



Our Country and Its Regions

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STANDARDS	PAGE REFERENCES		
	<i>Our Country and Its Regions</i>	<i>The United States</i>	<i>The World</i>
Grades 4-6			
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. Explain the purpose of government.	Student Edition: 107-108, 110-111, 115-117 <i>Chart 107, 109</i> Teacher Wraparound Edition: BI 108; Q 116; RL 107, 109, 110, 115	Student Edition: 8-9, 44-45, 89, 137-139, 199 Teacher Wraparound Edition: C 138; DI 9; Q 44; RL 89	The following references may be used in classroom discussion to meet this objective. Student Edition: 35, 36-37, 42-43, 47, 59, 72-73, 91, 92, 321 <i>Primary Sources 37</i> Teacher Wraparound Edition: BI 37, 72; S 35
B. Explain the importance of the rule of law for the protection of individual rights and the common good in the community, state, nation and world.	Student Edition: 121, 124 <i>Chart 109</i> Teacher Wraparound Edition: Q 124; RL 121, 124	Student Edition: 9, 206-207 Teacher Wraparound Edition: CC 9; RL 207	The following references may be used in classroom discussion to meet this objective. Student Edition: 32, 35, 72-73, 74, 249 <i>Quick Check 35</i> <i>Write About It 251</i> Teacher Wraparound Edition: BI 248, 250; UPS 37

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	<i>Our Country and Its Regions</i>	<i>The United States</i>	<i>The World</i>
<p>C. Describe the principles and ideals shaping government.</p> <ul style="list-style-type: none"> Equality Majority rule/Minority rights Popular sovereignty Privacy Checks and balances Separation of powers 	<p>Student Edition: 116-117, 121, 124-125 <i>Check Understanding</i> 125 #3 Teacher Wraparound Edition: DI 117; Q 116, 124; RL 115, 121</p>	<p>Student Edition: 137-139, 197, 200-203, 205-209 Teacher Wraparound Edition: BI 138; CC 206; DI 207; Q 202; RL 139</p>	<p>The following references may be used in classroom discussion to meet this objective. Student Edition: 35, 36-37, 42-43, 47, 59, 72-73, 91, 92, 321 <i>Primary Sources</i> 37 Teacher Wraparound Edition: BI 37, 72; S 35</p>
<p>D. Explain the basic principles and ideals within documents of Pennsylvania government.</p> <ul style="list-style-type: none"> Charter of 1681 Charter of Privileges Pennsylvania Constitution Pennsylvania Declaration of Rights 	<p>The following references are for state governments in general, and may be applicable to the state of Pennsylvania. Student Edition: 107-108 <i>Chart</i> 107 Teacher Wraparound Edition: RM 108</p>	<p>Student Edition: 9, 110-111 <i>People</i> 110 Teacher Wraparound Edition: DI 9; RM 110</p>	<p>The following reference may be used in classroom discussion to meet this objective. Student Edition: 247</p>
<p>E. Explain the basic principles and ideals within documents of United States government.</p>	<p>Student Edition: 27, 31, 115, 121, 125, 186 Teacher Wraparound Edition: CC 30</p>	<p>Student Edition: 168-169, 189, 206-209 <i>Check Understanding</i> 211 #3 Teacher Wraparound Edition: CC 168, 206; Q 168; RC 169; RL 207, 209; RM 208; UV 206</p>	<p>Student Edition: 250</p>

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	<i>Our Country and Its Regions</i>	<i>The United States</i>	<i>The World</i>
F. Explain the meaning of the Preamble to the Constitution of the Commonwealth of Pennsylvania and compare it to the Preamble of the Constitution of the United States.	See <i>The United States</i> © 2009.	Student Edition: 205 <i>Primary Sources</i> 206 <i>Test Preparation</i> 15	See <i>The United States</i> © 2009.
G. Describe the proper use, display and respect for the United States Flag and explain the significance of patriotic activities. <ul style="list-style-type: none"> Reciting The Pledge of Allegiance Standing for The National Anthem 	Student Edition: 123 <i>Check Understanding</i> 125 #1 Teacher Wraparound Edition: DI 123; RL 123	Student Edition: 219 <i>Citizenship</i> 282 Teacher Wraparound Edition: BI 218; C 282; DI 219	See <i>The United States</i> © 2009.
H. Describe the roles played by the framers of the basic documents of governments of Pennsylvania and the United States.	Student Edition: 27, 31, 121 <i>Check Understanding</i> 31 #3	Student Edition: 168-169, 200-203 <i>Check Understanding</i> 169 #2 Teacher Wraparound Edition: BI 168, 200, 202; Q 206; RM 200	The following reference may be used in classroom discussion to meet this objective. Student Edition: 250
I. Describe and compare the making of rules by direct democracy and by a republican form of government.	Student Edition: 107-108, 110-111, 115-117 <i>Chart</i> 107, 109 Teacher Wraparound Edition: BI 108; Q 116; RL 107, 109, 110, 115	Student Edition: 8-9, 206-207 <i>Chart</i> 208 Teacher Wraparound Edition: CC 8; RL 207; UV 8	The following references may be used in classroom discussion to meet this objective. Student Edition: 91, 251, 253 <i>The Roman Republic</i> 98 <i>Sparta versus Athens</i> 92 Teacher Wraparound Edition: BI 90; CCA 92, 98

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	<i>Our Country and Its Regions</i>	<i>The United States</i>	<i>The World</i>
J. Describe how the government protects individual and property rights and promotes the common good.	Student Edition: 122, 124-125, 187 <i>Citizenship</i> 123 <i>Check Understanding</i> 125 #3 Teacher Wraparound Edition: Q 122, 124	Student Edition: 8, 209 <i>Check Understanding</i> 211 #3 Teacher Wraparound Edition: BI 208	The following references may be used in classroom discussion to meet this objective. Student Edition: 35, 36-37, 42-43, 47, 59, 72-73, 91, 92, 321 <i>Primary Sources</i> 37 Teacher Wraparound Edition: BI 37, 72; S 35
K. Describe the purpose of symbols and holidays.	Student Edition: 120, 123, 131, 154 <i>Event</i> 20, 154 <i>Place</i> 267 Teacher Wraparound Edition: UV 154	Student Edition: 92-93, 169 Teacher Wraparound Edition: RM 92	See <i>Our Country and Its Regions</i> © 2009.
L. Explain the role of courts in resolving conflicts involving the principles and ideals of government. <ul style="list-style-type: none"> • Local • State • Federal 	Student Edition: 117, 121, 124 Teacher Wraparound Edition: DI 117; RL 121	Student Edition: 205, 207, 254, 285, 353 Teacher Wraparound Edition: BI 206, 254; RL 205	See <i>The United States</i> © 2009.

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	<i>Our Country and Its Regions</i>	<i>The United States</i>	<i>The World</i>
M. Explain the basic principles and ideals found in famous speeches and writings (e.g., “Governments, like clocks, go from the motion people give them,” William Penn; “A date that will live in infamy,” Franklin D. Roosevelt).	Student Edition: 123, 283 <i>Primary Source</i> 96, 283 <i>Quote</i> 121, 186, 235 Teacher Wraparound Edition: Q 122, 235; UPS 96	Student Edition: 199 <i>Quote</i> 141 <i>Primary Sources</i> 140, 174, 271, 354 Teacher Wraparound Edition: DI 199; UPS 140, 174, 270, 354	The following references may be used in classroom discussion to meet this objective. Student Edition: <i>Primary Sources</i> 37, 56, 60, 107, 138, 165, 214, 242, 266, 318
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. Compare rights and responsibilities of citizenship. <ul style="list-style-type: none"> Political rights Economic rights Personal responsibilities of the individual and to society Civic responsibilities of the individual and to society Traits of character of individuals and to a republican form of government 	Student Edition: 121-125 <i>Check Understanding</i> 125 #2 <i>Citizenship</i> 123 Teacher Wraparound Edition: DI 123; Q 122; RL 121, 123	Student Edition: 9 <i>Citizenship</i> 30, 91, 121, 139, 230, 282, 343 Teacher Wraparound Edition: C 120, 138, 282; CC 9; DI 9; UC 90	Student Edition: <i>Citizenship</i> 76, 105, 157, 219, 245, 331 <i>Write About It</i> 105

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	<i>Our Country and Its Regions</i>	<i>The United States</i>	<i>The World</i>
B. Explain the relationship between rights and responsibilities.	<p>Student Edition: 121-125 <i>Check Understanding</i> 125 #2 <i>Citizenship</i> 123</p> <p>Teacher Wraparound Edition: DI 123; Q 122; RL 121, 123</p>	<p>Student Edition: 9 <i>Citizenship</i> 30, 91, 121, 139, 230, 282, 343</p> <p>Teacher Wraparound Edition: C 120, 138, 282; CC 9; DI 9; UC 90</p>	<p>The following references may be used in classroom discussion to meet this objective.</p> <p>Student Edition: 307</p> <p>Teacher Wraparound Edition: BI 318; CCA 318</p>
C. Explain ways citizens resolve conflicts in society and government.	<p>Student Edition: 58-59, 124-125, 186-187</p> <p>Teacher Wraparound Edition: BI 58, 186; CC 58, 186; RL 59, 125; RM 58</p>	<p>Student Edition: 138-139, 158, 198-199, 353-355 <i>Citizenship</i> 139 <i>Primary Source</i> 354</p> <p>Teacher Wraparound Edition: C 138; DI 139, 199, 355; RL 355</p>	<p>Student Edition: 63, 307, 309</p> <p>Teacher Wraparound Edition: BR 307</p>
D. Describe the importance of political leadership and public service.	<p>Student Edition: 122 <i>Citizenship</i> 123, 156, 187, 219, 236, 277</p> <p>Teacher Wraparound Edition: C 122, 156, 236</p>	<p>Student Edition: 9 <i>Citizenship</i> 30, 91, 121, 139, 230, 282, 343</p> <p>Teacher Wraparound Edition: C 120, 138, 282; CC 9; DI 9; UC 90</p>	<p>Student Edition: 63, 72, 74, 307 <i>Write About It</i> 309</p> <p>Teacher Wraparound Edition: BI 306; Q 75</p>

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	<i>Our Country and Its Regions</i>	<i>The United States</i>	<i>The World</i>
E. Identify examples of the rights and responsibilities of citizenship.	Student Edition: 121-125 <i>Check Understanding</i> 125 #2 <i>Citizenship</i> 123 Teacher Wraparound Edition: DI 123; Q 122; RL 121, 123	Student Edition: 9 <i>Citizenship</i> 30, 91, 121, 139, 230, 282, 343 Teacher Wraparound Edition: C 120, 138, 282; CC 9; DI 9; UC 90	Student Edition: <i>Citizenship</i> 76, 105, 157, 219, 245, 330 <i>Write About It</i> 76, 105
F. Describe the impact of the consequences of violating rules and laws in a civil society.	Student Edition: 121, 124 <i>Chart</i> 109 Teacher Wraparound Edition: Q 124; RL 121, 124	Student Edition: 138-139, 256 Teacher Wraparound Edition: Q 256; DI 139	The following references may be used in classroom discussion to meet this objective. Student Edition: 32, 35, 72-73, 74, 249 <i>Quick Check</i> 35 <i>Write About It</i> 251 Teacher Wraparound Edition: BI 248, 250; UPS 37
G. Explain the importance of participating in government and civic life.	Student Edition: 122 <i>Citizenship</i> 123, 156, 187, 219, 236, 277 Teacher Wraparound Edition: C 122, 156, 236	Student Edition: 9 <i>Citizenship</i> 30, 91, 121, 139, 230, 282, 343 Teacher Wraparound Edition: C 120, 138, 282; CC 9; DI 9; UC 90	The following references may be used in classroom discussion to meet this objective. Student Edition: 9 <i>Citizenship</i> 76, 105, 157, 219, 245, 330 <i>Write About It</i> 245

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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. Compare the structure, organization and operation of local, state and national governments.	Student Edition: 107-108, 110-111, 115-117, 119 <i>Chart</i> 107, 109 <i>Check Understanding</i> 111 #2, 119 #2 Teacher Wraparound Edition: CC 116; Q 108; RL 107, 108, 115; UV 110	Student Edition: 8-9, 44-45, 89, 137-139, 199 Teacher Wraparound Edition: C 138; DI 9; Q 44; RL 89	The following references may be used in classroom discussion to meet this objective. Student Edition: 327 Teacher Wraparound Edition: BI 326; CCA 8; S 326
B. Describe the responsibilities and powers of the three branches of government.	Student Edition: 115-117 Teacher Wraparound Edition: BI 116; CC 116; DI 117; RL 117; RM 116	Student Edition: 205-207 Teacher Wraparound Edition: CC 206; DI 207; Q 206; RL 205, 207; UV 206	See <i>The United States</i> © 2009.
C. Explain how government actions affect citizens' daily lives.	Student Edition: 121-125 <i>Check Understanding</i> 125 #2 <i>Citizenship</i> 123 Teacher Wraparound Edition: DI 123; Q 122; RL 121, 123	Student Edition: 8-9, 44-45, 89, 137-139, 199 Teacher Wraparound Edition: C 138; DI 9; Q 44; RL 89	Student Edition: 63, 72, 74, 307 <i>Write About It</i> 309 Teacher Wraparound Edition: BI 306; Q 75

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	<i>Our Country and Its Regions</i>	<i>The United States</i>	<i>The World</i>
D. Describe how local, state and national governments implement their services.	Student Edition: 121-125 <i>Check Understanding 125 #2</i> <i>Citizenship 123</i> Teacher Wraparound Edition: DI 123; Q 122; RL 121, 123	Student Edition: 8-9, 44-45, 89, 137-139, 199 Teacher Wraparound Edition: C 138; DI 9; Q 44; RL 89	The following references may be used in classroom discussion to meet this objective. Student Edition: 327 Teacher Wraparound Edition: BI 326; CCA 8; S 326
E. Identify major leaders of local, state and national governments, their primary duties and their political party affiliation.	Student Edition: 116-117 Teacher Wraparound Edition: BI 116; CC 116; RL 117	Student Edition: 205, 206, 210-211, 214-215, 227 <i>Event 213</i> Teacher Wraparound Edition: BI 226; DI 207; Q 210	See <i>The United States</i> © 2009.
F. Describe the voting process. <ul style="list-style-type: none"> • Pennsylvania • United States 	Student Edition: 67, 121 <i>Picture 115</i> Teacher Wraparound Edition: PPE 66	Student Edition: 333, 355 <i>Citizenship 139</i> Teacher Wraparound Edition: C 139; RL 333	See <i>The United States</i> © 2009.
G. Describe how the government protects individual rights. <ul style="list-style-type: none"> • Presumption of Innocence • Right to Counsel • Trial by Jury • Bill of Rights 	Student Edition: 31, 121-122, 124-125, 187 <i>Citizenship 123</i> <i>Check Understanding 125 #3</i> Teacher Wraparound Edition: Q 122, 124	Student Edition: 8, 209 <i>Check Understanding 211 #3</i> Teacher Wraparound Edition: BI 208	The following references may be used in classroom discussion to meet this objective. Student Edition: 185, 249, 250-251 Teacher Wraparound Edition: AR 185

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H. Identify individual interests and how they impact government.	<p>Student Edition: 58-59, 122-123, 186-187 <i>Citizenship</i> 219</p> <p>Teacher Wraparound Edition: C 122; DI 123; RL 59, 187; RM 58</p>	<p>Student Edition: 138-139, 158, 198-199, 353-355 <i>Citizenship</i> 139 <i>Primary Source</i> 354</p> <p>Teacher Wraparound Edition: C 138; DI 139, 199, 355; RL 355</p>	<p>The following references may be used in classroom discussion to meet this objective.</p> <p>Student Edition: 250-251, 253, 254-255 <i>Write About It</i> 251</p> <p>Teacher Wraparound Edition: AR 185; CCA 184</p>
I. Describe why and how government raises money to pay for its operations and services.	<p>Student Edition: 24, 111 <i>Check Understanding</i> 111 #2</p> <p>Teacher Wraparound Edition: RL 25</p>	<p>Student Edition: 111 <i>Comprehension and Critical Thinking</i> 14 #13</p>	<p>The following references may be used in classroom discussion to meet this objective.</p> <p>Student Edition: 47, 250-251 <i>Write About It</i> 251</p> <p>Teacher Wraparound Edition: BI 37</p>
J. Describe the influence of media in reporting issues.	This objective may be met through classroom discussion and activities.	This objective may be met through classroom discussion and activities.	This objective may be met through classroom discussion and activities.

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K. Describe forms of government. <ul style="list-style-type: none"> Limited Unlimited 	Student Edition: 107-108, 110-111, 115-117, 119 <i>Chart</i> 107, 109 <i>Check Understanding</i> 111 #2, 119 #2 Teacher Wraparound Edition: CC 116; Q 108; RL 107, 108, 115; UV 110	Student Edition: 8-9, 44-45, 89, 137-139, 199 Teacher Wraparound Edition: C 138; DI 9; Q 44; RL 89	The following references may be used in classroom discussion to meet this objective. Student Edition: 35, 36-37, 42-43, 47, 59, 72-73, 91, 92, 321 <i>Primary Sources</i> 37 Teacher Wraparound Edition: BI 37, 72; S 35
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. Explain the concept of nation-states.			The following references may be used in classroom discussion to meet this objective. Student Edition: 249, 250-251, 253, 254-255, 256-257 <i>Check Understanding</i> 251 #2; 257 #2 <i>Independence in South America</i> 255 Teacher Wraparound Edition: BI 252, 254, 256

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B. Describe how nation-states coexist in the world community.	Student Edition: <i>Global Connections</i> 118 Teacher Wraparound Edition: UV 118	Student Edition: 364-365 Teacher Wraparound Edition: BI 364; RM 364	Student Edition: 318-319, 322-323, 324-325, 327 <i>Check Understanding</i> 319 #2 <i>Primary Sources</i> 318 <i>Quick Check</i> 323 <i>Write About It</i> 319 Teacher Wraparound Edition: BI 324; DI 323; S 320, 326
C. Describe the governments of the countries bordering the United States and their relationships with the United States.	See <i>The World</i> © 2009.	See <i>The World</i> © 2009.	The following references may be used in classroom discussion to meet this objective. Student Edition: 5, 254, 256 Teacher Wraparound Edition: BI 254, 256; CCA 256
D. Describe the processes that resulted in a treaty or agreement between the United States and another nation-state.	See <i>The United States</i> © 2009.	Student Edition: 154, 187, 235, 316 Teacher Wraparound Edition: Q 154, 316	The following references may be used in classroom discussion to meet this objective. Student Edition: 301, 302, 327, 330-331 Teacher Wraparound Edition: BI 302, 326, 330; RL 301; S 326

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	<i>Our Country and Its Regions</i>	<i>The United States</i>	<i>The World</i>
E. Explain how nations work together on common environmental problems, natural disasters and trade.	See <i>The World</i> © 2009.	Student Edition: 3, 364 Teacher Wraparound Edition: Q 364; RL 3	Student Edition: 324-325, 327, 328-329 <i>DataGraphic</i> 329 Teacher Wraparound Edition: BI 318, 324, 326, 328; BR 326; CCA 318, 328; DI 329; S 326
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 and identify the characteristics of traditional, command and market systems.	Student Edition: 93, 99-101 Teacher Wraparound Edition: BI 100; Q 93; RL 99	Student Edition: 10-11 Teacher Wraparound Edition: BI 10; RL 11	Student Edition: 10-11, 12-13, 283, 285 <i>Check Understanding</i> 283 #1 <i>Review and Assess</i> 14 #11 Teacher Wraparound Edition: RL11
B. Explain the three basic questions that all economic systems attempt to answer. <ul style="list-style-type: none"> • What goods and services should be produced? • How will goods and services be produced? • Who will consume goods and services? 	Student Edition: 93-97 <i>Check Understanding</i> 97 #2 Teacher Wraparound Edition: RC 97; R: 93; RM 94	Student Edition: 10-11, 134-135 <i>Comprehension and Critical Thinking</i> 14 #13 Teacher Wraparound Edition: P 11	Student Edition: 10-11, 12-13, 47 <i>Review and Assess</i> 14 #12, #13 Teacher Wraparound Edition: BI 12; BR 11, 47; CCA 10, 12, 13; RM 12

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	<i>Our Country and Its Regions</i>	<i>The United States</i>	<i>The World</i>
C. Define measures of economic activity and relate them to the health of the economy. <ul style="list-style-type: none"> Prices Employment Output 	Student Edition: 95, 100-101, 104 Teacher Wraparound Edition: RL 101	Student Edition: 10-11 Teacher Wraparound Edition: BI 10; CC 10	Student Edition: 11, 12-13 <i>Review and Assess</i> 14 #13, #14 Teacher Wraparound Edition: BI 10; DI 13; RM 12; S 10
D. Explain the importance of expansion and contraction on individual businesses (e.g., gourmet food shops, auto repair shops, ski resorts).	Student Edition: 95-96 <i>Check Understanding</i> 97 #3	See <i>Our Country and Its Regions</i> © 2009.	See <i>Our Country and Its Regions</i> © 2009.
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. Describe market transactions in terms of goods, services, consumers and producers.	Student Edition: 94-97 <i>Check Understanding</i> 97 #2 Teacher Wraparound Edition: DI 95, 101; RC 97; RL 95; RM 94	Student Edition: 10-11, 134-135 Teacher Wraparound Edition: Q 134; RL 11	Student Edition: 10-11, 12-13, 47 <i>Review and Assess</i> 14 #12, #13 Teacher Wraparound Edition: BI 12; BR 11, 47; CCA 10, 12, 13; RM 12
B. Describe the costs and benefits of competition to consumers in markets.	Student Edition: 95 <i>Check Understanding</i> 95 #3	Student Edition: 11 Teacher Wraparound Edition: RL 11	The following references may be used in classroom discussion to meet this objective. Student Edition: 327 <i>Quick Check</i> 327 Teacher Wraparound Edition: BI 12

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C. Explain the function of money and its use in society.	Student Edition: 95, 102-103 Teacher Wraparound Edition: BI 100; Q 103; RL 95	Student Edition: 176, 199 Teacher Wraparound Edition: BI 198; Q 198; RL 199	The following references may be used in classroom discussion to meet this objective. Student Edition: 25, 161 <i>Check Understanding 161#1</i> <i>Quick Check 47</i>
D. Define economic institutions (e.g., banks, labor unions).	Student Edition: 49, 95, 102-103 Teacher Wraparound Edition: Q 103; RL 103	Student Edition: 305 <i>Check Understanding 305 #1</i> Teacher Wraparound Edition: BI 304; CC 304; Q 304	Student Edition: 261 <i>Check Understanding 261 #1</i> Teacher Wraparound Edition: AR 261; BI 324, 326; S 326
E. Explain how the interaction of buyers and sellers determines prices and quantities exchanged.	Student Edition: 95, 96, 99, 100 Teacher Wraparound Edition: BI 98, 100; Q 99; RL 99	Student Edition: 11 Teacher Wraparound Edition: BI 10	Student Edition: 10-11, 12-13 <i>Review and Assess 14 #13, #14</i> Teacher Wraparound Edition: BI 12, 46; BR 11, 47; CCA 13; RM 12
F. Describe how prices influence both buyers and sellers and explain why prices may vary for similar products.	Student Edition: 95, 96, 99 Teacher Wraparound Edition: BI 98; RL 99	Student Edition: 11 Teacher Wraparound Edition: BI 10	The following references may be used in classroom discussion to meet this objective. Student Edition: 10-11, 12-13 Teacher Wraparound Edition: BI 12, 46; BR 11, 47; CCA 13; RM 12

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G. Explain how taxes affect the price of goods and services.	See <i>The World</i> © 2009.	See <i>The World</i> © 2009.	The following references may be used in classroom discussion to meet this objective. Student Edition: 47, 250-251 <i>Write About It</i> 251 Teacher Wraparound Edition: BI 37
H. Describe the Pennsylvania and United States governments' roles in monitoring economic activities.	Student Edition: 104	Student Edition: 10-11 Teacher Wraparound Edition: BI 10	See <i>The United States</i> © 2009.
I. Identify and describe public goods.	Student Edition: 104	Student Edition: 10-11	The following references may be used in classroom discussion to meet this objective. Student Edition: 282-283 <i>Check Understanding</i> 283 #1

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J. Explain the cost and benefits of taxation.	Student Edition: 111	Student Edition: 11 <i>Comprehension and Critical Thinking</i> 14 #3	The following references may be used in classroom discussion to meet this objective. Student Edition: 47, 250-251 <i>Write About It</i> 251 Teacher Wraparound Edition: BI 37
K. Explain how advertisements influence perceptions of the costs and benefits of economic decisions.	Student Edition: 96	Student Edition: 335 Teacher Wraparound Edition: BI 334; RL 335	The following reference may be used in classroom discussion to meet this objective. Teacher Wraparound Edition: CCA 12
L. Explain what an exchange rate is.	See <i>The World</i> © 2009.	See <i>The World</i> © 2009.	The following references may be used in classroom discussion to meet this objective. Student Edition: 25, 161, 167 <i>Check Understanding</i> 161#1 <i>Quick Check</i> 47

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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. Explain how scarcity influences choices and behaviors. <ul style="list-style-type: none"> • Personal decision-making • Family decision-making • Community decision-making 	Student Edition: 99 Teacher Wraparound Edition: BI 98	Student Edition: 11, 342	See <i>Our Country and Its Regions</i> © 2009 or <i>The United States</i> © 2009.
B. Explain how limited resources and unlimited wants cause scarcity.	Student Edition: 99, 101 <i>Chart 101</i> <i>Check Understanding 104 #2</i> Teacher Wraparound Edition: DI 101; RL 99, 101	Student Edition: 11, 134, 342	See <i>Our Country and Its Regions</i> © 2009.
C. Describe the natural, human and capital resources used to produce a specific good or service.	Student Edition: 101 <i>Chart 101</i> Teacher Wraparound Edition: DI 101; RL 99, 101	Student Edition: 134-135 <i>Check Understanding 135 #3</i> Teacher Wraparound Edition: Q 134	Student Edition: 12-13 Teacher Wraparound Edition: CCA 12; DI 13
D. Explain the costs and benefits of an economic decision.	Student Edition: 94-95, 97 Teacher Wraparound Edition: BI 94; RL 96	Student Edition: 11 <i>Check Understanding 135 #3</i> Teacher Wraparound Edition: RL 11	Student Edition: 10-11, 12-13 <i>Quick Check 13</i> Teacher Wraparound Edition: BI 12; CCA 10

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	<i>Our Country and Its Regions</i>	<i>The United States</i>	<i>The World</i>
E. Define opportunity cost and describe the opportunity cost of a personal choice.	Student Edition: 97 Teacher Wraparound Edition: RL 93	Student Edition: 11 Teacher Wraparound Edition: RL 11	Student Edition: 10 <i>Quick Check</i> 11
F. Explain how negative and positive incentives affect choices.	Student Edition: 94-95, 97 Teacher Wraparound Edition: RL 93	Student Edition: 11 <i>Check Understanding</i> 135 #3 Teacher Wraparound Edition: RL 11	See <i>Our Country and Its Regions</i> © 2009 or <i>The United States</i> © 2009.
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. Explain the advantages and disadvantages of specialization and division of labor.	Student Edition: 94-95 Teacher Wraparound Edition: Q 94	Student Edition: 134-135, 245 Teacher Wraparound Edition: Q 134	The following references may be used in classroom discussion to meet this objective. Student Edition: 12-13, 25, 327 <i>Quick Check</i> 25, 325
B. Explain how specialization leads to more trade between people and nations.	Student Edition: 94	Student Edition: 134-135, 364 Teacher Wraparound Edition: Q 134, 364	The following references may be used in classroom discussion to meet this objective. Student Edition: 25, 74-75 Teacher Wraparound Edition: BI 74, 324; BR 327; CCA 13

STANDARDS	PAGE REFERENCES		
	<i>Our Country and Its Regions</i>	<i>The United States</i>	<i>The World</i>
C. Identify and define imports, exports, inter-regional trade and international trade.	Student Edition: 19 <i>Global Connections</i> 208, 211 Teacher Wraparound Edition: GC 211, 278	Student Edition: 131-134, 364 Teacher Wraparound Edition: RL 131, 133	Student Edition: 12-13, 25, 75, 327 <i>Quick Check</i> 13 Teacher Wraparound Edition: BI 74, 324; BR 327; CCA 13; RM 12
D. Explain how the location of resources, transportation and communication networks and technology have affected Pennsylvania economic patterns. <ul style="list-style-type: none"> • Agriculture (e.g., farms) • Forestry (e.g., logging) • Mining and mineral extraction (e.g., coal fields) • Manufacturing (e.g., steel mills) • Wholesale and retail (e.g., super stores, internet) 	Student Edition: 143-149 Teacher Wraparound Edition: BI 148; RL 145, 147	Student Edition: 3, 22, 29, 33, 34, 134, 223, 224, 264 Teacher Wraparound Edition: Q 22	See <i>The United States</i> © 2009.
E. Explain how specialization and trade lead to interdependence.	Student Edition: 94 <i>Global Connections</i> 211, 278 Teacher Wraparound Edition: GC 211, 278	Student Edition: 10-11, 134-135, 364 <i>Check Understanding</i> 135 #2 Teacher Wraparound Edition: Q 134; RL 11	The following references may be used in classroom discussion to meet this objective. Student Edition: 12-13, 25, 327 <i>Quick Check</i> 25, 325 Teacher Wraparound Edition: BI 324; BR 327; CCA 13

STANDARDS	PAGE REFERENCES		
	<i>Our Country and Its Regions</i>	<i>The United States</i>	<i>The World</i>
F. Explain how opportunity costs influence where goods and services are produced locally and regionally.	Student Edition: 97, 143, 144-145 Teacher Wraparound Edition: RL 93, 145, 147	Student Edition: 11 Teacher Wraparound Edition: RL 11	The following references may be used in classroom discussion to meet this objective. Student Edition: 10, 12-13, 25, 75, 327 <i>Quick Check</i> 11, 13 Teacher Wraparound Edition: BI 74, 324; BR 327; CCA 13; RM 12
G. Describe geographic patterns of economic activities in Pennsylvania. <ul style="list-style-type: none"> • Agriculture • Travel and tourism • Mining and mineral extraction • Manufacturing • Wholesale and retail • Health services 	The following references are for the United States in general, and may be applicable to the state of Pennsylvania. Student Edition: 143-149 Teacher Wraparound Edition: BI 148; RL 145, 147	The following references are for the United States in general, and may be applicable to the state of Pennsylvania. Student Edition: 3, 22, 29, 33, 34, 134, 223, 224, 264 Teacher Wraparound Edition: Q 22	See <i>The United States</i> © 2009.

STANDARDS	PAGE REFERENCES		
	<i>Our Country and Its Regions</i>	<i>The United States</i>	<i>The World</i>
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. Recognize that the availability of goods and services is the result of work by members of the society.	Student Edition: 94-95, 144-147, 242-243, 270-277, 279 <i>Check Understanding</i> 245 #3 Teacher Wraparound Edition: DI 243; Q 94; RL 145	Student Edition: 10-11, 134-135 Teacher Wraparound Edition: Q 134	The following references may be used in classroom discussion to meet this objective. Student Edition: 10-11, 12-13 <i>Review and Assess</i> 14 #13, #14 Teacher Wraparound Edition: BI 12, 46; BR 11, 47; CCA 13; DI 13; RM 12
B. Explain the concept of labor productivity.	Student Edition: 94-95, 144-145 Teacher Wraparound Edition: Q 94; RL 145	Student Edition: 10-11, 134-135, 245 Teacher Wraparound Edition: Q 134	Teacher Wraparound Edition: BI 12
C. Compare the number of employees at different businesses.	Student Edition: 104 <i>Chart</i> 101 Teacher Wraparound Edition: RL 95	See <i>Our Country and Its Regions</i> © 2009.	The following references may be used in classroom discussion to meet this objective. Teacher Wraparound Edition: BR 11; CCA 10; DI 13

STANDARDS	PAGE REFERENCES		
	<i>Our Country and Its Regions</i>	<i>The United States</i>	<i>The World</i>
D. Explain how profits and losses serve as incentives.	Student Edition: 94, 97 Teacher Wraparound Edition: RL 93	Student Edition: 10-11 Teacher Wraparound Edition: RL 11	The following references may be used in classroom discussion to meet this objective. Student Edition: 10-11, 12-13 <i>Review and Assess</i> 14 #13, #14 Teacher Wraparound Edition: BI 12, 46; BR 11, 47; CCA 13; RM 12
E. Describe how people accumulate tangible and financial assets through income, saving and financial investment.	Student Edition: 95, 103 Teacher Wraparound Edition: Q 103; RL 95, 103	See <i>Our Country and Its Regions</i> © 2009.	Student Edition: 11 <i>Review and Assess</i> 14 #12 Teacher Wraparound Edition: CCA 10
F. Identify entrepreneurs in Pennsylvania. <ul style="list-style-type: none"> • Historical • Contemporary 	The following references are for entrepreneurs in general, and may be applicable to the state of Pennsylvania. Student Edition: 94, 144 <i>People</i> 145 Teacher Wraparound Edition: BI 144; RL 95	Student Edition: 223-224 Teacher Wraparound Edition: RL 223	The following references may be used in classroom discussion to meet this objective. Student Edition: 11 <i>Review and Assess</i> 14 #11 Teacher Wraparound Edition: CCA 10

STANDARDS	PAGE REFERENCES		
	<i>Our Country and Its Regions</i>	<i>The United States</i>	<i>The World</i>
G. Identify the costs and benefits of saving. <ul style="list-style-type: none"> • Piggy banks • Savings accounts • U.S. Savings Bonds 	Student Edition: 103 Teacher Wraparound Edition: Q 103; RL 103	See <i>Our Country and Its Regions</i> © 2009.	See <i>Our Country and Its Regions</i> © 2009.
H. Describe why there is a difference between interest rates for saving and borrowing.	Student Edition: 102-103 Teacher Wraparound Edition: Q 102, 103; RL 103	See <i>Our Country and Its Regions</i> © 2009.	See <i>Our Country and Its Regions</i> © 2009.

STANDARDS	PAGE REFERENCES		
	<i>Our Country and Its Regions</i>	<i>The United States</i>	<i>The World</i>
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. Describe geographic tools and their uses.</p> <ul style="list-style-type: none"> • Basis on which maps, graphs and diagrams are created <ul style="list-style-type: none"> <input type="checkbox"/> Aerial and other photographs <input type="checkbox"/> Reference works <input type="checkbox"/> Field observations <input type="checkbox"/> Surveys • Geographic representations to display spatial information <ul style="list-style-type: none"> <input type="checkbox"/> Absolute location <input type="checkbox"/> Relative location <input type="checkbox"/> Flows (e.g., goods, people, traffic) <input type="checkbox"/> Topography <input type="checkbox"/> Historic events • Mental maps to organize an understanding of the human and physical features of Pennsylvania and the home county 	<p>Student Edition: GH6-GH11 <i>Chart 71</i> <i>Map and Globe Skills 77, 112-113, 141, 238-239, 270-271</i> Teacher Wraparound Edition: CC 112, 238, 270, GH9</p>	<p>Student Edition: GH6-GH13 <i>Map and Globe Skills 59, 123, 177, 221, 311, 331</i> Teacher Wraparound Edition: CC 221, 331, GH7, GH9, GH11, GH13; LI 123, 177, 221, 311, 331</p>	<p>Student Edition: GH1, GH2-GH3, GH4-GH5, GH6-GH7, GH10-GH11, GH12, GH13 Teacher Wraparound Edition: AR GH3; BI GH2; BR GH2; CCA 4, GH3, GH6, GH7; HOP GH1</p>

STANDARDS	PAGE REFERENCES		
	<i>Our Country and Its Regions</i>	<i>The United States</i>	<i>The World</i>
<p>Continued from cell above.</p> <ul style="list-style-type: none"> Basic spatial elements for depicting the patterns of physical and human features <ul style="list-style-type: none"> <input type="checkbox"/> Point, line, area, location, distance, scale <input type="checkbox"/> Map grids <input type="checkbox"/> Alpha-numeric system <input type="checkbox"/> Cardinal and intermediate directions 			
<p>B. Describe and locate places and regions.</p> <ul style="list-style-type: none"> Coordinate systems (e.g., latitude and longitude, time zones) Physical features <ul style="list-style-type: none"> <input type="checkbox"/> In the United States (e.g., Great Lakes, Rocky Mountains, Great Plains) <input type="checkbox"/> In Pennsylvania (e.g., Coastal Plain, Piedmont, Appalachians) Human features <ul style="list-style-type: none"> <input type="checkbox"/> Countries (e.g., United Kingdom, Argentina, Egypt) <input type="checkbox"/> Provinces (e.g., Ontario, Quebec, Nova Scotia) <input type="checkbox"/> Major human regions (e.g., Mid Atlantic, New England, Southwest) 	<p>Student Edition: <i>Map</i> 131, 143, 164-165, 175, 196-197, 241, 261, 274-275 <i>Map and Globe Skills</i> 112-113 Teacher Wraparound Edition: CC 112, 164, 196; LI 112</p>	<p>Student Edition: GH11, GH14-GH22 <i>Map and Globe Skills</i> 59 Teacher Wraparound Edition: CC GH11; LI 59; MAP 197, 253, 339; Q GH11</p>	<p>Student Edition: 2-5, 6-7, 8-9, GH14-GH15, GH16-GH17, GH18, GH23 <i>Quick Check</i> 7 Teacher Wraparound Edition: BI 2; CCA 4, 5, GH5; DI 5; HOP GH1, GH23</p>

STANDARDS	PAGE REFERENCES		
	<i>Our Country and Its Regions</i>	<i>The United States</i>	<i>The World</i>
<p>Continued from cell above.</p> <ul style="list-style-type: none"> <input type="checkbox"/> States (e.g., California, Massachusetts, Florida) <input type="checkbox"/> Major cities (e.g., London, Los Angeles, Tokyo) <input type="checkbox"/> Counties (e.g., Lancaster, Lackawanna, Jefferson) <input type="checkbox"/> Townships (e.g., Dickinson, Lower Mifflin, Southampton) • Ways in which different people view places and regions (e.g., places to visit or to avoid) • Community connections to other places <ul style="list-style-type: none"> <input type="checkbox"/> Dependence and interdependence <input type="checkbox"/> Access and movement 			

STANDARDS	PAGE REFERENCES		
	<i>Our Country and Its Regions</i>	<i>The United States</i>	<i>The World</i>
7.2 The Physical 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. Describe the physical characteristics of places and regions.</p> <ul style="list-style-type: none"> • Components of Earth's physical systems (e.g., clouds, storms, relief and elevation [topography], tides, biomes, tectonic plates) • Comparison of the physical characteristics of different places and regions (e.g., soil, vegetation, climate, topography) • Climate types (e.g., marine west coast, humid continental, tropical wet and dry) 	<p>Student Edition: 85-91, 135-140, 167-172, 199-204, 231-237, 263-269</p> <p>Teacher Wraparound Edition: CC 200; DI 137, 233; Q 138; RL 135, 169, 201, 265</p>	<p>Student Edition: 2-3, 4-5, 134-135, 299</p> <p><i>Chart and Graph Skills</i> 249</p> <p>Teacher Wraparound Edition: CC 4, 5, 299; LI 249; Q 134; RL 3</p>	<p>Student Edition: 3-5, 29, 41</p> <p><i>Map Skill</i> 29</p> <p>Teacher Wraparound Edition: BI 2; CCA GH3, GH5, GH9; HOP GH14, GH19, GH20, GH23</p>

STANDARDS	PAGE REFERENCES		
	<i>Our Country and Its Regions</i>	<i>The United States</i>	<i>The World</i>
<p>B. Describe the physical processes that shape patterns on Earth's surface.</p> <ul style="list-style-type: none"> • Earth-sun relationships (i.e., differences between equinoxes and solstices, reasons they occur and their relationship to latitude) • Climate influences (e.g., elevation, latitude, nearby ocean currents) • Climate change, (e.g., global warming/cooling, desertification, glaciations) • Plate tectonics • Hydrologic cycle 	<p>Student Edition: 80, 85-91, 135, 170-171, 204, 225, 231</p> <p>Teacher Wraparound Edition: DI 87; RC 96; RL 85, 87, 89, 135; UV 88</p>	<p>Student Edition: 4-5, 21, 364</p> <p><i>Chart and Graph Skills</i> 249</p> <p>Teacher Wraparound Edition: BI 4; LI 249; RL 21, 361</p>	<p>Student Edition: 53, 65, 85, 111, 328-329</p> <p><i>DataGraphic</i> 329</p> <p><i>Map Skill</i> 53, 111</p> <p>Teacher Wraparound Edition: BI 64, 328; CCA 328</p>
<p>7.3 The Human 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. Describe 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 county and state level. • Causes of human movement <ul style="list-style-type: none"> □ Mobility (e.g., shopping, commuting, recreation) □ Migration models (e.g., push/pull factors, barriers to migration) 	<p>Student Edition: 216-217, 248-249, 250-251, 282</p> <p><i>Check Understanding</i> 221 #3</p> <p><i>Map and Globe Skills</i> 238-239</p> <p>Teacher Wraparound Edition: Q 216, 282; RL 217; RM 250</p>	<p>Student Edition: 7, 34, 310, 333, 336, 356</p> <p><i>Check Understanding</i> 339 #3</p> <p>Teacher Wraparound Edition: RL 7</p>	<p>Student Edition: 32, 36-37, 55, 86-87, 111, 311</p> <p><i>Quick Check</i> 111</p> <p>Teacher Wraparound Edition: BI 316; BR 111; S 110</p>

STANDARDS	PAGE REFERENCES		
	<i>Our Country and Its Regions</i>	<i>The United States</i>	<i>The World</i>
<p>B. Describe the human characteristics of places and regions by their cultural characteristics.</p> <ul style="list-style-type: none"> Ethnicity of people at the county and state levels (e.g., customs, celebrations, languages, religions) Spatial arrangement of cultures creates distinctive landscapes (e.g., cultural regions based on languages, customs, religion, building styles as in the Pennsylvania German region) 	<p>Student Edition: 152-153, 154, 184-185, 187, 217-219, 250, 252-253, 284-285 <i>Global Connections</i> 221 #3 Teacher Wraparound Edition: Q 216, 282; RL 217; RM 250</p>	<p>Student Edition: 12, 102, 103, 111, 121 <i>Check Understanding</i> 111 #2-#3 Teacher Wraparound Edition: BI 110; RL 103</p>	<p>Student Edition: 6-7, 8-9, 315 Teacher Wraparound Edition: BI 314; BR 6; CCA 6, 8, 324; DR 7, 9; S 6, 8</p>
<p>C. Describe the human characteristics of places and regions by their settlement characteristics.</p> <ul style="list-style-type: none"> Current and past settlement patterns in the local area Factors that affect the growth and decline of settlements (e.g., immigration, transportation development, depletion of natural resources, site and situation) 	<p>Student Edition: 216-217, 248-249, 250-251, 282 <i>Check Understanding</i> 221 #3 <i>Map and Globe Skills</i> 238-239 Teacher Wraparound Edition: Q 216, 282; RL 217; RM 250</p>	<p>Student Edition: 7, 34, 310, 333, 336, 356 <i>Check Understanding</i> 339 #3 Teacher Wraparound Edition: RL 7</p>	<p>Student Edition: 6-7, 8-9, 32, 36-37, 55, 86-87, 111, 311, 315 Teacher Wraparound Edition: BI 316; BR 111; S 110</p>

STANDARDS	PAGE REFERENCES		
	<i>Our Country and Its Regions</i>	<i>The United States</i>	<i>The World</i>
<p>D. Describe the human characteristics of places and regions by their economic activities.</p> <ul style="list-style-type: none"> Spatial distribution of economic activities in the local area (e.g., patterns of agriculture, forestry, mining, retailing, manufacturing, services) Factors that influence the location and spatial distribution of economic activities (e.g., market size for different types of business, accessibility, modes of transportation used to move people, goods and materials) Spatial distribution of resources and their relationship to population distribution <ul style="list-style-type: none"> Historical settlement patterns and natural resource use (e.g., waterpower sites along the Fall Line) Natural resource-based industries (e.g., agriculture, mining, fishing, forestry) 	<p>Student Edition: 143-147, 175-179, 207-210, 241-245, 273-279 <i>Datagraphic</i> 179 Teacher Wraparound Edition: DI 177, 243; RL 145, 209; UM 275</p>	<p>Student Edition: 134-135, 223, 224, 246-247 <i>Check Understanding</i> 135 #3 Teacher Wraparound Edition: DI 247; Q 134; RL 223, 247</p>	<p>Student Edition: 29, 282-283, 308-309, 324, 325, 327 <i>Map Skill</i> 29 <i>Quick Check</i> 325 Teacher Wraparound Edition: BI 318, 324</p>

STANDARDS	PAGE REFERENCES		
	<i>Our Country and Its Regions</i>	<i>The United States</i>	<i>The World</i>
<p>E. Describe the human characteristics of places and regions by their political activities.</p> <ul style="list-style-type: none"> Spatial pattern of political units in Pennsylvania Functions of political units (e.g., counties, municipalities, townships, school districts, PA General Assembly districts (House and Senate), U.S. Congressional districts, states) 	<p>Student Edition: 107-108, 110-111, 115-117, 119 <i>Chart</i> 107, 109 <i>Check Understanding</i> 111 #2, 119 #2 Teacher Wraparound Edition: CC 116; Q 108; RL 107, 109, 115; UV 110</p>	<p>Student Edition: 44-45, 101, 138-139, 159, 197 Teacher Wraparound Edition: BI 44, 138; C 138; RL 139</p>	<p>The following references may be used in classroom discussion to meet this objective.</p> <p>Student Edition: 32-33, 35, 37, 315, 316 <i>Map Skill</i> 317 Teacher Wraparound Edition: BI 314, 316; CCA 316; DI 317</p>
<p>7.4 The Interactions Between People and Places</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. Describe 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 regional scale (e.g., coastal industries, development of coastal communities, flood control) Ways in which people adjust to life in hazard-prone areas (e.g., California and earthquakes, Florida and hurricanes, Oklahoma and tornadoes) 	<p>Student Edition: 72-76, 80-83, 90-91, 204 <i>Check Understanding</i> 91 #3 Teacher Wraparound Edition: BI 90, 170; CC 90I DI 81; Q 74; RL 73</p>	<p>Student Edition: 5, 24, 29, 339, 364 Teacher Wraparound Edition: DI 5; Q 364</p>	<p>Student Edition: 53, 65, 76, 77, 321 <i>Quick Check</i> 53, 65 Teacher Wraparound Edition: BI 42, 328; BR 53; DI 329; S 52</p>

STANDARDS	PAGE REFERENCES		
	<i>Our Country and Its Regions</i>	<i>The United States</i>	<i>The World</i>
<p>B. Describe the impacts of people on physical systems.</p> <ul style="list-style-type: none"> Changing spatial patterns on Earth's surface that result from human activities (e.g., lake desiccation as in the Aral Sea, construction of dikes, dams and storm surge barriers in the Netherlands, designation of state parks and forests throughout Pennsylvania) Ways humans adjust their impact on the habitat (e.g., Endangered Species Act, replacement of wetlands, logging and replanting trees) 	<p>Student Edition: 61, 80, 139, 176, 177, 207, 244</p> <p>Teacher Wraparound Edition: BI 60, 80; Q 176</p>	<p>Student Edition: 3, 325, 339, 364</p> <p><i>Chart</i> 338 <i>Picture</i> 338</p> <p>Teacher Wraparound Edition: Q 364; RL 3</p>	<p>Student Edition: 328-329</p> <p><i>DataGraphic</i> 329 <i>Quick Check</i> 329</p> <p>Teacher Wraparound Edition: BI 42, 65; CCA 328; RL 329</p>
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>			
<p>A. Understand chronological thinking and distinguish between past, present and future time.</p> <ul style="list-style-type: none"> Calendar time Time lines People and events in time Patterns of continuity and change Sequential order Context for events 	<p>Student Edition: <i>Chart and Graph Skills</i> 6-7 <i>Reading Skills</i> R2-R3</p> <p>Teacher Wraparound Edition: CC R3; LI R2; Q 6; RTL 7</p>	<p>Student Edition: 12-13</p> <p><i>Chart and Graph Skills</i> 27</p> <p><i>People, Places and Events</i> 18-19, 50-51, 98-99, 146-147</p> <p>Teacher Wraparound Edition: CC 27; LI 27</p>	<p>Student Edition: 18-19, 21, 25, 34</p> <p><i>Cause and Effect</i> R2-R3 <i>Chart and Graph Skills</i> 23 <i>Quick Check</i> 41</p> <p>Teacher Wraparound Edition: BI 20, 32; CCA 23, R3</p>

STANDARDS	PAGE REFERENCES		
	<i>Our Country and Its Regions</i>	<i>The United States</i>	<i>The World</i>
<p>B. Explain and analyze historical sources.</p> <ul style="list-style-type: none"> • Literal meaning of a historical passage • Data in historical and contemporary maps, graphs and tables • Author or historical source • Multiple historical perspectives • Visual evidence • Mathematical data from graphs and tables 	<p>Student Edition: <i>Primary Sources</i> 96, 146, 185, 202, 249, 283 <i>Reading Skills</i> R6-R7 Teacher Wraparound Edition: CC R7; LI R6; UPS 96, 144, 185, 202, 249, 283</p>	<p>Student Edition: 12-13 <i>Primary Sources</i> 38, 75, 103, 140, 174 <i>Reading Skills</i> R12-R13 Teacher Wraparound Edition: CC R13; RL 13; UPS 38, 75, 102, 140, 174</p>	<p>Student Edition: <i>Chart and Graph Skills</i> 101, 153, 299 <i>DataGraphic</i> 49, 93, 167 <i>Diagram Skill</i> 27 <i>Map and Globe Skills</i> 95, 299 Teacher Wraparound Edition: CCA 101</p>
<p>C. Explain the fundamentals of historical interpretation.</p> <ul style="list-style-type: none"> • Difference between fact and opinion • Multiple points of view • Illustrations in historical stories • Causes and results • Author or source of historical narratives 	<p>Student Edition: <i>Reading Skills</i> R4-R5, R12-R13 Teacher Wraparound Edition: CC R5, R13; LI R4, R12</p>	<p>Student Edition: 12-13 <i>Reading Skills</i> R4-R5, R12-R13 Teacher Wraparound Edition: CC R5, R13; RL 13</p>	<p>Student Edition: <i>Quick Check</i> 93 <i>Reading Skills</i> R2-R3, R4-R5, R8-R9, R10-R11, R12-R13 Teacher Wraparound Edition: CCA R3, R5; CU 100; LI R4</p>

STANDARDS	PAGE REFERENCES		
	<i>Our Country and Its Regions</i>	<i>The United States</i>	<i>The World</i>
<p>D. Describe and explain historical research.</p> <ul style="list-style-type: none"> Historical events (time and place) Facts, folklore and fiction Historical questions Primary sources Secondary sources Conclusions (e.g., simulations, group projects, skits and plays) 	<p>Student Edition: 4-5 <i>Reading Skills</i> R10-R11 Teacher Wraparound Edition: CC 4, R11; HOP 5; LI R10; Q 4; RC 5</p>	<p>Student Edition: 12-13 <i>Primary Sources</i> 38, 75, 103, 140, 174 <i>Reading Skills</i> R10-R11, R12-R13 Teacher Wraparound Edition: CC R11, R13; RL 13; UPS 38, 75, 102, 140, 174</p>	<p>Student Edition: <i>Essential Question</i> 20 <i>Primary Sources</i> 37, 56, 165, 242, 266, 318 <i>Reading Skills</i> R4-R5 <i>Write About It</i> 215, 251 Teacher Wraparound Edition: EQ 24, 258</p>
<p>8.2 Pennsylvania History</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 analyze cultural, economic, geographic, political and social relations to . .</i></p>			
<p>A. Identify and explain the political and cultural contributions of individuals and groups to Pennsylvania history from Beginnings to 1824.</p> <ul style="list-style-type: none"> Inhabitants (e.g., Native Americans, Europeans, Africans) Military Leaders (e.g., Anthony Wayne, Oliver H. Perry, John Muhlenberg) Political Leaders (e.g., William Penn, Hannah Penn, Benjamin Franklin) Cultural and Commercial Leaders (e.g., Robert Morris, John Bartram, Albert Gallatin) 	<p>Student Edition: 25-31, 36-37 <i>Check Understanding</i> 31 #3 Teacher Wraparound Edition: RL 25, 27</p>	<p>Student Edition: 41-45, 87-93, 101-105, 107-111, 137-141, 197-203, 227-231 <i>People</i> 89 <i>Primary Sources</i> 103 Teacher Wraparound Edition: CC 88, 038; RL 41, 109; RM 104</p>	<p>The following U.S and Pennsylvania history references may be used to discuss specifics of Pennsylvania history in the classroom setting:</p> <p>Student Edition: 244-245, 246-247, 250 <i>Check Understanding</i> 247 #2 <i>Write About It</i> 247 Teacher Wraparound Edition: BI 244; RL 245</p>

STANDARDS	PAGE REFERENCES		
	<i>Our Country and Its Regions</i>	<i>The United States</i>	<i>The World</i>
<p>Continued from cell above.</p> <ul style="list-style-type: none"> Innovators and Reformers (e.g., Society of Friends, Richard Allen, Sybille Masters) 			
<p>B. Identify and explain primary documents, material artifacts and historic sites important in Pennsylvania history from Beginnings to 1824.</p> <ul style="list-style-type: none"> Documents, Writings and Oral Traditions (e.g., Charter of Privileges, The Gradual Abolition of Slavery Act of 1780, <i>Letters from a Pennsylvania Farmer</i>) • Artifacts, Architecture and Historic Places (e.g., Conestoga Wagon, Pennsylvania rifle, Brig Niagara) 	See <i>The World</i> © 2009.	See <i>The World</i> © 2009.	<p>The following U.S and Pennsylvania history references may be used to discuss specifics of Pennsylvania history in the classroom setting:</p> <p>Student Edition: 244-245, 246-247, 250 <i>Check Understanding</i> 247 #2 <i>Write About It</i> 247</p> <p>Teacher Wraparound Edition: BI 244; RL 245</p>

STANDARDS	PAGE REFERENCES		
	<i>Our Country and Its Regions</i>	<i>The United States</i>	<i>The World</i>
<p>C. Identify and explain how continuity and change have influenced Pennsylvania history from the Beginnings to 1824.</p> <ul style="list-style-type: none"> • Belief Systems and Religions (e.g., Native Americans, Quakers) • Commerce and Industry (e.g., iron production, sailing, fur trade) • Innovations (e.g., steam boat, Conestoga Wagon) • Politics (e.g., The Mason-Dixon Line, Pennsylvania’s acquisition and detachment of the “lower three counties,” movements of State capital) • Settlement Patterns (e.g., native settlements, Westward expansion, development of towns) • Social Organization (e.g., trade and development of cash economy, African Methodist Episcopal Church founded, schools in the colony) • Transportation (e.g., trade routes, turnpikes, post roads) • Women’s Movement (e.g., voting qualifications, role models) 	<p>The following references are for the Northeast in general, and may be used to discuss specifics of Pennsylvania history in the classroom setting.</p> <p>Student Edition: 143-145, 151-153 <i>Event</i> 153</p> <p>Teacher Wraparound Edition: DI 153; RL 143, 145, 153</p>	<p>Student Edition: 110-111 <i>People</i> 111 <i>Picture</i> 106</p> <p>Teacher Wraparound Edition: BI 110; Q 110</p>	<p>The following U.S and Pennsylvania history references may be used to discuss specifics of Pennsylvania history in the classroom setting.</p> <p>Student Edition: 244-245, 246-247, 250 <i>Check Understanding</i> 247 #2 <i>Write About It</i> 247</p> <p>Teacher Wraparound Edition: BI 244; RL 245</p>

STANDARDS	PAGE REFERENCES		
	<i>Our Country and Its Regions</i>	<i>The United States</i>	<i>The World</i>
<p>D. Identify and explain conflict and cooperation among social groups and organizations in Pennsylvania history from Beginnings to 1824.</p> <ul style="list-style-type: none"> Domestic Instability (e.g., religious diversity, toleration and conflicts, incursion of the Iroquois) Ethnic and Racial Relations (e.g., Penn’s Treaties with Indians, the Underground Railroad, the abolition of slavery) Labor Relations (e.g., indentured servants, working conditions) Immigration (e.g., Germans, Irish) Military Conflicts (e.g., Dutch, Swedish and English struggle for control of land, Wyoming Massacre, The Whiskey Rebellion) 	<p>Student Edition: 152-153, 217</p> <p>Teacher Wraparound Edition: RL 153</p>	<p>Student Edition: 110-111</p> <p><i>People</i> 111</p> <p>Teacher Wraparound Edition: BI 110; Q 110</p>	<p>The following U.S and Pennsylvania history references may be used to discuss specifics of Pennsylvania history in the classroom setting.</p> <p>Student Edition: 244-245, 246-247, 250 <i>Check Understanding</i> 247 #2 <i>Write About It</i> 247</p> <p>Teacher Wraparound Edition: BI 244; RL 245</p>

STANDARDS	PAGE REFERENCES		
	<i>Our Country and Its Regions</i>	<i>The United States</i>	<i>The World</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>			
<p>A. Identify and explain the political and cultural contributions of individuals and groups to United States history from Beginnings to 1824.</p> <ul style="list-style-type: none"> • Native Americans, Africans and Europeans • Political Leaders (e.g., John Adams, Thomas Jefferson, John Marshall) • Military Leaders (e.g. George Washington, Meriwether Lewis, Henry Knox) • Cultural and Commercial Leaders (e.g., Paul Revere, Phyllis Wheatley, John Rolfe) • Innovators and Reformers (e.g., Ann Hutchinson, Roger Williams, Juniper Sera) 	<p>Student Edition: 9-15, 17-23, 25-31, 33-39 <i>People</i> 9, 19, 21, 23, 27, 30, 33, 34</p> <p>Teacher Wraparound Edition: BI 26; DI 35; Q 10; RC 23; RL 13; RM 18</p>	<p>Student Edition: 41-45, 87-93, 101-105, 107-111, 137-141, 197-203, 227-231 <i>People</i> 89 <i>Primary Sources</i> 103</p> <p>Teacher Wraparound Edition: CC 88, 038; RL 41, 109; RM 104</p>	<p>The following U.S history references may be used to discuss specifics in the classroom setting:</p> <p>Student Edition: 244-245, 246-247, 250 <i>Check Understanding</i> 247 #2; 251 #2 <i>Write About It</i> 247, 251</p> <p>Teacher Wraparound Edition: BI 244; RL 245; S 248</p>

STANDARDS	PAGE REFERENCES		
	<i>Our Country and Its Regions</i>	<i>The United States</i>	<i>The World</i>
<p>B. Identify and explain primary documents, material artifacts and historic sites important in United States history from Beginnings to 1824.</p> <ul style="list-style-type: none"> Documents (e.g., Mayflower Compact, Northwest Ordinance, Washington’s Farewell Address) 18th Century Writings and Communications (e.g., Paine’s <i>Common Sense</i>; Franklin’s “Join, or die,” Henry’s “Give me liberty or give me death”) Historic Places (e.g., Cahokia Mounds, Spanish Missions, Jamestown) 	<p>Student Edition: 9, 18, 20, 184, 215 <i>Places</i> 18, 26 Teacher Wraparound Edition: BI 18, 26; CC 18; Q 20; RL 21</p>	<p>Student Edition: 19, 26, 88-89, 90, 179, 197 <i>Check Understanding</i> 26 #2 Teacher Wraparound Edition: BI 90; DI 89; RL 89</p>	<p>The following U.S history references may be used to discuss specifics in the classroom setting: Student Edition: 244-245, 246-247, 250 <i>Check Understanding</i> 247 #2; 251 #2 <i>Write About It</i> 247, 251 Teacher Wraparound Edition: BI 244; RL 245; S 248</p>
<p>C. Explain how continuity and change has influenced United States history from Beginnings to 1824.</p> <ul style="list-style-type: none"> Belief Systems and Religions (e.g., impact on daily life, colonial government established religions, communal sects) Commerce and Industry (e.g., fur trade, development of cash crops) Innovations (e.g., cotton gin, Whitney; wooden clock, Banneker; stove, Franklin) 	<p>Student Edition: 17-23, 25-31, 33-39 <i>Event</i> 17 <i>People</i> 28 Teacher Wraparound Edition: CC 30; DI 19; Q 29; RL 27, 37; UF 28; UV 36</p>	<p>Student Edition: 41-45, 87-93, 101-105, 107-111, 137-141, 197-203, 227-231 <i>People</i> 89 <i>Primary Sources</i> 103 Teacher Wraparound Edition: CC 88, 038; RL 41, 109; RM 104</p>	<p>The following U.S history references may be used to discuss specifics in the classroom setting: Student Edition: 244-245, 246-247, 250 <i>Check Understanding</i> 247 #2; 251 #2 <i>Write About It</i> 247, 251 Teacher Wraparound Edition: BI 244; RL 245; S 248</p>

STANDARDS	PAGE REFERENCES		
	<i>Our Country and Its Regions</i>	<i>The United States</i>	<i>The World</i>
<p>Continued from cell above.</p> <ul style="list-style-type: none"> • Politics (e.g., Hamilton’s defense of John Peter Zenger, The Great Compromise, <i>Marbury v. Madison</i>) <ul style="list-style-type: none"> • Settlement Patterns (e.g., frontier settlements, slave plantation society, growth of cities) • Social Organization (e.g., community structure on the frontier, cultural and language barriers) • Transportation and Trade (e.g., methods of overland travel, water transportation, National Road) • Women’s Movement (e.g., roles and changing status of women, Margaret Brent’s vote, soldier Deborah Sampson) 			

STANDARDS	PAGE REFERENCES		
	<i>Our Country and Its Regions</i>	<i>The United States</i>	<i>The World</i>
<p>D. Identify and explain conflict and cooperation among social groups and organizations in United States history from Beginnings to 1824.</p> <ul style="list-style-type: none"> Domestic Instability (e.g., Salem Witch Trials, Shays Rebellion, religious persecution) Ethnic and Racial Relations (e.g., cooperation between and among Native Americans and European settlers, slave uprisings, “Colored” troops in the Revolution) Labor Relations (e.g., early union efforts, 10-hour day, women’s role) Immigration and Migration (e.g., western settlements, Louisiana Purchase, European immigration) Military Conflicts (e.g., French and Indian War, American Revolutionary War, War of 1812) 	<p>Student Edition: 22-23, 27-29, 34-35, 152, 282 <i>People</i> 23 Teacher Wraparound Edition: BI 22, 34; DI 35; Q 28; RL 153; RM 282</p>	<p>Student Edition: 7, 128-129, 154, 198-199, 200, 217-219, 305 <i>Check Understanding</i> 129 Teacher Wraparound Edition: BI 154; RL 7, 217; RM 217</p>	<p>The following U.S history references may be used to discuss specifics in the classroom setting: Student Edition: 244-245, 246-247, 250 <i>Check Understanding</i> 247 #2; 251 #2 <i>Write About It</i> 247, 251 Teacher Wraparound Edition: BI 244; RL 245; S 248</p>

STANDARDS	PAGE REFERENCES		
	<i>Our Country and Its Regions</i>	<i>The United States</i>	<i>The World</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 and explain how individuals and groups made significant political and cultural contributions to world history.</p> <ul style="list-style-type: none"> • Africa (e.g., Nelson Mandela, Desmond Tutu, F. W. de Klerk, Pieter Botha, African National Congress) • Americas (e.g., Pizarro, Atahualpa, Aztecs, Incas, Montezuma, Cortez) • Asia (e.g., Tokugawa Ieyasu, Toyotomi clan, shogun Iemitsu, Commodore Perry, daimyo) • Europe (e.g., Pope Leo X, John Calvin, John Wesley, Martin Luther, Ignatius of Loyola) 	<p>Student Edition: 18-19</p> <p>Teacher Wraparound Edition: RM 18</p>	<p>Student Edition: 67-71</p> <p><i>Check Understanding 71 #3</i></p> <p>Teacher Wraparound Edition: RM 68; UV 70</p>	<p>Student Edition: 230-231, 232, 236-237, 242-243, 274-275, 307, 315, 318-319, 321</p> <p><i>Primary Sources 318</i> <i>Quick Check 315</i></p> <p>Teacher Wraparound Edition: BI 318; PPE 274; S 306</p>

STANDARDS	PAGE REFERENCES		
	<i>Our Country and Its Regions</i>	<i>The United States</i>	<i>The World</i>
<p>B. Identify and explain important documents, material artifacts and historic sites in world history.</p> <ul style="list-style-type: none"> Africa (e.g., Prohibition of Marriages Act, prison on Robben Island) Americas (e.g., Tenochtitlan, Aztec masks) Asia (e.g., samurai sword, Commodore Perry's Black Ships) Europe (e.g., Luther's Ninety-Five Theses, Wittenberg Castle Church) 	<p>See <i>The World</i> © 2009.</p>	<p>Student Edition: 67-71 <i>Check Understanding 71 #3</i></p> <p>Teacher Wraparound Edition: RM 68; UV 70</p>	<p>Student Edition: 22, 33, 35, 48-49, 55, 59, 65, 67, 70, 77, 113, 114, 116 <i>Primary Sources 37, 56</i></p> <p>Teacher Wraparound Edition: BI 32; CCA 32</p>
<p>C. Identify and explain how continuity and change has affected belief systems, commerce and industry, innovations, settlement patterns, social organizations, transportation and women's roles in world history.</p> <ul style="list-style-type: none"> Africa (e.g., Apartheid) Americas (e.g., European conquest) Asia (e.g., Japanese society prior to the Meiji Restoration) Europe (e.g., Impact of the Great Schism and Reformation) 	<p>Student Edition: 18-23 <i>Check Understanding 23 #3</i> <i>People 23</i></p> <p>Teacher Wraparound Edition: BI 18; DI 19</p>	<p>Student Edition: 67-71 <i>Check Understanding 71 #3</i></p> <p>Teacher Wraparound Edition: RM 68; UV 70</p>	<p>Student Edition: 187, 189, 193, 194-195, 198-199, 204, 207, 311, 315 <i>Quick Check 195, 199</i></p> <p>Teacher Wraparound Edition: BI 186, 190, 194, 314</p>

STANDARDS	PAGE REFERENCES		
	<i>Our Country and Its Regions</i>	<i>The United States</i>	<i>The World</i>
D. Explain how conflict and cooperation among social groups and organizations affected world history. <ul style="list-style-type: none"> • Africa (e.g., imperialism) • Americas (e.g., European diseases) • Asia (e.g., trade routes) • Europe (e.g., Counter reformation) 	Student Edition: 17, 22-23 <i>Check Understanding 23 #3</i> <i>Event 17</i> <i>People 23</i> Teacher Wraparound Edition: Q 22	Student Edition: 64-65 <i>Check Understanding 65 #3</i> Teacher Wraparound Edition: RC 65	Student Edition: 74-75, 198-199, 196-197, 246-247, 316 <i>Check Understanding 247 #2</i> <i>The Columbian Exchange 244</i> <i>Map Skill 317</i> <i>Quick Check 245</i> <i>Trade Across the Atlantic 246</i> <i>Write About It 247</i> Teacher Wraparound Edition: BI 244, 246