 63; DI 59, 107; HOP 95	SE: Unit 4 <i>Places</i> 5 Unit 5 <i>People, Places and Events</i> 3 TWE Unit 5 PPE 2	SE: Unit 5 <i>Event</i> 7 <i>Government Activity</i> 46	SE: 66, 203 <i>Drawing</i> 66

STANDARDS	PAGE REFERENCES			
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<p>C. Identify and describe how continuity and change have influenced Pennsylvania history.</p> <ul style="list-style-type: none"> • Belief Systems and Religions (e.g., Native Americans, early settlers, contemporary religions) • Commerce and Industry (e.g., jobs, trade, environmental change) • Innovations (e.g., technology, ideas, processes) • Politics (e.g., rules, regulations, laws) • Settlement Patterns (e.g., farms, towns, rural communities, cities) • Social Organization (e.g., relationships of individuals, families, groups, communities; ability to be educated) • Transportation (e.g., methods of moving people and goods over time) • Women's Movement (e.g., changes in roles and rights over time) 	<p>SE: 26, 29, 30</p> <p>TWE: 51, 56, 58, 70P, 93E-93F; BI 62; CCA 59; DI 57</p>	<p>The following references can be used to meet this objective.</p> <p>SE: Unit 3 4-9, 10-15 <i>Places</i> 7 <i>Check Understanding</i> 9 #2-#3, 15 #3</p> <p>TWE Unit 3 AR 9; BI 4, 6, 8, 14; BR 5, 11; CC 8; DI 7; DR 6; O 4, 10; Q 8 #1-#2, 14 #1-#2; RL 7; S 4, 10</p>	<p>The following references can be used to meet this objective.</p> <p>SE: Unit 3 8-9</p>	<p>SE: 82-83, 89, R2 <i>Photo Caption</i> 174</p>

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<p>D. Identify and describe conflict and cooperation among social groups and organizations in Pennsylvania history.</p> <ul style="list-style-type: none"> Domestic Instability (e.g., political, economic and geographic impact on daily activities) Ethnic and Racial Relations (e.g., treatment of various ethnic and racial groups in history) Labor Relations (e.g., working conditions over time) Immigration (e.g., diverse groups inhabiting the state) Military Conflicts (e.g., struggle for control) 	<p>SE: 30</p> <p>TWE: 58; DI 59</p>	<p>The following references can be used to meet this objective.</p> <p>SE: Unit 3 30-37 <i>Check Understanding</i> Unit 3 37 #3</p> <p>TWE Unit 3 AR 37; BI 34, 36; BR 31; CC 32, 36; DR 32; Q 36 #1-#2; RL 33; S 30</p>	<p>The following references can be used to meet this objective.</p> <p>SE: Unit 5 38-43</p>	<p>SE: 82-83 <i>Citizenship 227</i></p> <p>TWE T 227</p>

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	<i>Hello, World</i>	<i>All Together</i>	<i>People and Places</i>	<i>Communities</i>
8.3. United States History				
<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>				
A. Identify contributions of individuals and groups to United States history. <ul style="list-style-type: none"> • George Washington • Thomas Jefferson • Abraham Lincoln • Theodore Roosevelt • Franklin D. Roosevelt • Individuals who are role models (e.g., Abigail Adams, Sacajawea, Frederick Douglass, Clara Barton, Jackie Robinson, Rosa Parks, Archbishop Patrick Flores, Jamie Escalante, Sally Ride, Tiger Woods, Cal Ripken, Jr., Sammy Sosa) 	SE: 27, 32, 35 TWE: 1C-1D, 19C-19D, 51C-51D, 51E-51F, 52, 62, 68, 70P, 71C-71D, 93C-93D, CCA 63; DI 67, 69; LR 95; TTT 53	SE: Unit 1 <i>People</i> 23 Unit 2 <i>People</i> 33 Unit 3 30-33, 36-37 <i>Check Understanding</i> 37 #2-#3 <i>People</i> 36 Unit 5 6 <i>People</i> 28 <i>People, Places and Events</i> 2 TWE Unit 3 BI 30, 32, 36; Q 32 #1, 37 #1 Unit 5 PPE 2	SE: Unit 3 22-23 Unit 5 42-43 <i>Cause and Effect</i> 43 TWE Unit 3 BI 22 Unit 5 BI 42	SE: 55, 57, 65, 122-123 <i>People</i> 65 TWE BI 122; CCA 64, 68

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8.3. United States History				
<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>				
B. Identify and describe primary documents, material artifacts and historic sites important in United States history. <ul style="list-style-type: none"> • Documents (e.g., Declaration of Independence, U.S. Constitution, Bill of Rights) • Writings and Communications (e.g., Pledge of Allegiance, famous quotations and sayings) • Historic Places (e.g., The White House, Mount Rushmore, Statue of Liberty) <ul style="list-style-type: none"> • The Flag of the United States 	SE: 8, 48, 50, 54 TWE: 19C-19D, 19E-19F, 93C-93D, 93E-93F, 94, 98, 106, 110P; CCA 63; DI 57, 59, 107; HOP 95	SE: Unit 3 <i>People, Places and Events 2-3</i> Unit 5 5-7, 9-11, 25, 32-35 <i>People, Places and Events 2-3</i> <i>Check Understanding 7 #2, 11 #2-#3</i> <i>Place 13</i> <i>Review and Assess 38 #5</i> TWE Unit 3 PPE 2 Unit 5 AR 11; BI 8, 32, 36; DR 34; PPE 2; Q 33 #1-#2; RL 10, 35; S 8	SE: Unit 3 21 Unit 5 6, 20-21, 22-23, 37, 38 <i>Event 7</i> TWE Unit 5 BI 6, 20, 22, 36, 38; Q 6, 20, 23	SE: 65-66, 196-199, 200-203 <i>Local Connection 236</i> <i>Primary Sources 202</i> TWE BI 196, 198, 200, 202; CCA 69; Q 200, 201, 202

STANDARDS	PAGE REFERENCES			
	<i>Hello, World</i>	<i>All Together</i>	<i>People and Places</i>	<i>Communities</i>
C. Identify important changes in United States history (e.g., Belief Systems and Religions, Commerce and Industry, Innovations, Politics, Settlement Patterns and Expansion, Social Organization, Transportation, Women’s Movement).	SE: 26, 28, 29, 31, 70P TWE: 19C-19D, 51, 54, 56, 60, 71C-71D, 93E-93F; BI 36, 62; DI 57, 59	SE: Unit 3 22-27, 30-37 Check Understanding 27 #1-#3 Unit 5 5, 9-11 <i>Check Understanding</i> 11 #2 TWE Unit 3 AR 27; BI 22, 24, 34; BR 25, 31; CC 28, 32, 34; DR 32; Q 22 #1-#2, 34 #1-#3, 36 #1-#2, RL 26; S 24 Unit 5 Q 9 #2;	SE: Unit 3 6-9, 25 <i>Compare and Contrast</i> 27 Unit 4 10-11 Unit 5 40-41 TWE Unit 3 Q 6 Unit 4 BI 10; CCA 10; Q 10, 11 Unit 5 BI 40	SE: 70-75, 78-83, 87-91, 194, 234-235 <i>DataGraphic</i> 90 <i>Essential Question</i> 86 <i>Quick Check</i> 75, 91 <i>Write About It</i> 75, 91 TWE BI 88, 234; CCA 74, 234; Q 71, 74, 87, 88

STANDARDS	PAGE REFERENCES			
	<i>Hello, World</i>	<i>All Together</i>	<i>People and Places</i>	<i>Communities</i>
<p>D. Identify conflict and cooperation among social groups and organizations in United States history.</p> <ul style="list-style-type: none"> • Domestic Instability (e.g., impact on daily activities) • Ethnic and Racial Relations (e.g., treatment of minority groups in history) • Labor Relations (e.g., working conditions over time) • Immigration (e.g., diverse groups inhabiting the state) • Military Conflicts (e.g., struggle for control) 	<p>TWE: 71C-71D; BI 68; DI 59, 69</p>	<p>SE: Unit 3 30-37 <i>Check Understanding</i> 37 #3</p> <p>TWE Unit 3 AR 37; BI 34, 36; BR 31; CC 32, 36; DR 32; Q 36 #1-#2; RL 33; S 30</p>	<p>SE: Unit 3 19-23, 25-27, 29-33 Unit 5 38-39, 42-43</p> <p>TWE Unit 3 Q 22, 32 Unit 5 Q 38</p>	<p>SE: 80-81, 82-83, 228-231, 234-235 <i>Vocabulary</i> 83</p> <p>TWE BI 82</p>

STANDARDS	PAGE REFERENCES			
	<i>Hello, World</i>	<i>All Together</i>	<i>People and Places</i>	<i>Communities</i>
8.4. World History				
<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. Identify individuals and groups who have made significant political and cultural contributions to world history.</p> <ul style="list-style-type: none"> • Africa (e.g., Nefertiti, Mansa Musa, Nelson Mandela) • Americas (e.g., Montezuma, Simon Bolivar, Fidel Castro) • Asia (e.g., Hammurabi, Mohandas Gandhi, Benazir Bhutto) • Europe (e.g., Julius Ceasar, Joan of Arc, Pope John Paul) 	<p>SE: 34</p> <p>TWE: 66, 70P; DI 67</p>	<p>SE: Unit 3 19-21 <i>Event 21</i></p> <p>TWE Unit 3 BI 18, 20; BR 19; CC 20; DI 21; DR 20; RL 21</p>	<p>The following references can be used in classroom discussion to meet this objective.</p> <p>SE: Unit 1 <i>Around the World 21</i> Unit 2 <i>Around the World 13</i> Unit 3 <i>Around the World 21</i> Unit 4 <i>Around the World 21</i> Unit 5 <i>Around the World 12</i></p> <p>TWE Unit 4 BI 8, 20</p>	<p>TWE BI 134</p>

STANDARDS	PAGE REFERENCES			
	<i>Hello, World</i>	<i>All Together</i>	<i>People and Places</i>	<i>Communities</i>
<p>B. Identify historic sites and material artifacts important to world history.</p> <ul style="list-style-type: none"> Africa (e.g., Pyramids, treasures of Tutankhamen, Nefertiti's sculpture) Americas (e.g., Olmec ritualistic centers, Mayan pyramids, arrowheads) Asia (e.g., Code of Hammurabi, Ziggurat at Ur, canals) Europe (e.g., ancient megaliths, Arc de Triomphe, Acropolis) 	<p>SE: 55</p> <p>TWE: 108, 110P; CCA 17; DI 109; TTT 95</p>	<p>SE: Unit 3 <i>People, Places and Events</i> 2-3</p> <p>TWE Unit 3 PPE 2</p>	<p>The following references can be used in classroom discussion to meet this objective.</p> <p>SE: Unit 1 <i>Around the World</i> 21 Unit 2 <i>Around the World</i> 13 Unit 3 <i>Around the World</i> 21 Unit 4 <i>Around the World</i> 21 Unit 5 <i>Around the World</i> 12</p> <p>TWE Unit 4 BI 8, 20</p>	<p>SE: <i>Global Connection</i> 54</p>

STANDARDS	PAGE REFERENCES			
	<i>Hello, World</i>	<i>All Together</i>	<i>People and Places</i>	<i>Communities</i>
C. Compare similarities and differences between earliest civilizations and life today (e.g., Africa, Egypt; Asia, Babylonia; Americas, Olmec; Europe, Neolithic settlements).	SE: 9, 29 TWE: 16, 56; BI 78; DI 57	SE: Unit 3 10-15 <i>Check Understanding</i> 15 #1-#3 TWE Unit 3 AR 15; BI 10, 12, 14; BR 11; CC 12; DI 13; DR 12; O 10; RL 13; S 19	The following references can be used in classroom discussion to meet this objective. SE: Unit 1 <i>Around the World</i> 21 Unit 2 <i>Around the World</i> 13 Unit 3 <i>Around the World</i> 21 Unit 4 <i>Around the World</i> 21 Unit 5 <i>Around the World</i> 12 TWE Unit 4 BI 8, 20	TWE BI 32

STANDARDS	PAGE REFERENCES			
	<i>Hello, World</i>	<i>All Together</i>	<i>People and Places</i>	<i>Communities</i>
<p>D. Identify how conflict and cooperation among social groups and organizations affected world history.</p> <ul style="list-style-type: none"> • Domestic Instability (e.g., political, economic and geographic impact on normal activities) • Labor Relations (e.g., working conditions over time) • Racial and Ethnic Relations (e.g., treatment of various ethnic and racial groups in history) • Immigration and migration (e.g., diverse groups inhabiting a territory) <ul style="list-style-type: none"> • Military Conflicts (e.g., struggle for control) 	<p>SE: 34 TWE: 66; DI 67</p>	<p>SE: Unit 3 19-23 Event 21 TWE Unit 3 BI 20; BR 19; DR 20; Q 22 #1-#2, 23 #2; RL 21</p>	<p>SE: Unit 3 Around the World 21 TWE Unit 3 DI 21</p>	<p>SE: Global Connection 129, 218 TWE BI 128; Q 129</p>