

Standards		Weekly Issues
<b>2016 Standards</b>		
<b>5.1 Principles and Documents of Government</b>		
5.1.K.A	Explain the purpose of rules.	3: What Are Rules? 4: What Are Laws?
5.1.K.B	Explain the need for rules.	3: What Are Rules? 4: What Are Laws?
5.1.K.C	Define respect for self and others.	4: What Are Laws?
5.1.K.E	Demonstrate responsibilities in the classroom.	7: Learning and Working Together
5.1.K.F	Identify significant American holidays and their symbols.	6: Important Documents
<b>5.2 Rights and Responsibilities of Citizenship</b>		
5.2.K.A	Identify responsibilities at school	1: I Am a Member of a Community 7: Learning and Working Together 8: Citizens
5.2.K.B	Identify a problem and discuss possible solutions.	7: Learning and Working Together
5.2.K.C	Identify classroom projects/activities that support leadership and service.	1: I Am a Member of a Community 8: Citizens
5.2.K.D	Explain responsible classroom behavior.	1: I Am a Member of a Community 7: Learning and Working Together 9: Characteristics of Responsible Citizens
<b>5.3 How Government Works</b>		
5.3.K.B	Identify the role of adults in authority at home or in school.	2: Authority Figures 5: Government
5.3.K.C	Identify roles of firefighters, police officers, and emergency workers.	2: Authority Figures
5.3.K.F	Identify and explain behaviors for responsible classroom citizens.	9: Characteristics of Responsible Citizens 31: Jobs

Standards		Weekly Issues
<b>5.4 How International Relationships Function</b>		
5.4.K.A	Identify conflict in the classroom.	7: Learning and Working Together
5.4.K.B	Identify how students can work together.	8: Citizens
<b>6.1 Scarcity and Choice</b>		
6.1.K.A	Identify how scarcity influences choice.	
6.1.K.B	Identify family wants and needs.	29: Needs and Wants
6.1.K.C	Identify choices to meet needs.	29: Needs and Wants
6.1.K.D	Identify a choice based on family interests.	32: Spending and Saving
<b>6.2 Markets and Economic Systems</b>		
6.2.K.A	Identify goods and consumers.	30: Economics
6.2.K.C	Identify advertisements that encourage us to buy things.	
6.2.K.D	Identify currency and how it is used.	32: Spending and Saving
<b>6.3 Functions of Government</b>		
6.3.K.D	Identify products produced in the region or state.	30: Economics
<b>6.4 Economic Independence</b>		
6.4.K.A	Identify the specialized role performed by each member of the family.	7: Learning and Working Together
6.4.K.D	Identify individual wants and needs.	29: Needs and Wants
<b>6.5 Income, Profit, and Wealth</b>		
6.5.K.A	Identify individuals in the community who volunteer.	31: Jobs
6.5.K.C	Identify goods and services provided by local businesses.	30: Economics

Standards		Weekly Issues
<b>7.1 Basic Geography Literacy</b>		
7.1.K.A	Interpret a simple map of a known environment.	13: Map Skills 14: Location 15: Finding Places Around Me 19: My Place on the Map
7.1.K.B	Describe the location of places in the home, school, and community to gain an understanding of relative location.	13: Map Skills 14: Location 15: Finding Places Around Me 19: My Place on the Map
<b>7.2 Physical Characteristics of Places and Regions</b>		
7.2.K.A	Describe the characteristics of homes and businesses located in the community to gain an understanding of physical features.	16: Physical Characteristics of a Place
7.2.K.B	Identify land and water forms	16: Physical Characteristics of a Place
<b>7.3 Human Characteristics of Places and Regions</b>		
7.3.K.A	Describe how weather affects daily life.	17: Weather
<b>7.4 Interactions Between People and the Environment</b>		
7.4.K.A	Identify local bodies of water and landforms to gain an understanding of their impact on the local community.	18: Human Characteristics of a Place
<b>8.1 Historical Analysis and Skills Development</b>		
8.1.K.A	Identify chronological sequence through days, weeks, months, and years (calendar time).	20: Calendars 21: Words About Time
8.1.K.B	With guidance and support differentiate facts from opinions as related to an event.	23: History
8.1.K.C	Explain how to locate information in a source.	23: History

Standards		Weekly Issues
<b>8.2 Pennsylvania History</b>		
8.2.K.A	Identify people in authority.	9: Characteristics of Responsible Citizens
8.2.K.B	Examine photographs of documents, artifacts and places unique to Pennsylvania.	
8.2.K.D	Demonstrate an understanding of conflict.	7: Learning and Working Together
<b>8.3 United States History</b>		
8.3.K.A	Identify American people related to national holidays.	10: Patriotism 11: National Symbols 25: Inventors
8.3.K.B	Identify documents and artifacts important to the classroom community.	6: Important Documents
8.3.K.C	Demonstrate an understanding of time order.	22: Changes Over Time 24: Life Long Ago Today
<b>8.4 World History</b>		
8.4.K.A	Explain how cultures celebrate.	12: National Patriotic Holidays 28: Holidays Around the World
8.4.K.C	Identify different celebrations of different cultures from around the world.	27: Culture
8.4.K.D	Demonstrate an understanding of conflict and cooperation.	

Standards		Weekly Issues
<b>2016 Standards</b>		
<b>5.1 Principles and Documents of Government</b>		
5.1.1.A	Explain the purposes of rules in the classroom and school community.	3: Rules and Laws
5.1.1.B	Explain the importance of rules in the classroom.	3: Rules and Laws
5.1.1.C	Define equality and the need to treat everyone equally.	7: Important Documents 9: Characteristics of Responsible Citizens
5.1.1.D	Explain the importance of written rules and laws.	7: Important Documents
5.1.1.E	Describe students' responsibilities in the school and the community.	3: Rules and Laws
5.1.1.F	Identify national symbols.	6: Founders
<b>5.2 Rights and Responsibilities</b>		
5.2.1.A	Identify and explain the importance of responsibilities at school and at home.	1: Community 8: Citizens
5.2.1.B	Identify a problem and attempt to solve with adult or peer assistance.	9: Characteristics of Responsible Citizens
5.2.1.C	Identify school projects/activities that support leadership and public service.	1: Community
5.2.1.D	Explain responsible school behavior.	1: Community 3: Rules and Laws
<b>5.3 How Government Works</b>		
5.3.1.A	Identify the roles of local government. (e.g. fire, police etc)	4: Government 5: Government Services
5.3.1.B	Identify the services of local government.	4: Government 5: Government Services

Standards		Weekly Issues
5.3.1.C	Identify the value of firefighters, police officers and emergency workers in the community.	5: Government Services
5.3.1.D	Identify positions of authority in the classroom community.	2: Authority Figures
5.3.1.E	Identify situations in the school or community when it is beneficial to have an elected official represent the people.	4: Government
5.3.1.F	Identify and explain behaviors for responsible classroom citizens and possible consequences for inappropriate actions.	8: Citizens
5.3.1.H	Explain how information/news is conveyed to the public.	
5.3.1.I	Provide examples of taxation.	5: Government Services
5.3.1.J	Describe situations where voting eases conflict.	4: Government
<b>5.4 How international Relationships Function</b>		
5.4.1.A	Identify ways to avoid conflict.	9: Characteristics of Responsible Citizens
5.4.1.B	Describe how classrooms can work together.	9: Characteristics of Responsible Citizens
5.4.1.D	Identify different means of receiving information/news.	
5.4.1.E	Explain how a classroom community reaches compromise.	9: Characteristics of Responsible Citizens
<b>6.1 Scarcity and Choice</b>		
6.1.1.A	Identify scarcity of resources within the family.	27: Needs and Wants
6.1.1 B	Identify classroom wants and needs.	
6.1.1.C	Identify choice based on needs versus wants.	27: Needs and Wants 29: Economic Choices
6.1.1.D	Identify a choice based on classroom interest.	27: Needs and Wants 29: Economic Choices

Standards		Weekly Issues
<b>6.2 Markets and Economic Systems</b>		
6.2.1.A	Identify goods, consumers and producers.	28: Economics
6.2.1.C	Identify advertisements that encourage us to buy things on want rather than need.	
6.2.1.D	Explain the role of money in determining price.	8: Economics
6.2.1.E	Identify the impact on a community when a business opens.	30: Jobs
6.2.1.G	Define an economic system at the individual level.	29: Economic Choices
<b>6.3 Functions of Government</b>		
6.3.1.A	Identify examples of goods and services.	28: Economics
6.3.1.D	Identify products produced in the United States.	30: Jobs 31: Workers Contribute to the Economy 32: Spending and Saving
<b>6.4 Economic Independence</b>		
6.4.1.A	Identify specialization of work in the community.	30: Jobs
6.4.1.D	Describe how individuals differ in their wants and needs and why people buy and sell things.	27: Needs and Wants 32: Spending and Saving
<b>6.5 Income, Profit, and Wealth</b>		
6.5.1.A	Identify different jobs and the purpose of each.	30: Jobs
6.5.1.C	Identify businesses and their corresponding goods and services.	31: Workers Contribute to the Economy
6.5.1.D	Identify ways to earn money.	31: Workers Contribute to the Economy
6.5.1.E	Describe what tools (tangible assets) are necessary to complete a task.	31: Workers Contribute to the Economy

Standards		Weekly Issues
6.5.1.F	Identify buyers and sellers (people) who buy and sell things.	32: Spending and Saving
6.5.1.G	Explain the need to save money.	32: Spending and Saving
<b>7.1 Basic Geographic Literacy</b>		
7.1.1.A	Identify geographic tools.	14: Map Skills 15: Location
7.1.1.B	Describe places in geographic reference in physical features.	15: Location
<b>7.2 Physical Characteristics of Places and Regions</b>		
7.2.1.A	Identify physical characteristics in the community and region.	16: Physical Characteristics of a Place
7.2.1.B	Identify the basic physical processes that affect the physical characteristics of a place.	16: Physical Characteristics of a Place
<b>7.3 Human Characteristics of Places and Regions</b>		
7.3.1.A	Identify the local climate and how it determines the way people live.	17: Human Characteristics of a Place
<b>7.4 Interactions Between People and the Environment</b>		
7.4.1.A	Describe how lakes, rivers, and streams impact people.	18: Adapting to our Environment 19: Geography of Our Community
<b>8.1 Historical Analysis and Skills Development</b>		
8.1.1.A	Demonstrate an understanding of chronology.	20: Calendars 22: History
8.1.1.B	Identify a problem or dilemma surrounding an event.	23: Life Long Ago and Today
8.1.1.C	Identify sources of historical information.	22: History
<b>8.2 Pennsylvania History</b>		
8.2.1.A	Identify groups of people who contribute to a community.	2: Authority Figures 5: Government Services



Standards		Weekly Issues
8.2.1.B	Identify symbols, slogans, or mottos that are representative of the state.	12: National Patriotic Symbols
8..2.1 C	Identify holiday and cultural celebrations in a community and why they are celebrated.	
8.2.1.D	Identify historical conflict in the community.	13: National Patriotic Holidays
<b>8.3 United States History</b>		
8.3.1.A	Identify Americans who played a significant role in American History.	6: Founders 10: Responsible Citizens in History 24: Communication Over Time
8.3.1.B	Identify American landmarks and their significance.	12: National Patriotic Symbols
8.3.1.C	Identify examples of change.	21: Changes Over Time
8.3.1.D	identify conflict and describe ways to cooperate with others by making smart choices.	
<b>8.4 World History</b>		
8.4.1.A	Explain why cultures celebrate.	25: Culture
8.4.1.B	Explain the importance of world landmarks.	
8.4.1.C	Identify holidays and ceremonies of selected world cultures.	26: Folktales and Legends
8.4.1.D	Describe examples of conflict and cooperation in the classroom community.	1: Community

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<b>2016 Standards</b>		
<b>5.1 Principles and Documents of Government</b>		
5.1.2.A	Explain the purposes of rules and their consequences in the classroom and school community.	4: Rules and Laws
5.1.2.B	Explain the importance of rules in the classroom and school community.	4: Rules and Laws
5.1.2.C	Define fairness in working with others.	5: Principles of Democracy
5.1.2.D	Explain why school rules are written and posted.	5: Principles of Democracy 6: Important Documents
5.1.2.E	Describe citizens' responsibilities to the state of Pennsylvania and to the nation.	5: Principles of Democracy 11: Citizenship
5.1.2.F	Identify state symbols.	13: Patriotic Symbols
<b>5.2 Rights and Responsibilities of Citizenship</b>		
5.2.2.A	Identify and explain the importance of responsibilities at school, at home, and in the community.	3: I Belong to a Community
5.2.2.B	Identify a problem and a probable solution.	5: Principles of Democracy
5.2.2.C	Identify community projects/activities that support leadership and public service.	3: I Belong to a Community
5.2.2.D	Explain responsible community behavior.	3: I Belong to a Community
<b>5.3 How Government Works</b>		
5.3.2.A	Identify the role government plays in the community. (e.g., education, transportation)	7: The Purpose of Government
5.3.2.B	Identify local government leaders.	9: Tribal, State, and Local Government
5.3.2.C	Identify other types of services provided by local government.	9: Tribal, State, and Local Government

Standards		Weekly Issues
		10: Government Services
5.3.2.D	Identify positions of authority at school.	9: Tribal, State, and Local Government
5.3.2.E	Describe situations in the state or nation when it is beneficial to have an elected official represent the people.	
5.3.2.F	Identify and explain behaviors for responsible school citizens and possible consequences for inappropriate action.	4: Rules and Laws 11: Citizenship
5.3.2.H	Identify different forms of media.	
5.3.2.I	Define taxes and why they are paid.	10: Government Services
5.3.2.J	Identify the responsibilities of voters after the vote.	9: Tribal, State, and Local Government
<b>5.4 How International Relationships Function</b>		
5.4.2.A	Explain examples of conflict in the community, state, and nation.	
5.4.2.B	Identify ways that countries can work together.	
5.4.2.C	Explain why nations need to work together for peace.	
5.4.2.D	Identify the different types of media.	
5.4.2.E	Explain how a community reaches compromise.	
<b>6.1 Scarcity and Choice</b>		
6.1.2.A	Identify scarcity of resources within the school community.	30: More Economic Principles
6.1.2.B	Identify community needs and wants.	25: Needs, Wants, and Resources
6.1.2.C	Explain how choice has consequences.	30: More Economic Principles
6.1.2.D	Identify a choice based on community interest.	30: More Economic Principles

Standards		Weekly Issues
<b>6.2 Markets and Economic Systems</b>		
6.2.2.A	Identify goods, services, consumers, and producers in the local community.	26: Economic Activity 27: Economic Choices
6.2.2.B	Differentiate between markets and competition.	26: Economic Activity 27: Economic Choices
6.2.2.C	Define personal choice as related to buying an item.	27: Economic Choices
6.2.2.D	Explain how demand for a consumer good impacts price.	27: Economic Choices
6.2.2.E	Identify the impact on a community when a business closes.	30: More Economic Principles
6.2.2.F	Describe the role of financial institutions as related to consumers' financial needs.	
6.2.2.G	Identify examples of an economic system.	29: Economic Principles
<b>6.3 Functions of Government</b>		
6.3.2.A	Identify examples of goods and services provided by the private sector.	29: Economic Principles
6.3.2.C	Define taxes and who pays them.	7: The Purpose of Government 10: Government Services
6.3.2.D	Identify products produced outside the United States.	28: Producers and Consumers
6.4.2.A	Identify local examples of specialization of work.	28: Producers and Consumers
6.4.2.C	Identify products that come from many different countries.	29: Economic Principles
6.4.2.D	Identify buyers and sellers and how their wants and needs are addressed.	29: Economic Principles
<b>6.5 Income, Profit, and Wealth</b>		

Standards		Weekly Issues
6.5.2.A	Explain how money earned by individuals is used to meet needs and wants.	27: Economic Choices
6.5.2.B	Describe how different job skills impact earnings.	27: Economic Choices
6.5.2.C	Describe the roles of local businesses.	28: Producers and Consumers
6.5.2.D	Describe money- saving behaviors.	27: Economic Choices
6.5.2.E	Describe the qualities that may be necessary to complete a task.	
6.5.2.F	Explain the responsibilities of a business owner.	28: Producers and Consumers
6.5.2.G	Identify how saving for a purchase occurs over time.	27: Economic Choices
6.5.2.H	Describe why people save money in the local bank.	27: Economic Choices
<b>7.1 Basic Geography Literacy</b>		
7.1.2.A	Identify how basic geographic tools are used to organize information.	17: Map Skills 18: Location 24: Regions of the World
7.1.2.B	Describe regions in geographic reference using physical features.	17: Map Skills 18: Location 24: Regions of the World
<b>7.2 Physical Characteristics of Places and Regions</b>		
7.2.2.A	Identify the physical characteristics of places.	19: Physical Features of a Place
7.2.2.B	Identify the basic physical processes that affect the physical characteristics of regions.	19: Physical Features of a Place
<b>7.3 Human Characteristics of Places Regions</b>		
7.3.2.A	Identify the effect of local geography on the residents of the region. (e.g., food, clothing, industry, trade, types of shelter, etc.)	20: Human Characteristics of a Place 22: Movement

Standards		Weekly Issues
<b>7.4 Interactions Between People and the Environment</b>		
7.4.2.A	Identify how environmental changes can impact people.	21: Humans and the Environment
<b>8.1 Historical Analysis and Skills Development</b>		
8.1.2.A	Read and interpret information on simple timelines.	2: Timelines 32: Historical Figures 33: What is Inquiry? 34: Family History Inquiry 35: Culture Review 36: Family Culture Inquiry
8.1.2.B	Identify documents relating to an event.	1: Sources 32: Historical Figures 33: What is Inquiry? 34: Family History Inquiry 35: Culture Review 36: Family Culture Inquiry
8.1.2.C	Apply sources of historical information.	1: Sources 32: Historical Figures 33: What is Inquiry? 34: Family History Inquiry 35: Culture Review 36: Family Culture Inquiry
<b>8.2 Pennsylvania History</b>		
8.2.2.A	Identify historical figures in the local community.	8: The Structure of National Government
8.2.2.B	Identify important buildings, statues, and monuments associated with the state's history.	8: The Structure of National Government
8.2.2.C	Identify how commerce and industry and social organizations have changed over time in Pennsylvania.	
8.2.2.D	Identify how conflict is impacted by ethnicity and race, working conditions, immigration, military conflict, and economics.	31: Solving Problems in Your Community

Standards		Weekly Issues
<b>8.3 United States History</b>		
8.3.2.A	Identify groups and organizations and their contributions to the United States.	14: Founders 15: Memorials and Monuments 16: Patriotic Holidays
8.3.2.B	Identify American artifacts and their importance in American history.	6: Important Documents
8.3.2.C	Identify facts related to how different people describe the same event at different time periods.	14: Founders 15: Memorials and Monuments
8.3.2.D	Demonstrate an understanding of how different groups describe the same event or situation.	16: Patriotic holidays
<b>8.4 World History</b>		
8.4.2.A	Explain why cultures have commemorations and remembrances.	13: Patriotic Symbols 23: Culture 31: Solving Problems in Your Community
8.4.2.B	Explain the significance of historical documents on world history.	
8.4.2.C	Identify how cultures have commemorations and remembrances.	12: Patriotism 23: Culture
8.4.2.D	Identify global issues that require cooperation among nations.	

Standards		Weekly Issues
<b>2009 Standards</b>		
<b>5.1 Principles and Documents of Government</b>		
5.1.3.A	Explain the purposes of rules, laws, and consequences.	20: The Purpose of Government 21: Rules and Laws
5.1.3.B	Explain rules and laws for the classroom, school, and community.	20: The Purpose of Government 21: Rules and Laws
5.1.3.C	Define the principles and ideals shaping local government. <ul style="list-style-type: none"> <li>Liberty /Freedom</li> <li>Democracy</li> <li>Justice</li> <li>Equality</li> </ul>	20: The Purpose of Government
5.1.3.D	Identify key ideas about government found in significant documents; <ul style="list-style-type: none"> <li>Declaration of Independence</li> <li>United States Constitution</li> <li>Bill of Rights</li> <li>Pennsylvania Constitution</li> </ul>	20: The Purpose of Government
5.1.3.F	Identify state symbols, national symbols, and national holidays.	24: National and State Symbols and Holidays
<b>5.2 Rights and Responsibilities of Citizenship</b>		
5.2.3.A	Identify personal rights and responsibilities.	22: Rights and Responsibilities of Citizenship
5.2.3.B	Identify the sources of conflict and disagreement and different ways conflict can be resolved	22: Rights and Responsibilities of Citizenship
5.2.3.C	Identify leadership and public service opportunities in the school, community, state, and nation.	22: Rights and Responsibilities of Citizenship
5.2.3.D	Describe how citizens participate in school and community activities.	22: Rights and Responsibilities of Citizenship



Standards		Weekly Issues
<b>5.3 How Government Works</b>		
5.3.3.A	Identify the roles of the three branches of government.	23: Structures and Functions of Government
5.3.3.B	Identify how laws are made in the local community.	23: Structures and Functions of Government
5.3.3.C	Identify services performed by the local governments.	23: Structures and Functions of Government
5.3.3.D	Identify positions of authority at school and community.	22: Rights and Responsibilities of Citizenship
5.3.3.E	Explain the purpose for elections.	22: Rights and Responsibilities of Citizenship
5.3.3.F	Explain how an action may be just or unjust.	22: Rights and Responsibilities of Citizenship
5.3.3.G	Identify individual interests and explain ways to influence others.	22: Rights and Responsibilities of Citizenship
<b>6.1 Scarcity and Choice</b>		
6.1.3.A	Define scarcity and identify examples of resources, wants and needs.	15: Needs and Wants
6.1.3.B	Identify the needs and wants of people. Identify examples of natural human and capital resources.	15: Needs and Wants
6.1.3.C	Explain what is given when making a choice.	16: Producers and Consumers
6.1.3.D	Identify reasons why people make a choice.	16: Producers and Consumers
<b>6.2 Markets and Economic Systems</b>		
6.2.3.A	Identify goods, services, consumers and producers in the local community.	16: Producers and Consumers
6.2.3.B	Identify competing sellers in the local market.	16: Producers and Consumers
6.2.3.C	Identify types of advertising designed to influence personal choice.	16: Producers and Consumers

Standards		Weekly Issues
6.2.3.D	Define price and how prices vary for products.	16: Producers and Consumers
6.2.3.E	Describe the effect of local businesses opening and closing.	16: Producers and Consumers
6.2.3.F	Identify private economic institutions.	16: Producers and Consumers
6.2.3.G	Identify characteristics of the local economy	16: Producers and Consumers
<b>6.3 Functions of Government</b>		
6.3.3.A	Identify goods and services provided by the government.	17: Government and the Economy
6.3.3.B	Identify examples of government involvement in local economic activities.	17: Government and the Economy
6.3.3.C	Define tax and explain the relationship between taxation and government services.	17: Government and the Economy
<b>6.4 Economic Interdependence</b>		
6.4.3.A	Identify local examples of specialization and division of labor.	18: Economic Interdependence
6.4.3.B	Identify examples of trade, imports and exports in the local community.	18: Economic Interdependence
<b>6.5 Income, Profit and Wealth</b>		
6.5.3.A	Explain why people work.	19: Personal Finance
6.5.3.B	Identify different occupations.	19: Personal Finance
6.5.3.E	Identify tangible and intangible assets.	19: Personal Finance
6.5.3.G	Define saving and explain why people save.	19: Personal Finance
6.5.3.H	Identify the role of banks in our local community.	19: Personal Finance
<b>7.1 Basic Geographic Literacy</b>		
7.1.3.A	Identify how basic geographic tools are used to organize and interpret information about people, places, and environment.	6: Thinking like a geographer 7: Map Skills

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7.1.3.B	Identify and locate places and regions as defined by physical and human features.	10: Regions: Part One 11: Regions: Part Two
<b>7.2 Physical Characteristics of Places and Regions</b>		
7.2.3.A	Identify the physical characteristics of places and regions.	8: Natural Features and Landforms 9: Natural Features and Landforms: Oceans and Deserts 14: Guided Inquiry: Physical and Human Characteristics of Pennsylvania
7.2.3.B	Identify the basic physical processes that affect the physical characteristics of places and regions.	8: Natural Features and Landforms 9: Natural Features and Landforms: Oceans and Deserts
<b>7.3 Human Characteristics of Places and Regions</b>		
7.3.3.A	Identify the human characteristics of places and regions using the following criteria: <ul style="list-style-type: none"> <li>• Population</li> <li>• Culture</li> <li>• Settlement</li> <li>• Economic activities</li> <li>• Political activities</li> </ul>	10: Regions: Part One 11: Regions: Part Two 12: Regions of Pennsylvania 14: Guided Inquiry: Physical and Human Characteristics of Pennsylvania
<b>7.4 Interactions Between People and the Environment</b>		
7.4.3.A	Identify the effect of the physical systems on people within a community	13: Human-Environment Interaction
7.4.3.B	Identify the effect of people on the physical systems within a community.	13: Human-Environment Interaction
<b>8.1 Historical Analysis and Skills Development</b>		
8.1.3.A	Identify the difference between past, present and future using timelines and/or other graphic representations.	27: Continuity and Change
8.1.3.B	Identify fact, opinion, multiple points of view and primary sources as related to historical events.	27: Continuity and Change
8.1.3.C	Conduct teacher guided inquiry on assigned topics using specified historical sources.	26: Guided Inquiry: United States–Mexico–Canada Agreement

Standards		Weekly Issues
<b>8.2 Pennsylvania History</b>		
8.2.3.A	Identify and describe the social, political, cultural, and economic contributions of individuals and groups from Pennsylvania.	28: Pennsylvania History
8.2.3.B	Identify historical documents, artifacts and places critical to Pennsylvania history.	28: Pennsylvania History
8.2.3.C	Identify and describe how continuity and change have impacted Pennsylvania History. <ul style="list-style-type: none"> <li>• Belief Systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organizations</li> </ul>	28: Pennsylvania History
8.2.3.D	Identify and describe how conflict and cooperation among groups and organizations have impacted the history and development of Pennsylvania. <ul style="list-style-type: none"> <li>• Ethnicity and race</li> <li>• Working conditions</li> <li>• Immigration</li> <li>• Military conflict</li> <li>• Economic stability</li> </ul>	28: Pennsylvania History
<b>8.3. United States History</b>		
8.3.3.A	Identify and describe the social, political, cultural, and economic contributions of individuals and groups in the United States.	30: Westward Expansion
8.3.3.B	Identify and describe historical documents, artifacts and places critical to United States History.	20: The Purpose of Government
8.3.3.C	Identify and describe how continuity and change have impacted United States history. <ul style="list-style-type: none"> <li>• Belief Systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organizations</li> </ul>	30: Westward Expansion

Standards		Weekly Issues
8.3.3.D	<p>Identify and describe how conflict and cooperation among groups and organizations have impacted the history and development of the US.</p> <ul style="list-style-type: none"> <li>• Ethnicity and race</li> <li>• Working conditions</li> <li>• Immigration</li> <li>• Military conflict</li> <li>• Economic stability</li> </ul>	31: Conflict and Cooperation in the United States
<b>8.4. World History</b>		
8.4.3.A	Identify the elements of culture and ethnicity	32: World Communities and Cultures
8.4.3.B	Identify the importance of artifacts and sites to different cultures and ethnicities.	32: World Communities and Cultures
8.4.3.C	Compare and contrast selected world cultures.	32: World Communities and Cultures
8.4.3.D	Identify conflict and cooperation among groups and organizations from around the world.	32: World Communities and Cultures

Standards		Weekly Issues
<b>2009 Standards</b>		
<b>5.1 Principles and Documents of Government</b>		
5.1.4.A	Examine school rules and consequences.	4: Government, Rules, and Laws
5.1.4.B	Explain rules and laws for the classroom, school, community, and state.	4: Government, Rules, and Laws
5.1.4.C	Explain the principles and ideals shaping local and state government. <ul style="list-style-type: none"> <li>• Liberty / Freedom</li> <li>• Democracy</li> <li>• Justice</li> <li>• Equality</li> </ul>	4: Government, Rules, and Laws 5: Philadelphia 7: Revolution 9: From Colony to State
5.1.4.D	Identify key ideas about government found in significant documents: <ul style="list-style-type: none"> <li>• Declaration of Independence</li> <li>• United States Constitution</li> <li>• Bill of Rights</li> <li>• Pennsylvania Constitution.</li> </ul>	4: Government, Rules, and Laws 7: Revolution
5.1.4.F	Identify state symbols,national symbols, and national holidays.	4: Government, Rules, and Laws
<b>5.2 Rights and Responsibilities of Citizenship</b>		
5.2.4.A	Identify individual rights and needs and the rights and needs of others in the classroom, school, and community.	4: Government, Rules, and Laws
5.2.4.B	Describe the sources of conflict and disagreement and different ways conflict can be resolved.	4: Government, Rules, and Laws 15: Oil and Gas 20: The Progressive Era
5.2.4.C	Describe the roles of leadership and public service in school, community, state, and nation.	4: Government, Rules, and Laws 18: The People from Pennsylvania in the Civil War 20: The Progressive Era 22: The Great Depression
5.2.4.D	Describe how citizens participate in school and community activities.	4: Government, Rules, and Laws 18: The People from Pennsylvania in the

Standards		Weekly Issues
		Civil War 28: Champions off the Field 32: Conservation in Pennsylvania
<b>5.3 How Government Works</b>		
5.3.4.A	Identify the roles of the three branches of government.	4: Government, Rules, and Laws
5.3.4.B	Describe how the elected representative bodies function in making local and state laws.	4: Government, Rules, and Laws
5.3.4.C	Identify the services performed by local and state governments.	4: Government, Rules, and Laws 15: Oil and Gas 22: The Great Depression 23: Pennsylvania Contributions to World War II 30: Education
5.3.4.D	Identify positions of authority at the local and state, and national level.	4: Government, Rules, and Laws
5.3.4.E	Explain the voting process.	4: Government, Rules, and Laws
5.3.5.F	Examine different ways conflicts can be resolved.	4: Government, Rules, and Laws 20: The Progressive Era
5.3.5.G	Describe how groups try to influence others.	20: The Progressive Era
5.3.5.H	Identify various sources of mass media.	31: Natural Disasters in Pennsylvania
<b>6.1 Economic Systems</b>		
6.1.4.A	Identify scarcity of resources in a local community.	24: Energy Over Time
6.1.4.B	Recognize the difference between basic needs and wants. Explain the role of producers in making goods and providing services.	3: Goods and Services and Markets 10: Agriculture 11: Coal Industry in Pennsylvania 24: Energy Over Time
6.1.4.C	Illustrate what individuals or organizations give up when making a choice.	24: Energy Over Time

Standards		Weekly Issues
6.1.4.D	Explain what influences the choices people make	24: Energy Over Time 25: History of Medicine
6.2.4.A	Explain how a product moves from production to consumption.	3: Goods, Services, and Markets 10: Agriculture 11: Coal Industry in Pennsylvania 12: Iron and Steel 13: Railroads 14: Lumber 27: Fun in Pennsylvania
6.2.4.B	Determine how sellers compete with one another.	3: Goods, Services, and Markets 12: Iron and Steel 13: Railroads 14: Lumber 27: Fun in Pennsylvania
6.2.4.C	Differentiate between monetary and non- monetary incentives in advertising.	27: Fun in Pennsylvania
6.2.4.D	Explain the role of buyers and sellers in determining prices of products.	3: Goods, Services, and Markets 12: Iron and Steel 13: Railroads 15: Oil and Gas 27: Fun in Pennsylvania
6.2.4.E	Explain why local businesses open and close.	12: Iron and Steel 13: Railroads 14: Lumber 15: Oil and Gas 25: History of Medicine 27: Fun in Pennsylvania
6.2.4.F	Describe the role of a private economic institution in the local community.	22: The Great Depression
6.2.4.G	Explain the three basic questions all economic systems must answer. • What to produce? • How? • For whom?	3: Goods, Services, and Markets 24: Energy Over Time
6.3.4.A	Explain how government responds to social needs by providing	22: The Great Depression 30: Education



Standards		Weekly Issues
	public goods and services.	
6.3.4.B	Describe the impact of government involvement in state and national economic activities.	22: The Great Depression
6.3.4.C	Explore ways in which tax revenues are used in local community	4: Government, Rules, and Laws 22: The Great Depression 25: History of Medicine 30: Education
6.4.4.A	List and explain factors that promote specialization and division of labor.	10: Agriculture 11: Coal Industry in Pennsylvania
6.4.4.B	Explain why nations trade.	10: Agriculture
6.5.4.B	Identify the requirements for different careers and occupations.	25: History of Medicine
6.5.4.G	Compare different ways people save.	22: The Great Depression
6.5.4.H	Examine the basic operation of the banking system.	22: The Great Depression
<b>7.1 Basic Geography Literacy</b>		
7.1.4.A	Describe how common geographic tools are used to organize and interpret information about people, places, and environment.	1: The Natural Wonder of Pennsylvania 2: The People of Pennsylvania 16: The Underground Railroad 19: The People of Gettysburg 25: History of Medicine 29: Human Characteristics of Pennsylvania
7.1.4.B	Describe and locate places and regions as defined by physical and human features.	1: The Natural Wonder of Pennsylvania 2: The People of Pennsylvania 3: Goods, Services, and Markets 14: Lumber 16: The Underground Railroad 19: The People of Gettysburg 21: Architecture in Pennsylvania 25: History of Medicine 29: Human Characteristics of Pennsylvania
7.2.4.A	Identify the physical characteristics of places and regions.	1: The Natural Wonder of Pennsylvania 2: The People of Pennsylvania 6: French and Indian War in Pennsylvania 13: Railroads 14: Lumber

Standards		Weekly Issues
7.2.4.B	Identify the basic physical processes that affect the physical characteristics of places and regions.	1: The Natural Wonder of Pennsylvania 2: The People of Pennsylvania 13: Railroads
7.3.4.A	Identify the human characteristics of places and regions using the following criteria: <ul style="list-style-type: none"> <li>• Population</li> <li>• Culture</li> <li>• Settlement</li> <li>• Economic activities</li> <li>• Political activities</li> </ul>	3: Goods, Services, and Markets 4: Government, Rules, and Laws 5: Philadelphia 6: French and Indian War in Pennsylvania 7: Revolution 9: From Colony to State 10: Agriculture 11: Coal Industry in Pennsylvania 12: Iron and Steel 13: Railroads 14: Lumber 15: Oil and gas 21: Architecture in Pennsylvania 22: The Great Depression 25: History of Medicine 27: Fun in Pennsylvania 29: Human Characteristics of Pennsylvania 30: Education 32: Conservation in Pennsylvania
7.4.4.A	Identify the effect of the physical systems on people within a community	9: From Colony to State 14: Lumber 16: The Underground Railroad 31: Natural Disasters in Pennsylvania
7.4.4.B	Identify the effect of people on the physical systems within a community.	9: From Colony to State 14: Lumber 31: Natural Disasters in Pennsylvania
<b>8.1 Historical Analysis and Skills Development</b>		
8.1.4.A	Identify and describe how geography and climate have influenced continuity and change over time.	2: The People of Pennsylvania 3: Goods, Services, and Markets 5: Philadelphia 6: French and Indian War in Pennsylvania 7: Revolution 9: From Colony to State 12: Iron and Steel 13: Railroads 14: Lumber 15: Oil and gas

Standards		Weekly Issues
		17: The Civil War in Pennsylvania 19: The People of Gettysburg 21: Architecture in Pennsylvania
8.1.4.B	Distinguish between fact and opinion from multiple points of view, and primary sources as related to historical events.	2: The People of Pennsylvania 3: Goods, Services, and Markets 5: Philadelphia 6: French and Indian War in Pennsylvania 7: Revolution 9: From Colony to State 12: Iron and Steel 13: Railroads 14: Lumber 15: Oil and gas 16: The Underground Railroad 17: The Civil War in Pennsylvania 19: The People of Gettysburg
8.1.4.C	Identify a specific research topic and develop questions relating to the research topic. (Reference RWSL Standard 1.8.3 Research)	10: Agriculture 24: Energy Over Time
8.2.4.A	Differentiate common characteristics of the social, political, cultural, and economic groups from Pennsylvania.	1: The Natural Wonder of Pennsylvania 2: The People of Pennsylvania 3: Goods, Services, and Markets 5: Philadelphia 6: French and Indian War in Pennsylvania 7: Revolution 9: From Colony to State 10: Agriculture 11: Coal Industry in Pennsylvania 12: Iron and Steel 13: Railroads 14: Lumber 15: Oil and gas 16: The Underground Railroad 17: The Civil War in Pennsylvania 18: The People from Pennsylvania in the Civil War 19: The People of Gettysburg 20: The Progressive Era 21: Architecture in Pennsylvania 22: The Great Depression 23: Pennsylvania Contributions to World War II 25: History of Medicine 26: Innovations and Inventions from Pennsylvania 28: Champions off the Field

Standards		Weekly Issues
		30: Education 32: Conservation in Pennsylvania
8.2.4.B	Locate historical documents, artifacts, and places critical to Pennsylvania history.	1: The Natural Wonder of Pennsylvania 2: The People of Pennsylvania 3: Goods, Services, and Markets 5: Philadelphia 6: French and Indian War in Pennsylvania 7: Revolution 9: From Colony to State 10: Agriculture 11: Coal Industry in Pennsylvania 12: Iron and Steel 13: Railroads 14: Lumber 15: Oil and gas 16: The Underground Railroad 17: The Civil War in Pennsylvania 18: The People from Pennsylvania in the Civil War 19: The People of Gettysburg 21: Architecture in Pennsylvania 22: The Great Depression 23: Pennsylvania Contributions to World War II 26: Innovations and Inventions from Pennsylvania 28: Champions off the Field 30: Education
8.2.4.C	Explain how continuity and change in Pennsylvania history have influenced personal development and identity. <ul style="list-style-type: none"> <li>• Belief systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organizations</li> </ul>	5: Philadelphia 6: French and Indian War in Pennsylvania 7: Revolution 9: From Colony to State 11: Coal Industry in Pennsylvania 12: Iron and Steel 13: Railroads 14: Lumber 15: Oil and gas 17: The Civil War in Pennsylvania 24: Energy Over Time 25: History of Medicine 26: Innovations and Inventions from Pennsylvania 28: Champions off the Field 30: Education 32: Conservation in Pennsylvania



Standards		Weekly Issues
8.2.5.D	<p>Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of Pennsylvania for responding to individual and community needs.</p> <ul style="list-style-type: none"><li>• Ethnicity and race</li><li>• Working conditions</li><li>• Immigration</li><li>• Military conflict</li><li>• Economic stability</li></ul>	<p>5: Philadelphia 6: French and Indian War in Pennsylvania 7: Revolution 9: From Colony to State 11: Coal Industry in Pennsylvania 12: Iron and Steel 13: Railroads 15: Oil and gas 17: The Civil War in Pennsylvania 19: The People of Gettysburg 20: The Progressive Era</p>

Standards		Weekly Issues
<b>2009 Standards</b>		
<b>5.1 Principles and Documents of Government</b>		
5.1.5.A	Understand the rule of law in protecting property rights, individual rights and the common good.	27: The Founders and the Process 28: The Constitution 29: The Bill of Rights
5.1.5.B	Describe the basic purposes of government in the classroom, school, community, state, and nation.	27: The Founders and the Process 28: The Constitution 29: The Bill of Rights
5.1.5.C	Describe the principles and ideals shaping local, state, and national government. • Liberty /Freedom • Democracy • Justice • Equality	21: The Shot Heard 'Round the World 23: Independence and Revolution: The Government 27: The Founders and the Process 28: The Constitution 29: The Bill of Rights
5.1.5.D	Interpret key ideas about government found in significant documents. • Declaration of Independence • United States Constitution • Bill of Rights • Pennsylvania Constitution	21: The Shot Heard 'Round the World 23: Independence and Revolution: The Government 27: The Founders and the Process 28: The Constitution 29: The Bill of Rights
5.1.5.E	Identify the individual rights guaranteed by the PA Constitution and the US Constitution.	27: The Founders and the Process 28: The Constitution 29: The Bill of Rights
5.1.5.F	Explain the significance of state symbols, national symbols and national holidays.	28: The Constitution 29: The Bill of Rights
<b>5.2 Rights and Responsibilities of Citizenship</b>		
5.2.5.A	Identify individual rights and needs and the rights and needs of others in the classroom, school, community, state, and nation.	
5.2.5.B	Identify behaviors that promote cooperation among individuals.	30: The New Nation 31: America on the Move
5.2.5.C	Explain why individuals become involved in leadership and public service.	28: The Constitution 29: The Bill of Rights

Standards		Weekly Issues
		30: The New Nation 31: America on the Move
5.2.5.D	Identify specific ways individuals participate in school and community activities.	
<b>5.3. How Government Works</b>		
5.3.5.A	Describe the responsibilities and powers of the three branches of government.	28: The Constitution 29: The Bill of Rights
5.3.5.B	Describe how the elected representative bodies function in making local, state, and national laws.	28: The Constitution 29: The Bill of Rights
5.3.5.C	Describe the role of local and state government officials.	28: The Constitution 29: The Bill of Rights
5.3.5.D	Describe the primary duties of elected local, state, and national positions.	28: The Constitution 29: The Bill of Rights
5.3.5.E	Identify the requirements to vote in local, state, and national elections.	
5.3.5.F	Examine different ways conflicts can be resolved.	18: Consequences of the French and Indian War 19: The Acts of Parliament 20: The Actions of the Colonies 30: The New Nation 31: America on the Move
5.3.5.G	Describe how groups try to influence others.	18: Consequences of the French and Indian War
5.3.5.H	Identify various sources of mass media.	
<b>5.4 How International Relationships Function</b>		
5.4.5.B	Describe the difference between a nation and a country.	
<b>6.1 Scarcity and Choice</b>		
6.1.5.A	Explain how limited resources and unlimited wants cause scarcity.	10: The Age of Encounters 16: Conflicts and Compromise in North

Standards		Weekly Issues
		America 17: Clash of Empires
6.1.5.B	Explain ways in which people meet their basic needs and wants. Demonstrate the use of human and capital resources in the production of a specific good.	8: Trade and Economics in North America 10: The Age of Encounters 14: Colonial Life 16: Conflicts and Compromise in North America
6.1.5.C	Explain how people's choices have different economic consequences	10: The Age of Encounters 11: Consequences of Contact 16: Conflicts and Compromise in North America 17: Clash of Empires 19: The Acts of Parliament 20: The Actions of the Colonies
6.1.5.D	Demonstrate how availability of resources affects choices.	10: The Age of Encounters 11: Consequences of Contact 16: Conflicts and Compromise in North America 17: Clash of Empires 18: Consequences of the French and Indian War 19: The Acts of Parliament 20: The Actions of the Colonies
<b>6.2 Markets and Economic Systems</b>		
6.2.5.A	Describe how goods and services are distributed.	8: Trade and Economics in North America 16: Conflicts and Compromise in North America
6.2.5.B	Identify how pricing influences sellers and consumers.	
6.2.5.C	Explain how advertising causes people to change their behavior in predictable ways.	
6.2.5.D	Identify factors that cause changes in price.	
6.2.5.E	Describe the impact of businesses opening and closing on Pennsylvania economy	



Standards		Weekly Issues
6.2.5.F	Compare and contrast types of private economic institutions.	
6.2.5.G	Describe various economic systems. Traditional Market Command	
<b>6.3 Functions of Government</b>		
6.3.5.A	Describe the cost and benefits of government economic programs.	10: The Age of Encounters 18: Consequences of the French and Indian War
6.3.5.B	Describe factors that influence government's economic decision making.	10: The Age of Encounters 12: The Colonies and Their Founding 13: Jamestown 14: Colonial Life 17: Clash of Empires 18: Consequences of the French and Indian War 19: The Acts of Parliament 20: The Actions of the Colonies
6.3.5.C	Explore ways in which tax revenue is collected.	10: The Age of Encounters 19: The Acts of Parliament 20: The Actions of the Colonies
<b>6.4 Economic Interdependence</b>		
6.4.5.A	Explain why people specialize in the production of goods and services and divide labor.	
6.4.5.B	Explain the growth in international trade.	8: Trade and Economics in North America 10: The Age of Encounters 11: Consequences of Contact 12: The Colonies and Their Founding 13: Jamestown 14: Colonial Life
6.4.5.C	Explain how and where multinational corporations operate.	
6.4.3.D	Identify various economic and non-economic organizations that contribute to interaction among individuals and nations.	

Standards		Weekly Issues
<b>6.5 Income, Profit and Wealth</b>		
6.5.5.A	Describe how the availability of goods and services is made possible by the work of members of the society.	
6.5.5.B	Differentiate the requirements for different careers and occupations.	12: The Colonies and Their Founding 14: Colonial Life
6.5.5.D	Explain how positive and negative incentives affect individual choices.	12: The Colonies and Their Founding 13: Jamestown 14: Colonial Life 19: The Acts of Parliament 20: The Actions of the Colonies
6.5.5.E	Identify tangible and intangible assets.	
6.5.5.F	Define entrepreneurship and its role in the local community.	
6.5.5.G	Identify the costs and benefits of saving.	
6.5.5.H	Identify the costs and benefits of borrowing.	
<b>7.1 Basic Geographic Literacy</b>		
7.1.5.A	Describe how common geographic tools are used to organize and interpret information about people, places, and environment.	6: Life in the Americas 7: Government and Culture in North America 10: The Age of Encounters
7.1.5.B	Describe and locate places and regions as defined by physical and human features.	6: Life in the Americas 7: Government and Culture in North America 8: Trade and Economics in North America 10: The Age of Encounters 17: Clash of Empires 18: Consequences of the French and Indian War 30: The New Nation 31: America on the Move
<b>7.2 Physical Characteristics of Places and Regions</b>		

Standards		Weekly Issues
7.2.5.A	Describe the physical characteristics of places and regions.	12: The Colonies and Their Founding 13: Jamestown 14: Colonial Life 17: Clash of Empires
7.2.5.B	Identify the basic physical processes that affect the physical characteristics of places and regions.	12: The Colonies and Their Founding 13: Jamestown 14: Colonial Life 17: Clash of Empires
<b>7.3 Human Characteristics of Places and Regions</b>		
7.3.5.A	Identify the human characteristics of places and regions using the following criteria: <ul style="list-style-type: none"> <li>Population</li> <li>Culture</li> <li>Settlement</li> <li>Economic activities</li> <li>Political activities</li> </ul>	6: Life in the Americas 7: Government and Culture in North America 8: Trade and Economics in North America 10: The Age of Encounters 11: Consequences of Contact 13: Jamestown 14: Colonial Life 16: Conflicts and Compromise in North America 18: Consequences of the French and Indian War 30: The New Nation 31: America on the Move
<b>7.4 Interactions Between People and the Environment</b>		
7.4.5.A	Identify the effect of the physical systems on people within a community	8: Trade and Economics in North America 13: Jamestown 14: Colonial Life 17: Clash of Empires
7.4.5.B	Identify the effect of people on the physical systems within a community.	13: Jamestown 14: Colonial Life 17: Clash of Empires
<b>8.1 Historical Analysis and Skills Development</b>		
8.1.5.A	Identify and explain the influences of economic features on continuity and change over time.	1: Developing Questions and Planning Inquiries 2: Historical Inquiry Sources 3: Analyzing and Evaluating Evidence 4: Communicating Conclusions

Standards		Weekly Issues
		5: Engaging in Your Own Inquiry 8: Trade and Economics in North America 9: Guided Inquiry: Lives of North American Indians 15: Guided Inquiry: Life in the British Colonies 18: Consequences of the French and Indian War 19: The Acts of Parliament 20: The Actions of the Colonies 21: The Shot Heard 'Round the World 22: Guided Inquiry: The Road to Revolution 23: Independence and Revolution: The Government 24: Independence and Revolution: The People 25: Independence and Revolution: The Military 26: Outcomes of the American Revolution 32: Guided Inquiry: Changes in the United States
8.1.5.B	Classify and analyze fact and opinion from multiple points of view, and secondary sources as related to historical events.	1: Developing Questions and Planning Inquiries 2: Historical Inquiry Sources 3: Analyzing and Evaluating Evidence 4: Communicating Conclusions 5: Engaging in Your Own Inquiry 9: Guided Inquiry: Lives of North American Indians 15: Guided Inquiry: Life in the British Colonies 18: Consequences of the French and Indian War 19: The Acts of Parliament 20: The Actions of the Colonies 21: The Shot Heard 'Round the World 22: Guided Inquiry: The Road to Revolution 23: Independence and Revolution: The Government 24: Independence and Revolution: The People 25: Independence and Revolution: The Military 26: Outcomes of the American Revolution 32: Guided Inquiry: Changes in the United

Standards		Weekly Issues
		States
8.1.5.C	Locate primary and secondary sources for the research topic and summarize in writing the findings.	1: Developing Questions and Planning Inquiries 2: Historical Inquiry Sources 3: Analyzing and Evaluating Evidence 4: Communicating Conclusions 5: Engaging in Your Own Inquiry 9: Guided Inquiry: Lives of North American Indians 15: Guided Inquiry: Life in the British Colonies 18: Consequences of the French and Indian War 19: The Acts of Parliament 20: The Actions of the Colonies 21: The Shot Heard 'Round the World 22: Guided Inquiry: The Road to Revolution 23: Independence and Revolution: The Government 24: Independence and Revolution: The People 25: Independence and Revolution: The Military 26: Outcomes of the American Revolution 32: Guided Inquiry: Changes in the United States
<b>8.2 Pennsylvania History</b>		
8.2.5.A	Compare and contrast common characteristics of the social, political, cultural, and economic groups from Pennsylvania.	
8.2.5.B	Illustrate concepts and knowledge of historical documents, artifacts, and places critical to Pennsylvania history.	17: Clash of Empires
8.2.5.C	Differentiate how continuity and change in Pennsylvania History are formed and operate. <ul style="list-style-type: none"> <li>• Belief Systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organizations</li> </ul>	

Standards		Weekly Issues
8.2.5.D	<p>Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of Pennsylvania for responding to individual and community needs.</p> <ul style="list-style-type: none"> <li>• Ethnicity and race</li> <li>• Working conditions</li> <li>• Immigration</li> <li>• Military conflict</li> <li>• Economic stability</li> </ul>	
<b>8.3. United States History</b>		
8.3.5.A	<p>Compare and contrast the common characteristics of the social, political, cultural, and economic groups in the United States.</p>	<p>12: The Colonies and Their Founding  13: Jamestown  14: Colonial Life  18: Consequences of the French and Indian War  21: The Shot Heard 'Round the World  23: Independence and Revolution: The Government  24: Independence and Revolution: The People  25: Independence and Revolution: The Military  26: Outcomes of the American Revolution  30: The New Nation  31: America on the Move</p>
8.3.5.B	<p>Illustrate concepts and knowledge of historical documents, artifacts and places critical to United States history.</p>	<p>12: The Colonies and Their Founding  13: Jamestown  14: Colonial Life  17: Clash of Empires  19: The Acts of Parliament  20: The Actions of the Colonies  21: The Shot Heard 'Round the World  23: Independence and Revolution: The Government  24: Independence and Revolution: The People  25: Independence and Revolution: The Military  26: Outcomes of the American Revolution  30: The New Nation  31: America on the Move</p>

Standards		Weekly Issues
8.3.5.C	<p>Differentiate how continuity and change in United States history are formed and operate.</p> <ul style="list-style-type: none"> <li>• Belief Systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organizations</li> </ul>	<p>7: Government and Culture in North America</p> <p>11: Consequences of Contact</p> <p>12: The Colonies and Their Founding</p> <p>16: Conflicts and Compromise in North America</p> <p>21: The Shot Heard 'Round the World</p> <p>23: Independence and Revolution: The Government</p> <p>24: Independence and Revolution: The People</p> <p>25: Independence and Revolution: The Military</p> <p>26: Outcomes of the American Revolution</p> <p>30: The New Nation</p> <p>31: America on the Move</p>
8.3.5.D	<p>Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States.</p> <ul style="list-style-type: none"> <li>• Ethnicity and race</li> <li>• Working conditions</li> <li>• Immigration</li> <li>• Military conflict</li> <li>• Economic stability</li> </ul>	<p>11: Consequences of Contact</p> <p>12: The Colonies and Their Founding</p> <p>13: Jamestown</p> <p>14: Colonial Life</p> <p>16: Conflicts and Compromise in North America</p> <p>17: Clash of Empires</p> <p>18: Consequences of the French and Indian War</p> <p>19: The Acts of Parliament</p> <p>20: The Actions of the Colonies</p> <p>21: The Shot Heard 'Round the World</p> <p>23: Independence and Revolution: The Government</p> <p>24: Independence and Revolution: The People</p> <p>25: Independence and Revolution: The Military</p> <p>26: Outcomes of the American Revolution</p>
<b>8.4. World History</b>		
8.4.5.A	Compare and contrast common characteristics of the social, political, cultural, and economic groups in world history.	10: The Age of Encounters
8.4.5.B	Illustrate concepts and knowledge of historical documents, artifacts and sites which are critical to World History.	10: The Age of Encounters

Week	Title	Standards Covered
<b>Unit 1: Communities</b>		
1	I Am a Member of a Community	<p>5.2.K.A Identify responsibilities at school</p> <p>5.2.K.C Identify classroom projects/activities that support leadership and service.</p> <p>5.2.K.D Explain responsible classroom behavior.</p>
2	Authority Figures	<p>5.3.K.B Identify the role of adults in authority at home or in school.</p> <p>5.3.K.C Identify roles of firefighters, police officers, and emergency workers.</p>
3	What Are Rules?	<p>5.1.K.A Explain the purpose of rules.</p> <p>5.1.K.B Explain the need for rules.</p>
4	What Are Laws?	<p>5.1.K.A Explain the purpose of rules.</p> <p>5.1.K.B Explain the need for rules.</p> <p>5.1.K.C Define respect for self and others.</p>
<b>Unit 2: Civics and Government</b>		
5	Government	5.3.K.B Identify the role of adults in authority at home or in school.
6	Important Documents	<p>8.3.K.B Identify documents and artifacts important to the classroom community.</p> <p>5.1.K.F Identify significant American holidays and their symbols.</p>
7	Learning and Working Together	<p>5.2.K.A Identify responsibilities at school</p> <p>5.2.K.B Identify a problem and discuss possible solutions.</p> <p>5.2.K.D Explain responsible classroom behavior.</p> <p>5.1.K.E Demonstrate responsibilities in the classroom.</p> <p>5.4.K.A Identify conflict in the classroom.</p> <p>8.2.K.D Demonstrate an understanding of conflict.</p> <p>6.4.K.A Identify the specialized role performed by each member of the family.</p>



Week	Title	Standards Covered
8	Citizens	<p>5.2.K.A Identify responsibilities at school</p> <p>5.2.K.C Identify classroom projects/activities that support leadership and service.</p> <p>5.4.K.B Identify how students can work together.</p>
9	Characteristics of Responsible Citizens	<p>5.2.K.D Explain responsible classroom behavior.</p> <p>8.2.K.A Identify people in authority.</p> <p>5.3.K.F Identify and explain behaviors for responsible classroom citizens.</p>
<b>Unit 3: Symbols and Celebrations</b>		
10	Patriotism	8.3.K.A Identify American people related to national holidays.
11	National Symbols	8.3.K.A Identify American people related to national holidays.
12	National Patriotic Holidays	8.4.K.A Explain how cultures celebrate.
<b>Unit 4: Geography</b>		
13	Map Skills	<p>7.1.K.A Interpret a simple map of a known environment.</p> <p>7.1.K.B Describe the location of places in the home, school, and community to gain an understanding of relative location.</p>
14	Location	<p>7.1.K.A Interpret a simple map of a known environment.</p> <p>7.1.K.B Describe the location of places in the home, school, and community to gain an understanding of relative location.</p>
15	Finding Places Around Me	<p>7.1.K.A Interpret a simple map of a known environment.</p> <p>7.1.K.B Describe the location of places in the home, school, and community to gain an understanding of relative location.</p>
16	Physical Characteristics of a Place	<p>7.2.K.A Describe the characteristics of homes and businesses located in the community to gain an understanding of physical features.</p> <p>7.2.K.B Identify land and water forms</p>
17	Weather	7.3.K.A Describe how weather affects daily life.

Week	Title	Standards Covered
18	Human Characteristics of a Place	7.4.K.A Identify local bodies of water and landforms to gain an understanding of their impact on the local community.
19	My Place on the Map	7.1.K.A Interpret a simple map of a known environment.  7.1.K.B Describe the location of places in the home, school, and community to gain an understanding of relative location.
<b>Unit 5: Time and Chronology</b>		
20	Calendars	8.1.K.A Identify chronological sequence through days, weeks, months, and years (calendar time).
21	Words About Time	8.1.K.A Identify chronological sequence through days, weeks, months, and years (calendar time).
22	Changes Over Time	8.3.K.C Demonstrate an understanding of time order.
<b>Unit 6: History</b>		
23	History	8.1.K.B With guidance and support differentiate facts from opinions as related to an event.  8.1.K.C Explain how to locate information in a source.
24	Life Long Ago and Today	8.3.K.C Demonstrate an understanding of time order.
25	Inventors	8.3.K.A Identify American people related to national holidays.
26	Transportation Over Time	8.3.K.C Demonstrate an understanding of time order.
<b>Unit 7: Culture</b>		
27	Culture	8.4.K.C Identify different celebrations of different cultures from around the world.
28	Holidays Around the World	8.4.K.A Explain how cultures celebrate
<b>Unit 8: Economics</b>		
29	Needs and Wants	6.1.K.B Identify family wants and needs.  6.1.K.C Identify choices to meet needs.

Week	Title	Standards Covered
		6.4.K.D Identify individual wants and needs.
30	Economics	6.2.K.A Identify goods and consumers. 6.3.K.D Identify products produced in the region or state. 6.5.K.C. Identify goods and services provided by local businesses.
31	Jobs	5.3.K.F Identify and explain behaviors for responsible classroom citizens. 6.5.K.A Identify individuals in the community who volunteer.
32	Spending and Saving	6.1.K.D Identify a choice based on family interests. 6.2.K.D Identify currency and how it is used.

Week	Title	Standards Covered
<b>Unit 1: Communities</b>		
1	Community	<p>5.2.1.A Identify and explain the importance of responsibilities at school and at home.</p> <p>5.2.1.C Identify school projects/activities that support leadership and public service.</p> <p>5.2.1.D Explain responsible school behavior.</p> <p>8.4.1.D Describe examples of conflict and cooperation in the classroom community.</p>
2	Authority Figures	<p>5.3.1.D Identify positions of authority in the classroom community.</p> <p>8.2.1.A Identify groups of people who contribute to a community.</p>
3	Rules and Laws	<p>5.1.1.A Explain the purposes of rules in the classroom and school community.</p> <p>5.1.1.B Explain the importance of rules in the classroom.</p> <p>5.2.1.D Explain responsible school behavior.</p> <p>5.1.1.E Describe students' responsibilities in the school and the community.</p>
<b>Unit 2: Civics and Governments</b>		
4	Government	<p>5.3.1.A. Identify the roles of local government. (e.g. fire, police etc)</p> <p>5.3.1.B Identify the services of local government.</p> <p>5.3.1.E Identify situations in the school or community when it is beneficial to have an elected official represent the people.</p> <p>5.3.1.J Describe situations where voting eases conflict</p>
5	Government Services	<p>5.3.1.A. Identify the roles of local government. (e.g. fire, police etc)</p> <p>5.3.1.B Identify the services of local government.</p> <p>5.3.1.C Identify the value of firefighters, police officers and emergency workers in the community.</p> <p>5.3.1.I Provide examples of taxation.</p> <p>8.2.1.A Identify groups of people who contribute to a community.</p>
6	Founders	<p>8.3.1.A Identify Americans who played a significant role in American History.</p>

Week	Title	Standards Covered
		5.1.1.F Identify national symbols.
7	Important Documents	5.1.1.D Explain the importance of written rules and laws. 5.1.1.C Define equality and the need to treat everyone equally.
8	Citizens	5.3.1.F Identify and explain behaviors for responsible classroom citizens and possible consequences for inappropriate actions. 5.2.1.A Identify and explain the importance of responsibilities at school and at home.
9	Characteristics of Responsible Citizens	5.1.1.C Define equality and the need to treat everyone equally. 5.2.1.B Identify a problem and attempt to solve with adult or peer assistance. 5.4.1.A Identify ways to avoid conflict. 5.4.1.B Describe how classrooms can work together. 5.4.1.E Explain how a classroom community reaches compromise
10	Responsible Citizens in History	8.3.1.A Identify Americans who played a significant role in American History.
<b>Unit 3: Symbols and Celebrations</b>		
11	Patriotism	8.2.1 C Identify holiday and cultural celebrations in a community and why they are celebrated.
12	National Patriotic Symbols	8.3.1.B Identify American landmarks and their significance. 8.2.1.B Identify symbols, slogans, or mottos that are representative of the state.
13	National Patriotic Holidays	8.2.1.D Identify historical conflict in the community.
<b>Unit 4: Geography</b>		
14	Map Skills	7.1.1.A Identify geographic tools.
15	Location	7.1.1.A Identify geographic tools. 7.1.1.B Describe places in geographic reference in physical features
16	Physical Characteristics of a Place	7.2.1.A Identify physical characteristics in the community and region. 7.2.1.B Identify the basic physical processes that affect the physical

Week	Title	Standards Covered
		characteristics of a place.
17	Human Characteristics of a Place	7.3.1.A Identify the local climate and how it determines the way people live.
18	Adapting to Our Environment	7.4.1.A Describe how lakes, rivers, and streams impact people.
19	Geography of Our Community	7.4.1.A Describe how lakes, rivers, and streams impact people.
<b>Unit 5: History</b>		
20	Calendars	8.1.1.A Demonstrate an understanding of chronology.
21	Changes Over Time	8.3.1.C Identify examples of change.
22	History	8.1.1.A Demonstrate an understanding of chronology. 8.1.1.C Identify sources of historical information.
23	Life Long Ago and Today	8.1.1.B Identify a problem or dilemma surrounding an event.
24	Communication Over Time	8.3.1.A Identify Americans who played a significant role in American History.
<b>Unit 6: Culture</b>		
25	Culture	8.4.1.A Explain why cultures celebrate.
26	Folktales and Legends	8.4.1.C Identify holidays and ceremonies of selected world cultures.
<b>Unit 7: Economics</b>		
27	Needs and Wants	6.1.1.A Identify scarcity of resources within the family. 6.1.1 B Identify classroom wants and needs. 6.1.1.C Identify choice based on needs versus wants. 6.1.1.D Identify a choice based on classroom interest. 6.4.1.D Describe how individuals differ in their wants and needs and why people buy and sell things.
28	Economics	6.2.1.A Identify goods, consumers and producers. 6.2.1.D Explain the role of money in determining price.

Week	Title	Standards Covered
		6.3.1.A Identify examples of goods and services.
29	Economic Choices	6.1.1.C Identify choice based on needs versus wants. 6.1.1.D Identify a choice based on classroom interest. 6.2.1.G Define an economic system at the individual level.
30	Jobs	6.2.1.E Identify the impact on a community when a business opens. 6.3.1.D Identify products produced in the United States. 6.4.1.A Identify specialization of work in the community. 6.5.1.A Identify different jobs and the purpose of each.
31	Workers Contribute to the Economy	6.3.1.D Identify products produced in the United States. 6.5.1.C. Identify businesses and their corresponding goods and services. 6.5.1.D Identify ways to earn money. 6.5.1.E Describe what tools (tangible assets) are necessary to complete a task. 6.3.1.D Identify products produced in the United States.
32	Spending and Saving	6.4.1.D Describe how individuals differ in their wants and needs and why people buy and sell things. 6.5.1.F Identify buyers and sellers (people) who buy and sell things. 6.5.1.G Explain the need to save money.

Week	Title	Standards Covered
<b>2nd Grade Standards</b>		
1	Sources	8.1.2.B Identify documents relating to an event. 8.1.2.C Apply sources of historical information.
2	Timelines	8.1.2.A Read and interpret information on simple timelines.
3	I Belong to a Community	5.2.2.A Identify and explain the importance of responsibilities at school, at home, and in the community. 5.2.2.C Identify community projects/activities that support leadership and public service. 5.2.2.D Explain responsible community behavior.
4	Rules and Laws	5.1.2.A Explain the purposes of rules and their consequences in the classroom and school community. 5.1.2.B Explain the importance of rules in the classroom and school community. 5.3.2.F Identify and explain behaviors for responsible school citizens and possible consequences for inappropriate action.
5	Principles of Democracy	5.1.2.C Define fairness in working with others. 5.1.2.D Explain why school rules are written and posted. 5.1.2.E Describe citizens' responsibilities to the state of Pennsylvania and to the nation. 5.2.2.B Identify a problem and a probable solution.
6	Important Documents	5.1.2.D Explain why school rules are written and posted. 8.3.2.B Identify American artifacts and their importance in American history.
7	The Purpose of Government	5.3.2.A Identify the role government plays in the community. (e.g., education, transportation) 6.3.2.C Define taxes and who pays them.
8	The Structure of National Government	8.2.2.A Identify historical figures in the local community. 8.2.2.B Identify important buildings, statues, and monuments associated with



Week	Title	Standards Covered
		the state's history.
9	Tribal, State, and Local Government	<p>5.3.2.B Identify local government leaders.</p> <p>5.3.2.C Identify other types of services provided by local government.</p> <p>5.3.2.D Identify positions of authority at school.</p> <p>5.3.2.J Identify the responsibilities of voters after the vote.</p>
10	Government Services	<p>5.3.2.C Identify other types of services provided by local government.</p> <p>5.3.2.I Define taxes and why they are paid.</p> <p>6.3.2.C Define taxes and who pays them.</p>
11	Citizenship	<p>5.1.2.E Describe citizens' responsibilities to the state of Pennsylvania and to the nation.</p> <p>5.3.2.F Identify and explain behaviors for responsible school citizens and possible consequences for inappropriate action.</p>
12	Patriotism	8.4.2.C Identify how cultures have commemorations and remembrances.
13	Patriotic Symbols	<p>8.4.2.A Explain why cultures have commemorations and remembrances.</p> <p>5.1.2.F Identify state symbols.</p>
14	Founders	<p>8.3.2.A Identify groups and organizations and their contributions to the United States.</p> <p>8.3.2.C Identify facts related to how different people describe the same event at different time periods.</p>
15	Memorials and Monuments	<p>8.3.2.A Identify groups and organizations and their contributions to the United States.</p> <p>8.3.2.C Identify facts related to how different people describe the same event at different time periods.</p>
16	Patriotic Holidays	<p>8.3.2.A Identify groups and organizations and their contributions to the United States.</p> <p>8.3.2.D Demonstrate an understanding of how different groups describe the same event or situation.</p>

Week	Title	Standards Covered
17	Map Skills	7.1.2.A Identify how basic geographic tools are used to organize information. 7.1.2.B Describe regions in geographic reference using physical features.
18	Location	7.1.2.A Identify how basic geographic tools are used to organize information. 7.1.2.B Describe regions in geographic reference using physical features.
19	Physical Features of Places	7.2.2.A Identify the physical characteristics of places. 7.2.2.B Identify the basic physical processes that affect the physical characteristics of regions.
20	Human Characteristics of Places	7.3.2.A Identify the effect of local geography on the residents of the region. (e.g., food, clothing, industry, trade, types of shelter, etc.)
21	Humans and the Environment	7.4.2.A Identify how environmental changes can impact people.
22	Movement	7.3.2.A Identify the effect of local geography on the residents of the region. (e.g., food, clothing, industry, trade, types of shelter, etc.)
23	Culture	8.4.2.A Explain why cultures have commemorations and remembrances. 8.4.2.C Identify how cultures have commemorations and remembrances.
24	Regions of the World	7.1.2.A Identify how basic geographic tools are used to organize information. 7.1.2.B Describe regions in geographic reference using physical features.
25	Needs, Wants, and Resources	6.1.2.B Identify community needs and wants.
26	Economic Activity	6.2.2.A Identify goods, services, consumers, and producers in the local community. 6.2.2.B Differentiate between markets and competition.
27	Economic Choices	6.5.2.A Explain how money earned by individuals is used to meet needs and wants. 6.5.2.B Describe how different job skills impact earnings. 6.5.2.G Identify how saving for a purchase occurs over time.

Week	Title	Standards Covered
		<p>6.5.2.H Describe why people save money in the local bank.</p> <p>6.5.2.D Describe money- saving behaviors.</p> <p>6.2.2.A Identify goods, services, consumers, and producers in the local community.</p> <p>6.2.2.B Differentiate between markets and competition.</p> <p>6.2.2.C Define personal choice as related to buying an item.</p> <p>6.2.2.D Explain how demand for a consumer good impacts price.</p>
28	Producers and Consumers	<p>6.3.2.D Identify products produced outside the United States.</p> <p>6.4.2.A Identify local examples of specialization of work.</p> <p>6.5.2.C Describe the roles of local businesses.</p> <p>6.5.2.F Explain the responsibilities of a business owner.</p>
29	Economic Principles	<p>6.2.2.G Identify examples of an economic system.</p> <p>6.4.2.D Identify buyers and sellers and how their wants and needs are addressed.</p> <p>6.4.2.C Identify products that come from many different countries.</p> <p>6.3.2.A. Identify examples of goods and services provided by the private sector.</p>
30	More Economic Principles	<p>6.1.2.A Identify scarcity of resources within the school community.</p> <p>6.1.2.C Explain how choice has consequences.</p> <p>6.1 2.D Identify a choice based on community interest.</p> <p>6.2.2.E Identify the impact on a community when a business closes.</p>
31	Solving Problems in Your Community	<p>8.2.2.D Identify how conflict is impacted by ethnicity and race, working conditions, immigration, military conflict, and economics.</p> <p>8.4.2.A Explain examples of conflict in the community, state, and nation.</p>
32	Historical Figures	<p>8.1.2.A Read and interpret information on simple timelines.</p> <p>8.1.2.B Identify documents relating to an event.</p>

Week	Title	Standards Covered
		8.1.2.C Apply sources of historical information.
33	What is Inquiry?	8.1.2.A Read and interpret information on simple timelines. 8.1.2.B Identify documents relating to an event. 8.1.2.C Apply sources of historical information.
34	Family History Inquiry	8.1.2.A Read and interpret information on simple timelines. 8.1.2.B Identify documents relating to an event. 8.1.2.C Apply sources of historical information.
35	Culture Review	8.1.2.A Read and interpret information on simple timelines. 8.1.2.B Identify documents relating to an event. 8.1.2.C Apply sources of historical information.
36	Family Culture Inquiry	8.1.2.A Read and interpret information on simple timelines. 8.1.2.B Identify documents relating to an event. 8.1.2.C Apply sources of historical information.

Week	Title	Standards Covered
<b>Unit 1: Inquiry</b>		
1	Developing Inquiries	
2	Sources	
3	Examining Evidence and Communicating Conclusions	
4	Taking Action	
5	Engage in Your Own Inquiry	
<b>Unit 2: Geography</b>		
6	Thinking like a geographer	7.1.3.A Identify how basic geographic tools are used to organize and interpret information about people, places, and environment.
7	Map Skills	7.1.3.A Identify how basic geographic tools are used to organize and interpret information about people, places, and environment.
8	Natural Features and Landforms	7.2.3.A Identify the physical characteristics of places and regions.  7.2.3.B Identify the basic physical processes that affect the physical characteristics of places and regions.
9	Natural Features and Landforms: Oceans and Deserts	7.2.3.A Identify the physical characteristics of places and regions.  7.2.3.B Identify the basic physical processes that affect the physical characteristics of places and regions.
10	Regions: Part One	7.1.3.B Identify and locate places and regions as defined by physical and human features.  7.3.3.A Identify the human characteristics of places and regions using the following criteria: <ul style="list-style-type: none"> <li>• Population</li> <li>• Culture</li> <li>• Settlement</li> <li>• Economic activities</li> <li>• Political activities</li> </ul>
11	Regions: Part Two	7.1.3.B Identify and locate places and regions as defined by physical and human features.  7.3.3.A Identify the human characteristics of places and regions using the following criteria: <ul style="list-style-type: none"> <li>• Population</li> <li>• Culture</li> <li>• Settlement</li> <li>• Economic activities</li> <li>• Political activities</li> </ul>

Week	Title	Standards Covered
12	Regions of Pennsylvania	<p>7.1.3.B Identify and locate places and regions as defined by physical and human features.</p> <p>7.3.3.A Identify the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> <li>• Population</li> <li>• Culture</li> <li>• Settlement</li> <li>• Economic activities</li> <li>• Political activities</li> </ul>
13	Human-Environment Interaction	<p>7.4.3.A Identify the effect of the physical systems on people within a community.</p> <p>7.4.3.B Identify the effect of people on the physical systems within a community.</p>
14	Guided Inquiry: Physical and Human Characteristics of Pennsylvania	<p>7.2.3.A Identify the physical characteristics of places and regions.</p> <p>7.3.3.A Identify the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> <li>• Population</li> <li>• Culture</li> <li>• Settlement</li> <li>• Economic activities</li> <li>• Political activities</li> </ul>
<b>Unit 3: Economics</b>		
15	Needs and Wants	<p>6.1.3.A Define scarcity and identify examples of resources, wants and needs.</p> <p>6.1.3.B Identify needs and wants of people. Identify examples of natural human and capital resources.</p>
16	Producers and Consumers	<p>6.1.3.C Explain what is given when making a choice.</p> <p>6.1.3.D Identify reasons why people make a choice.</p> <p>6.2.3.A Identify goods, services, consumers and producers in the local community.</p> <p>6.2.3.B. Identify competing sellers in the local market.</p> <p>6.2.3.C. Identify types of advertising designed to influence personal choice.</p> <p>6.2.3.D. Define price and how prices vary for products.</p> <p>6.2.3.E. Describe the effect of local businesses opening and closing.</p>

Week	Title	Standards Covered
		<p>6.2.3.F. Identify private economic institutions.</p> <p>6.2.3.G. Identify characteristics of the local economy.</p>
17	Government and the Economy	<p>6.3.3.A Identify goods and services provided by the government.</p> <p>6.3.3.B. Identify examples of government involvement in local economic activities.</p> <p>6.3.3.C Define tax and explain the relationship between taxation and government services.</p>
18	Economic Interdependence	<p>6.4.3.A. Identify local examples of specialization and division of labor.</p> <p>6.4.3.B. Identify examples of trade, imports and exports in the local community.</p> <p>6.4.3.C. Intentionally Blank</p> <p>6.4.3.D. Intentionally Blank</p>
19	Personal Finance	<p>6.5.3.A. Explain why people work.</p> <p>6.5.3.B. Identify different occupations.</p> <p>6.5.3.C. Intentionally Blank</p> <p>6.5.3.D Intentionally Blank</p> <p>6.5.3.E. Identify tangible and intangible assets.</p> <p>6.5.3.F Intentionally Blank</p> <p>6.5.3.G Define saving and explain why people save.</p> <p>6.5.3.H Identify the role of banks in our local community.</p>
<b>Unit 4: Civics and Government</b>		
20	The Purpose of Government	<p>5.1.3.A. Explain the purposes of rules, laws, and consequences.</p> <p>5.1.3.B. Explain rules and laws for the classroom, school, and community.</p> <p>5.1.3.C. Define the principles and ideals shaping local government.</p> <ul style="list-style-type: none"> <li>• Liberty /Freedom</li> <li>• Democracy</li> <li>• Justice</li> <li>• Equality</li> </ul> <p>5.1.3.D. Identify key ideas about government found in significant documents;</p>

Week	Title	Standards Covered
		<ul style="list-style-type: none"> <li>• Declaration of Independence</li> <li>• United States Constitution</li> <li>• Bill of Rights</li> <li>• Pennsylvania Constitution</li> </ul> <p>8.3.3.B. Identify and describe historical documents, artifacts and places critical to United States History.</p>
21	Rules and Laws	<p>5.1.3.A. Explain the purposes of rules, laws, and consequences.</p> <p>5.1.3.B. Explain rules and laws for the classroom, school, and community.</p>
22	Rights and Responsibilities of Citizenship	<p>5.2.3.A. Identify personal rights and responsibilities.</p> <p>5.2.3.B. Identify the sources of conflict and disagreement and different ways conflict can be resolved.</p> <p>5.2.3.C. Identify leadership and public service opportunities in the school, community, state, and nation.</p> <p>5.2.3.D. Describe how citizens participate in school and community activities.</p> <p>5.3.3.E Explain the purpose for elections.</p> <p>5.3.3.D. Identify positions of authority at school and community.</p> <p>5.3.3.F. Explain how an action may be just or unjust.</p> <p>5.3.3.G. Identify individual interests and explain ways to influence others.</p>
23	Structures and Functions of Government	<p>5.3.3.A. Identify the roles of the three branches of government.</p> <p>5.3.3.B. Identify how laws are made in the local community.</p> <p>5.3.3.C. Identify services performed by the local governments.</p> <p>5.3.3.H. Intentional Blank</p> <p>5.3.3.I. Intentionally Blank</p> <p>5.3.3.J. Intentionally Blank</p>
24	National and State Symbols and Holidays	5.1.3.F. Identify state symbols, national symbols, and national holidays.
25	International Relationships	<p>5.4 How International Relationships Function</p> <p>5.4.3.A Intentionally blank</p>



Week	Title	Standards Covered
		5.4.3.B Intentionally blank 5.4.3.C Intentionally blank 5.4.3.D Intentionally blank 5.4.3.E Intentionally blank
26	Guided Inquiry: United States–Mexico–Canada Agreement	8.1.3.C. Conduct teacher guided inquiry on assigned topics using specified historical sources.
<b>Unit 5: History</b>		
27	Continuity and Change	8.1 Historical Analysis and Skills Development 8.1.3.A. Identify the difference between past, present and future using timelines and/or other graphic representations. 8.1.3.B. Identify fact, opinion, multiple points of view and primary sources as related to historical events.
28	Pennsylvania History	8.2 Pennsylvania History 8.2.3.A. Identify and describe the social, political, cultural, and economic contributions of individuals and groups from Pennsylvania. 8.2.3.B. Identify historical documents, artifacts and places critical to Pennsylvania history. <ul style="list-style-type: none"> <li>8.2.3.C. Identify and describe how continuity and change have impacted Pennsylvania History.</li> <li>Belief Systems and religions</li> <li>Commerce and industry</li> <li>Technology</li> <li>Politics and government</li> <li>Physical and human geography</li> <li>Social organizations</li> </ul> 8.2.3.D. Identify and describe how conflict and cooperation among groups and organizations have impacted the history and development of Pennsylvania <ul style="list-style-type: none"> <li>Ethnicity and race</li> <li>Working conditions</li> <li>Immigration</li> <li>Military conflict</li> <li>Economic stability</li> </ul>
29	Conflict and Cooperation in Pennsylvania	8.2.3.D. Identify and describe how conflict and cooperation among groups and organizations have impacted the history and development of Pennsylvania

Week	Title	Standards Covered
		<ul style="list-style-type: none"> <li>• Ethnicity and race</li> <li>• Working conditions</li> <li>• Immigration</li> <li>• Military conflict</li> <li>• Economic stability</li> </ul>
30	Westward Expansion	<p>8.3.3.A. Identify and describe the social, political, cultural, and economic contributions of individuals and groups in the United States.</p> <p>8.3.3.C. Identify and describe how continuity and change have impacted United States history.</p> <ul style="list-style-type: none"> <li>• Belief Systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organizations</li> </ul>
31	Conflict and Cooperation in the United States	<p>8.3.3.D. Identify and describe how conflict and cooperation among groups and organizations have impacted the history and development of the US.</p> <ul style="list-style-type: none"> <li>• Ethnicity and race</li> <li>• Working conditions</li> <li>• Immigration</li> <li>• Military conflict</li> <li>• Economic stability</li> </ul>
32	World Communities and Cultures	<p>8.4.3.A. Identify the elements of culture and ethnicity</p> <p>8.4.3.B. Identify the importance of artifacts and sites to different cultures and ethnicities.</p> <p>8.4.3.C. Compare and contrast selected world cultures.</p> <p>8.4.3.D. Identify conflict and cooperation among groups and organizations from around the world.</p>

Week	Title	2002 Standards	2009 Standards
<b>Unit 1: Discovering Pennsylvania</b>			
1	The Natural Wonder of Pennsylvania	<p>7.1.6.A. Describe geographic tools and their uses.</p> <ul style="list-style-type: none"> <li>• Basis on which maps, graphs and diagrams are created</li> <li>• Geographic representations to display spatial information</li> <li>• Mental maps to organize an understanding of the human and physical features of Pennsylvania and the home county</li> <li>• Basic spatial elements for depicting the patterns of physical and human features.</li> </ul> <p>7.1.6.B. Describe and locate places and regions.</p> <ul style="list-style-type: none"> <li>• Coordinate systems (e.g., latitude and longitude, time zones)</li> <li>• Physical features (e.g., Great Lakes, Rocky Mountains, Great Plains)</li> <li>• Human features</li> <li>• Ways in which different people view places and regions (e.g., places to visit or to avoid)</li> <li>• Community connections to other places.</li> </ul> <p>7.2.6.A. Describe the physical characteristics of places and regions.</p> <ul style="list-style-type: none"> <li>• Components of Earth's physical systems (e.g., clouds, storms, relief and elevation [topography], tides, biomes, tectonic plates)</li> <li>• Comparison of the physical characteristics of different places and regions (e.g., soil, vegetation, climate, topography)</li> <li>• Climate types (e.g., marine west coast, humid continental, tropical wet and dry)</li> </ul> <p>7.2.6.B. Describe the physical processes that shape patterns on Earth's surface.</p> <ul style="list-style-type: none"> <li>• Earth-sun relationships (i.e., differences between equinoxes and solstices, reasons they occur and their relationship to latitude)</li> <li>• Climate influences (e.g., elevation, latitude, nearby ocean currents)</li> <li>• Climate change, (e.g., global warming/cooling, desertification, glaciations)</li> <li>• Plate tectonics</li> <li>• Hydrologic cycle</li> </ul> <p>7.3.6.D. Describe the human characteristics of places and regions by their economic activities.</p>	<p>7.1.4.A. Describe how common geographic tools are used to organize and interpret information about people, places, and environment.</p> <p>7.1.4.B. Describe and locate places and regions as defined by physical and human features.</p> <p>7.2.4.A. Identify the physical characteristics of places and regions.</p> <p>7.2.4.B. Identify the basic physical processes that affect the physical characteristics of places and regions.</p> <p>8.2.4.A. Differentiate common characteristics of the social, political, cultural, and economic groups from Pennsylvania.</p> <p>8.2.4.B. Locate historical documents, artifacts, and places critical to Pennsylvania history.</p>

Week	Title	2002 Standards	2009 Standards
		<ul style="list-style-type: none"> <li>• Spatial distribution of economic activities in the local area (e.g., patterns of agriculture, forestry, mining, retailing, manufacturing, services)</li> <li>• 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)</li> <li>• Spatial distribution of resources and their relationship to population distribution</li> <li>• Historical settlement patterns and natural resource use (e.g., waterpower sites along the Fall Line)</li> </ul> <p>8.2.6.A.</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"> <li>• Inhabitants (e.g., Native Americans, Europeans, Africans)</li> <li>• Military Leaders (e.g., Anthony Wayne, = Oliver H. Perry, John Muhlenberg)</li> <li>• Political Leaders (e.g., William Penn, Hannah Penn, Benjamin Franklin)</li> <li>• Cultural and Commercial Leaders (e.g., Robert Morris, John Bartram, Albert Gallatin)</li> <li>• Innovators and Reformers (e.g., Society of Friends, Richard Allen, Sybilla Masters)</li> </ul> <p>8.2.6.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"> <li>• Documents, Writings and Oral Traditions (e.g., Charter of Privileges, The Gradual Abolition of Slavery Act of 1780, Letters from a Pennsylvania Farmer)</li> <li>• Artifacts, Architecture and Historic Places (e.g., Conestoga Wagon, Pennsylvania rifle, Brig Niagara)</li> </ul>	
2	The People of Pennsylvania	<p>7.1.6.A. Describe geographic tools and their uses.</p> <ul style="list-style-type: none"> <li>• Basis on which maps, graphs and diagrams are created</li> <li>• Aerial and other photographs</li> <li>• Geographic representations to display spatial information</li> <li>• Mental maps to organize an understanding of the human and physical features of Pennsylvania and the home county</li> </ul>	<p>7.1.4.A. Describe how common geographic tools are used to organize and interpret information about people, places, and environment.</p> <p>7.1.4.B. Describe and locate places and regions as defined by physical and human features.</p>

Week	Title	2002 Standards	2009 Standards
		<ul style="list-style-type: none"> <li>• Basic spatial elements for depicting the patterns of physical and human features.</li> </ul> <p>7.3.6.A. Describe the human characteristics of places and regions by their population characteristics.</p> <ul style="list-style-type: none"> <li>• Spatial distribution, size, density and demographic characteristics of population at the county and state level.</li> <li>• Causes of human movement</li> </ul> <p>7.3.6.B. Describe the human characteristics of places and regions by their cultural characteristics.</p> <ul style="list-style-type: none"> <li>• Ethnicity of people at the county and state levels (e.g., customs, celebrations, languages)</li> <li>• Spatial arrangement of cultures creates distinctive landscapes (e.g., cultural regions based on languages, customs, religion, building styles as in the Pennsylvania German region)</li> </ul> <p>7.3.6.C. Describe the human characteristics of places and regions by their settlement characteristics.</p> <ul style="list-style-type: none"> <li>• Current and past settlement patterns in the local area</li> <li>• Factors that affect the growth and decline of settlements (e.g., immigration, transportation development, depletion of natural resources, site and situation)</li> </ul> <p>7.3.6.D. Describe the human characteristics of places and regions by their economic activities.</p> <ul style="list-style-type: none"> <li>• Spatial distribution of economic activities in the local area (e.g., patterns of agriculture, forestry, mining, retailing, manufacturing, services)</li> <li>• 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)</li> <li>• Spatial distribution of resources and their relationship to population distribution</li> <li>• Historical settlement patterns and natural resource use (e.g., waterpower sites along the Fall Line)</li> </ul> <p>8.1.6.A. Understand chronological thinking and distinguish between past, present and future time.</p> <ul style="list-style-type: none"> <li>• Calendar time</li> </ul>	<p>7.2.4.A. Identify the physical characteristics of places and regions.</p> <p>7.2.4.B. Identify the basic physical processes that affect the physical characteristics of places and regions.</p> <p>8.1.4.A. Identify and describe how geography and climate have influenced continuity and change over time.</p> <p>8.1.4.B. Distinguish between fact and opinion from multiple points of view, and primary sources as related to historical events.</p> <p>8.2.4.A. Differentiate common characteristics of the social, political, cultural, and economic groups from Pennsylvania.</p> <p>8.2.4.B. Locate historical documents, artifacts, and places critical to Pennsylvania history.</p>

Week	Title	2002 Standards	2009 Standards
		<ul style="list-style-type: none"> <li>• Time lines</li> <li>• People and events in time</li> <li>• Patterns of continuity and change</li> <li>• Sequential order</li> <li>• Context for events</li> </ul> <p>8.1.6.B. Explain and analyze historical sources.</p> <ul style="list-style-type: none"> <li>• Literal meaning of a historical passage</li> <li>• Data in historical and contemporary maps, graphs and tables</li> <li>• Author or historical source</li> <li>• Multiple historical perspectives</li> <li>• Visual evidence</li> <li>• Mathematical data from graphs and tables</li> </ul> <p>8.1.6. D. Describe and explain historical research.</p> <ul style="list-style-type: none"> <li>• Historical events (time and place)</li> <li>• Facts, folklore and fiction</li> <li>• Historical questions</li> <li>• Primary sources</li> <li>• Secondary sources</li> <li>• Conclusions (e.g., simulations, group projects, skits and plays)</li> </ul> <p>8.2.6.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"> <li>• Inhabitants (e.g., Native Americans, Europeans, Africans)</li> <li>• Military Leaders (e.g., Anthony Wayne, = Oliver H. Perry, John Muhlenberg)</li> <li>• Political Leaders (e.g., William Penn, Hannah Penn, Benjamin Franklin)</li> <li>• Cultural and Commercial Leaders (e.g., Robert Morris, John Bartram, Albert Gallatin)</li> <li>• Innovators and Reformers (e.g., Society of Friends, Richard Allen, Sybilla Masters)</li> </ul> <p>8.2.6.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"> <li>• Documents, Writings and Oral Traditions (e.g., Charter of Privileges, The Gradual Abolition of Slavery Act of 1780, Letters from a Pennsylvania Farmer)</li> <li>• Artifacts, Architecture and Historic Places (e.g., Conestoga Wagon, Pennsylvania rifle, Brig Niagara)</li> </ul>	

Week	Title	2002 Standards	2009 Standards
3	Goods Services and Markets	<p>6.1.6.A. Describe and identify the characteristics of traditional, command and market systems.</p> <p>6.2.6.A. Describe market transactions in terms of goods, services, consumers and producers.</p> <p>6.2.6.B. Describe the costs and benefits of competition to consumers in markets.</p> <p>6.2.6.C Explain the function of money and its use in society.</p> <p>6.2.6.E Explain how the interaction of buyers and sellers determines prices and quantities exchanged.</p> <p>7.1.6.B. Describe and locate places and regions.</p> <p>7.3.6.C. Describe the human characteristics of places and regions by their settlement characteristics.</p> <ul style="list-style-type: none"> <li>• Current and past settlement patterns in the local area</li> <li>• Factors that affect the growth and decline of settlements (e.g., immigration, transportation development, depletion of natural resources, site and situation)</li> </ul> <p>7.3.6.D. Describe the human characteristics of places and regions by their economic activities.</p> <ul style="list-style-type: none"> <li>• Spatial distribution of economic activities in the local area (e.g., patterns of agriculture, forestry, mining, retailing, manufacturing, services)</li> <li>• 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)</li> <li>• Spatial distribution of resources and their relationship to population distribution and Historical settlement patterns and natural resource use (e.g., waterpower sites along the Fall Line)</li> </ul> <p>Natural resource-based industries (e.g., agriculture, mining, fishing, forestry)</p> <p>8.1.6.A Understand chronological thinking and distinguish between past, present and future time.</p> <ul style="list-style-type: none"> <li>• Calendar time</li> </ul>	<p>6.1.4.B. Recognize the difference between basic needs and wants.</p> <p>Explain the role of producers in making goods and providing services.</p> <p>6.2.4.A. Explain how a product moves from production to consumption.</p> <p>6.2.4.B. Determine how sellers compete with one another.</p> <p>6.2.4.D. Explain the role of buyers and sellers in determining prices of products.</p> <p>6.2.4.G. Explain the three basic questions all economic systems must answer. • What to produce? • How? • For whom?</p> <p>7.1.4.B. Describe and locate places and regions as defined by physical and human features.</p> <p>7.3.4.A. Identify the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> <li>• Population</li> <li>• Culture</li> <li>• Settlement</li> <li>• Economic activities</li> <li>• Political activities</li> </ul> <p>8.1.4.A. Identify and describe how geography and climate have influenced continuity and change over time.</p> <p>8.1.4.B. Distinguish between fact and opinion from multiple points of view, and primary sources as related to historical events.</p> <p>8.2.4.A. Differentiate common characteristics of the social, political, cultural, and economic groups from Pennsylvania.</p> <p>8.2.4.B. Locate historical documents, artifacts, and places critical to Pennsylvania history.</p>



Week	Title	2002 Standards	2009 Standards
		<ul style="list-style-type: none"> <li>• Time lines</li> <li>• People and events in time</li> <li>• Patterns of continuity and change</li> <li>• Sequential order</li> <li>• Context for events</li> </ul> <p>8.2.6.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"> <li>• Documents, Writings and Oral Traditions (e.g., Charter of Privileges, The Gradual Abolition of Slavery Act of 1780, Letters from a Pennsylvania Farmer)</li> <li>• Artifacts, Architecture and Historic Places (e.g., Conestoga Wagon, Pennsylvania rifle, Brig Niagara)</li> </ul> <p>8.2.C Identify and explain how continuity and change have influenced Pennsylvania history from the Beginnings to 1824.</p> <ul style="list-style-type: none"> <li>• Belief Systems and Religions (e.g., Native Americans, Quakers)</li> <li>• Commerce and Industry (e.g., iron production, sailing, fur trade)</li> <li>• Innovations (e.g., steam boat, Conestoga Wagon)</li> <li>• Politics (e.g., The Mason-Dixon Line, Pennsylvania's acquisition and detachment of the "lower three counties," movements of State capital)</li> <li>• Settlement Patterns (e.g., native settlements, Westward expansion, development of towns)</li> <li>• Social Organization (e.g., trade and development of cash economy, African Methodist Episcopal Church founded, schools in the colony)</li> <li>• Transportation (e.g., trade routes, turnpikes, post roads)</li> <li>• Women's Movement (e.g., voting qualifications, role models)</li> </ul>	
4	Government, Rules, and Laws	<p>5.1.6.A.Explain the purpose of government.</p> <p>5.1.6.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.</p> <p>5.1.6.D Explain the basic principles and ideals within documents of Pennsylvania government.</p>	<p>5.1.4.A Examine school rules and consequences.</p> <p>5.1.4.B. Explain rules and laws for the classroom, school, community, and state.</p> <p>5.1.4.C. Explain the principles and ideals shaping local and state government.</p> <ul style="list-style-type: none"> <li>• Liberty / Freedom</li> <li>• Democracy</li> </ul>



Week	Title	2002 Standards	2009 Standards
		<ul style="list-style-type: none"> <li>• Charter of 1681• Charter of Privileges</li> <li>• Pennsylvania Constitution• Pennsylvania Declaration of Rights</li> </ul> <p>5.1.6.C.Describe the principles and ideals shaping government.</p> <ul style="list-style-type: none"> <li>• Equality</li> <li>• Majority rule/Minority rights</li> <li>• Popular sovereignty</li> <li>• Privacy</li> <li>• Checks and balances</li> <li>• Separation of powers</li> </ul> <p>5.1.6.D Explain the basic principles and ideals within documents of Pennsylvania government.</p> <ul style="list-style-type: none"> <li>• Charter of 1681</li> <li>• Charter of Privileges</li> <li>• Pennsylvania Constitution</li> <li>• Pennsylvania Declaration of Rights</li> </ul> <p>5.1.6.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.</p> <p>5.1.6.H. Describe the roles played by the framers of the basic documents of governments of Pennsylvania and the United States.</p> <p>5.1.6.J Describe how the government protects individual and property rights and promotes the common good.</p> <p>5.1.6.L Explain the role of courts in resolving conflicts involving the principles and ideals of government.</p> <ul style="list-style-type: none"> <li>• Local• State• Federal</li> </ul> <p>5.2.6.B Explain the relationship between rights and responsibilities.</p> <p>5.2.6.C Explain ways citizens resolve conflicts in society and government.</p> <p>5.2.6.D Describe the importance of political leadership and public service.</p> <p>5.2.6.E Identify examples of the rights and responsibilities of citizenship.</p>	<ul style="list-style-type: none"> <li>• Justice</li> <li>• Equality</li> </ul> <p>5.1.4.D Identify key ideas about government found in significant documents:</p> <ul style="list-style-type: none"> <li>• Declaration of Independence</li> <li>• United States Constitution</li> <li>• Bill of Rights</li> <li>• Pennsylvania Constitution.</li> </ul> <p>5.1.4.F. Identify state symbols,national symbols, and national holidays.</p> <p>5.2.4.A. Identify individual rights and needs and the rights and needs of others in the classroom, school, and community.</p> <p>5.2.4.B. Describe the sources of conflict and disagreement and different ways conflict can be resolved.</p> <p>5.2.4.C. Describe the roles of leadership and public service in school, community, state, and nation.</p> <p>5.2.4.D. Describe how citizens participate in school and community activities.</p> <p>5.3.4.A. Identify the roles of the three branches of government.</p> <p>5.3.4.B. Describe how the elected representative bodies function in making local and state laws.</p> <p>5.3.4.C. Identify the services performed by local and state governments.</p> <p>5.3.4.D. Identify positions of authority at the local and state, and national level.</p> <p>5.3.4.E. Explain the voting process.</p> <p>5.3.5.F. Examine different ways conflicts can be resolved.</p> <p>6.3.4.C. Explore ways in which tax revenues are used in the local community.</p> <p>7.3.4.A. Identify the human characteristics of places and regions using the following criteria:</p>



# Pennsylvania Social Studies

## SCOPE & SEQUENCE

4

Week	Title	2002 Standards	2009 Standards
		<p>5.2.6.F Describe the impact of the consequences of violating rules and laws in a civil society.</p> <p>5.3.6.A Compare the structure, organization and operation of local, state and national governments.</p> <p>5.3.6.C Explain how government actions affect citizens' daily lives.</p> <p>5.3.6.D Describe how local, state and national governments implement their services.</p> <p>5.3.6.E Identify major leaders of local, state and national governments, their primary duties and their political party affiliation.</p> <p>5.3.6.F Describe the voting process.</p> <ul style="list-style-type: none"> <li>• Pennsylvania</li> <li>• United States</li> </ul> <p>5.3.6.I Describe why and how government raises money to pay for its operations and services.</p> <p>5.2.6.A Compare rights and responsibilities of citizenship.</p> <ul style="list-style-type: none"> <li>• Political rights</li> <li>• Economic rights</li> <li>• Personal responsibilities of the individual and to society</li> <li>• Civic responsibilities of the individual and to society</li> <li>• Traits of character of individuals and to a republican form of government</li> </ul> <p>7.3.6.E. Describe the human characteristics of places and regions by their political activities.</p> <ul style="list-style-type: none"> <li>• Spatial pattern of political units in Pennsylvania</li> <li>• Functions of political units (e.g., counties, municipalities, townships, school districts, PA General Assembly districts (House and Senate), U.S. Congressional districts, states</li> </ul>	<ul style="list-style-type: none"> <li>• Population</li> <li>• Culture</li> <li>• Settlement</li> <li>• Economic activities</li> <li>• Political activities</li> </ul>
Unit 2: Creating Pennsylvania			

Week	Title	2002 Standards	2009 Standards
5	Philadelphia	<p>5.1.6.C. Describe the principles and ideals shaping government.</p> <ul style="list-style-type: none"> <li>• Equality</li> <li>• Majority rule/Minority rights</li> <li>• Popular sovereignty</li> <li>• Privacy</li> <li>• Checks and balances</li> <li>• Separation of powers</li> </ul> <p>5.1.6.D Explain the basic principles and ideals within documents of Pennsylvania government.</p> <ul style="list-style-type: none"> <li>• Charter of 1681</li> <li>• Charter of Privileges</li> <li>• Pennsylvania Constitution</li> <li>• Pennsylvania Declaration of Rights</li> </ul> <p>7.3.6.A. Describe the human characteristics of places and regions by their population characteristics.</p> <ul style="list-style-type: none"> <li>• Spatial distribution, size, density and demographic characteristics of population at the county and state level.</li> <li>• Causes of human movement</li> </ul> <p>7.3.6.B. Describe the human characteristics of places and regions by their cultural characteristics.</p> <ul style="list-style-type: none"> <li>• Ethnicity of people at the county and state levels (e.g., customs, celebrations, languages)</li> <li>• Spatial arrangement of cultures creates distinctive landscapes (e.g., cultural regions based on languages, customs, religion, building styles as in the Pennsylvania German region)</li> </ul> <p>7.3.6.C. Describe the human characteristics of places and regions by their settlement characteristics.</p> <ul style="list-style-type: none"> <li>• Current and past settlement patterns in the local area</li> <li>• Factors that affect the growth and decline of settlements (e.g., immigration, transportation development, depletion of natural resources, site and situation)</li> </ul> <p>7.3.6.D. Describe the human characteristics of places and regions by their economic activities.</p> <ul style="list-style-type: none"> <li>• Spatial distribution of economic activities in the local area (e.g., patterns of agriculture, forestry, mining, retailing, manufacturing, services)</li> </ul>	<p>5.1.4.C. Explain the principles and ideals shaping local and state government.</p> <ul style="list-style-type: none"> <li>• Liberty / Freedom</li> <li>• Democracy</li> <li>• Justice</li> <li>• Equality</li> </ul> <p>7.3.4.A. Identify the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> <li>• Population</li> <li>• Culture</li> <li>• Settlement</li> <li>• Economic activities</li> <li>• Political activities</li> </ul> <p>8.1.4.A. Identify and describe how geography and climate have influenced continuity and change over time.</p> <p>8.1.4.B. Distinguish between fact and opinion from multiple points of view, and primary sources as related to historical events.</p> <p>8.2.4.A. Differentiate common characteristics of the social, political, cultural, and economic groups from Pennsylvania.</p> <p>8.2.4.B. Locate historical documents, artifacts, and places critical to Pennsylvania history.</p> <p>8.2.4.C. Explain how continuity and change in Pennsylvania history have influenced personal development and identity.</p> <ul style="list-style-type: none"> <li>• Belief systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organizations</li> </ul> <p>8.2.5.D. Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of Pennsylvania for responding to individual and community needs.</p> <ul style="list-style-type: none"> <li>• Ethnicity and race</li> <li>• Working conditions</li> <li>• Immigration</li> <li>• Military conflict</li> <li>• Economic stability</li> </ul>

Week	Title	2002 Standards	2009 Standards
		<ul style="list-style-type: none"> <li>• 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)</li> <li>• Spatial distribution of resources and their relationship to population distribution</li> <li>• Historical settlement patterns and natural resource use (e.g., waterpower sites along the Fall Line)</li> </ul> <p>7.3.6.E. Describe the human characteristics of places and regions by their political activities.</p> <ul style="list-style-type: none"> <li>• Spatial pattern of political units in Pennsylvania</li> <li>• Functions of political units (e.g., counties, municipalities, townships, school districts, PA General Assembly districts (House and Senate), U.S. Congressional districts, states)</li> </ul> <p>8.1.6.A Understand chronological thinking and distinguish between past, present and future time.</p> <ul style="list-style-type: none"> <li>• Calendar time</li> <li>• Time lines</li> <li>• People and events in time</li> <li>• Patterns of continuity and change</li> <li>• Sequential order</li> <li>• Context for events</li> </ul> <p>8.1.6.B Explain and analyze historical sources.</p> <ul style="list-style-type: none"> <li>• Literal meaning of a historical passage</li> <li>• Data in historical and contemporary maps, graphs and tables</li> <li>• Author or historical source</li> <li>• Multiple historical perspectives</li> <li>• Visual evidence</li> <li>• Mathematical data from graphs and tables</li> </ul> <p>8.2.6.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"> <li>• Inhabitants (e.g., Native Americans, Europeans, Africans)</li> <li>• Military Leaders (e.g., Anthony Wayne, = Oliver H. Perry, John Muhlenberg)</li> <li>• Political Leaders (e.g., William Penn, Hannah Penn, Benjamin Franklin)</li> <li>• Cultural and Commercial Leaders (e.g., Robert Morris, John Bartram, Albert Gallatin)</li> </ul>	

Week	Title	2002 Standards	2009 Standards
		<ul style="list-style-type: none"> <li>• Innovators and Reformers (e.g., Society of Friends, Richard Allen, Sybilla Masters)</li> </ul> <p>8.2.6.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"> <li>• Documents, Writings and Oral Traditions (e.g., Charter of Privileges, The Gradual Abolition of Slavery Act of 1780, Letters from a Pennsylvania Farmer)</li> <li>• Artifacts, Architecture and Historic Places (e.g., Conestoga Wagon, Pennsylvania rifle, Brig Niagara)</li> </ul> <p>8.2.6.C Identify and explain how continuity and change have influenced Pennsylvania history from the Beginnings to 1824.</p> <ul style="list-style-type: none"> <li>• Belief Systems and Religions (e.g., Native Americans, Quakers)</li> <li>• Commerce and Industry (e.g., iron production, sailing, fur trade)</li> <li>• Innovations (e.g., steam boat, Conestoga Wagon)</li> <li>• Politics (e.g., The Mason-Dixon Line, Pennsylvania's acquisition and detachment of the "lower three counties," movements of State capital)</li> <li>• Settlement Patterns (e.g., native settlements, Westward expansion, development of towns)</li> <li>• Social Organization (e.g., trade and development of cash economy, African Methodist Episcopal Church founded, schools in the colony)</li> <li>• Transportation (e.g., trade routes, turnpikes, post roads)</li> <li>• Women's Movement (e.g., voting qualifications, role models)</li> </ul> <p>8.2.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"> <li>• Domestic Instability (e.g., religious diversity, toleration and conflicts, incursion of the Iroquois)</li> <li>• Ethnic and Racial Relations (e.g., Penn's Treaties with Indians, the Underground Railroad, the abolition of slavery)</li> <li>• Labor Relations (e.g., indentured servants, working conditions)</li> <li>• Immigration (e.g., Germans, Irish)</li> </ul>	

Week	Title	2002 Standards	2009 Standards
		<ul style="list-style-type: none"> <li>• Military Conflicts (e.g., Dutch, Swedish and English struggle for control of land, Wyoming Massacre, The Whiskey Rebellion)</li> </ul>	
6	French and Indian War in Pennsylvania	<p>6.4.6 D Explain how the location of resources, transportation and communication networks and technology have affected Pennsylvania economic patterns.</p> <ul style="list-style-type: none"> <li>• Agriculture (e.g., farms)</li> <li>• Forestry (e.g., logging)</li> <li>• Mining and mineral extraction (e.g., coal fields)</li> <li>• Manufacturing (e.g., steel mills)</li> <li>• Wholesale and retail (e.g., super stores, internet)</li> </ul> <p>7.2.6.A. Describe the physical characteristics of places and regions.</p> <ul style="list-style-type: none"> <li>• Components of Earth's physical systems (e.g., clouds, storms, relief and elevation [topography], tides, biomes, tectonic plates)</li> <li>• Comparison of the physical characteristics of different places and regions (e.g., soil, vegetation, climate, topography)</li> <li>• Climate types (e.g., marine west coast, humid continental, tropical wet and dry)</li> </ul> <p>7.3.6.E. Describe the human characteristics of places and regions by their political activities.</p> <ul style="list-style-type: none"> <li>• Spatial pattern of political units in Pennsylvania</li> <li>• Functions of political units (e.g., counties, municipalities, townships, school districts, PA General Assembly districts (House and Senate), U.S. Congressional districts, states)</li> </ul> <p>8.1.6.A Understand chronological thinking and distinguish between past, present and future time.</p> <ul style="list-style-type: none"> <li>• Calendar time</li> <li>• Time lines</li> <li>• People and events in time</li> <li>• Patterns of continuity and change</li> <li>• Sequential order</li> <li>• Context for events</li> </ul> <p>8.1.6.B Explain and analyze historical sources.</p> <ul style="list-style-type: none"> <li>• Literal meaning of a historical passage</li> <li>• Data in historical and contemporary maps, graphs and tables</li> <li>• Author or historical source</li> <li>• Multiple historical perspectives</li> </ul>	<p>6.4.5.D. Identify various economic and noneconomic organizations that contribute to interaction among individuals and nations.</p> <p>7.2.4.A. Identify the physical characteristics of places and regions.</p> <p>7.3.4.A. Identify the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> <li>• Population</li> <li>• Culture</li> <li>• Settlement</li> <li>• Economic activities</li> <li>• Political activities</li> </ul> <p>8.1.4.A. Identify and describe how geography and climate have influenced continuity and change over time.</p> <p>8.1.4.B. Distinguish between fact and opinion from multiple points of view, and primary sources as related to historical events.</p> <p>8.2.4.A. Differentiate common characteristics of the social, political, cultural, and economic groups from Pennsylvania.</p> <p>8.2.4.B. Locate historical documents, artifacts, and places critical to Pennsylvania history.</p> <p>8.2.4.C. Explain how continuity and change in Pennsylvania history have influenced personal development and identity.</p> <ul style="list-style-type: none"> <li>• Belief systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organizations</li> </ul> <p>8.2.5.D. Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of Pennsylvania for responding to individual and community needs.</p>

Week	Title	2002 Standards	2009 Standards
		<ul style="list-style-type: none"> <li>• Visual evidence</li> <li>• Mathematical data from graphs and tables</li> </ul> <p>8.1.6.C Explain the fundamentals of historical interpretation.</p> <ul style="list-style-type: none"> <li>• Difference between fact and opinion</li> <li>• Multiple points of view</li> <li>• Illustrations in historical stories</li> <li>• Causes and results</li> <li>• Author or source of historical narratives</li> </ul> <p>8.1.6.Describe and explain historical research.</p> <ul style="list-style-type: none"> <li>• Historical events (time and place)</li> <li>• Facts, folklore and fiction</li> <li>• Historical questions</li> <li>• Primary sources</li> <li>• Secondary sources</li> <li>• Conclusions (e.g., simulations, group projects, skits and plays)</li> </ul> <p>8.2.6.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"> <li>• Inhabitants (e.g., Native Americans, Europeans, Africans)</li> <li>• Military Leaders (e.g., Anthony Wayne, = Oliver H. Perry, John Muhlenberg)</li> <li>• Political Leaders (e.g., William Penn, Hannah Penn, Benjamin Franklin)</li> <li>• Cultural and Commercial Leaders (e.g., Robert Morris, John Bartram, Albert Gallatin)</li> <li>• Innovators and Reformers (e.g., Society of Friends, Richard Allen, Sybilla Masters)</li> </ul> <p>8.2.6.B Identify and explain primary documents, material artifacts and historic sites important in Pennsylvania history from Beginnings to 1824.</p> <p>8.2.6.C Identify and explain how continuity and change have influenced Pennsylvania history from the Beginnings to 1824.</p> <ul style="list-style-type: none"> <li>• Belief Systems and Religions (e.g., Native Americans, Quakers)</li> <li>• Commerce and Industry (e.g., iron production, sailing, fur trade)</li> <li>• Innovations (e.g., steam boat, Conestoga Wagon)</li> <li>• Politics (e.g., The Mason-Dixon Line, Pennsylvania's acquisition and detachment of the</li> </ul>	<ul style="list-style-type: none"> <li>• Ethnicity and race</li> <li>• Working conditions</li> <li>• Immigration</li> <li>• Military conflict</li> <li>• Economic stability</li> </ul>



Week	Title	2002 Standards	2009 Standards
		<p>“lower three counties,” movements of State capital)</p> <ul style="list-style-type: none"> <li>• Settlement Patterns (e.g., native settlements, Westward expansion, development of towns)</li> <li>• Social Organization (e.g., trade and development of cash economy, African Methodist Episcopal Church founded, schools in the colony)</li> <li>• Transportation (e.g., trade routes, turnpikes, post roads)</li> <li>• Women’s Movement (e.g., voting qualifications, role models)</li> </ul>	
7	Revolution	<p>5.1.6.A.Explain the purpose of government.</p> <p>5.1.6.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).</p> <p>5.1.6.D. Explain the basic principles and ideals within documents and the roles played by the framers as found in significant documents:</p> <ul style="list-style-type: none"> <li>• Declaration of Independence</li> <li>• United States Constitution</li> <li>• Bill of Rights</li> <li>• Pennsylvania Constitution</li> </ul> <p>5.1.6.H. Describe the roles played by the framers of the basic documents of governments of Pennsylvania and the United States.</p> <p>5.3.6.J Describe the influence of media in reporting issues.</p> <p>7.3.6.E. Describe the human characteristics of places and regions by their political activities.</p> <ul style="list-style-type: none"> <li>• Spatial pattern of political units in Pennsylvania</li> <li>• Functions of political units (e.g., counties, municipalities, townships, school districts, PA General Assembly districts (House and Senate), U.S. Congressional districts, states.</li> </ul> <p>8.1.6.A Understand chronological thinking and distinguish between past, present and future time.</p> <ul style="list-style-type: none"> <li>• Calendar time</li> <li>• Time lines</li> <li>• People and events in time</li> <li>• Patterns of continuity and change</li> </ul>	<p>5.1.4.C. Explain the principles and ideals shaping local and state government.</p> <ul style="list-style-type: none"> <li>• Liberty / Freedom</li> <li>• Democracy</li> <li>• Justice</li> <li>• Equality</li> </ul> <p>5.1.4.D Identify key ideas about government found in significant documents:</p> <ul style="list-style-type: none"> <li>• Declaration of Independence</li> <li>• United States Constitution</li> <li>• Bill of Rights</li> <li>• Pennsylvania Constitution</li> </ul> <p>7.3.4.A. Identify the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> <li>• Population</li> <li>• Culture</li> <li>• Settlement</li> <li>• Economic activities</li> <li>• Political activities</li> </ul> <p>8.1.4.A. Identify and describe how geography and climate have influenced continuity and change over time.</p> <p>8.1.4.B. Distinguish between fact and opinion from multiple points of view, and primary sources as related to historical events.</p> <p>8.2.4.A. Differentiate common characteristics of the social, political, cultural, and economic groups from Pennsylvania.</p> <p>8.2.4.B. Locate historical documents, artifacts, and places critical to Pennsylvania history.</p>



Week	Title	2002 Standards	2009 Standards
		<ul style="list-style-type: none"> <li>• Sequential order</li> <li>• Context for events</li> </ul> <p>8.1.6.B Explain and analyze historical sources.</p> <ul style="list-style-type: none"> <li>• Literal meaning of a historical passage</li> <li>• Data in historical and contemporary maps, graphs and tables</li> <li>• Author or historical source</li> <li>• Multiple historical perspectives</li> <li>• Visual evidence</li> <li>• Mathematical data from graphs and tables</li> </ul> <p>8.1.6.C Explain the fundamentals of historical interpretation.</p> <ul style="list-style-type: none"> <li>• Difference between fact and opinion</li> <li>• Multiple points of view</li> <li>• Illustrations in historical stories</li> <li>• Causes and results</li> <li>• Author or source of historical narratives</li> </ul> <p>8.1.6.D Describe and explain historical research.</p> <ul style="list-style-type: none"> <li>• Historical events (time and place)</li> <li>• Facts, folklore and fiction</li> <li>• Historical questions</li> <li>• Primary sources</li> <li>• Secondary sources</li> <li>• Conclusions (e.g., simulations, group projects, skits and plays)</li> </ul> <p>8.2.6.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"> <li>• Inhabitants (e.g., Native Americans, Europeans, Africans)</li> <li>• Military Leaders (e.g., Anthony Wayne, = Oliver H. Perry, John Muhlenberg)</li> <li>• Political Leaders (e.g., William Penn, Hannah Penn, Benjamin Franklin)</li> <li>• Cultural and Commercial Leaders (e.g., Robert Morris, John Bartram, Albert Gallatin)</li> <li>• Innovators and Reformers (e.g., Society of Friends, Richard Allen, Sybilla Masters)</li> </ul> <p>8.2.6.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"> <li>• Documents, Writings and Oral Traditions (e.g., Charter of Privileges, The Gradual Abolition of</li> </ul>	<p>8.2.4.C. Explain how continuity and change in Pennsylvania history have influenced personal development and identity.</p> <ul style="list-style-type: none"> <li>• Belief systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organizations</li> </ul> <p>8.2.5.D. Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of Pennsylvania for responding to individual and community needs.</p> <ul style="list-style-type: none"> <li>• Ethnicity and race</li> <li>• Working conditions</li> <li>• Immigration</li> <li>• Military conflict</li> <li>• Economic stability</li> </ul>

Week	Title	2002 Standards	2009 Standards
		<p>Slavery Act of 1780, Letters from a Pennsylvania Farmer)</p> <ul style="list-style-type: none"> <li>• Artifacts, Architecture and Historic Places (e.g., Conestoga Wagon, Pennsylvania rifle, Brig Niagara)</li> </ul> <p>8.2.6.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"> <li>• Domestic Instability (e.g., religious diversity, toleration and conflicts, incursion of the Iroquois)</li> <li>• Ethnic and Racial Relations (e.g., Penn's Treaties with Indians, the Underground Railroad, the abolition of slavery)</li> <li>• Labor Relations (e.g., indentured servants, working conditions)</li> <li>• Immigration (e.g., Germans, Irish)</li> <li>• Military Conflicts (e.g., Dutch, Swedish and English struggle for control of land, Wyoming Massacre, The Whiskey Rebellion)</li> </ul>	
8	Pennsylvania on the Road to Independence	<p>5.1.6.K Describe the purpose of symbols and holidays.</p> <p>5.1.6.E Explain the basic principles and ideals within documents of United States government.</p> <p>7.1.6.A. Describe geographic tools and their uses.</p> <ul style="list-style-type: none"> <li>• Basis on which maps, graphs and diagrams are created.</li> <li>• Mental maps to organize an understanding of the human and physical features of Pennsylvania and the home county</li> <li>• Basic spatial elements for depicting the patterns of physical and human features</li> </ul> <p>7.1.6.B. Describe and locate places and regions.</p> <ul style="list-style-type: none"> <li>• Coordinate systems (e.g., latitude and longitude, time zones)</li> <li>• Physical features Piedmont, Appalachians</li> <li>• Human features</li> <li>• Ways in which different people view places and regions (e.g., places to visit or to avoid)</li> <li>• Community connections to other places</li> </ul>	<p>5.1.6.D. Explain the basic principles and ideals within documents and the roles played by the framers as found in significant documents:</p> <ul style="list-style-type: none"> <li>• Declaration of Independence</li> <li>• United States Constitution</li> <li>• Bill of Rights</li> <li>• PA Constitution</li> </ul> <p>5.1.6.F. Describe how citizens and leaders use political symbols.</p> <p>7.1.6.A. Describe how common geographic tools are used to organize and interpret information about people, places, and environment.</p> <p>7.1.6.B. Describe and locate places and regions as defined by physical and human features.</p> <p>7.3.6.A. Describe the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> <li>• Population</li> <li>• Culture</li> <li>• Settlement</li> <li>• Economic activities</li> <li>• Political activities</li> </ul>

Week	Title	2002 Standards	2009 Standards
		<p>7.3.6.A. Describe the human characteristics of places and regions by their population characteristics.</p> <ul style="list-style-type: none"> <li>• Spatial distribution, size, density and demographic characteristics of population at the county and state level.</li> <li>• Causes of human movement</li> </ul> <p>8.1.6.C Explain the fundamentals of historical interpretation.</p> <ul style="list-style-type: none"> <li>• Difference between fact and opinion</li> <li>• Multiple points of view</li> <li>• Illustrations in historical stories</li> <li>• Causes and results</li> <li>• Author or source of historical narratives</li> </ul> <p>8.2.6.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"> <li>• Inhabitants (e.g., Native Americans, Europeans, Africans)</li> <li>• Military Leaders (e.g., Anthony Wayne, = Oliver H. Perry, John Muhlenberg)</li> <li>• Political Leaders (e.g., William Penn, Hannah Penn, Benjamin Franklin)</li> <li>• Cultural and Commercial Leaders (e.g., Robert Morris, John Bartram, Albert Gallatin)</li> <li>• Innovators and Reformers (e.g., Society of Friends, Richard Allen, Sybilla Masters)</li> </ul> <p>8.2.6.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"> <li>• Documents, Writings and Oral Traditions (e.g., Charter of Privileges, The Gradual Abolition of Slavery Act of 1780, Letters from a Pennsylvania Farmer)</li> <li>• Artifacts, Architecture and Historic Places (e.g., Conestoga Wagon, Pennsylvania rifle, Brig Niagara)</li> </ul> <p>8.2.6.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"> <li>• Domestic Instability (e.g., religious diversity, toleration and conflicts, incursion of the Iroquois)</li> </ul>	<p>8.1.6.A. Explain continuity and change over time using sequential order and context of events.</p> <p>8.1.6.B. Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events.</p> <p>8.2.6.A. Explain the social, political, cultural, and economic contributions of individuals and groups from Pennsylvania.</p> <p>8.2.6.B. Describe the importance of significant historical documents, artifacts, and places critical to Pennsylvania history.</p> <p>8.2.6.D. Explain how conflict and cooperation among groups and organizations have impacted the history and development of Pennsylvania.</p> <ul style="list-style-type: none"> <li>• Ethnicity and race</li> <li>• Working conditions</li> <li>• Immigration</li> <li>• Military conflict</li> <li>• Economic stability</li> </ul>

Week	Title	2002 Standards	2009 Standards
		<ul style="list-style-type: none"> <li>• Ethnic and Racial Relations (e.g., Penn's Treaties with Indians, the Underground Railroad, the abolition of slavery)</li> <li>• Labor Relations (e.g., indentured servants, working conditions)</li> <li>• Immigration (e.g., Germans, Irish)</li> <li>• Military Conflicts (e.g., Dutch, Swedish and English struggle for control of land, Wyoming Massacre, The Whiskey Rebellion)</li> </ul>	
9	From Colony to State	<p>5.1.6.E Explain the basic principles and ideals within documents of United States government.</p> <p>7.3.6.D. Describe the human characteristics of places and regions by their economic activities.</p> <ul style="list-style-type: none"> <li>• Spatial distribution of economic activities in the local area (e.g., patterns of agriculture, forestry, mining, retailing, manufacturing, services)</li> <li>• 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)</li> <li>• Spatial distribution of resources and their relationship to population distribution</li> </ul> <p>Historical settlement patterns and natural resource use (e.g., waterpower sites along the Fall Line)</p> <p>7.3.6.E. Describe the human characteristics of places and regions by their political activities.</p> <ul style="list-style-type: none"> <li>• Spatial pattern of political units in Pennsylvania</li> <li>• Functions of political units (e.g., counties, municipalities, townships, school districts, PA General Assembly districts (House and Senate), U.S. Congressional districts, states)</li> </ul> <p>7.4.6 A. Describe the impacts of physical systems on people.</p> <ul style="list-style-type: none"> <li>• How people depend on, adjust to and modify physical systems on a regional scale (e.g., coastal industries, development of coastal communities, flood control)</li> <li>• Ways in which people adjust to life in hazard-prone areas (e.g., California and earthquakes, Florida and hurricanes, Oklahoma and tornadoes)</li> </ul>	<p>5.1.4.C. Explain the principles and ideals shaping local and state government.</p> <ul style="list-style-type: none"> <li>• Liberty / Freedom</li> <li>• Democracy</li> <li>• Justice</li> <li>• Equality</li> </ul> <p>7.3.4.A. Identify the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> <li>• Population</li> <li>• Culture</li> <li>• Settlement</li> <li>• Economic activities</li> <li>• Political activities</li> </ul> <p>7.4.4.A. Identify the effect of the physical systems on people within a community</p> <p>7.4.4.B. Identify the effect of people on the physical systems within a community.</p> <p>8.1.4.A. Identify and describe how geography and climate have influenced continuity and change over time.</p> <p>8.1.4.B. Distinguish between fact and opinion from multiple points of view, and primary sources as related to historical events.</p> <p>8.2.4.A. Differentiate common characteristics of the social, political, cultural, and economic groups from Pennsylvania.</p> <p>8.2.4.B. Locate historical documents, artifacts, and places critical to Pennsylvania history.</p>

Week	Title	2002 Standards	2009 Standards
		<p>7.4.6.B. Describe the impacts of people on physical systems.</p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• Ways humans adjust their impact on the habitat (e.g., Endangered Species Act, replacement of wetlands, logging and replanting trees)</li> </ul> <p>8.1.6.A Understand chronological thinking and distinguish between past, present and future time.</p> <ul style="list-style-type: none"> <li>• Calendar time</li> <li>• Time lines</li> <li>• People and events in time</li> <li>• Patterns of continuity and change</li> <li>• Sequential order</li> <li>• Context for events</li> </ul> <p>8.1.6. B. Explain and analyze historical sources.</p> <ul style="list-style-type: none"> <li>• Literal meaning of a historical passage</li> <li>• Data in historical and contemporary maps, graphs and tables</li> <li>• Author or historical source</li> <li>• Multiple historical perspectives</li> <li>• Visual evidence</li> <li>• Mathematical data from graphs and tables</li> </ul> <p>8.1.6.C Explain the fundamentals of historical interpretation.</p> <ul style="list-style-type: none"> <li>• Difference between fact and opinion</li> <li>• Multiple points of view</li> <li>• Illustrations in historical stories</li> <li>• Causes and results</li> <li>• Author or source of historical narratives</li> </ul> <p>8.1.6. D. Describe and explain historical research.</p> <ul style="list-style-type: none"> <li>• Historical events (time and place)</li> <li>• Facts, folklore and fiction</li> <li>• Historical questions</li> <li>• Primary sources</li> <li>• Secondary sources</li> <li>• Conclusions (e.g., simulations, group projects, skits and plays)</li> </ul>	<p>8.2.4.C. Explain how continuity and change in Pennsylvania history have influenced personal development and identity.</p> <ul style="list-style-type: none"> <li>• Belief systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organizations</li> </ul> <p>8.2.5.D. Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of Pennsylvania for responding to individual and community needs.</p> <ul style="list-style-type: none"> <li>• Ethnicity and race</li> <li>• Working conditions</li> <li>• Immigration</li> <li>• Military conflict</li> <li>• Economic stability</li> </ul>

Week	Title	2002 Standards	2009 Standards
		<p>8.2.6.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"> <li>• Inhabitants (e.g., Native Americans, Europeans, Africans)</li> <li>• Military Leaders (e.g., Anthony Wayne, = Oliver H. Perry, John Muhlenberg)</li> <li>• Political Leaders (e.g., William Penn, Hannah Penn, Benjamin Franklin)</li> <li>• Cultural and Commercial Leaders (e.g., Robert Morris, John Bartram, Albert Gallatin)</li> <li>• Innovators and Reformers (e.g., Society of Friends, Richard Allen, Sybilla Masters)</li> </ul> <p>8.2.6.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"> <li>• Documents, Writings and Oral Traditions (e.g., Charter of Privileges, The Gradual Abolition of Slavery Act of 1780, Letters from a Pennsylvania Farmer)</li> <li>• Artifacts, Architecture and Historic Places (e.g., Conestoga Wagon, Pennsylvania rifle, Brig Niagara)</li> </ul> <p>8.2.6.C Identify and explain how continuity and change have influenced Pennsylvania history from the Beginnings to 1824.</p> <ul style="list-style-type: none"> <li>• Belief Systems and Religions (e.g., Native Americans, Quakers)</li> <li>• Commerce and Industry (e.g., iron production, sailing, fur trade)</li> <li>• Innovations (e.g., steam boat, Conestoga Wagon)</li> <li>• Politics (e.g., The Mason-Dixon Line, Pennsylvania's acquisition and detachment of the "lower three counties," movements of State capital)</li> <li>• Settlement Patterns (e.g., native settlements, Westward expansion, development of towns)</li> <li>• Social Organization (e.g., trade and development of cash economy, African Methodist Episcopal Church founded, schools in the colony)</li> <li>• Transportation (e.g., trade routes, turnpikes, post roads)</li> <li>• Women's Movement (e.g., voting qualifications, role models)</li> </ul>	

Week	Title	2002 Standards	2009 Standards
		<p>8.2.6.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"> <li>• Domestic Instability (e.g., religious diversity, toleration and conflicts, incursion of the Iroquois)</li> <li>• Ethnic and Racial Relations (e.g., Penn's Treaties with Indians, the Underground Railroad, the abolition of slavery)</li> <li>• Labor Relations (e.g., indentured servants, working conditions)</li> <li>• Immigration (e.g., Germans, Irish)</li> <li>• Military Conflicts (e.g., Dutch, Swedish and English struggle for control of land, Wyoming Massacre, The Whiskey Rebellion)</li> </ul>	
<b>Unit 3: Industry in Pennsylvania</b>			
10	Agriculture	<p>6.4.6.A Explain the advantages and disadvantages of specialization and division of labor.</p> <p>6.4.6.B Explain how specialization leads to more trade between people and nations.</p> <p>6.4.6.C Identify and define imports, exports, inter-regional trade and international trade.</p> <p>6.4.6.D Explain how the location of resources, transportation and communication networks and technology have affected Pennsylvania economic patterns.</p> <ul style="list-style-type: none"> <li>• Agriculture (e.g., farms)</li> <li>• Forestry (e.g., logging)</li> <li>• Mining and mineral extraction (e.g., coal fields)</li> <li>• Manufacturing (e.g., steel mills)</li> <li>• Wholesale and retail (e.g., super stores, internet)</li> </ul> <p>6.4.6.G Describe geographic patterns of economic activities in Pennsylvania.</p> <ul style="list-style-type: none"> <li>• Agriculture</li> <li>• Travel and tourism</li> <li>• Mining and mineral extraction</li> <li>• Manufacturing</li> <li>• Wholesale and retail</li> <li>• Health services</li> </ul>	<p>6.4.4.A. List and explain factors that promote specialization and division of labor.</p> <p>6.4.4.B. Explain why nations trade.</p> <p>6.4.5.D. Identify various economic and noneconomic organizations that contribute to interaction among individuals and nations.</p> <p>6.1.4.B. Recognize the difference between basic needs and wants.</p> <p>Explain the role of producers in making goods and providing services.</p> <p>6.2.4.A. Explain how a product moves from production to consumption.</p> <p>7.3.4.A. Identify the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> <li>• Population</li> <li>• Culture</li> <li>• Settlement</li> <li>• Economic activities</li> <li>• Political activities</li> </ul> <p>8.1.4.C Identify a specific research topic and develop questions relating to the research topic. (Reference RWSL Standard 1.8.3 Research)</p>



Week	Title	2002 Standards	2009 Standards
		<p>7.3.6.C. Describe the human characteristics of places and regions by their settlement characteristics.</p> <ul style="list-style-type: none"> <li>• Current and past settlement patterns in the local area</li> <li>• Factors that affect the growth and decline of settlements (e.g., immigration, transportation development, depletion of natural resources, site and situation)</li> </ul> <p>8.2.6.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"> <li>• Inhabitants (e.g., Native Americans, Europeans, Africans)</li> <li>• Military Leaders (e.g., Anthony Wayne, = Oliver H. Perry, John Muhlenberg)</li> <li>• Political Leaders (e.g., William Penn, Hannah Penn, Benjamin Franklin)</li> <li>• Cultural and Commercial Leaders (e.g., Robert Morris, John Bartram, Albert Gallatin)</li> <li>• Innovators and Reformers (e.g., Society of Friends, Richard Allen, Sybilla Masters)</li> </ul>	<p>8.2.4.A. Differentiate common characteristics of the social, political, cultural, and economic groups from Pennsylvania.</p> <p>8.2.4.B. Locate historical documents, artifacts, and places critical to Pennsylvania history.</p>
11	Coal Industry in Pennsylvania	<p>6.3.6. C Describe the natural, human and capital resources used to produce a specific good or service.</p> <p>6.4.6 D Explain how the location of resources, transportation and communication networks and technology have affected Pennsylvania economic patterns.</p> <ul style="list-style-type: none"> <li>• Agriculture (e.g., farms)</li> <li>• Forestry (e.g., logging)</li> <li>• Mining and mineral extraction (e.g., coal fields)</li> <li>• Manufacturing (e.g., steel mills)</li> <li>• Wholesale and retail (e.g., super stores, internet)</li> </ul> <p>7.3.6.D. Describe the human characteristics of places and regions by their economic activities.</p> <ul style="list-style-type: none"> <li>• Spatial distribution of economic activities in the local area (e.g., patterns of agriculture, forestry, mining, retailing, manufacturing, services)</li> <li>• 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)</li> </ul>	<p>6.1.4.B. Recognize the difference between basic needs and wants. Explain the role of producers in making goods and providing services.</p> <p>6.2.4.A. Explain how a product moves from production to consumption.</p> <p>6.4.4.A. List and explain factors that promote specialization and division of labor.</p> <p>7.3.4.A. Identify the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> <li>• Population</li> <li>• Culture</li> <li>• Settlement</li> <li>• Economic activities</li> <li>• Political activities</li> </ul> <p>8.2.4.A. Differentiate common characteristics of the social, political, cultural, and economic groups from Pennsylvania.</p>



Week	Title	2002 Standards	2009 Standards
		<ul style="list-style-type: none"> <li>• Spatial distribution of resources and their relationship to population distribution</li> <li>• Historical settlement patterns and natural resource use (e.g., waterpower sites along the Fall Line)</li> </ul> <p>8.1.6.A. Understand chronological thinking and distinguish between past, present and future time.</p> <ul style="list-style-type: none"> <li>• Calendar time</li> <li>• Time lines</li> <li>• People and events in time</li> <li>• Patterns of continuity and change</li> <li>• Sequential order</li> <li>• Context for event</li> </ul> <p>8.2.6.C Identify and explain how continuity and change have influenced Pennsylvania history from the Beginnings to 1824.</p> <ul style="list-style-type: none"> <li>• Belief Systems and Religions (e.g., Native Americans, Quakers)</li> <li>• Commerce and Industry (e.g., iron production, sailing, fur trade)</li> <li>• Innovations (e.g., steam boat, Conestoga Wagon)</li> <li>• Politics (e.g., The Mason-Dixon Line, Pennsylvania's acquisition and detachment of the "lower three counties," movements of State capital)</li> <li>• Settlement Patterns (e.g., native settlements, Westward expansion, development of towns)</li> <li>• Social Organization (e.g., trade and development of cash economy, African Methodist Episcopal Church founded, schools in the colony)</li> <li>• Transportation (e.g., trade routes, turnpikes, post roads)</li> <li>• Women's Movement (e.g., voting qualifications, role models)</li> </ul> <p>8.2.6.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"> <li>• Domestic Instability (e.g., religious diversity, toleration and conflicts, incursion of the Iroquois)</li> <li>• Ethnic and Racial Relations (e.g., Penn's Treaties with Indians, the Underground Railroad, the abolition of slavery)</li> <li>• Labor Relations (e.g., indentured servants, working conditions)</li> </ul>	<p>8.2.4.B. Locate historical documents, artifacts, and places critical to Pennsylvania history.</p> <p>8.2.4.C. Explain how continuity and change in Pennsylvania history have influenced personal development and identity.</p> <ul style="list-style-type: none"> <li>• Belief systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organizations</li> </ul> <p>8.2.5.D. Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of Pennsylvania for responding to individual and community needs.</p> <ul style="list-style-type: none"> <li>• Ethnicity and race</li> <li>• Working conditions</li> <li>• Immigration</li> <li>• Military conflict</li> <li>• Economic stability</li> </ul>

Week	Title	2002 Standards	2009 Standards
		<ul style="list-style-type: none"> <li>• Immigration (e.g., Germans, Irish)</li> <li>• Military Conflicts (e.g., Dutch, Swedish and English struggle for control of land, Wyoming Massacre, The Whiskey Rebellion)</li> </ul>	
12	Iron and Steel	<p>6.2.6.E Explain how the interaction of buyers and sellers determines prices and quantities exchanged.</p> <p>6.1.6.D. Explain the importance of expansion and contraction on individual businesses (e.g., gourmet food shops, auto repair shops, ski resorts).</p> <p>6.4.6 D Explain how the location of resources, transportation and communication networks and technology have affected Pennsylvania economic patterns.</p> <ul style="list-style-type: none"> <li>• Agriculture (e.g., farms)</li> <li>• Forestry (e.g., logging)</li> <li>• Mining and mineral extraction (e.g., coal fields)</li> <li>• Manufacturing (e.g., steel mills)</li> <li>• Wholesale and retail (e.g., super stores, internet)</li> </ul> <p>6.5.6.A Recognize that the availability of goods and services is the result of work by members of the society.</p> <p>7.3.6.C. Describe the human characteristics of places and regions by their settlement characteristics.</p> <ul style="list-style-type: none"> <li>• Current and past settlement patterns in the local area</li> <li>• Factors that affect the growth and decline of settlements (e.g., immigration, transportation development, depletion of natural resources, site and situation)</li> </ul> <p>8.2.6.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"> <li>• Inhabitants (e.g., Native Americans, Europeans, Africans)</li> <li>• Military Leaders (e.g., Anthony Wayne, = Oliver H. Perry, John Muhlenberg)</li> <li>• Political Leaders (e.g., William Penn, Hannah Penn, Benjamin Franklin)</li> <li>• Cultural and Commercial Leaders (e.g., Robert Morris, John Bartram, Albert Gallatin)</li> </ul>	<p>6.2.4.A. Explain how a product moves from production to consumption.</p> <p>6.2.4.B. Determine how sellers compete with one another.</p> <p>6.2.4.D. Explain the role of buyers and sellers in determining prices of products.</p> <p>6.2.4.E. Explain why local businesses open and close.</p> <p>7.3.4.A. Identify the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> <li>• Population</li> <li>• Culture</li> <li>• Settlement</li> <li>• Economic activities</li> <li>• Political activities</li> </ul> <p>8.1.4.A. Identify and describe how geography and climate have influenced continuity and change over time.</p> <p>8.1.4.B. Distinguish between fact and opinion from multiple points of view, and primary sources as related to historical events.</p> <p>8.2.4.A. Differentiate common characteristics of the social, political, cultural, and economic groups from Pennsylvania.</p> <p>8.2.4.B. Locate historical documents, artifacts, and places critical to Pennsylvania history.</p> <p>8.2.4.C. Explain how continuity and change in Pennsylvania history have influenced personal development and identity.</p> <ul style="list-style-type: none"> <li>• Belief systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organizations</li> </ul>

Week	Title	2002 Standards	2009 Standards
		<ul style="list-style-type: none"> <li>• Innovators and Reformers (e.g., Society of Friends, Richard Allen, Sybilla Masters)</li> </ul> <p>8.2.6.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"> <li>• Documents, Writings and Oral Traditions (e.g., Charter of Privileges, The Gradual Abolition of Slavery Act of 1780, Letters from a Pennsylvania Farmer)</li> <li>• Artifacts, Architecture and Historic Places (e.g., Conestoga Wagon, Pennsylvania rifle, Brig Niagara)</li> </ul> <p>8.2.6.C Identify and explain how continuity and change have influenced Pennsylvania history from the Beginnings to 1824.</p> <ul style="list-style-type: none"> <li>• Belief Systems and Religions (e.g., Native Americans, Quakers)</li> <li>• Commerce and Industry (e.g., iron production, sailing, fur trade)</li> <li>• Innovations (e.g., steam boat, Conestoga Wagon)</li> <li>• Politics (e.g., The Mason-Dixon Line, Pennsylvania's acquisition and detachment of the "lower three counties," movements of State capital)</li> <li>• Settlement Patterns (e.g., native settlements, Westward expansion, development of towns)</li> <li>• Social Organization (e.g., trade and development of cash economy, African Methodist Episcopal Church founded, schools in the colony)</li> <li>• Transportation (e.g., trade routes, turnpikes, post roads)</li> <li>• Women's Movement (e.g., voting qualifications, role models)</li> </ul> <p>8.2.6.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"> <li>• Domestic Instability (e.g., religious diversity, toleration and conflicts, incursion of the Iroquois)</li> <li>• Ethnic and Racial Relations (e.g., Penn's Treaties with Indians, the Underground Railroad, the abolition of slavery)</li> <li>• Labor Relations (e.g., indentured servants, working conditions)</li> <li>• Immigration (e.g., Germans, Irish)</li> </ul>	<p>8.2.5.D. Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of Pennsylvania for responding to individual and community needs.</p> <ul style="list-style-type: none"> <li>• Ethnicity and race</li> <li>• Working conditions</li> <li>• Immigration</li> <li>• Military conflict</li> <li>• Economic stability</li> </ul>

Week	Title	2002 Standards	2009 Standards
		<ul style="list-style-type: none"> <li>• Military Conflicts (e.g., Dutch, Swedish and English struggle for control of land, Wyoming Massacre, The Whiskey Rebellion)</li> </ul>	
13	Railroads	<p>6.4.6.D Explain how the location of resources, transportation and communication networks and technology have affected Pennsylvania economic patterns.</p> <ul style="list-style-type: none"> <li>• Agriculture (e.g., farms)</li> <li>• Forestry (e.g., logging)</li> <li>• Mining and mineral extraction (e.g., coal fields)</li> <li>• Manufacturing (e.g., steel mills)</li> <li>• Wholesale and retail (e.g., super stores, internet)</li> </ul> <p>6.4.6.G Describe geographic patterns of economic activities in Pennsylvania.</p> <ul style="list-style-type: none"> <li>• Agriculture</li> <li>• Travel and tourism</li> <li>• Mining and mineral extraction</li> <li>• Manufacturing</li> <li>• Wholesale and retail</li> <li>• Health services</li> </ul> <p>6.5.6.A Recognize that the availability of goods and services is the result of work by members of the society.</p> <p>6.5.6.B Explain the concept of labor productivity.</p> <p>7.3.6.C Describe the human characteristics of places and regions by their settlement characteristics.</p> <ul style="list-style-type: none"> <li>• Current and past settlement patterns in the local area</li> <li>• Factors that affect the growth and decline of settlements (e.g., immigration, transportation development, depletion of natural resources, site and situation)</li> </ul> <p>7.4.6 A Describe the impacts of physical systems on people.</p> <ul style="list-style-type: none"> <li>• How people depend on, adjust to and modify physical systems on a regional scale (e.g., coastal industries, development of coastal communities, flood control)</li> <li>• Ways in which people adjust to life in hazard-prone areas</li> </ul>	<p>6.2.4.A Explain how a product moves from production to consumption.</p> <p>6.2.4.B Determine how sellers compete with one another.</p> <p>6.2.4.D Explain the role of buyers and sellers in determining prices of products.</p> <p>6.2.4.E Explain why local businesses open and close.</p> <p>7.2.4.A Identify the physical characteristics of places and regions.</p> <p>7.2.4.B Identify the basic physical processes that affect the physical characteristics of places and regions.</p> <p>7.3.4.A Identify the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> <li>• Population</li> <li>• Culture</li> <li>• Settlement</li> <li>• Economic activities</li> <li>• Political activities</li> </ul> <p>8.1.4.A Identify and describe how geography and climate have influenced continuity and change over time.</p> <p>8.1.4.B Distinguish between fact and opinion from multiple points of view, and primary sources as related to historical events.</p> <p>8.2.4.A Differentiate common characteristics of the social, political, cultural, and economic groups from Pennsylvania.</p> <p>8.2.4.B Locate historical documents, artifacts, and places critical to Pennsylvania history.</p> <p>8.2.4.C Explain how continuity and change in Pennsylvania history have influenced personal development and identity.</p>

Week	Title	2002 Standards	2009 Standards
		<p>(e.g., California and earthquakes, Florida and hurricanes, Oklahoma and tornadoes)</p> <p>7.4.6.B Describe the impacts of people on physical systems.</p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• Ways humans adjust their impact on the habitat (e.g., Endangered Species Act, replacement of wetlands, logging and replanting trees)</li> </ul> <p>8.2.6.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"> <li>• Inhabitants (e.g., Native Americans, Europeans, Africans)</li> <li>• Military Leaders (e.g., Anthony Wayne, = Oliver H. Perry, John Muhlenberg)</li> <li>• Political Leaders (e.g., William Penn, Hannah Penn, Benjamin Franklin)</li> <li>• Cultural and Commercial Leaders (e.g., Robert Morris, John Bartram, Albert Gallatin)</li> <li>• Innovators and Reformers (e.g., Society of Friends, Richard Allen, Sybilla Masters)</li> </ul> <p>8.2.6.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"> <li>• Documents, Writings and Oral Traditions (e.g., Charter of Privileges, The Gradual Abolition of Slavery Act of 1780, Letters from a Pennsylvania Farmer)</li> <li>• Artifacts, Architecture and Historic Places (e.g., Conestoga Wagon, Pennsylvania rifle, Brig Niagara)</li> </ul> <p>8.2.6.C Identify and explain how continuity and change have influenced Pennsylvania history from the Beginnings to 1824.</p> <ul style="list-style-type: none"> <li>• Belief Systems and Religions (e.g., Native Americans, Quakers)</li> <li>• Commerce and Industry (e.g., iron production, sailing, fur trade)</li> <li>• Innovations (e.g., steam boat, Conestoga Wagon)</li> </ul>	<ul style="list-style-type: none"> <li>• Belief systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organizations</li> </ul> <p>8.2.5.D Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of Pennsylvania for responding to individual and community needs.</p> <ul style="list-style-type: none"> <li>• Ethnicity and race</li> <li>• Working conditions</li> <li>• Immigration</li> <li>• Military conflict</li> <li>• Economic stability</li> </ul>

Week	Title	2002 Standards	2009 Standards
		<ul style="list-style-type: none"> <li>• Politics (e.g., The Mason-Dixon Line, Pennsylvania's acquisition and detachment of the "lower three counties," movements of State capital)</li> <li>• Settlement Patterns (e.g., native settlements, Westward expansion, development of towns)</li> <li>• Social Organization (e.g., trade and development of cash economy, African Methodist Episcopal Church founded, schools in the colony)</li> <li>• Transportation (e.g., trade routes, turnpikes, post roads)</li> <li>• Women's Movement (e.g., voting qualifications, role models)</li> </ul>	
14	Lumber	<p>6.3.6.C Describe the natural, human and capital resources used to produce a specific good or service.</p> <p>6.5.6.A Recognize that the availability of goods and services is the result of work by members of the society.</p> <p>6.5.6.C Compare the number of employees at different businesses.</p> <p>7.1.6.B Describe and locate places and regions.</p> <p>7.2.6.A Describe the physical characteristics of places and regions.</p> <p>7.3.6.C Describe the human characteristics of places and regions by their settlement characteristics.</p> <ul style="list-style-type: none"> <li>• Current and past settlement patterns in the local area</li> <li>• Factors that affect the growth and decline of settlements (e.g., immigration, transportation development, depletion of natural resources, site and situation)</li> </ul> <p>7.4.6.B Describe the impacts of people on physical systems.</p> <ul style="list-style-type: none"> <li>• 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)</li> </ul>	<p>6.2.4.A Explain how a product moves from production to consumption.</p> <p>6.2.4.B Determine how sellers compete with one another.</p> <p>6.2.4.E Explain why local businesses open and close.</p> <p>7.1.4.B Describe and locate places and regions as defined by physical and human features.</p> <p>7.2.4.A Identify the physical characteristics of places and regions.</p> <p>7.4.4.A Identify the effect of the physical systems on people within a community.</p> <p>7.4.4.B Identify the effect of people on the physical systems within a community.</p> <p>7.3.4.A Identify the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> <li>• Population</li> <li>• Culture</li> <li>• Settlement</li> <li>• Economic activities</li> <li>• Political activities</li> </ul> <p>8.1.4.A. Identify and describe how geography and climate have influenced continuity and change over time.</p>

Week	Title	2002 Standards	2009 Standards
		<ul style="list-style-type: none"> <li>• Ways humans adjust their impact on the habitat (e.g., Endangered Species Act, replacement of wetlands, logging and replanting trees).</li> </ul> <p>7.3.6.D. Describe the human characteristics of places and regions by their economic activities.</p> <ul style="list-style-type: none"> <li>• Spatial distribution of economic activities in the local area (e.g., patterns of agriculture, forestry, mining, retailing, manufacturing, services)</li> <li>• 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)</li> <li>• Spatial distribution of resources and their relationship to population distribution</li> <li>• Historical settlement patterns and natural resource use (e.g., waterpower sites along the Fall Line)</li> </ul> <p>8.1.6.A Understand chronological thinking and distinguish between past, present and future time.</p> <ul style="list-style-type: none"> <li>• Calendar time</li> <li>• Time lines</li> <li>• People and events in time</li> <li>• Patterns of continuity and change</li> <li>• Sequential order</li> <li>• Context for events</li> </ul> <p>8.1.6.B Explain and analyze historical sources.</p> <ul style="list-style-type: none"> <li>• Literal meaning of a historical passage</li> <li>• Data in historical and contemporary maps, graphs and tables</li> <li>• Author or historical source</li> <li>• Multiple historical perspectives</li> <li>• Visual evidence</li> <li>• Mathematical data from graphs and tables</li> </ul> <p>8.1.6.D Describe and explain historical research.</p> <ul style="list-style-type: none"> <li>• Historical events (time and place)</li> <li>• Facts, folklore and fiction</li> <li>• Historical questions</li> <li>• Primary sources</li> <li>• Secondary sources</li> <li>• Conclusions (e.g., simulations, group projects, skits and plays)</li> </ul>	<p>8.1.4.B. Distinguish between fact and opinion from multiple points of view, and primary sources as related to historical events.</p> <p>8.2.4.A. Differentiate common characteristics of the social, political, cultural, and economic groups from Pennsylvania.</p> <p>8.2.4.B. Locate historical documents, artifacts, and places critical to Pennsylvania history.</p> <p>8.2.4.C. Explain how continuity and change in Pennsylvania history have influenced personal development and identity.</p> <ul style="list-style-type: none"> <li>• Belief systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organizations</li> </ul>



Week	Title	2002 Standards	2009 Standards
		<p>8.2.6.C Identify and explain how continuity and change have influenced Pennsylvania history from the Beginnings to 1824.</p> <ul style="list-style-type: none"> <li>• Belief Systems and Religions (e.g., Native Americans, Quakers)</li> <li>• Commerce and Industry (e.g., iron production, sailing, fur trade)</li> <li>• Innovations (e.g., steam boat, Conestoga Wagon)</li> <li>• Politics (e.g., The Mason-Dixon Line, Pennsylvania's acquisition and detachment of the "lower three counties," movements of State capital)</li> <li>• Settlement Patterns (e.g., native settlements, Westward expansion, development of towns)</li> <li>• Social Organization (e.g., trade and development of cash economy, African Methodist Episcopal Church founded, schools in the colony)</li> <li>• Transportation (e.g., trade routes, turnpikes, post roads)</li> <li>• Women's Movement (e.g., voting qualifications, role models)</li> </ul>	
15	Oil and Gas	<p>5.2.6.F Describe the impact of the consequences of violating rules and laws in a civil society.</p> <p>5.3.6.D Describe how local, state and national governments implement their services.</p> <p>6.1.6.D. Explain the importance of expansion and contraction on individual businesses (e.g., gourmet food shops, auto repair shops, ski resorts).</p> <p>6.4.6 D Explain how the location of resources, transportation and communication networks and technology have affected Pennsylvania economic patterns.</p> <p>7.3.6.C. Describe the human characteristics of places and regions by their settlement characteristics.</p> <ul style="list-style-type: none"> <li>• Current and past settlement patterns in the local area</li> <li>• Factors that affect the growth and decline of settlements (e.g., immigration, transportation development, depletion of natural resources, site and situation)</li> </ul>	<p>5.2.4.B. Describe the sources of conflict and disagreement and different ways conflict can be resolved.</p> <p>5.3.4.C. Identify the services performed by local and state governments.</p> <p>6.2.4.D. Explain the role of buyers and sellers in determining prices of products.</p> <p>6.2.4.E. Explain why local businesses open and close.</p> <p>7.3.4.A. Identify the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> <li>• Population</li> <li>• Culture</li> <li>• Settlement</li> <li>• Economic activities</li> <li>• Political activities</li> </ul> <p>8.1.4.A. Identify and describe how geography and climate have influenced continuity and change over time.</p>



Week	Title	2002 Standards	2009 Standards
		<p>7.3.6.D. Describe the human characteristics of places and regions by their economic activities.</p> <ul style="list-style-type: none"> <li>• Spatial distribution of economic activities in the local area (e.g., patterns of agriculture, forestry, mining, retailing, manufacturing, services)</li> <li>• 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)</li> <li>• Spatial distribution of resources and their relationship to population distribution</li> <li>• Historical settlement patterns and natural resource use (e.g., waterpower sites along the Fall Line)</li> </ul> <p>7.4.6.B. Describe the impacts of people on physical systems.</p> <p>8.2.6.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"> <li>• Inhabitants (e.g., Native Americans, Europeans, Africans)</li> <li>• Military Leaders (e.g., Anthony Wayne, = Oliver H. Perry, John Muhlenberg)</li> <li>• Political Leaders (e.g., William Penn, Hannah Penn, Benjamin Franklin)</li> <li>• Cultural and Commercial Leaders (e.g., Robert Morris, John Bartram, Albert Gallatin)</li> <li>• Innovators and Reformers (e.g., Society of Friends, Richard Allen, Sybilla Masters)</li> <li>• Innovators and Reformers (e.g., Society of Friends, Richard Allen, Sybilla Masters)</li> </ul> <p>8.2.6.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"> <li>• Documents, Writings and Oral Traditions (e.g., Charter of Privileges, The Gradual Abolition of Slavery Act of 1780, Letters from a Pennsylvania Farmer)</li> <li>• Artifacts, Architecture and Historic Places (e.g., Conestoga Wagon, Pennsylvania rifle, Brig Niagara)</li> </ul>	<p>8.1.4.B. Distinguish between fact and opinion from multiple points of view, and primary sources as related to historical events.</p> <p>8.2.4.A. Differentiate common characteristics of the social, political, cultural, and economic groups from Pennsylvania.</p> <p>8.2.4.B. Locate historical documents, artifacts, and places critical to Pennsylvania history.</p> <p>8.2.4.C. Explain how continuity and change in Pennsylvania history have influenced personal development and identity.</p> <ul style="list-style-type: none"> <li>• Belief systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organizations</li> </ul> <p>8.2.5.D. Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of Pennsylvania for responding to individual and community needs.</p> <ul style="list-style-type: none"> <li>• Ethnicity and race</li> <li>• Working conditions</li> <li>• Immigration</li> <li>• Military conflict</li> <li>• Economic stability</li> </ul>

Week	Title	2002 Standards	2009 Standards
		<p>8.2.6.C Identify and explain how continuity and change have influenced Pennsylvania history from the Beginnings to 1824.</p> <ul style="list-style-type: none"> <li>• Belief Systems and Religions (e.g., Native Americans, Quakers)</li> <li>• Commerce and Industry (e.g., iron production, sailing, fur trade)</li> <li>• Innovations (e.g., steam boat, Conestoga Wagon)</li> <li>• Politics (e.g., The Mason-Dixon Line, Pennsylvania's acquisition and detachment of the "lower three counties," movements of State capital)</li> <li>• Settlement Patterns (e.g., native settlements, Westward expansion, development of towns)</li> <li>• Social Organization (e.g., trade and development of cash economy, African Methodist Episcopal Church founded, schools in the colony)</li> <li>• Transportation (e.g., trade routes, turnpikes, post roads)</li> <li>• Women's Movement (e.g., voting qualifications, role models)</li> </ul> <p>8.2.6.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"> <li>• Domestic Instability (e.g., religious diversity, toleration and conflicts, incursion of the Iroquois)</li> <li>• Ethnic and Racial Relations (e.g., Penn's Treaties with Indians, the Underground Railroad, the abolition of slavery)</li> <li>• Labor Relations (e.g., indentured servants, working conditions)</li> <li>• Immigration (e.g., Germans, Irish)</li> <li>• Military Conflicts (e.g., Dutch, Swedish and English struggle for control of land, Wyoming Massacre, The Whiskey Rebellion)</li> </ul>	
<b>Unit 4: The Civil War in Pennsylvania</b>			
16	The Underground Railroad	<p>7.1.6.B. Describe and locate places and regions.</p> <ul style="list-style-type: none"> <li>• Coordinate systems (e.g., latitude and longitude, time zones)</li> <li>• Physical features</li> <li>• Human Features</li> <li>• Ways in which different people view places and regions (e.g., places to visit or to avoid)</li> </ul>	<p>7.1.4.A. Describe how common geographic tools are used to organize and interpret information about people, places, and environment.</p> <p>7.1.4.B. Describe and locate places and regions as defined by physical and human features.</p>

Week	Title	2002 Standards	2009 Standards
		<ul style="list-style-type: none"> <li>• Community connections to other places</li> </ul> <p>7.4.6 A. Describe the impacts of physical systems on people.</p> <ul style="list-style-type: none"> <li>• How people depend on, adjust to and modify physical systems on a regional scale (e.g., coastal industries, development of coastal communities, flood control)</li> <li>• Ways in which people adjust to life in hazard-prone areas (e.g., California and earthquakes, Florida and hurricanes, Oklahoma and tornadoes)</li> </ul> <p>8.1.6.B Explain and analyze historical sources.</p> <ul style="list-style-type: none"> <li>• Literal meaning of a historical passage</li> <li>• Data in historical and contemporary maps, graphs and tables</li> <li>• Author or historical source</li> <li>• Multiple historical perspectives</li> <li>• Visual evidence</li> <li>• Mathematical data from graphs and tables</li> </ul> <p>8.1.6.C Explain the fundamentals of historical interpretation.</p> <ul style="list-style-type: none"> <li>• Difference between fact and opinion</li> <li>• Multiple points of view</li> <li>• Illustrations in historical stories</li> <li>• Causes and results</li> <li>• Author or source of historical narratives</li> </ul> <p>8.2.6.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"> <li>• Inhabitants (e.g., Native Americans, Europeans, Africans)</li> <li>• Military Leaders (e.g., Anthony Wayne, = Oliver H. Perry, John Muhlenberg)</li> <li>• Political Leaders (e.g., William Penn, Hannah Penn, Benjamin Franklin)</li> <li>• Cultural and Commercial Leaders (e.g., Robert Morris, John Bartram, Albert Gallatin)</li> <li>• Innovators and Reformers (e.g., Society of Friends, Richard Allen, Sybilla Masters)</li> </ul> <p>8.2.6. 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"> <li>• Documents, Writings and Oral Traditions (e.g., Charter of Privileges, The Gradual Abolition of</li> </ul>	<p>7.4.4.A. Identify the effect of the physical systems on people within a community.</p> <p>8.1.4.B. Distinguish between fact and opinion from multiple points of view, and primary sources as related to historical events.</p> <p>8.2.4.A. Differentiate common characteristics of the social, political, cultural, and economic groups from Pennsylvania.</p> <p>8.2.4.B. Locate historical documents, artifacts, and places critical to Pennsylvania history.</p>

Week	Title	2002 Standards	2009 Standards
		<p>Slavery Act of 1780, Letters from a Pennsylvania Farmer)</p> <ul style="list-style-type: none"> <li>• Artifacts, Architecture and Historic Places (e.g., Conestoga Wagon, Pennsylvania rifle, Brig Niagara)</li> </ul>	
17	The Civil War in Pennsylvania	<p>7.3.6.E. Describe the human characteristics of places and regions by their political activities.</p> <ul style="list-style-type: none"> <li>• Spatial pattern of political units in Pennsylvania</li> <li>• Functions of political units (e.g., counties, municipalities, townships, school districts, PA General Assembly districts (House and Senate), U.S. Congressional districts, states.</li> </ul> <p>8.1.6.B Explain and analyze historical sources.</p> <ul style="list-style-type: none"> <li>• Literal meaning of a historical passage</li> <li>• Data in historical and contemporary maps, graphs and tables</li> <li>• Author or historical source</li> <li>• Multiple historical perspectives</li> <li>• Visual evidence</li> <li>• Mathematical data from graphs and tables</li> </ul> <p>8.2.6.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"> <li>• Inhabitants (e.g., Native Americans, Europeans, Africans)</li> <li>• Military Leaders (e.g., Anthony Wayne, Oliver H. Perry, John Muhlenberg)</li> <li>• Political Leaders (e.g., William Penn, Hannah Penn, Benjamin Franklin)</li> <li>• Cultural and Commercial Leaders (e.g., Robert Morris, John Bartram, Albert Gallatin)</li> <li>• Innovators and Reformers (e.g., Society of Friends, Richard Allen, Sybilla Masters)</li> </ul> <p>8.2.6.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"> <li>• Domestic Instability (e.g., religious diversity, toleration and conflicts, incursion of the Iroquois)</li> <li>• Ethnic and Racial Relations (e.g., Penn's Treaties with Indians, the Underground Railroad, the abolition of slavery)</li> <li>• Labor Relations (e.g., indentured servants, working conditions)</li> </ul>	<p>8.1.4.A. Identify and describe how geography and climate have influenced continuity and change over time.</p> <p>8.1.4.B. Distinguish between fact and opinion from multiple points of view, and primary sources as related to historical events.</p> <p>8.2.4.A. Differentiate common characteristics of the social, political, cultural, and economic groups from Pennsylvania.</p> <p>8.2.4.B. Locate historical documents, artifacts, and places critical to Pennsylvania history.</p> <p>8.2.4.C. Explain how continuity and change in Pennsylvania history have influenced personal development and identity.</p> <ul style="list-style-type: none"> <li>• Belief systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organizations</li> </ul> <p>8.2.5.D. Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of Pennsylvania for responding to individual and community needs.</p> <ul style="list-style-type: none"> <li>• Ethnicity and race</li> <li>• Working conditions</li> <li>• Immigration</li> <li>• Military conflict</li> <li>• Economic stability</li> </ul>

Week	Title	2002 Standards	2009 Standards
		<ul style="list-style-type: none"> <li>• Immigration (e.g., Germans, Irish)</li> <li>• Military Conflicts (e.g., Dutch, Swedish and English struggle for control of land, Wyoming Massacre, The Whiskey Rebellion)</li> </ul>	
18	The People from Pennsylvania in the Civil War	<p>5.2.6.D Describe the importance of political leadership and public service.</p> <p>8.2.6.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"> <li>• Inhabitants (e.g., Native Americans, Europeans, Africans)</li> <li>• Military Leaders (e.g., Anthony Wayne, = Oliver H. Perry, John Muhlenberg)</li> <li>• Political Leaders (e.g., William Penn, Hannah Penn, Benjamin Franklin)</li> <li>• Cultural and Commercial Leaders (e.g., Robert Morris, John Bartram, Albert Gallatin)</li> <li>• Innovators and Reformers (e.g., Society of Friends, Richard Allen, Sybilla Masters)</li> </ul>	<p>5.2.4.C. Describe the roles of leadership and public service in school, community, state, and nation.</p> <p>5.2.4.D. Describe how citizens participate in school and community activities.</p> <p>8.2.4.A. Differentiate common characteristics of the social, political, cultural, and economic groups from Pennsylvania.</p> <p>8.2.4.B. Locate historical documents, artifacts, and places critical to Pennsylvania history.</p>
19	The People of Gettysburg	<p>7.1.6.B. Describe and locate places and regions.</p> <ul style="list-style-type: none"> <li>• Coordinate systems (e.g., latitude and longitude, time zones)</li> <li>• Physical features</li> <li>Human Features</li> <li>• Ways in which different people view places and regions (e.g., places to visit or to avoid)</li> <li>• Community connections to other places</li> </ul> <p>7.3.6.D. Describe the human characteristics of places and regions by their economic activities.</p> <ul style="list-style-type: none"> <li>• Spatial distribution of economic activities in the local area (e.g., patterns of agriculture, forestry, mining, retailing, manufacturing, services)</li> <li>• 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)</li> <li>• Spatial distribution of resources and their relationship to population distribution</li> <li>• Historical settlement patterns and natural resource use (e.g., waterpower sites along the Fall Line)</li> </ul>	<p>7.1.4.A. Describe how common geographic tools are used to organize and interpret information about people, places, and environment.</p> <p>7.1.4.B. Describe and locate places and regions as defined by physical and human features.</p> <p>8.1.4.A. Identify and describe how geography and climate have influenced continuity and change over time.</p> <p>8.1.4.B. Distinguish between fact and opinion from multiple points of view, and primary sources as related to historical events.</p> <p>8.2.4.A. Differentiate common characteristics of the social, political, cultural, and economic groups from Pennsylvania.</p> <p>8.2.4.B. Locate historical documents, artifacts, and places critical to Pennsylvania history.</p> <p>8.2.5.D. Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of Pennsylvania for responding to individual and community needs.</p>

Week	Title	2002 Standards	2009 Standards
		<p>8.1.6.A Understand chronological thinking and distinguish between past, present and future time.</p> <ul style="list-style-type: none"> <li>• Calendar time</li> <li>• Time lines</li> <li>• People and events in time</li> <li>• Patterns of continuity and change</li> <li>• Sequential order</li> <li>• Context for events</li> </ul> <p>8.1.6.B Explain and analyze historical sources.</p> <ul style="list-style-type: none"> <li>• Literal meaning of a historical passage</li> <li>• Data in historical and contemporary maps, graphs and tables</li> <li>• Author or historical source</li> <li>• Multiple historical perspectives</li> <li>• Visual evidence</li> <li>• Mathematical data from graphs and tables</li> </ul> <p>8.2.6.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"> <li>• Inhabitants (e.g., Native Americans, Europeans, Africans)</li> <li>• Military Leaders (e.g., Anthony Wayne, = Oliver H. Perry, John Muhlenberg)</li> <li>• Political Leaders (e.g., William Penn, Hannah Penn, Benjamin Franklin)</li> <li>• Cultural and Commercial Leaders (e.g., Robert Morris, John Bartram, Albert Gallatin)</li> <li>• Innovators and Reformers (e.g., Society of Friends, Richard Allen, Sybilla Masters)</li> </ul> <p>8.2.6 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"> <li>• Documents, Writings and Oral Traditions (e.g., Charter of Privileges, The Gradual Abolition of Slavery Act of 1780, Letters from a Pennsylvania Farmer)</li> <li>• Artifacts, Architecture and Historic Places (e.g., Conestoga Wagon, Pennsylvania rifle, Brig Niagara)</li> </ul> <p>8.2.6.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"> <li>• Domestic Instability (e.g., religious diversity, toleration and conflicts, incursion of the Iroquois)</li> </ul>	<ul style="list-style-type: none"> <li>• Ethnicity and race</li> <li>• Working conditions</li> <li>• Immigration</li> <li>• Military conflict</li> <li>• Economic stability</li> </ul>



Week	Title	2002 Standards	2009 Standards
		<ul style="list-style-type: none"> <li>• Ethnic and Racial Relations (e.g., Penn's Treaties with Indians, the Underground Railroad, the abolition of slavery)</li> <li>• Labor Relations (e.g., indentured servants, working conditions)</li> <li>• Immigration (e.g., Germans, Irish)</li> <li>• Military Conflicts (e.g., Dutch, Swedish and English struggle for control of land, Wyoming Massacre, The Whiskey Rebellion)</li> </ul>	
<b>Unit 5: Pennsylvania in the 20th Century</b>			
20	The Progressive Era	<p>5.2.6.C Explain ways citizens resolve conflicts in society and government.</p> <p>5.2.6.D Describe the importance of political leadership and public service.</p> <p>5.3.6.H Identify individual interests and how they impact government.</p> <p>5.3.6.C Explain how government actions affect citizens' daily lives.</p> <p>7.3.6.D Describe the human characteristics of places and regions by their economic activities.</p> <ul style="list-style-type: none"> <li>• Spatial distribution of economic activities in the local area (e.g., patterns of agriculture, forestry, mining, retailing, manufacturing, services)</li> <li>• 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)</li> <li>• Spatial distribution of resources and their relationship to population distribution</li> <li>• 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)</li> </ul> <p>8.2.6.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"> <li>• Inhabitants (e.g., Native Americans, Europeans, Africans)</li> </ul>	<p>5.2.4.B Describe the sources of conflict and disagreement and different ways conflict can be resolved.</p> <p>5.2.4.C Describe the roles of leadership and public service in school, community, state, and nation.</p> <p>5.3.5.F Examine different ways conflicts can be resolved.</p> <p>5.3.5.G Describe how groups try to influence others.</p> <p>8.2.4.A Differentiate common characteristics of the social, political, cultural, and economic groups from Pennsylvania.</p> <p>8.2.5.D Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of Pennsylvania for responding to individual and community needs.</p> <ul style="list-style-type: none"> <li>• Ethnicity and race</li> <li>• Working conditions</li> <li>• Immigration</li> <li>• Military conflict</li> <li>• Economic stability</li> </ul>

Week	Title	2002 Standards	2009 Standards
		<ul style="list-style-type: none"> <li>• Military Leaders (e.g., Anthony Wayne, = Oliver H. Perry, John Muhlenberg)</li> <li>• Political Leaders (e.g., William Penn, Hannah Penn, Benjamin Franklin)</li> <li>• Cultural and Commercial Leaders (e.g., Robert Morris, John Bartram, Albert Gallatin)</li> <li>• Innovators and Reformers (e.g., Society of Friends, Richard Allen, Sybilla Masters)</li> </ul> <p>8.2.6.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"> <li>• Domestic Instability (e.g., religious diversity, toleration and conflicts, incursion of the Iroquois)</li> <li>• Ethnic and Racial Relations (e.g., Penn's Treaties with Indians, the Underground Railroad, the abolition of slavery)</li> <li>• Labor Relations (e.g., indentured servants, working conditions)</li> <li>• Immigration (e.g., Germans, Irish)</li> <li>• Military Conflicts (e.g., Dutch, Swedish and English struggle for control of land, Wyoming Massacre, The Whiskey Rebellion)</li> </ul>	
21	Architecture in Pennsylvania	<p>7.3.6.B. Describe the human characteristics of places and regions by their cultural characteristics.</p> <ul style="list-style-type: none"> <li>• Ethnicity of people at the county and state levels (e.g., customs, celebrations, languages)</li> <li>• Spatial arrangement of cultures creates distinctive landscapes (e.g., cultural regions based on languages, customs, religion, building styles as in the Pennsylvania German region)</li> </ul> <p>7.3.6.C. Describe the human characteristics of places and regions by their settlement characteristics.</p> <ul style="list-style-type: none"> <li>• Current and past settlement patterns in the local area</li> <li>• Factors that affect the growth and decline of settlements (e.g., immigration, transportation development, depletion of natural resources, site and situation)</li> </ul> <p>8.2.6.B Identify and explain primary documents, material artifacts and historic sites important in Pennsylvania history from Beginnings to 1824.</p>	<p>7.1.4.B. Describe and locate places and regions as defined by physical and human features.</p> <p>7.3.4.A. Identify the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> <li>• Population</li> <li>• Culture</li> <li>• Settlement</li> <li>• Economic activities</li> <li>• Political activities</li> </ul> <p>8.1.4.A. Identify and describe how geography and climate have influenced continuity and change over time.</p> <p>8.2.4.A. Differentiate common characteristics of the social, political, cultural, and economic groups from Pennsylvania.</p> <p>8.2.4.B. Locate historical documents, artifacts, and places critical to Pennsylvania history.</p>



Week	Title	2002 Standards	2009 Standards
		<ul style="list-style-type: none"> <li>• Documents, Writings and Oral Traditions (e.g., Charter of Privileges, The Gradual Abolition of Slavery Act of 1780, Letters from a Pennsylvania Farmer)</li> <li>• Artifacts, Architecture and Historic Places (e.g., Conestoga Wagon, Pennsylvania rifle, Brig Niagara)</li> </ul>	
22	The Great Depression	<p>5.3.6.C Explain how government actions affect citizens' daily lives.</p> <p>5.3.6.D Describe how local, state and national governments implement their services.</p> <p>6.2.6.C Explain the function of money and its use in society.</p> <p>6.2.6.D Define economic institutions (e.g., banks, labor unions).</p> <p>6.5.6.E Describe how people accumulate tangible and financial assets through income, saving and financial investment.</p> <p>6.5.6.G Identify the costs and benefits of saving. (Piggy banks, savings accounts, US savings bonds)</p> <p>6.5.6.H Describe why there is a difference between interest rates for saving and borrowing.</p> <p>6.2.6.H Describe the Pennsylvania and United States governments' roles in monitoring economic activities.</p> <p>7.1.6.B Describe and locate places and regions.</p> <ul style="list-style-type: none"> <li>• Coordinate systems (e.g., latitude and longitude, time zones)</li> <li>• Physical features</li> <li>• Human features</li> <li>• Ways in which different people view places and regions (e.g., places to visit or to avoid)</li> <li>• Community connections to other places</li> </ul> <p>8.2.6.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"> <li>• Inhabitants (e.g., Native Americans, Europeans, Africans)</li> </ul>	<p>5.2.4.C Describe the roles of leadership and public service in school, community, state, and nation.</p> <p>5.3.4.C Identify the services performed by local and state governments.</p> <p>6.3.4.B Describe the impact of government involvement in state and national economic activities.</p> <p>6.3.4.C Explore ways in which tax revenues are used in local community.</p> <p>6.3.4.A Explain how government responds to social needs by providing public goods and services.</p> <p>6.2.4.F Describe the role of a private economic institution in the local community.</p> <p>6.5.4.G Compare different ways people save.</p> <p>6.5.4.H Examine the basic operation of the banking system.</p> <p>7.3.4.A Identify the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> <li>• Population</li> <li>• Culture</li> <li>• Settlement</li> <li>• Economic activities</li> <li>• Political activities</li> </ul> <p>8.2.4.A Differentiate common characteristics of the social, political, cultural, and economic groups from Pennsylvania.</p> <p>8.2.4.B Locate historical documents, artifacts, and places critical to Pennsylvania history.</p>

Week	Title	2002 Standards	2009 Standards
		<ul style="list-style-type: none"> <li>• Military Leaders (e.g., Anthony Wayne, = Oliver H. Perry, John Muhlenberg)</li> <li>• Political Leaders (e.g., William Penn, Hannah Penn, Benjamin Franklin)</li> <li>• Cultural and Commercial Leaders (e.g., Robert Morris, John Bartram, Albert Gallatin)</li> <li>• Innovators and Reformers (e.g., Society of Friends, Richard Allen, Sybilla Masters)</li> </ul>	
23	Pennsylvania Contributions to World War II	<p>5.3.6.C Explain how government actions affect citizens' daily lives.</p> <p>8.2.6.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"> <li>• Inhabitants (e.g., Native Americans, Europeans, Africans)</li> <li>• Military Leaders (e.g., Anthony Wayne, = Oliver H. Perry, John Muhlenberg)</li> <li>• Political Leaders (e.g., William Penn, Hannah Penn, Benjamin Franklin)</li> <li>• Cultural and Commercial Leaders (e.g., Robert Morris, John Bartram, Albert Gallatin)</li> <li>• Innovators and Reformers (e.g., Society of Friends, Richard Allen, Sybilla Masters)</li> </ul> <p>8.2.6.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"> <li>• Documents, Writings and Oral Traditions (e.g., Charter of Privileges, The Gradual Abolition of Slavery Act of 1780, Letters from a Pennsylvania Farmer)</li> <li>• Artifacts, Architecture and Historic Places (e.g., Conestoga Wagon, Pennsylvania rifle, Brig Niagara)</li> </ul>	<p>5.3.4.C Identify the services performed by local and state governments.</p> <p>8.2.4.A Differentiate common characteristics of the social, political, cultural, and economic groups from Pennsylvania.</p> <p>8.2.4.B Locate historical documents, artifacts, and places critical to Pennsylvania history.</p>
<b>Unit 6: Pennsylvania Over Time</b>			
24	Energy over Time	<p>6.1.6.B. Explain the three basic questions that all economic systems attempt to answer.</p> <ul style="list-style-type: none"> <li>• What goods and services should be produced?</li> <li>• How will goods and services be produced?</li> <li>• Who will consume goods and services?</li> </ul> <p>6.3.6. A Explain how scarcity influences choices and behaviors.</p>	<p>6.1.4.A. Identify scarcity of resources in a local community.</p> <p>6.1.4.B. Recognize the difference between basic needs and wants. Explain the role of producers in making goods and providing services.</p>

Week	Title	2002 Standards	2009 Standards
		<ul style="list-style-type: none"> <li>• Personal decision-making</li> <li>• Family decision-making</li> <li>• Community decision-making</li> </ul> <p>6.3.6.D Explain the costs and benefits of an economic decision.</p> <p>6.5.6.F Identify entrepreneurs in Pennsylvania.</p> <ul style="list-style-type: none"> <li>• Historical</li> <li>• Contemporary</li> </ul> <p>8.2.C C. Identify and explain how continuity and change have influenced Pennsylvania history from the Beginnings to 1824.</p>	<p>6.2.4.G. Explain the three basic questions all economic systems must answer. • What to produce? • How? • For whom?</p> <p>6.1.4.C. Illustrate what individuals or organizations give up when making a choice.</p> <p>6.1.4.D. Explain what influences the choices people make.</p> <p>8.1.4.C Identify a specific research topic and develop questions relating to the research topic. (Reference RWSL Standard 1.8.3 Research)</p> <p>8.2.4.C. Explain how continuity and change in Pennsylvania history have influenced personal development and identity.</p> <ul style="list-style-type: none"> <li>• Belief systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organizations</li> </ul>
25	History of Medicine	<p>6.4.6.G Describe geographic patterns of economic activities in Pennsylvania.</p> <ul style="list-style-type: none"> <li>• Agriculture</li> <li>• Travel and tourism</li> <li>• Mining and mineral extraction</li> <li>• Manufacturing</li> <li>• Wholesale and retail</li> <li>• Health services</li> </ul> <p>6.5.6.C Compare the number of employees at different businesses.</p> <p>8.2.6.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"> <li>• Inhabitants (e.g., Native Americans, Europeans, Africans)</li> <li>• Military Leaders (e.g., Anthony Wayne, Oliver H. Perry, John Muhlenberg)</li> <li>• Political Leaders (e.g., William Penn, Hannah Penn, Benjamin Franklin)</li> <li>• Cultural and Commercial Leaders (e.g., Robert Morris, John Bartram, Albert Gallatin)</li> </ul>	<p>6.1.4.D. Explain what influences the choices people make.</p> <p>6.2.4.E. Explain why local businesses open and close.</p> <p>6.3.4.C. Explore ways in which tax revenues are used in local community.</p> <p>6.5.4.B Identify the requirements for different careers and occupations.</p> <p>7.1.4.A. Describe how common geographic tools are used to organize and interpret information about people, places, and environment.</p> <p>7.1.4.B. Describe and locate places and regions as defined by physical and human features.</p> <p>7.3.4.A. Identify the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> <li>• Population</li> <li>• Culture</li> <li>• Settlement</li> </ul>

Week	Title	2002 Standards	2009 Standards
		<ul style="list-style-type: none"> <li>• Innovators and Reformers (e.g., Society of Friends, Richard Allen, Sybilla Masters)</li> </ul> <p>7.3.6.C. Describe the human characteristics of places and regions by their settlement characteristics.</p> <ul style="list-style-type: none"> <li>• Current and past settlement patterns in the local area</li> <li>• Factors that affect the growth and decline of settlements (e.g., immigration, transportation development, depletion of natural resources, site and situation)</li> </ul> <p>8.2.6.C. Identify and explain how continuity and change have influenced Pennsylvania history from the Beginnings to 1824.</p> <ul style="list-style-type: none"> <li>• Belief Systems and Religions (e.g., Native Americans, Quakers)</li> <li>• Commerce and Industry (e.g., iron production, sailing, fur trade)</li> <li>• Innovations (e.g., steam boat, Conestoga Wagon)</li> <li>• Politics (e.g., The Mason-Dixon Line, Pennsylvania's acquisition and detachment of the "lower three counties," movements of State capital)</li> <li>• Settlement Patterns (e.g., native settlements, Westward expansion, development of towns)</li> <li>• Social Organization (e.g., trade and development of cash economy, African Methodist Episcopal Church founded, schools in the colony)</li> <li>• Transportation (e.g., trade routes, turnpikes, post roads)</li> <li>• Women's Movement (e.g., voting qualifications, role models)</li> </ul>	<ul style="list-style-type: none"> <li>• Economic activities</li> <li>• Political activities</li> </ul> <p>8.2.4.A. Differentiate common characteristics of the social, political, cultural, and economic groups from Pennsylvania.</p> <p>8.2.4.C. Explain how continuity and change in Pennsylvania history have influenced personal development and identity.</p> <ul style="list-style-type: none"> <li>• Belief systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organizations</li> </ul>
26	Innovations and Inventions from Pennsylvania	<p>8.1.6.A. Understand chronological thinking and distinguish between past, present and future time.</p> <ul style="list-style-type: none"> <li>• Calendar time</li> <li>• Time lines</li> <li>• People and events in time</li> <li>• Patterns of continuity and change</li> <li>• Sequential order</li> <li>• Context for events</li> </ul> <p>8.2.6.A. Identify and explain the political and cultural contributions of individuals and groups to Pennsylvania history from Beginnings to 1824.</p>	<p>8.2.4.A. Differentiate common characteristics of the social, political, cultural, and economic groups from Pennsylvania.</p> <p>8.2.4.B. Locate historical documents, artifacts, and places critical to Pennsylvania history.</p> <p>8.2.4.C. Explain how continuity and change in Pennsylvania history have influenced personal development and identity.</p> <ul style="list-style-type: none"> <li>• Belief systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> </ul>

Week	Title	2002 Standards	2009 Standards
		<ul style="list-style-type: none"> <li>• Inhabitants (e.g., Native Americans, Europeans, Africans)</li> <li>• Military Leaders (e.g., Anthony Wayne, = Oliver H. Perry, John Muhlenberg)</li> <li>• Political Leaders (e.g., William Penn, Hannah Penn, Benjamin Franklin)</li> <li>• Cultural and Commercial Leaders (e.g., Robert Morris, John Bartram, Albert Gallatin)</li> <li>• Innovators and Reformers (e.g., Society of Friends, Richard Allen, Sybilla Masters)</li> </ul> <p>8.2.6.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"> <li>• Documents, Writings and Oral Traditions (e.g., Charter of Privileges, The Gradual Abolition of Slavery Act of 1780, Letters from a Pennsylvania Farmer)</li> <li>• Artifacts, Architecture and Historic Places (e.g., Conestoga Wagon, Pennsylvania rifle, Brig Niagara)</li> </ul> <p>8.2.6.C Identify and explain how continuity and change have influenced Pennsylvania history from the Beginnings to 1824.</p> <ul style="list-style-type: none"> <li>• Belief Systems and Religions (e.g., Native Americans, Quakers)</li> <li>• Commerce and Industry (e.g., iron production, sailing, fur trade)</li> <li>• Innovations (e.g., steam boat, Conestoga Wagon)</li> <li>• Politics (e.g., The Mason-Dixon Line, Pennsylvania's acquisition and detachment of the "lower three counties," movements of State capital)</li> <li>• Settlement Patterns (e.g., native settlements, Westward expansion, development of towns)</li> <li>• Social Organization (e.g., trade and development of cash economy, African Methodist Episcopal Church founded, schools in the colony)</li> <li>• Transportation (e.g., trade routes, turnpikes, post roads)</li> <li>• Women's Movement (e.g., voting qualifications, role models)</li> </ul>	<ul style="list-style-type: none"> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organizations</li> </ul>

Week	Title	2002 Standards	2009 Standards
<b>Unit 7: Pennsylvania Today</b>			
27	Fun in Pennsylvania	<p>5.1.6.J Describe how the government protects individual and property rights and promotes the common good.</p> <p>6.1.6.D. Explain the importance of expansion and contraction on individual businesses (e.g., gourmet food shops, auto repair shops, ski resorts).</p> <p>6.2.6.B. Describe the costs and benefits of competition to consumers in markets.</p> <p>6.5.6.C Compare the number of employees at different businesses.</p> <p>7.3.6.B Describe the human characteristics of places and regions by their cultural characteristics.</p> <ul style="list-style-type: none"> <li>• Ethnicity of people at the county and state levels (e.g., customs, celebrations, languages</li> <li>• Spatial arrangement of cultures creates distinctive landscapes) (e.g., cultural regions based on languages, customs, religion, building styles as in the Pennsylvania German region)</li> </ul> <p>7.3.6.D Describe the human characteristics of places and regions by their economic activities.</p> <ul style="list-style-type: none"> <li>• Spatial distribution of economic activities in the local area (e.g., patterns of agriculture, forestry, mining, retailing, manufacturing, services)</li> <li>• 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)</li> <li>• Spatial distribution of resources and their relationship to population distribution</li> <li>• Historical settlement patterns and natural resource use (e.g., waterpower sites along the Fall Line)</li> </ul>	<p>6.2.4.A. Explain how a product moves from production to consumption.</p> <p>6.2.4.B. Determine how sellers compete with one another.</p> <p>6.2.4.C. Differentiate between monetary and non-monetary incentives in advertising.</p> <p>6.2.4.D. Explain the role of buyers and sellers in determining prices of products.</p> <p>6.2.4.E. Explain why local businesses open and close.</p> <p>7.3.4.A. Identify the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> <li>• Population</li> <li>• Culture</li> <li>• Settlement</li> <li>• Economic activities</li> <li>• Political activities</li> </ul>
28	Champions off the Field	5.2.6.D Describe the importance of political leadership and public service.	5.2.4.D. Describe how citizens participate in school and community activities.

Week	Title	2002 Standards	2009 Standards
		<p>8.1.6.A Chronological Thinking: Understand chronological thinking and distinguish between past, present and future time.</p> <p>8.2.6.A. Identify and explain the political and cultural contributions of individuals and groups to Pennsylvania history from Beginnings to 1824.</p> <p>8.2.6.B Identify and explain primary documents, material artifacts and historic sites important in Pennsylvania history from Beginnings to 1824.</p> <p>8.2.C Identify and explain how continuity and change have influenced Pennsylvania history from the Beginnings to 1824.</p>	<p>8.2.4.A. Differentiate common characteristics of the social, political, cultural, and economic groups from Pennsylvania.</p> <p>8.2.4.B. Locate historical documents, artifacts, and places critical to Pennsylvania history.</p> <p>8.2.4.C. Explain how continuity and change in Pennsylvania history have influenced personal development and identity.</p> <ul style="list-style-type: none"> <li>• Belief systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organizations</li> </ul>
29	Human Characteristics of Pennsylvania	<p>7.1.6.A. Describe geographic tools and their uses.</p> <ul style="list-style-type: none"> <li>• Basis on which maps, graphs and diagrams are created</li> <li>• Mental maps to organize an understanding of the human and physical features of Pennsylvania and the home county</li> <li>• Basic spatial elements for depicting the patterns of physical and human features</li> </ul> <p>7.3.6.A. Describe the human characteristics of places and regions by their population characteristics.</p> <ul style="list-style-type: none"> <li>• Spatial distribution, size, density and demographic characteristics of population at the county and state level.</li> <li>• Causes of human movement</li> </ul> <p>7.3.6.B. Describe the human characteristics of places and regions by their cultural characteristics.</p> <ul style="list-style-type: none"> <li>• Ethnicity of people at the county and state levels (e.g., customs, celebrations, languages• Spatial arrangement of cultures creates distinctive landscapes (e.g., cultural regions based on languages, customs, religion, building styles as in the Pennsylvania German region)</li> </ul> <p>7.3.6.D. Describe the human characteristics of places and regions by their economic activities.</p>	<p>7.1.4.A. Describe how common geographic tools are used to organize and interpret information about people, places, and environment.</p> <p>7.1.4.B. Describe and locate places and regions as defined by physical and human features.</p> <p>7.3.4.A. Identify the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> <li>• Population</li> <li>• Culture</li> <li>• Settlement</li> <li>• Economic activities</li> <li>• Political activities</li> </ul>



Week	Title	2002 Standards	2009 Standards
		<ul style="list-style-type: none"> <li>• Spatial distribution of economic activities in the local area (e.g., patterns of agriculture, forestry, mining, retailing, manufacturing, services)</li> <li>• 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)</li> <li>• Spatial distribution of resources and their relationship to population distribution</li> <li>• Historical settlement patterns and natural resource use (e.g., waterpower sites along the Fall Line)</li> </ul> <p>7.3.6.E. Describe the human characteristics of places and regions by their political activities.</p> <ul style="list-style-type: none"> <li>• Spatial pattern of political units in Pennsylvania</li> <li>• Functions of political units (e.g., counties, municipalities, townships, school districts, PA General Assembly districts (House and Senate), U.S. Congressional districts, states.</li> </ul>	
30	Education	<p>5.3.6.C Explain how government actions affect citizens' daily lives.</p> <p>6.2.6.J Explain the cost and benefits of taxation.</p> <p>7.3.6.C. Describe the human characteristics of places and regions by their settlement characteristics.</p> <ul style="list-style-type: none"> <li>• Current and past settlement patterns in the local area</li> <li>• Factors that affect the growth and decline of settlements (e.g., immigration, transportation development, depletion of natural resources, site and situation)</li> </ul> <p>8.2.6.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"> <li>• Documents, Writings and Oral Traditions (e.g., Charter of Privileges, The Gradual Abolition of Slavery Act of 1780, Letters from a Pennsylvania Farmer)</li> <li>• Artifacts, Architecture and Historic Places (e.g., Conestoga Wagon, Pennsylvania rifle, Brig Niagara)</li> </ul>	<p>5.3.4.C Identify the services performed by local and state governments.</p> <p>6.3.4.A. Explain how government responds to social needs by providing public goods and services.</p> <p>6.3.4.C. Explore ways in which tax revenues are used in local community.</p> <p>7.3.4.A. Identify the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> <li>• Population</li> <li>• Culture</li> <li>• Settlement</li> <li>• Economic activities</li> <li>• Political activities</li> </ul> <p>8.2.4.A. Differentiate common characteristics of the social, political, cultural, and economic groups from Pennsylvania.</p> <p>8.2.4.B. Locate historical documents, artifacts, and places critical to Pennsylvania history.</p>



Week	Title	2002 Standards	2009 Standards
		<p>8.2.6.C Identify and explain how continuity and change have influenced Pennsylvania history from the Beginnings to 1824.</p> <ul style="list-style-type: none"> <li>• Belief Systems and Religions (e.g., Native Americans, Quakers)</li> <li>• Commerce and Industry (e.g., iron production, sailing, fur trade)</li> <li>• Innovations (e.g., steam boat, Conestoga Wagon)</li> <li>• Politics (e.g., The Mason-Dixon Line, Pennsylvania's acquisition and detachment of the "lower three counties," movements of State capital)</li> <li>• Settlement Patterns (e.g., native settlements, Westward expansion, development of towns)</li> <li>• Social Organization (e.g., trade and development of cash economy, African Methodist Episcopal Church founded, schools in the colony)</li> <li>• Transportation (e.g., trade routes, turnpikes, post roads)</li> <li>• Women's Movement (e.g., voting qualifications, role models)</li> </ul>	<p>8.2.4.C. Explain how continuity and change in Pennsylvania history have influenced personal development and identity.</p> <ul style="list-style-type: none"> <li>• Belief systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organizations</li> </ul>
31	Natural Disasters in Pennsylvania	<p>5.3.6.J Describe the influence of media in reporting issues.</p> <p>7.4.6 A. Describe the impacts of physical systems on people.</p> <ul style="list-style-type: none"> <li>• How people depend on, adjust to and modify physical systems on a regional scale (e.g., coastal industries, development of coastal communities, flood control)</li> <li>• Ways in which people adjust to life in hazard-prone areas (e.g., California and earthquakes, Florida and hurricanes, Oklahoma and tornadoes).</li> </ul> <p>7.4.6.B. Describe the impacts of people on physical systems.</p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• Ways humans adjust their impact on the habitat (e.g., Endangered Species Act, replacement of wetlands, logging and replanting trees)</li> </ul>	<p>5.3.5.H. Identify various sources of mass media.</p> <p>7.4.4.A. Identify the effect of the physical systems on people within a community.</p> <p>7.4.4.B. Identify the effect of people on the physical systems within a community.</p>

Week	Title	2002 Standards	2009 Standards
32	Conservation in Pennsylvania	<p>5.2.6.A Compare rights and responsibilities of citizenship.</p> <ul style="list-style-type: none"> <li>• Political rights</li> <li>• Economic rights</li> <li>• Personal responsibilities of the individual and to society</li> <li>• Civic responsibilities of the individual and to society</li> <li>• Traits of character of individuals and to a republican form of government.</li> </ul> <p>5.3.6.C Explain how government actions affect citizens' daily lives.</p> <p>7.4.6.A. Describe the impacts of physical systems on people.</p> <ul style="list-style-type: none"> <li>• How people depend on, adjust to and modify physical systems on a regional scale (e.g., coastal industries, development of coastal communities, flood control)</li> <li>• Ways in which people adjust to life in hazard-prone areas (e.g., California and earthquakes, Florida and hurricanes, Oklahoma and tornadoes).</li> </ul> <p>7.4.6.B. Describe the impacts of people on physical systems.</p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• Ways humans adjust their impact on the habitat (e.g., Endangered Species Act, replacement of wetlands, logging and replanting trees)</li> </ul> <p>8.2.6.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"> <li>• Inhabitants (e.g., Native Americans, Europeans, Africans)</li> <li>• Military Leaders (e.g., Anthony Wayne, Oliver H. Perry, John Muhlenberg)</li> <li>• Political Leaders (e.g., William Penn, Hannah Penn, Benjamin Franklin)</li> </ul>	<p>5.2.4.D. Describe how citizens participate in school and community activities.</p> <p>7.3.4.A. Identify the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> <li>• Population</li> <li>• Culture</li> <li>• Settlement</li> <li>• Economic activities</li> <li>• Political activities</li> </ul> <p>8.2.4.A. Differentiate common characteristics of the social, political, cultural, and economic groups from Pennsylvania.</p> <p>8.2.4.C. Explain how continuity and change in Pennsylvania history have influenced personal development and identity.</p> <ul style="list-style-type: none"> <li>• Belief systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organizations</li> </ul>

Week	Title	2002 Standards	2009 Standards
		<ul style="list-style-type: none"> <li>• Cultural and Commercial Leaders (e.g., Robert Morris, John Bartram, Albert Gallatin)</li> <li>• Innovators and Reformers (e.g., Society of Friends, Richard Allen, Sybilla Masters)</li> </ul> <p>8.2.6.C Identify and explain how continuity and change have influenced Pennsylvania history from the Beginnings to 1824.</p> <ul style="list-style-type: none"> <li>• Belief Systems and Religions (e.g., Native Americans, Quakers)</li> <li>• Commerce and Industry (e.g., iron production, sailing, fur trade)</li> <li>• Innovations (e.g., steam boat, Conestoga Wagon)</li> <li>• Politics (e.g., The Mason-Dixon Line, Pennsylvania's acquisition and detachment of the "lower three counties," movements of State capital)</li> <li>• Settlement Patterns (e.g., native settlements, Westward expansion, development of towns)</li> <li>• Social Organization (e.g., trade and development of cash economy, African Methodist Episcopal Church founded, schools in the colony)</li> <li>• Transportation (e.g., trade routes, turnpikes, post roads)</li> <li>• Women's Movement (e.g., voting qualifications, role models)</li> </ul>	

Week	Title	Standards Covered	
Unit 1: Inquiry			
		2002	2009
1	Developing Questions and Planning Inquiries	<p>8.1.6.A Understand chronological thinking and distinguish between past, present and future time.</p> <ul style="list-style-type: none"><li>• Calendar time</li><li>• Time lines</li><li>• People and events in time</li><li>• Patterns of continuity and change</li><li>• Sequential order</li><li>• Context for events</li></ul> <p>8.1.6.B. Explain and analyze historical sources.</p> <ul style="list-style-type: none"><li>• Literal meaning of a historical passage</li><li>• Data in historical and contemporary maps, graphs and tables</li><li>• Author or historical source</li><li>• Multiple historical perspectives</li><li>• Visual evidence</li><li>• Mathematical data from graphs and tables</li></ul> <p>8.1.6.C. Explain the fundamentals of historical interpretation.</p> <ul style="list-style-type: none"><li>• Difference between fact and opinion</li><li>• Multiple points of view</li><li>• Illustrations in historical stories</li><li>• Causes and results</li><li>• Author or source of historical narratives</li></ul> <p>8.1.6.D. Describe and explain historical research.</p> <ul style="list-style-type: none"><li>• Historical events (time and place)</li><li>• Facts, folklore and fiction</li><li>• Historical questions</li><li>• Primary sources</li><li>• Secondary sources</li><li>• Conclusions (e.g., simulations, group projects, skits and plays)</li></ul>	<p>8.1 Historical Analysis and Skills Development.</p> <p>8.1.5.A. Identify and explain the influences of economic features on continuity and change over time.</p> <p>8.1.5.B. Classify and analyze fact and opinion from multiple points of view, and secondary sources as related to historical events.</p> <p>8.1.5.C. Locate primary and secondary sources for the research topic and summarize in writing the findings.</p>

Week	Title	Standards Covered	
2	Historical Inquiry Sources	<p>8.1.6.A Understand chronological thinking and distinguish between past, present and future time.</p> <ul style="list-style-type: none"> <li>• Calendar time</li> <li>• Time lines</li> <li>• People and events in time</li> <li>• Patterns of continuity and change</li> <li>• Sequential order</li> <li>• Context for events</li> </ul> <p>8.1.6.B. Explain and analyze historical sources.</p> <ul style="list-style-type: none"> <li>• Literal meaning of a historical passage</li> <li>• Data in historical and contemporary maps, graphs and tables</li> <li>• Author or historical source</li> <li>• Multiple historical perspectives</li> <li>• Visual evidence</li> <li>• Mathematical data from graphs and tables</li> </ul> <p>8.1.6.C. Explain the fundamentals of historical interpretation.</p> <ul style="list-style-type: none"> <li>• Difference between fact and opinion</li> <li>• Multiple points of view</li> <li>• Illustrations in historical stories</li> <li>• Causes and results</li> <li>• Author or source of historical narratives</li> </ul> <p>8.1.6.D. Describe and explain historical research.</p> <ul style="list-style-type: none"> <li>• Historical events (time and place)</li> <li>• Facts, folklore and fiction</li> <li>• Historical questions</li> <li>• Primary sources</li> <li>• Secondary sources</li> <li>• Conclusions (e.g., simulations, group projects, skits and plays)</li> </ul>	<p>8.1 Historical Analysis and Skills Development.</p> <p>8.1.5.A. Identify and explain the influences of economic features on continuity and change over time.</p> <p>8.1.5.B. Classify and analyze fact and opinion from multiple points of view, and secondary sources as related to historical events.</p> <p>8.1.5.C. Locate primary and secondary sources for the research topic and summarize in writing the findings.</p>
3	Analyzing and Evaluating Evidence	<p>8.1.6.A Understand chronological thinking and distinguish between past, present and future time.</p>	<p>8.1 Historical Analysis and Skills Development.</p>

Week	Title	Standards Covered	
		<ul style="list-style-type: none"> <li>• Calendar time</li> <li>• Time lines</li> <li>• People and events in time</li> <li>• Patterns of continuity and change</li> <li>• Sequential order</li> <li>• Context for events</li> </ul> <p>8.1.6.B. Explain and analyze historical sources.</p> <ul style="list-style-type: none"> <li>• Literal meaning of a historical passage</li> <li>• Data in historical and contemporary maps, graphs and tables</li> <li>• Author or historical source</li> <li>• Multiple historical perspectives</li> <li>• Visual evidence</li> <li>• Mathematical data from graphs and tables</li> </ul> <p>8.1.6.C. Explain the fundamentals of historical interpretation.</p> <ul style="list-style-type: none"> <li>• Difference between fact and opinion</li> <li>• Multiple points of view</li> <li>• Illustrations in historical stories</li> <li>• Causes and results</li> <li>• Author or source of historical narratives</li> </ul> <p>8.1.6.D. Describe and explain historical research.</p> <ul style="list-style-type: none"> <li>• Historical events (time and place)</li> <li>• Facts, folklore and fiction</li> <li>• Historical questions</li> <li>• Primary sources</li> <li>• Secondary sources</li> <li>• Conclusions (e.g., simulations, group projects, skits and plays)</li> </ul>	<p>8.1.5.A. Identify and explain the influences of economic features on continuity and change over time.</p> <p>8.1.5.B. Classify and analyze fact and opinion from multiple points of view, and secondary sources as related to historical events.</p> <p>8.1.5.C. Locate primary and secondary sources for the research topic and summarize in writing the findings.</p>
4	Communicating Conclusions	<p>8.1.6.A Understand chronological thinking and distinguish between past, present and future time.</p> <ul style="list-style-type: none"> <li>• Calendar time</li> <li>• Time lines</li> <li>• People and events in time</li> </ul>	<p>8.1 Historical Analysis and Skills Development.</p> <p>8.1.5.A. Identify and explain the influences of economic features on continuity and change over time.</p>

Week	Title	Standards Covered	
		<ul style="list-style-type: none"> <li>• Patterns of continuity and change</li> <li>• Sequential order</li> <li>• Context for events</li> </ul> <p>8.1.6.B. Explain and analyze historical sources.</p> <ul style="list-style-type: none"> <li>• Literal meaning of a historical passage</li> <li>• Data in historical and contemporary maps, graphs and tables</li> <li>• Author or historical source</li> <li>• Multiple historical perspectives</li> <li>• Visual evidence</li> <li>• Mathematical data from graphs and tables</li> </ul> <p>8.1.6.C. Explain the fundamentals of historical interpretation.</p> <ul style="list-style-type: none"> <li>• Difference between fact and opinion</li> <li>• Multiple points of view</li> <li>• Illustrations in historical stories</li> <li>• Causes and results</li> <li>• Author or source of historical narratives</li> </ul> <p>8.1.6.D. Describe and explain historical research.</p> <ul style="list-style-type: none"> <li>• Historical events (time and place)</li> <li>• Facts, folklore and fiction</li> <li>• Historical questions</li> <li>• Primary sources</li> <li>• Secondary sources</li> <li>• Conclusions (e.g., simulations, group projects, skits and plays)</li> </ul>	<p>8.1.5.B. Classify and analyze fact and opinion from multiple points of view, and secondary sources as related to historical events.</p> <p>8.1.5.C. Locate primary and secondary sources for the research topic and summarize in writing the findings.</p>
5	Engaging in Your Own Inquiry	<p>8.1.6.A Understand chronological thinking and distinguish between past, present and future time.</p> <ul style="list-style-type: none"> <li>• Calendar time</li> <li>• Time lines</li> <li>• People and events in time</li> <li>• Patterns of continuity and change</li> <li>• Sequential order</li> <li>• Context for events</li> </ul>	<p>8.1 Historical Analysis and Skills Development</p> <p>8.1.5.A. Identify and explain the influences of economic features on continuity and change over time.</p> <p>8.1.5.B. Classify and analyze fact and opinion from multiple points of view,</p>

Week	Title	Standards Covered	
		<p>8.1.6.B. Explain and analyze historical sources.</p> <ul style="list-style-type: none"> <li>• Literal meaning of a historical passage</li> <li>• Data in historical and contemporary maps, graphs and tables</li> <li>• Author or historical source</li> <li>• Multiple historical perspectives</li> <li>• Visual evidence</li> <li>• Mathematical data from graphs and tables</li> </ul> <p>8.1.6.C. Explain the fundamentals of historical interpretation.</p> <ul style="list-style-type: none"> <li>• Difference between fact and opinion</li> <li>• Multiple points of view</li> <li>• Illustrations in historical stories</li> <li>• Causes and results</li> <li>• Author or source of historical narratives</li> </ul> <p>8.1.6.D. Describe and explain historical research.</p> <ul style="list-style-type: none"> <li>• Historical events (time and place)</li> <li>• Facts, folklore and fiction</li> <li>• Historical questions</li> <li>• Primary sources</li> <li>• Secondary sources</li> <li>• Conclusions (e.g., simulations, group projects, skits and plays)</li> </ul>	<p>and secondary sources as related to historical events.</p> <p>8.1.5.C. Locate primary and secondary sources for the research topic and summarize in writing the findings.</p>
<b>Unit 2: North America Before European Contact</b>			
6	Life in the Americas	<p>7.1.6.B. Describe and locate places and regions.</p> <ul style="list-style-type: none"> <li>• Coordinate systems (e.g., latitude and longitude, time zones)</li> <li>• Physical features</li> <li>• Human features</li> <li>• Ways in which different people view places and regions (e.g., places to visit or to avoid)</li> <li>• Community connections to other</li> </ul>	<p>7.1.5.A Describe how common geographic tools are used to organize and interpret information about people, places, and environment.</p> <p>7.1.5.B Describe and locate places and regions as defined by physical and human features.</p>



Week	Title	Standards Covered
		<p>7.3.6.A. Describe the human characteristics of places and regions by their population characteristics.</p> <ul style="list-style-type: none"> <li>• Spatial distribution, size, density and demographic characteristics of population at the county and state level.</li> <li>• Causes of human movement</li> </ul> <p>7.3.6.B. Describe the human characteristics of places and regions by their cultural characteristics.</p> <ul style="list-style-type: none"> <li>• Ethnicity of people at the county and state levels (e.g., customs, celebrations, languages)</li> <li>• Spatial arrangement of cultures creates distinctive landscapes (e.g., cultural regions based on languages, customs, religion, building styles as in the Pennsylvania German region)</li> </ul> <p>7.3.6.C. Describe the human characteristics of places and regions by their settlement characteristics.</p> <ul style="list-style-type: none"> <li>• Current and past settlement patterns in the local area</li> <li>• Factors that affect the growth and decline of settlements (e.g., immigration, transportation development, depletion of natural resources, site and situation)</li> </ul> <p>7.3.6.D. Describe the human characteristics of places and regions by their economic activities.</p> <ul style="list-style-type: none"> <li>• Spatial distribution of economic activities in the local area (e.g., patterns of agriculture, forestry, mining, retailing, manufacturing, services)</li> <li>• Factors that influence the location and spatial distribution of economic activities (e.g., market size for different types of business,</li> </ul> <p>7.3.5.A Identify the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> <li>• Population</li> <li>• Culture</li> <li>• Settlement</li> <li>• Economic activities</li> <li>• Political activities</li> </ul>

Week	Title	Standards Covered	
		<p>accessibility, modes of transportation used to move people, goods and materials)</p> <ul style="list-style-type: none"> <li>• Spatial distribution of resources and their relationship to population distribution</li> <li>• Historical settlement patterns and natural resource use (e.g., waterpower sites along the Fall Line)</li> </ul>	
7	Government and Culture in North America	<p>5.3.6.K Describe forms of government.</p> <ul style="list-style-type: none"> <li>• Limited</li> <li>• Unlimited</li> </ul> <p>5.3.6.A Compare the structure, organization and operation of local, state and national governments.</p> <p>5.4.6.E. Explain how nations work together on common environmental problems, natural disasters and trade.</p> <p>7.1.6.B. Describe and locate places and regions.</p> <ul style="list-style-type: none"> <li>• Coordinate systems (e.g., latitude and longitude, time zones)</li> <li>• Physical features</li> <li>• Human features</li> <li>• Ways in which different people view places and regions (e.g., places to visit or to avoid)</li> <li>• Community connections to other places</li> </ul> <p>7.3.6.A. Describe the human characteristics of places and regions by their population characteristics.</p> <ul style="list-style-type: none"> <li>• Spatial distribution, size, density and demographic characteristics of population at the county and state level.</li> <li>• Causes of human movement</li> </ul>	<p>7.1.5.A Describe how common geographic tools are used to organize and interpret information about people, places, and environment.</p> <p>7.1.5.B Describe and locate places and regions as defined by physical and human features.</p> <p>7.3 Human Characteristics of Places and Regions</p> <p>7.3.5.A Identify the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> <li>• Population</li> <li>• Culture</li> <li>• Settlement</li> <li>• Economic activities</li> <li>• Political activities</li> </ul> <p>8.3.5.C. Differentiate how continuity and change in United States history are formed and operate.</p> <ul style="list-style-type: none"> <li>• Belief Systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organizations</li> </ul>

Week	Title	Standards Covered
		<p>7.3.6.B. Describe the human characteristics of places and regions by their cultural characteristics.</p> <ul style="list-style-type: none"> <li>• Ethnicity of people at the county and state levels (e.g., customs, celebrations, languages)</li> <li>• Spatial arrangement of cultures creates distinctive landscapes (e.g., cultural regions based on languages, customs, religion, building styles as in the Pennsylvania German region)</li> </ul> <p>7.3.6.C. Describe the human characteristics of places and regions by their settlement characteristics.</p> <ul style="list-style-type: none"> <li>• Current and past settlement patterns in the local area</li> <li>• Factors that affect the growth and decline of settlements (e.g., immigration, transportation development, depletion of natural resources, site and situation)</li> </ul> <p>7.3.6.D. Describe the human characteristics of places and regions by their economic activities.</p> <ul style="list-style-type: none"> <li>• Spatial distribution of economic activities in the local area (e.g., patterns of agriculture, forestry, mining, retailing, manufacturing, services)</li> <li>• 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)</li> <li>• Spatial distribution of resources and their relationship to population distribution</li> <li>• Historical settlement patterns and natural resource use (e.g., waterpower sites along the Fall Line)</li> </ul>

Week	Title	Standards Covered	
		<p>7.3.6.E. Describe the human characteristics of places and regions by their political activities.</p> <ul style="list-style-type: none"> <li>• Spatial pattern of political units in Pennsylvania</li> <li>• Functions of political units (e.g., counties, municipalities, townships, school districts, PA General Assembly districts (House and Senate), U.S. Congressional districts, states</li> </ul>	
8	Trade and Economics in North America	<p>6.2.6.C Explain the function of money and its use in society.</p> <p>6.2.6.E Explain how the interaction of buyers and sellers determines prices and quantities exchanged.</p> <p>6.3.6. A Explain how scarcity influences choices and behaviors.</p> <ul style="list-style-type: none"> <li>• Personal decision-making</li> <li>• Family decision-making</li> <li>• Community decision-making</li> </ul> <p>6.3.6.B Explain how limited resources and unlimited wants cause scarcity.</p> <p>6.4.6.B Explain how specialization leads to more trade between people and nations.</p> <p>6.4.6.C Identify and define imports, exports, inter-regional trade and international trade.</p> <p>6.4.6.D Explain how the location of resources, transportation and communication networks and technology have affected Pennsylvania economic patterns.</p> <ul style="list-style-type: none"> <li>• Agriculture (e.g., farms)</li> <li>• Forestry (e.g., logging)</li> <li>• Mining and mineral extraction (e.g., coal fields)</li> </ul>	<p>6.1.5.B Explain ways in which people meet their basic needs and wants.</p> <p>6.2.5.A Describe how goods and services are distributed.</p> <p>6.4.5.B. Explain the growth in international trade.</p> <p>6.5.5..A. Describe how the availability of goods and services is made possible by the work of members of the society.</p> <p>7.1.5.B Describe and locate places and regions as defined by physical and human features.</p> <p>7.3.5.A Identify the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> <li>• Population</li> <li>• Culture</li> <li>• Settlement</li> <li>• Economic activities</li> <li>• Political activities</li> <li>•</li> </ul> <p>7.4.5.A Identify the effect of the physical systems on people within a community.</p>

Week	Title	Standards Covered	
		<ul style="list-style-type: none"> <li>• Manufacturing (e.g., steel mills)</li> <li>• Wholesale and retail (e.g., super stores, internet)</li> </ul> <p>6.4.6.E Explain how specialization and trade lead to interdependence.</p> <p>6.4.6.F Explain how opportunity costs influence where goods and services are produced locally and regionally.</p> <p>8.1.6.C. Explain the fundamentals of historical interpretation.</p> <ul style="list-style-type: none"> <li>• Difference between fact and opinion</li> <li>• Multiple points of view</li> <li>• Illustrations in historical stories</li> <li>• Causes and results</li> <li>• Author or source of historical narratives</li> </ul> <p>8.1.6.D. Describe and explain historical research.</p> <ul style="list-style-type: none"> <li>• Historical events (time and place)</li> <li>• Facts, folklore and fiction</li> <li>• Historical questions</li> <li>• Primary sources</li> <li>• Secondary sources</li> <li>• Conclusions (e.g., simulations, group projects, skits and plays)</li> </ul>	<p>8.1.5.A. Identify and explain the influences of economic features on continuity and change over time.</p>
9	Guided Inquiry: Lives of North American Indians	<p>8.1.6.A Understand chronological thinking and distinguish between past, present and future time.</p> <ul style="list-style-type: none"> <li>• Calendar time</li> <li>• Time lines</li> <li>• People and events in time</li> <li>• Patterns of continuity and change</li> <li>• Sequential order</li> <li>• Context for events</li> </ul> <p>8.1.6.B. Explain and analyze historical sources.</p> <ul style="list-style-type: none"> <li>• Literal meaning of a historical passage</li> </ul>	<p>8.1.5.A. Identify and explain the influences of economic features on continuity and change over time.</p> <p>8.1.5.B. Classify and analyze fact and opinion from multiple points of view, and secondary sources as related to historical events.</p> <p>8.1.5.C. Locate primary and secondary sources for the research topic and summarize in writing the findings.</p>

Week	Title	Standards Covered	
		<ul style="list-style-type: none"> <li>• Data in historical and contemporary maps, graphs and tables</li> <li>• Author or historical source</li> <li>• Multiple historical perspectives</li> <li>• Visual evidence</li> <li>• Mathematical data from graphs and tables</li> </ul> <p>8.1.6.C. Explain the fundamentals of historical interpretation.</p> <ul style="list-style-type: none"> <li>• Difference between fact and opinion</li> <li>• Multiple points of view</li> <li>• Illustrations in historical stories</li> <li>• Causes and results</li> <li>• Author or source of historical narratives</li> </ul> <p>8.1.6.D. Describe and explain historical research.</p> <ul style="list-style-type: none"> <li>• Historical events (time and place)</li> <li>• Facts, folklore and fiction</li> <li>• Historical questions</li> <li>• Primary sources</li> <li>• Secondary sources</li> <li>• Conclusions (e.g., simulations, group projects, skits and plays)</li> </ul>	
<b>Unit 3: The Age of European Exploration and Colonization</b>			
10	The Age of Encounters	<p>6.2.6 F. Describe how prices influence both buyers and sellers and explain why prices may vary for similar products.</p> <p>6.2.6.G Explain how taxes affect the price of goods and services.</p> <p>6.2.6.J Explain the cost and benefits of taxation.</p> <p>6.3.6. A Explain how scarcity influences choices and behaviors.</p> <ul style="list-style-type: none"> <li>• Personal decision-making</li> <li>• Family decision-making</li> <li>• Community decision-making</li> </ul>	<p>6.1.5.A Explain how limited resources and unlimited wants cause scarcity.</p> <p>6.1.5.B Explain ways in which people meet their basic needs and wants. Demonstrate the use of human and capital resources in the production of a specific good.</p> <p>6.1.5.C Explain how people's choices have different economic consequences.</p> <p>6.1.5.D Demonstrate how availability of resources affects choices.</p>

Week	Title	Standards Covered
		<p>6.3.6.B Explain how limited resources and unlimited wants cause scarcity.</p> <p>6.3.6.D Explain the costs and benefits of an economic decision.</p> <p>6.3.6.F Explain how negative and positive incentives affect choices.</p> <p>7.1.6.A. Describe geographic tools and their uses.</p> <ul style="list-style-type: none"> <li>• Basis on which maps, graphs and diagrams are created</li> <li>• Geographic representations to display spatial information</li> <li>• Mental maps to organize an understanding of the human and physical features of Pennsylvania and the home county</li> <li>• Basic spatial elements for depicting the patterns of physical and human features</li> </ul> <p>7.1.6.B. Describe and locate places and regions.</p> <ul style="list-style-type: none"> <li>• Coordinate systems (e.g., latitude and longitude, time zones)</li> <li>• Physical features</li> <li>• Human features</li> <li>• Ways in which different people view places and regions (e.g., places to visit or to avoid)</li> <li>• Community connections to other places</li> </ul> <p>8.4.6.A. Identify and explain how individuals and groups made significant political and cultural contributions to world history.</p> <ul style="list-style-type: none"> <li>• Africa (e.g., Nelson Mandela, Desmond Tutu, F. W. de Klerk, Pieter Botha, African National Congress)</li> </ul>
		<p>6.3.5.A Describe the cost and benefits of government economic programs.</p> <p>6.3.5.B. Describe factors that influence government's economic decision making.</p> <p>6.3.5.C Explore ways in which tax revenue is collected.</p> <p>6.4.5.B. Explain the growth in international trade.</p> <p>6.4.3.D. Identify various economic and non-economic organizations that contribute to interaction among individuals and nations.</p> <p>7.1.5.A Describe how common geographic tools are used to organize and interpret information about people, places, and environment.</p> <p>7.1.5.B Describe and locate places and regions as defined by physical and human features.</p> <p>7.3.5.A Identify the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> <li>• Population</li> <li>• Culture</li> <li>• Settlement</li> <li>• Economic activities</li> <li>• Political activities</li> </ul> <p>8.4.5.A. Compare and contrast common characteristics of the social, political, cultural, and economic groups in world history.</p> <p>8.4.5.B. Illustrate concepts and knowledge of historical</p>

Week	Title	Standards Covered	
		<ul style="list-style-type: none"> <li>• Americas (e.g., Pizarro, Atahualpa, Aztecs, Incas, Montezuma, Cortez)</li> <li>• Asia (e.g., Tokugawa Ieyasu, Toyotomi clan, shogun Iemitsu, Commodore Perry, daimyo)</li> <li>• Europe (e.g., Pope Leo X, John Calvin, John Wesley, Martin Luther, Ignatius of Loyola)</li> </ul> <p>8.4.6.B. Identify and explain important documents, material artifacts and historic sites in world history.</p> <ul style="list-style-type: none"> <li>• Africa (e.g., Prohibition of Marriages Act, prison on Robben Island)</li> <li>• Americas (e.g., Tenochtitlan, Aztec masks)</li> <li>• Asia (e.g., samurai sword, Commodore Perry's Black Ships)</li> <li>• Europe (e.g., Luther's Ninety-Five Theses, Wittenberg Castle Church)</li> </ul>	documents, artifacts and sites which are critical to World History.
11	Consequences of Contact	<p>6.2.6.B. Describe the costs and benefits of competition to consumers in markets.</p> <p>6.2.6.C Explain the function of money and its use in society.</p> <p>6.2.6.E Explain how the interaction of buyers and sellers determines prices and quantities exchanged.</p> <p>6.2.6 F. Describe how prices influence both buyers and sellers and explain why prices may vary for similar products.</p> <p>6.2.6.G Explain how taxes affect the price of goods and services.</p> <p>6.3.6. A Explain how scarcity influences choices and behaviors.</p> <ul style="list-style-type: none"> <li>• Personal decision-making</li> <li>• Family decision-making</li> <li>• Community decision-making</li> </ul>	<p>6.1.5.C Explain how people's choices have different economic consequences.</p> <p>6.1.5.D Demonstrate how availability of resources affects choices.</p> <p>6.4.5.B. Explain the growth in international trade.</p> <p>7.3.5.A Identify the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> <li>• Population</li> <li>• Culture</li> <li>• Settlement</li> <li>• Economic activities</li> <li>• Political activities</li> <li>• </li> </ul> <p>8.3.5.C. Differentiate how continuity and change in United States history are formed and operate.</p> <ul style="list-style-type: none"> <li>• Belief Systems and religions</li> <li>• Commerce and industry</li> </ul>



Week	Title	Standards Covered
		<p>6.3.6.B Explain how limited resources and unlimited wants cause scarcity.</p> <p>6.3.6.C Describe the natural, human and capital resources used to produce a specific good or service.</p> <p>6.3.6.D Explain the costs and benefits of an economic decision.</p> <p>6.3.6.F Explain how negative and positive incentives affect choices.</p> <p>8.4.6.A. Identify and explain how individuals and groups made significant political and cultural contributions to world history.</p> <ul style="list-style-type: none"> <li>• Africa (e.g., Nelson Mandela, Desmond Tutu, F. W. de Klerk, Pieter Botha, African National Congress)</li> <li>• Americas (e.g., Pizarro, Atahualpa, Aztecs, Incas, Montezuma, Cortez)</li> <li>• Asia (e.g., Tokugawa Ieyasu, Toyotomi clan, shogun Iemitsu, Commodore Perry, daimyo)</li> <li>• Europe (e.g., Pope Leo X, John Calvin, John Wesley, Martin Luther, Ignatius of Loyola)</li> </ul> <p>8.4.6.B. Identify and explain important documents, material artifacts and historic sites in world history.</p> <ul style="list-style-type: none"> <li>• Africa (e.g., Prohibition of Marriages Act, prison on Robben Island)</li> <li>• Americas (e.g., Tenochtitlan, Aztec masks)</li> <li>• Asia (e.g., samurai sword, Commodore Perry's Black Ships)</li> <li>• Europe (e.g., Luther's Ninety-Five Theses, Wittenberg Castle Church)</li> </ul> <p>8.4.6.C. Identify and explain how continuity and change has affected belief systems,</p> <ul style="list-style-type: none"> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organizations</li> </ul> <p>8.3.5.D. Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States.</p> <ul style="list-style-type: none"> <li>• Ethnicity and race</li> <li>• Working conditions</li> <li>• Immigration</li> <li>• Military conflict</li> <li>• Economic stability</li> </ul>

Week	Title	Standards Covered	
		<p>commerce and industry, innovations, settlement patterns, social organizations, transportation and women's roles in world history.</p> <ul style="list-style-type: none"> <li>• Africa (e.g., Apartheid)</li> <li>• Americas (e.g., European conquest)</li> <li>• Asia (e.g., Japanese society prior to the Meiji Restoration)</li> <li>• Europe (e.g., Impact of the Great Schism and Reformation)</li> </ul> <p>8.4.6.D. Explain how conflict and cooperation among social groups and organizations affected world history.</p> <ul style="list-style-type: none"> <li>• Africa (e.g., imperialism)</li> <li>• Americas (e.g., European diseases)</li> <li>• Asia (e.g., trade routes)</li> <li>• Europe (e.g., Counter reformation)</li> </ul>	
12	The Colonies and Their Founding	<p>5.3.6.H Identify individual interests and how they impact government.</p> <p>6.2.6.A. Describe market transactions in terms of goods, services, consumers and producers.</p> <p>6.2.6.J Explain the cost and benefits of taxation.</p> <p>6.2.6.K Explain how advertisements influence perceptions of the costs and benefits of economic decisions.</p> <p>6.5.6.A Recognize that the availability of goods and services is the result of work by members of the society.</p> <p>6.5.6.B Explain the concept of labor productivity.</p> <p>6.5.6.C Compare the number of employees at different businesses.</p>	<p>6.3.5.B. Describe factors that influence government's economic decision making.</p> <p>6.4.5.B. Explain the growth in international trade.</p> <p>6.4.3.D. Identify various economic and non-economic organizations that contribute to interaction among individuals and nations.</p> <p>6.5.5.A. Describe how the availability of goods and services is made possible by the work of members of the society.</p> <p>6.5.5.B. Differentiate the requirements for different careers and occupations.</p> <p>6.5.5.D Explain how positive and negative incentives affect individual choices.</p>

Week	Title	Standards Covered
		<p>6.5.6.D Explain how profits and losses serve as incentives.</p> <p>7.3.6.C. Describe the human characteristics of places and regions by their settlement characteristics.</p> <ul style="list-style-type: none"> <li>• Current and past settlement patterns in the local area</li> <li>• Factors that affect the growth and decline of settlements (e.g., immigration, transportation development, depletion of natural resources, site and situation)</li> </ul> <p>7.3.6.D. Describe the human characteristics of places and regions by their economic activities.</p> <ul style="list-style-type: none"> <li>• Spatial distribution of economic activities in the local area (e.g., patterns of agriculture, forestry, mining, retailing, manufacturing, services)</li> <li>• 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)</li> <li>• Spatial distribution of resources and their relationship to population distribution</li> <li>• Historical settlement patterns and natural resource use (e.g., waterpower sites along the Fall Line)</li> <li>• Natural resource-based industries (e.g., agriculture, mining, fishing, forestry)</li> </ul> <p>7.3.6.E. Describe the human characteristics of places and regions by their political activities.</p> <ul style="list-style-type: none"> <li>• Spatial pattern of political units in Pennsylvania</li> </ul> <p>7.2.5.A Describe the physical characteristics of places and regions.</p> <p>7.2.5.B Identify the basic physical processes that affect the physical characteristics of places and regions.</p> <p>8.3.5.A. Compare and contrast the common characteristics of the social, political, cultural, and economic groups in the United States.</p> <p>8.3.5.B. Illustrate concepts and knowledge of historical document, artifacts and places critical to United States history.</p> <p>8.3.5.C. Differentiate how continuity and change in United States history are formed and operate.</p> <ul style="list-style-type: none"> <li>• Belief Systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organizations</li> </ul> <p>8.3.5.D. Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States.</p> <ul style="list-style-type: none"> <li>• Ethnicity and race</li> <li>• Working conditions</li> <li>• Immigration</li> <li>• Military conflict</li> <li>• Economic stability</li> </ul>

Week	Title	Standards Covered	
		<ul style="list-style-type: none"> <li>• Functions of political units (e.g., counties, municipalities, townships, school districts, PA General Assembly districts (House and Senate), U.S. Congressional districts, states</li> </ul> <p>8.3.6.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"> <li>• Domestic Instability (e.g., Salem Witch Trials, Shays Rebellion, religious persecution)</li> <li>• Ethnic and Racial Relations (e.g., cooperation between and among Native Americans and European settlers, slave uprisings, “Colored” troops in the Revolution)</li> <li>• Labor Relations (e.g., early union efforts, 10-hour day, women’s role)</li> <li>• Immigration and Migration (e.g., western settlements, Louisiana Purchase, European immigration)</li> <li>• Military Conflicts (e.g., French and Indian War, American Revolutionary War, War of 1812)</li> </ul>	
13	Jamestown	<p>5.3.6.H Identify individual interests and how they impact government.</p> <p>6.2.6.A. Describe market transactions in terms of goods, services, consumers and producers.</p> <p>6.2.6.J Explain the cost and benefits of taxation.</p> <p>6.2.6.K Explain how advertisements influence perceptions of the costs and benefits of economic decisions.</p>	<p>6.3.5.B. Describe factors that influence government’s economic decision making.</p> <p>6.4.5.B. Explain the growth in international trade.</p> <p>6.4.3.D. Identify various economic and non-economic organizations that contribute to interaction among individuals and nations.</p> <p>6.5.5..A. Describe how the availability of goods and services is made possible by the work of members of the society.</p>

Week	Title	Standards Covered
		<p>6.5.6.A Recognize that the availability of goods and services is the result of work by members of the society.</p> <p>6.5.6.B Explain the concept of labor productivity.</p> <p>6.5.6.C Compare the number of employees at different businesses.</p> <p>6.5.6.D Explain how profits and losses serve as incentives.</p> <p>7.3.6.C. Describe the human characteristics of places and regions by their settlement characteristics.</p> <ul style="list-style-type: none"> <li>• Current and past settlement patterns in the local area</li> <li>• Factors that affect the growth and decline of settlements (e.g., immigration, transportation development, depletion of natural resources, site and situation)</li> </ul> <p>7.3.6.D. Describe the human characteristics of places and regions by their economic activities.</p> <ul style="list-style-type: none"> <li>• Spatial distribution of economic activities in the local area (e.g., patterns of agriculture, forestry, mining, retailing, manufacturing, services)</li> <li>• 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)</li> <li>• Spatial distribution of resources and their relationship to population distribution</li> </ul> <p>6.5.5.D Explain how positive and negative incentives affect individual choices.</p> <p>7.2.5.A Describe the physical characteristics of places and regions.</p> <p>7.2.5.B Identify the basic physical processes that affect the physical characteristics of places and regions.</p> <p>7.3.5.A Identify the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> <li>• Population</li> <li>• Culture</li> <li>• Settlement</li> <li>• Economic activities</li> <li>• Political activities</li> </ul> <p>7.4.5.A Identify the effect of the physical systems on people within a community.</p> <p>7.4.5.B Identify the effect of people on the physical systems within a community.</p> <p>8.3.5.A. Compare and contrast the common characteristics of the social, political, cultural, and economic groups in the United States.</p> <p>8.3.5.B. Illustrate concepts and knowledge of historical documents, artifacts and places critical to United States history.</p> <p>8.3.5.D. Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States.</p> <ul style="list-style-type: none"> <li>• Ethnicity and race</li> </ul>

Week	Title	Standards Covered	
		<ul style="list-style-type: none"> <li>• Historical settlement patterns and natural resource use (e.g., waterpower sites along the Fall Line)</li> <li>• Natural resource-based industries (e.g., agriculture, mining, fishing, forestry)</li> </ul> <p>7.3.6.E. Describe the human characteristics of places and regions by their political activities.</p> <ul style="list-style-type: none"> <li>• Spatial pattern of political units in Pennsylvania</li> <li>• Functions of political units (e.g., counties, municipalities, townships, school districts, PA General Assembly districts (House and Senate), U.S. Congressional districts, states</li> </ul> <p>8.3.6.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"> <li>• Domestic Instability (e.g., Salem Witch Trials, Shays Rebellion, religious persecution)</li> <li>• Ethnic and Racial Relations (e.g., cooperation between and among Native Americans and European settlers, slave uprisings, "Colored" troops in the Revolution)</li> <li>• Labor Relations (e.g., early union efforts, 10-hour day, women's role)</li> <li>• Immigration and Migration (e.g., western settlements, Louisiana Purchase, European immigration)</li> <li>• Military Conflicts (e.g., French and Indian War, American Revolutionary War, War of 1812)</li> </ul>	<ul style="list-style-type: none"> <li>• Working conditions</li> <li>• Immigration</li> <li>• Military conflict</li> <li>• Economic stability</li> </ul>
14	Colonial Life	6.2.6.A. Describe market transactions in terms of goods, services, consumers and producers.	6.1.5.B Explain ways in which people meet their basic needs and wants.

Week	Title	Standards Covered
		<p>6.2.6.G Explain how taxes affect the price of goods and services.</p> <p>6.1.6.A. Describe and identify the characteristics of traditional, command and market systems.</p> <p>6.1.6.B. Explain the three basic questions that all economic systems attempt to answer.</p> <ul style="list-style-type: none"> <li>• What goods and services should be produced?</li> <li>• How will goods and services be produced?</li> <li>• Who will consume goods and services?</li> </ul> <p>6.3.6. A Explain how scarcity influences choices and behaviors.</p> <ul style="list-style-type: none"> <li>• Personal decision-making</li> <li>• Family decision-making</li> <li>• Community decision-making</li> </ul> <p>6.3.6.B Explain how limited resources and unlimited wants cause scarcity.</p> <p>6.3.6.C Describe the natural, human and capital resources used to produce a specific good or service.</p> <p>6.3.6.D Explain the costs and benefits of an economic decision.</p> <p>6.4.6.A Explain the advantages and disadvantages of specialization and division of labor.</p> <p>6.4.6.B Explain how specialization leads to more trade between people and nations.</p> <p>6.4.6.C Identify and define imports, exports, inter-regional trade and international trade.</p> <p>Demonstrate the use of human and capital resources in the production of a specific good.</p> <p>6.3.5.B. Describe factors that influence government's economic decision making.</p> <p>6.4.5.B. Explain the growth in international trade.</p> <p>6.4.3.D. Identify various economic and non-economic organizations that contribute to interaction among individuals and nations.</p> <p>6.5.5.A. Describe how the availability of goods and services is made possible by the work of members of the society.</p> <p>6.5.5.B. Differentiate the requirements for different careers and occupations.</p> <p>6.5.5.D Explain how positive and negative incentives affect individual choices.</p> <p>7.2.5.A Describe the physical characteristics of places and regions.</p> <p>7.2.5.B Identify the basic physical processes that affect the physical characteristics of places and regions.</p> <p>7.3.5.A Identify the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> <li>• Population</li> <li>• Culture</li> <li>• Settlement</li> <li>• Economic activities</li> <li>• Political activities</li> </ul>



Week	Title	Standards Covered
		<p>7.3.6.A. Describe the human characteristics of places and regions by their population characteristics.</p> <ul style="list-style-type: none"> <li>• Spatial distribution, size, density and demographic characteristics of population at the county and state level.</li> <li>• Causes of human movement</li> </ul> <p>7.3.6.B. Describe the human characteristics of places and regions by their cultural characteristics.</p> <ul style="list-style-type: none"> <li>• Ethnicity of people at the county and state levels (e.g., customs, celebrations, languages</li> <li>• Spatial arrangement of cultures creates distinctive landscapes (e.g., cultural regions based on languages, customs, religion, building styles as in the Pennsylvania German region)</li> </ul> <p>7.3.6.C. Describe the human characteristics of places and regions by their settlement characteristics.</p> <ul style="list-style-type: none"> <li>• Current and past settlement patterns in the local area</li> <li>• Factors that affect the growth and decline of settlements (e.g., immigration, transportation development, depletion of natural resources, site and situation)</li> </ul> <p>7.3.6.D. Describe the human characteristics of places and regions by their economic activities.</p> <ul style="list-style-type: none"> <li>• Spatial distribution of economic activities in the local area (e.g., patterns of agriculture, forestry, mining, retailing, manufacturing, services)</li> <li>• Factors that influence the location and spatial distribution of economic activities (e.g., market size for different types of business,</li> </ul> <p>7.4.5.A Identify the effect of the physical systems on people within a community.</p> <p>7.4.5.B Identify the effect of people on the physical systems within a community.</p> <p>8.3.5.A. Compare and contrast the common characteristics of the social, political, cultural, and economic groups in the United States.</p> <p>8.3.5.B. Illustrate concepts and knowledge of historical document, artifacts and places critical to United States history.</p> <p>8.3.5.D. Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States.</p> <ul style="list-style-type: none"> <li>• Ethnicity and race</li> <li>• Working conditions</li> <li>• Immigration</li> <li>• Military conflict</li> <li>• Economic stability</li> </ul>



Week	Title	Standards Covered	
		<p>accessibility, modes of transportation used to move people, goods and materials)</p> <ul style="list-style-type: none"> <li>• Spatial distribution of resources and their relationship to population distribution</li> <li>• Historical settlement patterns and natural resource use (e.g., waterpower sites along the Fall Line)</li> </ul> <p>7.3.6.E. Describe the human characteristics of places and regions by their political activities.</p> <ul style="list-style-type: none"> <li>• Spatial pattern of political units in Pennsylvania</li> <li>• Functions of political units (e.g., counties, municipalities, townships, school districts,</li> </ul> <p>8.3.6.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"> <li>• Domestic Instability (e.g., Salem Witch Trials, Shays Rebellion, religious persecution)</li> <li>• Ethnic and Racial Relations (e.g., cooperation between and among Native Americans and European settlers, slave uprisings, "Colored" troops in the Revolution)</li> <li>• Labor Relations (e.g., early union efforts, 10-hour day, women's role)</li> <li>• Immigration and Migration (e.g., western settlements, Louisiana Purchase, European immigration)</li> <li>• Military Conflicts (e.g., French and Indian War, American Revolutionary War, War of 1812)</li> </ul>	
15	Guided Inquiry: Life in the British Colonies	8.1.6.A Understand chronological thinking and distinguish between past, present and future time.	8.1 Historical Analysis and Skills Development

Week	Title	Standards Covered	
		<ul style="list-style-type: none"> <li>• Calendar time</li> <li>• Time lines</li> <li>• People and events in time</li> <li>• Patterns of continuity and change</li> <li>• Sequential order</li> <li>• Context for events</li> </ul> <p>8.1.6.B. Explain and analyze historical sources.</p> <ul style="list-style-type: none"> <li>• Literal meaning of a historical passage</li> <li>• Data in historical and contemporary maps, graphs and tables</li> <li>• Author or historical source</li> <li>• Multiple historical perspectives</li> <li>• Visual evidence</li> <li>• Mathematical data from graphs and tables</li> </ul> <p>8.1.6.C. Explain the fundamentals of historical interpretation.</p> <ul style="list-style-type: none"> <li>• Difference between fact and opinion</li> <li>• Multiple points of view</li> <li>• Illustrations in historical stories</li> <li>• Causes and results</li> <li>• Author or source of historical narratives</li> </ul> <p>8.1.6.D. Describe and explain historical research.</p> <ul style="list-style-type: none"> <li>• Historical events (time and place)</li> <li>• Facts, folklore and fiction</li> <li>• Historical questions</li> <li>• Primary sources</li> <li>• Secondary sources</li> <li>• Conclusions (e.g., simulations, group projects, skits and plays)</li> </ul>	<p>8.1.5.A. Identify and explain the influences of economic features on continuity and change over time.</p> <p>8.1.5.B. Classify and analyze fact and opinion from multiple points of view, and secondary sources as related to historical events.</p> <p>8.1.5.C. Locate primary and secondary sources for the research topic and summarize in writing the findings.</p>
16	Conflicts and Compromise in North America	5.1.6.I Describe and compare the making of rules by direct democracy and by a republican form of government.	<p>6.1.5.A Explain how limited resources and unlimited wants cause scarcity.</p> <p>6.1.5.B Explain ways in which people meet their basic needs and wants.</p>

Week	Title	Standards Covered
		<p>5.1.6.J Describe how the government protects individual and property rights and promotes the common good.</p> <p>6.3.6. A Explain how scarcity influences choices and behaviors.</p> <ul style="list-style-type: none"> <li>• Personal decision-making</li> <li>• Family decision-making</li> <li>• Community decision-making</li> </ul> <p>6.3.6.B Explain how limited resources and unlimited wants cause scarcity.</p> <p>6.3.6.C Describe the natural, human and capital resources used to produce a specific good or service.</p> <p>6.3.6.D Explain the costs and benefits of an economic decision.</p> <p>6.3.6.F Explain how negative and positive incentives affect choices.</p> <p>6.4.6.A Explain the advantages and disadvantages of specialization and division of labor.</p> <p>6.4.6.B Explain how specialization leads to more trade between people and nations.</p> <p>6.5.6.D Explain how profits and losses serve as incentives.</p> <p>8.1.6.A Understand chronological thinking and distinguish between past, present and future time.</p> <ul style="list-style-type: none"> <li>• Calendar time</li> <li>• Time lines</li> <li>• People and events in time</li> <li>• Patterns of continuity and change</li> <li>• Sequential order</li> <li>• Context for events</li> </ul> <p>Demonstrate the use of human and capital resources in the production of a specific good.</p> <p>6.1.5.C Explain how people's choices have different economic consequences</p> <p>6.1.5.D Demonstrate how availability of resources affects choices.</p> <p>6.2.5.A Describe how goods and services are distributed.</p> <p>6.4.3.D. Identify various economic and non-economic organizations that contribute to interaction among individuals and nations.</p> <p>7.3.5.A Identify the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> <li>• Population</li> <li>• Culture</li> <li>• Settlement</li> <li>• Economic activities</li> <li>• Political activities</li> <li>•</li> </ul> <p>8.3.5.C. Differentiate how continuity and change in United States history are formed and operate.</p> <ul style="list-style-type: none"> <li>• Belief Systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organizations</li> </ul> <p>8.3.5.D. Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States.</p>

Week	Title	Standards Covered
		<p>8.3.6 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"> <li>• Documents (e.g., Mayflower Compact, Northwest Ordinance, Washington's Farewell Address)</li> <li>• 18th Century Writings and Communications (e.g., Paine's Common Sense; Franklin's "Join, or die," Henry's "Give me liberty or give me death")</li> <li>• Historic Places (e.g., Cahokia Mounds, Spanish Missions, Jamestown)</li> </ul> <p>8.3.6. C. Explain how continuity and change has influenced United States history from Beginnings to 1824.</p> <ul style="list-style-type: none"> <li>• Ethnicity and race</li> <li>• Working conditions</li> <li>• Immigration</li> <li>• Military conflict</li> <li>• Economic stability</li> </ul> <ul style="list-style-type: none"> <li>• Belief Systems and Religions (e.g., impact on daily life, colonial government established religions, communal sects)</li> <li>• Commerce and Industry (e.g., fur trade, development of cash crops)</li> <li>• Innovations (e.g., cotton gin, Whitney; wooden clock, Banneker; stove, Franklin)</li> <li>• Politics (e.g., Hamilton's defense of John Peter Zenger, The Great Compromise, Marbury v. Madison)</li> <li>• Settlement Patterns (e.g., frontier settlements, slave plantation society, growth of cities)</li> <li>• Social Organization (e.g., community structure on the frontier, cultural and language barriers)</li> <li>• Transportation and Trade (e.g., methods of overland travel, water transportation, National Road)</li> <li>• Women's Movement (e.g., roles and changing status of women, Margaret</li> </ul>

Week	Title	Standards Covered	
		<p>Brent's vote, soldier Deborah Sampson)</p> <p>8.3.6.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"> <li>• Domestic Instability (e.g., Salem Witch Trials, Shays Rebellion, religious persecution)</li> <li>• Ethnic and Racial Relations (e.g., cooperation between and among Native Americans and European settlers, slave uprisings, "Colored" troops in the Revolution)</li> <li>• Labor Relations (e.g., early union efforts, 10-hour day, women's role)</li> <li>• Immigration and Migration (e.g., western settlements, Louisiana Purchase, European immigration)</li> <li>• Military Conflicts (e.g., French and Indian War, American Revolutionary War, War of 1812)</li> </ul>	
17	Clash of Empires	<p>7.1.6.B. Describe and locate places and regions.</p> <ul style="list-style-type: none"> <li>• Coordinate systems (e.g., latitude and longitude, time zones)</li> <li>• Physical features</li> <li>• Human features</li> <li>• Ways in which different people view places and regions (e.g., places to visit or to avoid)</li> <li>• Community connections to other places</li> </ul> <p>7.4.6 A. Describe the impacts of physical systems on people.</p> <ul style="list-style-type: none"> <li>• How people depend on, adjust to and modify physical systems on a regional scale (e.g., coastal industries, development of coastal communities, flood control)</li> </ul>	<p>6.1.5.A Explain how limited resources and unlimited wants cause scarcity.</p> <p>6.1.5.C Explain how people's choices have different economic consequences.</p> <p>6.1.5.D Demonstrate how availability of resources affects choices.</p> <p>6.3.5.B. Describe factors that influence government's economic decision making.</p> <p>6.4.3.D. Identify various economic and non-economic organizations that contribute to interaction among individuals and nations.</p>

Week	Title	Standards Covered
		<ul style="list-style-type: none"> <li>• Ways in which people adjust to life in hazard-prone areas (e.g., California and earthquakes, Florida and hurricanes, Oklahoma and tornadoes)</li> </ul> <p>7.4.6.B. Describe the impacts of people on physical systems.</p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• Ways humans adjust their impact on the habitat (e.g., Endangered Species Act, replacement of wetlands, logging and replanting trees)</li> </ul> <p>8.3.6.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"> <li>• Native Americans, Africans and Europeans</li> <li>• Political Leaders (e.g., John Adams, Thomas Jefferson, John Marshall)</li> <li>• Military Leaders (e.g. George Washington, Meriwether Lewis, Henry Knox)</li> <li>• Cultural and Commercial Leaders (e.g., Paul Revere, Phyllis Wheatley, John Rolfe)</li> <li>• Innovators and Reformers (e.g., Ann Hutchinson, Roger Williams, Junipero Serra)</li> </ul> <p>8.3.6.B. Identify and explain primary documents, material artifacts and historic sites important in United States history from Beginnings to 1824.</p>

7.1.5.B Describe and locate places and regions as defined by physical and human features.

7.2.5.A Describe the physical characteristics of places and regions.

7.2.5.B Identify the basic physical processes that affect the physical characteristics of places and regions.

7.4.5.A Identify the effect of the physical systems on people within a community.

7.4.5.B Identify the effect of people on the physical systems within a community.

8.2.5.B. Illustrate concepts and knowledge of historical documents, artifacts, and places critical to Pennsylvania history.

8.3.5.B. Illustrate concepts and knowledge of historical document, artifacts and places critical to United States history.

8.3.5.D. Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States.

- Ethnicity and race
- Working conditions
- Immigration
- Military conflict
- Economic stability

Week	Title	Standards Covered
		<ul style="list-style-type: none"> <li>• Documents (e.g., Mayflower Compact, Northwest Ordinance, Washington's Farewell Address)</li> <li>• 18th Century Writings and Communications (e.g., Paine's Common Sense; Franklin's "Join, or die," Henry's "Give me liberty or give me death")</li> <li>• Historic Places (e.g., Cahokia Mounds, Spanish Missions, Jamestown)</li> </ul> <p>8.3.6. C. Explain how continuity and change has influenced United States history from Beginnings to 1824.</p> <ul style="list-style-type: none"> <li>• Belief Systems and Religions (e.g., impact on daily life, colonial government established religions, communal sects)</li> <li>• Commerce and Industry (e.g., fur trade, development of cash crops)</li> <li>• Innovations (e.g., cotton gin, Whitney; wooden clock, Banneker; stove, Franklin)</li> <li>• Politics (e.g., Hamilton's defense of John Peter Zenger, The Great Compromise, Marbury v. Madison)</li> <li>• Settlement Patterns (e.g., frontier settlements, slave plantation society, growth of cities)</li> <li>• Social Organization (e.g., community structure on the frontier, cultural and language barriers)</li> <li>• Transportation and Trade (e.g., methods of overland travel, water transportation, National Road)</li> <li>• Women's Movement (e.g., roles and changing status of women, Margaret Brent's vote, soldier Deborah Sampson)</li> </ul> <p>8.3.6.D. Identify and explain conflict and cooperation among social groups</p>



Week	Title	Standards Covered	
		<p>and organizations in United States history from Beginnings to 1824.</p> <ul style="list-style-type: none"> <li>• Domestic Instability (e.g., Salem Witch Trials, Shays Rebellion, religious persecution)</li> <li>• Ethnic and Racial Relations (e.g., cooperation between and among Native Americans and European settlers, slave uprisings, "Colored" troops in the Revolution)</li> <li>• Labor Relations (e.g., early union efforts, 10-hour day, women's role)</li> <li>• Immigration and Migration (e.g., western settlements, Louisiana Purchase, European immigration)</li> <li>• Military Conflicts (e.g., French and Indian War, American Revolutionary War, War of 1812)</li> </ul>	
18	Consequences of the French and Indian War	<p>5.2.6.C Explain ways citizens resolve conflicts in society and government.</p> <p>5.3.6.H Identify individual interests and how they impact government.</p> <p>6.2.6.G Explain how taxes affect the price of goods and services.</p> <p>6.2.6.J Explain the cost and benefits of taxation.</p> <p>8.1.6.B. Explain and analyze historical sources.</p> <ul style="list-style-type: none"> <li>• Literal meaning of a historical passage</li> <li>• Data in historical and contemporary maps, graphs and tables</li> <li>• Author or historical source</li> <li>• Multiple historical perspectives</li> <li>• Visual evidence</li> <li>• Mathematical data from graphs and tables</li> </ul>	<p>5.3.5.F. Examine different ways conflicts can be resolved.</p> <p>5.3.5.G. Describe how groups try to influence others.</p> <p>6.1.5.C Explain how people's choices have different economic consequences.</p> <p>6.3.5.A Describe the cost and benefits of government economic programs.</p> <p>6.3.5.B. Describe factors that influence government's economic decision making.</p> <p>7.1.5.B Describe and locate places and regions as defined by physical and human features.</p> <p>7.3.5.A Identify the human characteristics of places and regions using the following criteria:</p>



Week	Title	Standards Covered
		<p>8.1.6.C. Explain the fundamentals of historical interpretation.</p> <ul style="list-style-type: none"> <li>• Difference between fact and opinion</li> <li>• Multiple points of view</li> <li>• Illustrations in historical stories</li> <li>• Causes and results</li> <li>• Author or source of historical narratives</li> </ul> <p>8.3.6.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"> <li>• Native Americans, Africans and Europeans</li> <li>• Political Leaders (e.g., John Adams, Thomas Jefferson, John Marshall)</li> <li>• Military Leaders (e.g. George Washington, Meriwether Lewis, Henry Knox)</li> <li>• Cultural and Commercial Leaders (e.g., Paul Revere, Phyllis Wheatley, John Rolfe)</li> <li>• Innovators and Reformers (e.g., Ann Hutchinson, Roger Williams, Junipero Serra)</li> </ul> <p>8.3.6.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"> <li>• Documents (e.g., Mayflower Compact, Northwest Ordinance, Washington's Farewell Address)</li> <li>• 18th Century Writings and Communications (e.g., Paine's Common Sense; Franklin's "Join, or die," Henry's "Give me liberty or give me death")</li> <li>• Historic Places (e.g., Cahokia Mounds, Spanish Missions, Jamestown)</li> </ul> <ul style="list-style-type: none"> <li>• Population</li> <li>• Culture</li> <li>• Settlement</li> <li>• Economic activities</li> <li>• Political activities</li> <li>•</li> </ul> <p>8.1.5.A. Identify and explain the influences of economic features on continuity and change over time.</p> <p>8.1.5.B. Classify and analyze fact and opinion from multiple points of view, and secondary sources as related to historical events.</p> <p>8.1.5.C. Locate primary and secondary sources for the research topic and summarize in writing the findings.</p> <p>8.3.5.A. Compare and contrast the common characteristics of the social, political, cultural, and economic groups in the United States.</p> <p>8.3.5.D. Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States.</p> <ul style="list-style-type: none"> <li>• Ethnicity and race</li> <li>• Working conditions</li> <li>• Immigration</li> <li>• Military conflict</li> <li>• Economic stability</li> </ul>

Week	Title	Standards Covered
		<p>8.3.6. C. Explain how continuity and change has influenced United States history from Beginnings to 1824.</p> <ul style="list-style-type: none"> <li>• Belief Systems and Religions (e.g., impact on daily life, colonial government established religions, communal sects)</li> <li>• Commerce and Industry (e.g., fur trade, development of cash crops)</li> <li>• Innovations (e.g., cotton gin, Whitney; wooden clock, Banneker; stove, Franklin)</li> <li>• Politics (e.g., Hamilton's defense of John Peter Zenger, The Great Compromise, Marbury v. Madison)</li> <li>• Settlement Patterns (e.g., frontier settlements, slave plantation society, growth of cities)</li> <li>• Social Organization (e.g., community structure on the frontier, cultural and language barriers)</li> <li>• Transportation and Trade (e.g., methods of overland travel, water transportation, National Road)</li> <li>• Women's Movement (e.g., roles and changing status of women, Margaret Brent's vote, soldier Deborah Sampson)</li> </ul> <p>8.3.6.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"> <li>• Domestic Instability (e.g., Salem Witch Trials, Shays Rebellion, religious persecution)</li> <li>• Ethnic and Racial Relations (e.g., cooperation between and among Native Americans and European settlers, slave uprisings, "Colored" troops in the Revolution)</li> <li>• Labor Relations (e.g., early union efforts, 10-hour day, women's role)</li> </ul>

Week	Title	Standards Covered	
		<ul style="list-style-type: none"> <li>• Immigration and Migration (e.g., western settlements, Louisiana Purchase, European immigration)</li> <li>• Military Conflicts (e.g., French and Indian War, American Revolutionary War, War of 1812)</li> </ul>	
<b>Unit 4: The American Revolution</b>			
19	The Acts of Parliament	<p>5.3.6.C Explain how government actions affect citizens' daily lives.</p> <p>6.2.6.G Explain how taxes affect the price of goods and services.</p> <p>6.2.6.J Explain the cost and benefits of taxation.</p> <p>6.3.6.D Explain the costs and benefits of an economic decision.</p> <p>6.3.6.F Explain how negative and positive incentives affect choices.</p> <p>8.1.6.A Understand chronological thinking and distinguish between past, present and future time.</p> <ul style="list-style-type: none"> <li>• Calendar time</li> <li>• Time lines</li> <li>• People and events in time</li> <li>• Patterns of continuity and change</li> <li>• Sequential order</li> <li>• Context for events</li> </ul> <p>8.1.6.B. Explain and analyze historical sources.</p> <ul style="list-style-type: none"> <li>• Literal meaning of a historical passage</li> <li>• Data in historical and contemporary maps, graphs and tables</li> <li>• Author or historical source</li> <li>• Multiple historical perspectives</li> <li>• Visual evidence</li> </ul>	<p>5.3.5.F. Examine different ways conflicts can be resolved.</p> <p>6.1.5.C Explain how people's choices have different economic consequences.</p> <p>6.1.5.D Demonstrate how availability of resources affects choices.</p> <p>6.3.5.B. Describe factors that influence government's economic decision making.</p> <p>6.3.5.C Explore ways in which tax revenue is collected.</p> <p>6.5.5.D Explain how positive and negative incentives affect individual choices.</p> <p>8.1.5.A. Identify and explain the influences of economic features on continuity and change over time.</p> <p>8.1.5.B. Classify and analyze fact and opinion from multiple points of view, and secondary sources as related to historical events.</p> <p>8.1.5.C. Locate primary and secondary sources for the research topic and summarize in writing the findings.</p>

Week	Title	Standards Covered
		<p>• Mathematical data from graphs and tables</p> <p>8.3.6.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"> <li>• Native Americans, Africans and Europeans</li> <li>• Political Leaders (e.g., John Adams, Thomas Jefferson, John Marshall)</li> <li>• Military Leaders (e.g. George Washington, Meriwether Lewis, Henry Knox)</li> <li>• Cultural and Commercial Leaders (e.g., Paul Revere, Phyllis Wheatley, John Rolfe)</li> <li>• Innovators and Reformers (e.g., Ann Hutchinson, Roger Williams, Junipero Serra)</li> </ul> <p>8.3.6.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"> <li>• Documents (e.g., Mayflower Compact, Northwest Ordinance, Washington's Farewell Address)</li> <li>• 18th Century Writings and Communications (e.g., Paine's Common Sense; Franklin's "Join, or die," Henry's "Give me liberty or give me death")</li> <li>• Historic Places (e.g., Cahokia Mounds, Spanish Missions, Jamestown)</li> </ul> <p>8.3.6. C. Explain how continuity and change has influenced United States history from Beginnings to 1824.</p> <ul style="list-style-type: none"> <li>• Belief Systems and Religions (e.g., impact on daily life, colonial</li> </ul>

8.3.5.B. Illustrate concepts and knowledge of historical document, artifacts and places critical to United States history.

8.3.5.D. Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States.

- Ethnicity and race
- Working conditions
- Immigration
- Military conflict
- Economic stability

Week	Title	Standards Covered
		<p>government established religions, communal sects)</p> <ul style="list-style-type: none"> <li>• Commerce and Industry (e.g., fur trade, development of cash crops)</li> <li>• Innovations (e.g., cotton gin, Whitney; wooden clock, Banneker; stove, Franklin)</li> <li>• Politics (e.g., Hamilton's defense of John Peter Zenger, The Great Compromise, Marbury v. Madison)</li> <li>• Settlement Patterns (e.g., frontier settlements, slave plantation society, growth of cities)</li> <li>• Social Organization (e.g., community structure on the frontier, cultural and language barriers)</li> <li>• Transportation and Trade (e.g., methods of overland travel, water transportation, National Road)</li> <li>• Women's Movement (e.g., roles and changing status of women, Margaret Brent's vote, soldier Deborah Sampson)</li> </ul> <p>8.3.6.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"> <li>• Domestic Instability (e.g., Salem Witch Trials, Shays Rebellion, religious persecution)</li> <li>• Ethnic and Racial Relations (e.g., cooperation between and among Native Americans and European settlers, slave uprisings, "Colored" troops in the Revolution)</li> <li>• Labor Relations (e.g., early union efforts, 10-hour day, women's role)</li> <li>• Immigration and Migration (e.g., western settlements, Louisiana Purchase, European immigration)</li> </ul>

Week	Title	Standards Covered	
		<ul style="list-style-type: none"> <li>• Military Conflicts (e.g., French and Indian War, American Revolutionary War, War of 1812)</li> </ul>	
20	The Actions of the Colonies	<p>5.3.6.C Explain how government actions affect citizens' daily lives.</p> <p>6.2.6.G Explain how taxes affect the price of goods and services.</p> <p>6.2.6.J Explain the cost and benefits of taxation.</p> <p>6.3.6.D Explain the costs and benefits of an economic decision.</p> <p>6.3.6.F Explain how negative and positive incentives affect choices.</p> <p>8.1.6.A Understand chronological thinking and distinguish between past, present and future time.</p> <ul style="list-style-type: none"> <li>• Calendar time</li> <li>• Time lines</li> <li>• People and events in time</li> <li>• Patterns of continuity and change</li> <li>• Sequential order</li> <li>• Context for events</li> </ul> <p>8.1.6.B. Explain and analyze historical sources.</p> <ul style="list-style-type: none"> <li>• Literal meaning of a historical passage</li> <li>• Data in historical and contemporary maps, graphs and tables</li> <li>• Author or historical source</li> <li>• Multiple historical perspectives</li> <li>• Visual evidence</li> <li>• Mathematical data from graphs and tables</li> </ul> <p>8.3.6.A. Identify and explain the political and cultural contributions of individuals and groups to United</p>	<p>5.3.5.F. Examine different ways conflicts can be resolved.</p> <p>6.1.5.C Explain how people's choices have different economic consequences.</p> <p>6.1.5.D Demonstrate how availability of resources affects choices.</p> <p>6.3.5.B. Describe factors that influence government's economic decision making.</p> <p>6.3.5.C Explore ways in which tax revenue is collected.</p> <p>6.5.5.D Explain how positive and negative incentives affect individual choices.</p> <p>8.1.5.A. Identify and explain the influences of economic features on continuity and change over time.</p> <p>8.1.5.B. Classify and analyze fact and opinion from multiple points of view, and secondary sources as related to historical events.</p> <p>8.1.5.C. Locate primary and secondary sources for the research topic and summarize in writing the findings.</p> <p>8.3.5.B. Illustrate concepts and knowledge of historical documents, artifacts and places critical to United States history.</p>

Week	Title	Standards Covered
		<p>States history from Beginnings to 1824.</p> <ul style="list-style-type: none"> <li>• Native Americans, Africans and Europeans</li> <li>• Political Leaders (e.g., John Adams, Thomas Jefferson, John Marshall)</li> <li>• Military Leaders (e.g. George Washington, Meriwether Lewis, Henry Knox)</li> <li>• Cultural and Commercial Leaders (e.g., Paul Revere, Phyllis Wheatley, John Rolfe)</li> <li>• Innovators and Reformers (e.g., Ann Hutchinson, Roger Williams, Junipero Serra)</li> </ul> <p>8.3.6.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"> <li>• Documents (e.g., Mayflower Compact, Northwest Ordinance, Washington's Farewell Address)</li> <li>• 18th Century Writings and Communications (e.g., Paine's Common Sense; Franklin's "Join, or die," Henry's "Give me liberty or give me death")</li> <li>• Historic Places (e.g., Cahokia Mounds, Spanish Missions, Jamestown)</li> </ul> <p>8.3.6. C. Explain how continuity and change has influenced United States history from Beginnings to 1824.</p> <ul style="list-style-type: none"> <li>• Belief Systems and Religions (e.g., impact on daily life, colonial government established religions, communal sects)</li> <li>• Commerce and Industry (e.g., fur trade, development of cash crops)</li> </ul> <p>8.3.5.D. Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States.</p> <ul style="list-style-type: none"> <li>• Ethnicity and race</li> <li>• Working conditions</li> <li>• Immigration</li> <li>• Military conflict</li> <li>• Economic stability</li> </ul>

Week	Title	Standards Covered
		<ul style="list-style-type: none"> <li>• Innovations (e.g., cotton gin, Whitney; wooden clock, Banneker; stove, Franklin)</li> <li>• Politics (e.g., Hamilton's defense of John Peter Zenger, The Great Compromise, Marbury v. Madison)</li> <li>• Settlement Patterns (e.g., frontier settlements, slave plantation society, growth of cities)</li> <li>• Social Organization (e.g., community structure on the frontier, cultural and language barriers)</li> <li>• Transportation and Trade (e.g., methods of overland travel, water transportation, National Road)</li> <li>• Women's Movement (e.g., roles and changing status of women, Margaret Brent's vote, soldier Deborah Sampson)</li> </ul> <p>8.3.6.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"> <li>• Domestic Instability (e.g., Salem Witch Trials, Shays Rebellion, religious persecution)</li> <li>• Ethnic and Racial Relations (e.g., cooperation between and among Native Americans and European settlers, slave uprisings, "Colored" troops in the Revolution)</li> <li>• Labor Relations (e.g., early union efforts, 10-hour day, women's role)</li> <li>• Immigration and Migration (e.g., western settlements, Louisiana Purchase, European immigration)</li> <li>• Military Conflicts (e.g., French and Indian War, American Revolutionary War, War of 1812)</li> </ul>



Week	Title	Standards Covered	
21	The Shot Heard 'Round the World	<p>5.1.6.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).</p> <p>5.2.6.C Explain ways citizens resolve conflicts in society and government.</p> <p>5.2.6.D Describe the importance of political leadership and public service.</p> <p>5.2.6.E Identify examples of the rights and responsibilities of citizenship.</p> <p>8.1.6.B. Explain and analyze historical sources.</p> <ul style="list-style-type: none"> <li>• Literal meaning of a historical passage</li> <li>• Data in historical and contemporary maps, graphs and tables</li> <li>• Author or historical source</li> <li>• Multiple historical perspectives</li> <li>• Visual evidence</li> <li>• Mathematical data from graphs and tables</li> </ul> <p>8.1.6.C. Explain the fundamentals of historical interpretation.</p> <ul style="list-style-type: none"> <li>• Difference between fact and opinion</li> <li>• Multiple points of view</li> <li>• Illustrations in historical stories</li> <li>• Causes and results</li> <li>• Author or source of historical narratives</li> </ul> <p>8.1.6.D. Describe and explain historical research.</p> <ul style="list-style-type: none"> <li>• Historical events (time and place)</li> <li>• Facts, folklore and fiction</li> <li>• Historical questions</li> <li>• Primary sources</li> <li>• Secondary sources</li> </ul>	<p>5.1.5.C. Describe the principles and ideals shaping local, state, and national government.</p> <ul style="list-style-type: none"> <li>• Liberty /Freedom</li> <li>• Democracy</li> <li>• Justice</li> <li>• Equality</li> </ul> <p>5.1.5.D Interpret key ideas about government found in significant documents.</p> <ul style="list-style-type: none"> <li>• Declaration of Independence</li> <li>• United States Constitution</li> <li>• Bill of Rights</li> <li>• Pennsylvania Constitution</li> </ul> <p>8.1.5.A. Identify and explain the influences of economic features on continuity and change over time.</p> <p>8.1.5.B. Classify and analyze fact and opinion from multiple points of view, and secondary sources as related to historical events.</p> <p>8.1.5.C. Locate primary and secondary sources for the research topic and summarize in writing the findings.</p> <p>8.3.5.A. Compare and contrast the common characteristics of the social, political, cultural, and economic groups in the United States.</p> <p>8.3.5.B. Illustrate concepts and knowledge of historical document, artifacts and places critical to United States history.</p> <p>8.3.5.C. Differentiate how continuity and change in United States history are formed and operate.</p> <ul style="list-style-type: none"> <li>• Belief Systems and religions</li> <li>• Commerce and industry</li> </ul>

Week	Title	Standards Covered
		<ul style="list-style-type: none"> <li>• Conclusions (e.g., simulations, group projects, skits and plays)</li> </ul> <p>8.3.6.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"> <li>• Native Americans, Africans and Europeans</li> <li>• Political Leaders (e.g., John Adams, Thomas Jefferson, John Marshall)</li> <li>• Military Leaders (e.g. George Washington, Meriwether Lewis, Henry Knox)</li> <li>• Cultural and Commercial Leaders (e.g., Paul Revere, Phyllis Wheatley, John Rolfe)</li> <li>• Innovators and Reformers (e.g., Ann Hutchinson, Roger Williams, Junipero Serra)</li> </ul> <p>8.3.6.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"> <li>• Documents (e.g., Mayflower Compact, Northwest Ordinance, Washington's Farewell Address)</li> <li>• 18th Century Writings and Communications (e.g., Paine's Common Sense; Franklin's "Join, or die," Henry's "Give me liberty or give me death")</li> <li>• Historic Places (e.g., Cahokia Mounds, Spanish Missions, Jamestown)</li> </ul> <p>8.3.6. C. Explain how continuity and change has influenced United States history from Beginnings to 1824.</p> <ul style="list-style-type: none"> <li>• Belief Systems and Religions (e.g., impact on daily life, colonial</li> </ul> <ul style="list-style-type: none"> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organizations</li> </ul> <p>8.3.5.D. Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States.</p> <ul style="list-style-type: none"> <li>• Ethnicity and race</li> <li>• Working conditions</li> <li>• Immigration</li> <li>• Military conflict</li> <li>• Economic stability</li> </ul>

Week	Title	Standards Covered
		<p>government established religions, communal sects)</p> <ul style="list-style-type: none"> <li>• Commerce and Industry (e.g., fur trade, development of cash crops)</li> <li>• Innovations (e.g., cotton gin, Whitney; wooden clock, Banneker; stove, Franklin)</li> <li>• Politics (e.g., Hamilton's defense of John Peter Zenger, The Great Compromise, Marbury v. Madison)</li> <li>• Settlement Patterns (e.g., frontier settlements, slave plantation society, growth of cities)</li> <li>• Social Organization (e.g., community structure on the frontier, cultural and language barriers)</li> <li>• Transportation and Trade (e.g., methods of overland travel, water transportation, National Road)</li> <li>• Women's Movement (e.g., roles and changing status of women, Margaret Brent's vote, soldier Deborah Sampson)</li> </ul> <p>8.3.6.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"> <li>• Domestic Instability (e.g., Salem Witch Trials, Shays Rebellion, religious persecution)</li> <li>• Ethnic and Racial Relations (e.g., cooperation between and among Native Americans and European settlers, slave uprisings, "Colored" troops in the Revolution)</li> <li>• Labor Relations (e.g., early union efforts, 10-hour day, women's role)</li> <li>• Immigration and Migration (e.g., western settlements, Louisiana Purchase, European immigration)</li> </ul>

Week	Title	Standards Covered	
		<ul style="list-style-type: none"> <li>• Military Conflicts (e.g., French and Indian War, American Revolutionary War, War of 1812)</li> </ul>	
22	Guided Inquiry: The Road to Revolution	<p>8.1.6.A Understand chronological thinking and distinguish between past, present and future time.</p> <ul style="list-style-type: none"> <li>• Calendar time</li> <li>• Time lines</li> <li>• People and events in time</li> <li>• Patterns of continuity and change</li> <li>• Sequential order</li> <li>• Context for events</li> </ul> <p>8.1.6.B. Explain and analyze historical sources.</p> <ul style="list-style-type: none"> <li>• Literal meaning of a historical passage</li> <li>• Data in historical and contemporary maps, graphs and tables</li> <li>• Author or historical source</li> <li>• Multiple historical perspectives</li> <li>• Visual evidence</li> <li>• Mathematical data from graphs and tables</li> </ul> <p>8.1.6.C. Explain the fundamentals of historical interpretation.</p> <ul style="list-style-type: none"> <li>• Difference between fact and opinion</li> <li>• Multiple points of view</li> <li>• Illustrations in historical stories</li> <li>• Causes and results</li> <li>• Author or source of historical narratives</li> </ul> <p>8.1.6.D. Describe and explain historical research.</p> <ul style="list-style-type: none"> <li>• Historical events (time and place)</li> <li>• Facts, folklore and fiction</li> <li>• Historical questions</li> <li>• Primary sources</li> <li>• Secondary sources</li> <li>• Conclusions (e.g., simulations, group projects, skits and plays)</li> </ul>	<p>8.1 Historical Analysis and Skills Development</p> <p>8.1.5.A. Identify and explain the influences of economic features on continuity and change over time.</p> <p>8.1.5.B. Classify and analyze fact and opinion from multiple points of view, and secondary sources as related to historical events.</p> <p>8.1.5.C. Locate primary and secondary sources for the research topic and summarize in writing the findings.</p>

Week	Title	Standards Covered	
23	Independence and Revolution: The Government	<p>5.1.6.D Explain the basic principles and ideals within documents of Pennsylvania government.</p> <ul style="list-style-type: none"> <li>• Charter of 1681</li> <li>• Charter of Privileges</li> <li>• Pennsylvania Constitution</li> <li>• Pennsylvania Declaration of Rights</li> </ul> <p>5.1.6.E Explain the basic principles and ideals within documents of the United States government.</p> <p>5.1.6.H. Describe the roles played by the framers of the basic documents of governments of Pennsylvania and the United States.</p> <p>5.1.6.I Describe and compare the making of rules by direct democracy and by a republican form of government.</p> <p>5.1.6.J Describe how the government protects individual and property rights and promotes the common good.</p> <p>8.1.6.A Understand chronological thinking and distinguish between past, present and future time.</p> <ul style="list-style-type: none"> <li>• Calendar time</li> <li>• Time lines</li> <li>• People and events in time</li> <li>• Patterns of continuity and change</li> <li>• Sequential order</li> <li>• Context for events</li> </ul> <p>8.1.6.B. Explain and analyze historical sources.</p> <ul style="list-style-type: none"> <li>• Literal meaning of a historical passage</li> <li>• Data in historical and contemporary maps, graphs and tables</li> <li>• Author or historical source</li> <li>• Multiple historical perspectives</li> </ul>	<p>5.1.5.C. Describe the principles and ideals shaping local, state, and national government.</p> <ul style="list-style-type: none"> <li>• Liberty /Freedom</li> <li>• Democracy</li> <li>• Justice</li> <li>• Equality</li> </ul> <p>5.1.5.D Interpret key ideas about government found in significant documents.</p> <ul style="list-style-type: none"> <li>• Declaration of Independence</li> <li>• United States Constitution</li> <li>• Bill of Rights</li> <li>• Pennsylvania Constitution</li> <li>• </li> </ul> <p>8.1.5.A. Identify and explain the influences of economic features on continuity and change over time.</p> <p>8.1.5.B. Classify and analyze fact and opinion from multiple points of view, and secondary sources as related to historical events.</p> <p>8.1.5.C. Locate primary and secondary sources for the research topic and summarize in writing the findings.</p> <p>8.3.5.A. Compare and contrast the common characteristics of the social, political, cultural, and economic groups in the United States.</p> <p>8.3.5.B. Illustrate concepts and knowledge of historical document, artifacts and places critical to United States history.</p> <p>8.3.5.C. Differentiate how continuity and change in United States history are formed and operate.</p> <ul style="list-style-type: none"> <li>• Belief Systems and religions</li> <li>• Commerce and industry</li> </ul>

Week	Title	Standards Covered
		<ul style="list-style-type: none"> <li>• Visual evidence</li> <li>• Mathematical data from graphs and tables</li> </ul> <p>8.1.6.C. Explain the fundamentals of historical interpretation.</p> <ul style="list-style-type: none"> <li>• Difference between fact and opinion</li> <li>• Multiple points of view</li> <li>• Illustrations in historical stories</li> <li>• Causes and results</li> <li>• Author or source of historical narratives</li> </ul> <p>8.1.6.D. Describe and explain historical research.</p> <ul style="list-style-type: none"> <li>• Historical events (time and place)</li> <li>• Facts, folklore and fiction</li> <li>• Historical questions</li> <li>• Primary sources</li> <li>• Secondary sources</li> <li>• Conclusions (e.g., simulations, group projects, skits and plays)</li> </ul> <p>8.3.6..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"> <li>• Native Americans, Africans and Europeans</li> <li>• Political Leaders (e.g., John Adams, Thomas Jefferson, John Marshall)</li> <li>• Military Leaders (e.g. George Washington, Meriwether Lewis, Henry Knox)</li> <li>• Cultural and Commercial Leaders (e.g., Paul Revere, Phyllis Wheatley, John Rolfe)</li> <li>• Innovators and Reformers (e.g., Ann Hutchinson, Roger Williams, Junipero Serra)</li> </ul> <p>8.3.6.B. Identify and explain primary documents, material artifacts and</p> <ul style="list-style-type: none"> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organizations</li> <li>• </li> </ul> <p>8.3.5.D. Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States.</p> <ul style="list-style-type: none"> <li>• Ethnicity and race</li> <li>• Working conditions</li> <li>• Immigration</li> <li>• Military conflict</li> <li>• Economic stability</li> </ul>

Week	Title	Standards Covered	
		<p>historic sites important in United States history from Beginnings to 1824.</p> <ul style="list-style-type: none"> <li>• Documents (e.g., Mayflower Compact, Northwest Ordinance, Washington's Farewell Address)</li> <li>• 18th Century Writings and Communications (e.g., Paine's Common Sense; Franklin's "Join, or die," Henry's "Give me liberty or give me death")</li> <li>• Historic Places (e.g., Cahokia Mounds, Spanish Missions, Jamestown)</li> </ul>	
24	Independence and Revolution: The People	<p>8.3.6..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"> <li>• Native Americans, Africans and Europeans</li> <li>• Political Leaders (e.g., John Adams, Thomas Jefferson, John Marshall)</li> <li>• Military Leaders (e.g. George Washington, Meriwether Lewis, Henry Knox)</li> <li>• Cultural and Commercial Leaders (e.g., Paul Revere, Phyllis Wheatley, John Rolfe)</li> <li>• Innovators and Reformers (e.g., Ann Hutchinson, Roger Williams, Junipero Serra)</li> </ul> <p>8.3.6.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"> <li>• Documents (e.g., Mayflower Compact, Northwest Ordinance, Washington's Farewell Address)</li> <li>• 18th Century Writings and Communications (e.g., Paine's</li> </ul>	<p>8.1.5.A. Identify and explain the influences of economic features on continuity and change over time.</p> <p>8.1.5.B. Classify and analyze fact and opinion from multiple points of view, and secondary sources as related to historical events.</p> <p>8.1.5.C. Locate primary and secondary sources for the research topic and summarize in writing the findings.</p> <p>8.3.5.A. Compare and contrast the common characteristics of the social, political, cultural, and economic groups in the United States.</p> <p>8.3.5.B. Illustrate concepts and knowledge of historical document, artifacts and places critical to United States history.</p> <p>8.3.5.C. Differentiate how continuity and change in United States history are formed and operate.</p> <ul style="list-style-type: none"> <li>• Belief Systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> </ul>



Week	Title	Standards Covered
		<p>Common Sense; Franklin's "Join, or die," Henry's "Give me liberty or give me death")</p> <ul style="list-style-type: none"> <li>• Historic Places (e.g., Cahokia Mounds, Spanish Missions, Jamestown)</li> </ul> <p>8.3.6. C. Explain how continuity and change has influenced United States history from Beginnings to 1824.</p> <ul style="list-style-type: none"> <li>• Belief Systems and Religions (e.g., impact on daily life, colonial government established religions, communal sects)</li> <li>• Commerce and Industry (e.g., fur trade, development of cash crops)</li> <li>• Innovations (e.g., cotton gin, Whitney; wooden clock, Banneker; stove, Franklin)</li> <li>• Politics (e.g., Hamilton's defense of John Peter Zenger, The Great Compromise, Marbury v. Madison)</li> <li>• Settlement Patterns (e.g., frontier settlements, slave plantation society, growth of cities)</li> <li>• Social Organization (e.g., community structure on the frontier, cultural and language barriers)</li> <li>• Transportation and Trade (e.g., methods of overland travel, water transportation, National Road)</li> <li>• Women's Movement (e.g., roles and changing status of women, Margaret Brent's vote, soldier Deborah Sampson)</li> </ul> <p>8.3.6.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"> <li>• Domestic Instability (e.g., Salem Witch Trials, Shays Rebellion, religious persecution)</li> </ul> <ul style="list-style-type: none"> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organizations</li> </ul> <p>8.3.5.D. Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States.</p> <ul style="list-style-type: none"> <li>• Ethnicity and race</li> <li>• Working conditions</li> <li>• Immigration</li> <li>• Military conflict</li> <li>• Economic stability</li> </ul>



Week	Title	Standards Covered	
		<ul style="list-style-type: none"> <li>• Ethnic and Racial Relations (e.g., cooperation between and among Native Americans and European settlers, slave uprisings, “Colored” troops in the Revolution)</li> <li>• Labor Relations (e.g., early union efforts, 10-hour day, women’s role)</li> <li>• Immigration and Migration (e.g., western settlements, Louisiana Purchase, European immigration)</li> <li>• Military Conflicts (e.g., French and Indian War, American Revolutionary War, War of 1812)</li> </ul>	
25	Independence and Revolution: The Military	<p>8.3.6..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"> <li>• Native Americans, Africans and Europeans</li> <li>• Political Leaders (e.g., John Adams, Thomas Jefferson, John Marshall)</li> <li>• Military Leaders (e.g. George Washington, Meriwether Lewis, Henry Knox)</li> <li>• Cultural and Commercial Leaders (e.g., Paul Revere, Phyllis Wheatley, John Rolfe)</li> <li>• Innovators and Reformers (e.g., Ann Hutchinson, Roger Williams, Junipero Serra)</li> </ul> <p>8.3.6.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"> <li>• Documents (e.g., Mayflower Compact, Northwest Ordinance, Washington’s Farewell Address)</li> </ul>	<p>8.1.5.A. Identify and explain the influences of economic features on continuity and change over time.</p> <p>8.1.5.B. Classify and analyze fact and opinion from multiple points of view, and secondary sources as related to historical events.</p> <p>8.1.5.C. Locate primary and secondary sources for the research topic and summarize in writing the findings.</p> <p>8.3.5.A. Compare and contrast the common characteristics of the social, political, cultural, and economic groups in the United States.</p> <p>8.3.5.B. Illustrate concepts and knowledge of historical documents, artifacts and places critical to United States history.</p> <p>8.3.5.C. Differentiate how continuity and change in United States history are formed and operate.</p> <ul style="list-style-type: none"> <li>• Belief Systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> </ul>

Week	Title	Standards Covered
		<ul style="list-style-type: none"> <li>• 18th Century Writings and Communications (e.g., Paine's Common Sense; Franklin's "Join, or die," Henry's "Give me liberty or give me death")</li> <li>• Historic Places (e.g., Cahokia Mounds, Spanish Missions, Jamestown)</li> </ul> <p>8.3.6. C. Explain how continuity and change has influenced United States history from Beginnings to 1824.</p> <ul style="list-style-type: none"> <li>• Belief Systems and Religions (e.g., impact on daily life, colonial government established religions, communal sects)</li> <li>• Commerce and Industry (e.g., fur trade, development of cash crops)</li> <li>• Innovations (e.g., cotton gin, Whitney; wooden clock, Banneker; stove, Franklin)</li> <li>• Politics (e.g., Hamilton's defense of John Peter Zenger, The Great Compromise, Marbury v. Madison)</li> <li>• Settlement Patterns (e.g., frontier settlements, slave plantation society, growth of cities)</li> <li>• Social Organization (e.g., community structure on the frontier, cultural and language barriers)</li> <li>• Transportation and Trade (e.g., methods of overland travel, water transportation, National Road)</li> <li>• Women's Movement (e.g., roles and changing status of women, Margaret Brent's vote, soldier Deborah Sampson)</li> </ul> <p>8.3.6.D. Identify and explain conflict and cooperation among social groups and organizations in United States history from Beginnings to 1824.</p>

- Politics and government
  - Physical and human geography
  - Social organizations
- 8.3.5.D. Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States.
- Ethnicity and race
  - Working conditions
  - Immigration
  - Military conflict
  - Economic stability

Week	Title	Standards Covered	
		<ul style="list-style-type: none"> <li>• Domestic Instability (e.g., Salem Witch Trials, Shays Rebellion, religious persecution)</li> <li>• Ethnic and Racial Relations (e.g., cooperation between and among Native Americans and European settlers, slave uprisings, “Colored” troops in the Revolution)</li> <li>• Labor Relations (e.g., early union efforts, 10-hour day, women’s role)</li> <li>• Immigration and Migration (e.g., western settlements, Louisiana Purchase, European immigration)</li> <li>• Military Conflicts (e.g., French and Indian War, American Revolutionary War, War of 1812)</li> </ul>	
26	Outcomes of the American Revolution	<p>8.3.6..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"> <li>• Native Americans, Africans and Europeans</li> <li>• Political Leaders (e.g., John Adams, Thomas Jefferson, John Marshall)</li> <li>• Military Leaders (e.g. George Washington, Meriwether Lewis, Henry Knox)</li> <li>• Cultural and Commercial Leaders (e.g., Paul Revere, Phyllis Wheatley, John Rolfe)</li> <li>• Innovators and Reformers (e.g., Ann Hutchinson, Roger Williams, Junipero Serra)</li> </ul> <p>8.3.6.B. Identify and explain primary documents, material artifacts and historic sites important in United States history from Beginnings to 1824.</p>	<p>8.1.5.A. Identify and explain the influences of economic features on continuity and change over time.</p> <p>8.1.5.B. Classify and analyze fact and opinion from multiple points of view, and secondary sources as related to historical events.</p> <p>8.1.5.C. Locate primary and secondary sources for the research topic and summarize in writing the findings.</p> <p>8.3.5.A. Compare and contrast the common characteristics of the social, political, cultural, and economic groups in the United States.</p> <p>8.3.5.B. Illustrate concepts and knowledge of historical document, artifacts and places critical to United States history.</p> <p>8.3.5.C. Differentiate how continuity and change in United States history are formed and operate.</p>

Week	Title	Standards Covered
		<ul style="list-style-type: none"> <li>• Documents (e.g., Mayflower Compact, Northwest Ordinance, Washington's Farewell Address)</li> <li>• 18th Century Writings and Communications (e.g., Paine's Common Sense; Franklin's "Join, or die," Henry's "Give me liberty or give me death")</li> <li>• Historic Places (e.g., Cahokia Mounds, Spanish Missions, Jamestown)</li> </ul> <p>8.3.6. C. Explain how continuity and change has influenced United States history from Beginnings to 1824.</p> <ul style="list-style-type: none"> <li>• Belief Systems and Religions (e.g., impact on daily life, colonial government established religions, communal sects)</li> <li>• Commerce and Industry (e.g., fur trade, development of cash crops)</li> <li>• Innovations (e.g., cotton gin, Whitney; wooden clock, Banneker; stove, Franklin)</li> <li>• Politics (e.g., Hamilton's defense of John Peter Zenger, The Great Compromise, Marbury v. Madison)</li> <li>• Settlement Patterns (e.g., frontier settlements, slave plantation society, growth of cities)</li> <li>• Social Organization (e.g., community structure on the frontier, cultural and language barriers)</li> <li>• Transportation and Trade (e.g., methods of overland travel, water transportation, National Road)</li> <li>• Women's Movement (e.g., roles and changing status of women, Margaret Brent's vote, soldier Deborah Sampson)</li> </ul> <p>8.3.6.D. Identify and explain conflict and cooperation among social groups</p>

- Belief Systems and religions
  - Commerce and industry
  - Technology
  - Politics and government
  - Physical and human geography
  - Social organizations
- 8.3.5.D. Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States.
- Ethnicity and race
  - Working conditions
  - Immigration
  - Military conflict
  - Economic stability

Week	Title	Standards Covered	
		<p>and organizations in United States history from Beginnings to 1824.</p> <ul style="list-style-type: none"> <li>• Domestic Instability (e.g., Salem Witch Trials, Shays Rebellion, religious persecution)</li> <li>• Ethnic and Racial Relations (e.g., cooperation between and among Native Americans and European settlers, slave uprisings, "Colored" troops in the Revolution)</li> <li>• Labor Relations (e.g., early union efforts, 10-hour day, women's role)</li> <li>• Immigration and Migration (e.g., western settlements, Louisiana Purchase, European immigration)</li> <li>• Military Conflicts (e.g., French and Indian War, American Revolutionary War, War of 1812)</li> </ul>	
<b>Unit 5: Creating a New Nation</b>			
27	The Founders and the Process	<p>5.1.6.E Explain the basic principles and ideals within documents of the United States government.</p> <p>5.1.6.H. Describe the roles played by the framers of the basic documents of governments of Pennsylvania and the United States.</p> <p>5.1.6.I Describe and compare the making of rules by direct democracy and by a republican form of government.</p> <p>8.3.6..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"> <li>• Native Americans, Africans and Europeans</li> </ul>	<p>5.1.5.A Understand the rule of law in protecting property rights, individual rights and the common good.</p> <p>5.1.5.B Describe the basic purposes of government in the classroom, school, community, state, and nation.</p> <p>5.1.5.C. Describe the principles and ideals shaping local, state, and national government.</p> <ul style="list-style-type: none"> <li>• Liberty /Freedom</li> <li>• Democracy</li> <li>• Justice</li> <li>• Equality</li> </ul> <p>5.1.5.D Interpret key ideas about government found in significant documents.</p> <ul style="list-style-type: none"> <li>• Declaration of Independence</li> <li>• United States Constitution</li> <li>• Bill of Rights</li> </ul>

Week	Title	Standards Covered	
		<ul style="list-style-type: none"> <li>• Political Leaders (e.g., John Adams, Thomas Jefferson, John Marshall)</li> <li>• Military Leaders (e.g. George Washington, Meriwether Lewis, Henry Knox)</li> <li>• Cultural and Commercial Leaders (e.g., Paul Revere, Phyllis Wheatley, John Rolfe)</li> <li>• Innovators and Reformers (e.g., Ann Hutchinson, Roger Williams, Junipero Serra)</li> </ul> <p>8.3.6.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"> <li>• Documents (e.g., Mayflower Compact, Northwest Ordinance, Washington's Farewell Address)</li> <li>• 18th Century Writings and Communications (e.g., Paine's Common Sense; Franklin's "Join, or die," Henry's "Give me liberty or give me death")</li> <li>• Historic Places (e.g., Cahokia Mounds, Spanish Missions, Jamestown)</li> </ul>	<ul style="list-style-type: none"> <li>• Pennsylvania Constitution</li> </ul> <p>5.1.5.E Identify the individual rights guaranteed by the PA Constitution and the US Constitution.</p>
28	The Constitution	<p>5.1.6.A.Explain the purpose of government.</p> <p>5.1.6.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.</p> <p>5.1.6.C.Describe the principles and ideals shaping government.</p> <ul style="list-style-type: none"> <li>• Equality</li> <li>• Majority rule/Minority rights</li> <li>• Popular sovereignty</li> <li>• Privacy</li> </ul>	<p>5.1.5.A Understand the rule of law in protecting property rights, individual rights and the common good.</p> <p>5.1.5.B Describe the basic purposes of government in the classroom, school, community, state, and nation.</p> <p>5.1.5.C. Describe the principles and ideals shaping local, state, and national government.</p> <ul style="list-style-type: none"> <li>• Liberty /Freedom</li> <li>• Democracy</li> <li>• Justice</li> <li>• Equality</li> </ul>

Week	Title	Standards Covered	
		<ul style="list-style-type: none"> <li>• Checks and balances</li> <li>• Separation of powers</li> </ul> <p>5.1.6.E Explain the basic principles and ideals within documents of United States government.</p> <p>5.1.6.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.</p> <p>5.1.6.H. Describe the roles played by the framers of the basic documents of governments of Pennsylvania and the United States.</p> <p>5.1.6.I Describe and compare the making of rules by direct democracy and by a republican form of government.</p> <p>5.1.6.J Describe how the government protects individual and property rights and promotes the common good.</p> <p>5.1.6.L Explain the role of courts in resolving conflicts involving the principles and ideals of government.</p>	<p>5.1.5.D Interpret key ideas about government found in significant documents.</p> <ul style="list-style-type: none"> <li>• Declaration of Independence</li> <li>• United States Constitution</li> <li>• Bill of Rights</li> <li>• Pennsylvania Constitution</li> </ul> <p>5.1.5.E Identify the individual rights guaranteed by the PA Constitution and the US Constitution.</p> <p>5.1.5.F Explain the significance of state symbols, national symbols and national holidays.</p> <p>5.2.5.C. Explain why individuals become involved in leadership and public service.</p> <p>5.3.5.A. Describe the responsibilities and powers of the three branches of government.</p> <p>5.3.5.B. Describe how the elected representative bodies function in making local, state, and national laws.</p> <p>5.3.5.C. Describe the role of local and state government officials.</p> <p>5.3.5.D. Describe the primary duties of elected local, state, and national positions.</p>
29	The Bill of Rights	5.1.6.E Explain the basic principles and ideals within documents of United States government.	5.1.5.A Understand the rule of law in protecting property rights, individual rights and the common good.



Week	Title	Standards Covered
		<p>5.1.6.E Explain the basic principles and ideals within documents of United States government.</p> <p>5.1.6.J Describe how the government protects individual and property rights and promotes the common good.</p> <p>5.1.6.L Explain the role of courts in resolving conflicts involving the principles and ideals of government.</p> <ul style="list-style-type: none"> <li>• Local</li> <li>• State</li> <li>• Federal</li> </ul> <p>5.2.6.A Compare rights and responsibilities of citizenship.</p> <ul style="list-style-type: none"> <li>• Political rights</li> <li>• Economic rights</li> <li>• Personal responsibilities of the individual and to society</li> <li>• Civic responsibilities of the individual and to society</li> <li>• Traits of character of individuals and to a republican form of government</li> </ul> <p>5.2.6.B Explain the relationship between rights and responsibilities.</p> <p>5.2.6.C Explain ways citizens resolve conflicts in society and government.</p> <p>5.2.6.D Describe the importance of political leadership and public service.</p> <p>5.2.6.E Identify examples of the rights and responsibilities of citizenship.</p> <p>5.2.6.F Describe the impact of the consequences of violating rules and laws in a civil society.</p> <p>5.3.6.G Describe how the government protects individual rights.</p> <p>5.1.5.B Describe the basic purposes of government in the classroom, school, community, state, and nation.</p> <p>5.1.5.C. Describe the principles and ideals shaping local, state, and national government.</p> <ul style="list-style-type: none"> <li>• Liberty /Freedom</li> <li>• Democracy</li> <li>• Justice</li> <li>• Equality</li> </ul> <p>5.1.5.D Interpret key ideas about government found in significant documents.</p> <ul style="list-style-type: none"> <li>• Declaration of Independence</li> <li>• United States Constitution</li> <li>• Bill of Rights</li> <li>• Pennsylvania Constitution</li> </ul> <p>5.1.5.E Identify the individual rights guaranteed by the PA Constitution and the US Constitution.</p> <p>5.1.5.F Explain the significance of state symbols, national symbols and national holidays.</p> <p>5.2.5.C. Explain why individuals become involved in leadership and public service.</p> <p>5.3.5.A. Describe the responsibilities and powers of the three branches of government.</p> <p>5.3.5.B. Describe how the elected representative bodies function in making local, state, and national laws.</p> <p>5.3.5.C. Describe the role of local and state government officials.</p>



Week	Title	Standards Covered	
		<ul style="list-style-type: none"> <li>• Presumption of Innocence</li> <li>• Right to Counsel</li> <li>• Trial by Jury</li> <li>• Bill of Rights</li> </ul> <p>5.3.6.H Identify individual interests and how they impact government.</p> <p>5.3.6.K Describe forms of government.</p> <ul style="list-style-type: none"> <li>• Limited • Unlimited</li> </ul>	<p>5.3.5.D. Describe the primary duties of elected local, state, and national positions.</p>
30	The New Nation	<p>5.2.6.C Explain ways citizens resolve conflicts in society and government.</p> <p>5.2.6.D Describe the importance of political leadership and public service.</p> <p>5.3.6.H Identify individual interests and how they impact government.</p> <p>5.3.6.I Describe why and how government raises money to pay for its operations and services.</p> <p>8.3.6..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"> <li>• Native Americans, Africans and Europeans</li> <li>• Political Leaders (e.g., John Adams, Thomas Jefferson, John Marshall)</li> <li>• Military Leaders (e.g. George Washington, Meriwether Lewis, Henry Knox)</li> <li>• Cultural and Commercial Leaders (e.g., Paul Revere, Phyllis Wheatley, John Rolfe)</li> <li>• Innovators and Reformers (e.g., Ann Hutchinson, Roger Williams, Junipero Serra)</li> </ul> <p>8.3.6.B. Identify and explain primary documents, material artifacts and</p>	<p>5.2.5.B. Identify behaviors that promote cooperation among individuals.</p> <p>5.2.5.C. Explain why individuals become involved in leadership and public service.</p> <p>5.3.5.F. Examine different ways conflicts can be resolved.</p> <p>7.1.5.B Describe and locate places and regions as defined by physical and human features.</p> <p>7.3.5.A Identify the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> <li>• Population</li> <li>• Culture</li> <li>• Settlement</li> <li>• Economic activities</li> <li>• Political activities</li> </ul> <p>8.3.5.A. Compare and contrast the common characteristics of the social, political, cultural, and economic groups in the United States.</p> <p>8.3.5.B. Illustrate concepts and knowledge of historical documents, artifacts and places critical to United States history.</p>

Week	Title	Standards Covered
		<p>historic sites important in United States history from Beginnings to 1824.</p> <ul style="list-style-type: none"> <li>• Documents (e.g., Mayflower Compact, Northwest Ordinance, Washington's Farewell Address)</li> <li>• 18th Century Writings and Communications (e.g., Paine's Common Sense; Franklin's "Join, or die," Henry's "Give me liberty or give me death")</li> <li>• Historic Places (e.g., Cahokia Mounds, Spanish Missions, Jamestown)</li> </ul> <p>8.3.6. C. Explain how continuity and change has influenced United States history from Beginnings to 1824.</p> <ul style="list-style-type: none"> <li>• Belief Systems and Religions (e.g., impact on daily life, colonial government established religions, communal sects)</li> <li>• Commerce and Industry (e.g., fur trade, development of cash crops)</li> <li>• Innovations (e.g., cotton gin, Whitney; wooden clock, Banneker; stove, Franklin)</li> <li>• Politics (e.g., Hamilton's defense of John Peter Zenger, The Great Compromise, Marbury v. Madison)</li> <li>• Settlement Patterns (e.g., frontier settlements, slave plantation society, growth of cities)</li> <li>• Social Organization (e.g., community structure on the frontier, cultural and language barriers)</li> <li>• Transportation and Trade (e.g., methods of overland travel, water transportation, National Road)</li> <li>• Women's Movement (e.g., roles and changing status of women, Margaret Brent's vote, soldier Deborah Sampson)</li> </ul> <p>8.3.5.C. Differentiate how continuity and change in United States history are formed and operate.</p> <ul style="list-style-type: none"> <li>• Belief Systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organizations</li> </ul>

Week	Title	Standards Covered	
		<p>8.3.6.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"> <li>• Domestic Instability (e.g., Salem Witch Trials, Shays Rebellion, religious persecution)</li> <li>• Ethnic and Racial Relations (e.g., cooperation between and among Native Americans and European settlers, slave uprisings, “Colored” troops in the Revolution)</li> <li>• Labor Relations (e.g., early union efforts, 10-hour day, women’s role)</li> <li>• Immigration and Migration (e.g., western settlements, Louisiana Purchase, European immigration)</li> <li>• Military Conflicts (e.g., French and Indian War, American Revolutionary War, War of 1812)</li> </ul>	
31	America on the Move	<p>7.3.6.A. Describe the human characteristics of places and regions by their population characteristics.</p> <ul style="list-style-type: none"> <li>• Spatial distribution, size, density and demographic characteristics of population at the county and state level.</li> <li>• Causes of human movement</li> </ul> <p>7.3.6.B. Describe the human characteristics of places and regions by their cultural characteristics.</p> <ul style="list-style-type: none"> <li>• Ethnicity of people at the county and state levels (e.g., customs, celebrations, languages)</li> <li>• Spatial arrangement of cultures creates distinctive landscapes (e.g., cultural regions based on languages, customs, religion, building styles as in the Pennsylvania German region)</li> </ul> <p>7.3.6.C. Describe the human characteristics of places and regions by their settlement characteristics.</p>	<p>5.2.5.B. Identify behaviors that promote cooperation among individuals.</p> <p>5.2.5.C. Explain why individuals become involved in leadership and public service.</p> <p>5.3.5.F. Examine different ways conflicts can be resolved.</p> <p>7.1.5.B Describe and locate places and regions as defined by physical and human features.</p> <p>7.3.5.A Identify the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> <li>• Population</li> <li>• Culture</li> <li>• Settlement</li> <li>• Economic activities</li> <li>• Political activities</li> </ul>

Week	Title	Standards Covered
		<ul style="list-style-type: none"> <li>• Current and past settlement patterns in the local area</li> <li>• Factors that affect the growth and decline of settlements (e.g., immigration, transportation development, depletion of natural resources, site and situation)</li> </ul> <p>7.3.6.D. Describe the human characteristics of places and regions by their economic activities.</p> <ul style="list-style-type: none"> <li>• Spatial distribution of economic activities in the local area (e.g., patterns of agriculture, forestry, mining, retailing, manufacturing, services)</li> <li>• 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)</li> <li>• Spatial distribution of resources and their relationship to population distribution</li> <li>• Historical settlement patterns and natural resource use (e.g., waterpower sites along the Fall Line)</li> <li>☐ Natural resource-based industries (e.g., agriculture, mining, fishing, forestry)</li> </ul> <p>7.3.6.E. Describe the human characteristics of places and regions by their political activities.</p> <ul style="list-style-type: none"> <li>• Spatial pattern of political units in Pennsylvania</li> <li>• Functions of political units (e.g., counties, municipalities, townships, school districts, PA General Assembly districts (House and Senate), U.S. Congressional districts, states)</li> </ul> <p>8.3.5.A. Compare and contrast the common characteristics of the social, political, cultural, and economic groups in the United States.</p> <p>8.3.5.B. Illustrate concepts and knowledge of historical document, artifacts and places critical to United States history.</p> <p>8.3.5.C. Differentiate how continuity and change in United States history are formed and operate.</p> <ul style="list-style-type: none"> <li>• Belief Systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organizations</li> </ul>

Week	Title	Standards Covered
		<p>7.4.6 A. Describe the impacts of physical systems on people.</p> <ul style="list-style-type: none"> <li>• How people depend on, adjust to and modify physical systems on a regional scale (e.g., coastal industries, development of coastal communities, flood control)</li> <li>• Ways in which people adjust to life in hazard-prone areas (e.g., California and earthquakes, Florida and hurricanes, Oklahoma and tornadoes)</li> </ul> <p>7.4.6.B. Describe the impacts of people on physical systems.</p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• Ways humans adjust their impact on the habitat (e.g., Endangered Species Act, replacement of wetlands, logging and replanting trees)</li> </ul> <p>8.1.6.A Understand chronological thinking and distinguish between past, present and future time.</p> <ul style="list-style-type: none"> <li>• Calendar time</li> <li>• Time lines</li> <li>• People and events in time</li> <li>• Patterns of continuity and change</li> <li>• Sequential order</li> <li>• Context for events</li> </ul> <p>8.1.6.B. Explain and analyze historical sources.</p> <ul style="list-style-type: none"> <li>• Literal meaning of a historical passage</li> <li>• Data in historical and contemporary maps, graphs and tables</li> <li>• Author or historical source</li> </ul>

Week	Title	Standards Covered
		<ul style="list-style-type: none"> <li>• Multiple historical perspectives</li> <li>• Visual evidence</li> <li>• Mathematical data from graphs and tables</li> </ul> <p>8.3.6.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"> <li>• Native Americans, Africans and Europeans</li> <li>• Political Leaders (e.g., John Adams, Thomas Jefferson, John Marshall)</li> <li>• Military Leaders (e.g. George Washington, Meriwether Lewis, Henry Knox)</li> <li>• Cultural and Commercial Leaders (e.g., Paul Revere, Phyllis Wheatley, John Rolfe)</li> <li>• Innovators and Reformers (e.g., Ann Hutchinson, Roger Williams, Junipero Serra)</li> </ul> <p>8.3.6.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"> <li>• Documents (e.g., Mayflower Compact, Northwest Ordinance, Washington's Farewell Address)</li> <li>• 18th Century Writings and Communications (e.g., Paine's Common Sense; Franklin's "Join, or die," Henry's "Give me liberty or give me death")</li> <li>• Historic Places (e.g., Cahokia Mounds, Spanish Missions, Jamestown)</li> </ul> <p>8.3.6. C. Explain how continuity and change has influenced United States history from Beginnings to 1824.</p>

Week	Title	Standards Covered
		<ul style="list-style-type: none"> <li>• Belief Systems and Religions (e.g., impact on daily life, colonial government established religions, communal sects)</li> <li>• Commerce and Industry (e.g., fur trade, development of cash crops)</li> <li>• Innovations (e.g., cotton gin, Whitney; wooden clock, Banneker; stove, Franklin)</li> <li>• Politics (e.g., Hamilton's defense of John Peter Zenger, The Great Compromise, Marbury v. Madison)</li> <li>• Settlement Patterns (e.g., frontier settlements, slave plantation society, growth of cities)</li> <li>• Social Organization (e.g., community structure on the frontier, cultural and language barriers)</li> <li>• Transportation and Trade (e.g., methods of overland travel, water transportation, National Road)</li> <li>• Women's Movement (e.g., roles and changing status of women, Margaret Brent's vote, soldier Deborah Sampson)</li> </ul> <p>8.3.6.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"> <li>• Domestic Instability (e.g., Salem Witch Trials, Shays Rebellion, religious persecution)</li> <li>• Ethnic and Racial Relations (e.g., cooperation between and among Native Americans and European settlers, slave uprisings, "Colored" troops in the Revolution)</li> <li>• Labor Relations (e.g., early union efforts, 10-hour day, women's role)</li> <li>• Immigration and Migration (e.g., western settlements, Louisiana Purchase, European immigration)</li> </ul>

Week	Title	Standards Covered	
		<ul style="list-style-type: none"> <li>• Military Conflicts (e.g., French and Indian War, American Revolutionary War, War of 1812)</li> </ul>	
32	Guided Inquiry: Changes in the United States	<p>8.1.6.A Understand chronological thinking and distinguish between past, present and future time.</p> <ul style="list-style-type: none"> <li>• Calendar time</li> <li>• Time lines</li> <li>• People and events in time</li> <li>• Patterns of continuity and change</li> <li>• Sequential order</li> <li>• Context for events</li> </ul> <p>8.1.6.B. Explain and analyze historical sources.</p> <ul style="list-style-type: none"> <li>• Literal meaning of a historical passage</li> <li>• Data in historical and contemporary maps, graphs and tables</li> <li>• Author or historical source</li> <li>• Multiple historical perspectives</li> <li>• Visual evidence</li> <li>• Mathematical data from graphs and tables</li> </ul> <p>8.1.6.C. Explain the fundamentals of historical interpretation.</p> <ul style="list-style-type: none"> <li>• Difference between fact and opinion</li> <li>• Multiple points of view</li> <li>• Illustrations in historical stories</li> <li>• Causes and results</li> <li>• Author or source of historical narratives</li> </ul> <p>8.1.6.D. Describe and explain historical research.</p> <ul style="list-style-type: none"> <li>• Historical events (time and place)</li> <li>• Facts, folklore and fiction</li> <li>• Historical questions</li> <li>• Primary sources</li> <li>• Secondary sources</li> <li>• Conclusions (e.g., simulations, group projects, skits and plays)</li> </ul>	<p>8.1 Historical Analysis and Skills Development</p> <p>8.1.5.A. Identify and explain the influences of economic features on continuity and change over time.</p> <p>8.1.5.B. Classify and analyze fact and opinion from multiple points of view, and secondary sources as related to historical events.</p> <p>8.1.5.C. Locate primary and secondary sources for the research topic and summarize in writing the findings.</p>