



**NEW JERSEY**  
**Core Curriculum Content Standards for Social Studies – Grade 8**  
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*The American Journey: Reconstruction to the Present* © 2005

CONTENT STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Reconstruction to the Present</i>
<b>6.1: All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography, and economics.</b>		
<b>Building upon the knowledge and skills gained in the previous grades, by the end of Grade 8 students will:</b>		
<b>A. Social Studies Skills</b>		
1. Analyze how events are related over time.	SE: <i>Causes and Effects of Migration</i> 17 <i>Causes and Effects of European Exploration</i> 44 <i>Causes and Effects of the Great Awakening</i> 110-111 <i>Critical Thinking Skillbuilder</i> 120, 909 <i>Causes and Effects of the Revolutionary War</i> 142 <i>Causes and Effects of French-American Alliance in 1778</i> 174 <i>Causes and Effects of Political Parties</i> 268 <i>Applying the Skill</i> 909 TWE: T 120, 909 A 156	SE: <i>Critical Thinking Skillbuilder</i> Prologue 15, 909 <i>Causes and Effects of the Slave Trade</i> Prologue 15 <i>Applying the Skill</i> Prologue 15, 909 <i>Causes and Effects of the Revolutionary War</i> Prologue 20 TWE: T Prologue 15, 909 A 156 APS 909
2. Use critical thinking skills to interpret events, recognize bias, point of view, and context.	SE: <i>Critical Thinking Skillbuilder</i> 440, 708, 795, 827, 861 <i>Applying the Skill</i> 440 TWE: RS 137 T 440, 708, 795, 827, 861	SE: <i>Critical Thinking Skillbuilder</i> 708, 795, 827, 861 <i>Applying the Skill</i> 827 TWE: T 708, 795, 827, 861 APS 827

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	<i>The American Journey</i>	<i>The American Journey Reconstruction to the Present</i>
3. Assess the credibility of primary and secondary sources.	SE: <i>Critical Thinking Skillbuilder</i> 146 <i>Study &amp; Writing Skillbuilder</i> 340 <i>Applying the Skill</i> 340 <i>Citizenship Cooperative Activity</i> 693 <i>Practicing Skills</i> 748 <i>Analyzing Primary Sources</i> 939 TWE: T 146, 340 APS 340 RS 565 CCA 693 PS 748	SE: <i>Study &amp; Writing Skillbuilder</i> Prologue 45 <i>Applying the Skill</i> Prologue 45 <i>Citizenship Cooperative Activity</i> 693 <i>Practicing Skills</i> 748 <i>Analyzing Primary Sources</i> 939 TWE: T Prologue 45 APS Prologue 45 RS 565 CCA 693 PS 748
4. Analyze data in order to see persons and events in context.	SE: <i>Two Viewpoints</i> 118, 586, 653, 754, 939 <i>Alternative Assessment</i> 749 TWE: DI 174 TV 586, 653, 754, 939 FCO 750D	SE: <i>Two Viewpoints</i> 586, 653, 754, 939 <i>Alternative Assessment</i> 749 TWE: TV 586, 653, 754, 939 FCO 750D
5. Examine current issues, events, or themes and relate them to past events.	SE: <i>Citizenship Cooperative Activity</i> 329, 553 <i>Section Assessment</i> 602 #6, 633 #6 <i>Interdisciplinary Activity</i> 944 TWE: RS 517, 601, 800 DI 558, 930 ICA 585, 948	SE: <i>Citizenship Cooperative Activity</i> 553 <i>Section Assessment</i> 602 #6, 633 #6 <i>Interdisciplinary Activity</i> 944 TWE: DI 558, 930 ICA 585, 948 RS 601, 800
6. Formulate questions based on information needs.	SE: <i>Economics Activity</i> 553 <i>Citizenship Cooperative Activity</i> 577 TWE: RS 517, 529, 932 FCO 526D DI 584, 779, 808 CLA 929, 946 CTA 940	SE: <i>Economics Activity</i> 553 <i>Citizenship Cooperative Activity</i> 577 TWE: FCO 526D RS 529, 932 DI 779, 808 CLA 929, 946 CTA 940

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7. Use effective strategies for locating information.	SE: <i>Technology Activity 275</i> <i>Interdisciplinary Activity 566, 641</i> <i>Economics Activity 783</i> <i>Alternative Assessment 783</i> TWE: MSN 284 DI 569 CLA 591, 598 RS 923, 949 ICA 939	SE: <i>Interdisciplinary Activity 566, 641</i> <i>Economics Activity 783</i> <i>Alternative Assessment 783</i> TWE: DI 569 CLA 591, 598 RS 923, 949 ICA 939
8. Compare and contrast competing interpretations of current and historical events.	SE: <i>Two Viewpoints 450, 586, 754, 880, 939</i> <i>Section Assessment 780 #4</i> <i>Critical Thinking 782</i> TWE: CTA 586 ICA 791, 799 CTA 792 RS 800	SE: <i>Section Assessment 780 #4</i> <i>Two Viewpoints 754, 880, 939</i> <i>Critical Thinking 782</i> TWE: CTA 586 ICA 791, 799 CTA 792 RS 800
9. Interpret events considering continuity and change, the role of chance, oversight and error, and changing interpretations by historians.	SE: <i>What If... 178-179, 516-517, 674-675, 850-851</i> <i>Analyzing Political Cartoons 790</i> TWE: PIE Prologue 20 WI 674 RS 675, 923, 932 APC 790 CLA 946	SE: <i>What If... 674-675, 850-851</i> <i>Analyzing Political Cartoons 790</i> TWE: PIE Prologue 20 WI 674 RS 675, 923, 932 APC 790 CLA 946
10. Distinguish fact from fiction by comparing sources about figures and events with fictionalized characters and events.	SE: <i>Fact Fiction Folklore 259, 319, 557, 584, 595, 614, 654, 767, 794</i> <i>Technology Activity 782</i> <i>Analyzing Political Cartoons 790</i> TWE: APC 790	SE: <i>Fact Fiction Folklore 557, 584, 595, 614, 654, 767, 794</i> <i>Technology Activity 782</i> <i>Analyzing Political Cartoons 790</i> TWE: APC 790

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11. Summarize information in written, graphic, and oral formats.	SE: <i>Study &amp; Writing Skillbuilder</i> 484, 781 <i>Practicing Skills</i> 783 #18, 783 #19 <i>Alternative Assessment</i> 783 <i>Citizenship Cooperative Activity</i> 811 <i>Technology Activity</i> 811 TWE: DI 779, 924, 947 RS 937, 949	SE: <i>Practicing Skills</i> 783 #18, 783 #19 <i>Alternative Assessment</i> 783 <i>Citizenship Cooperative Activity</i> 811 <i>Technology Activity</i> 811 TWE: DI 779, 924, 947 RS 937, 949
<b>Standard 6.2 (Civics) All students will know, understand and appreciate the values and principles of American democracy and the rights, responsibilities, and roles of a citizen in the nation and the world.</b>		
<b>Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:</b>		
<b>A. Civic Life, Politics, and Government</b>		
1. Discuss the sources, purposes, and functions of law and the importance of the rule of law for the preservation of individual rights and the common good.	SE: 195 <i>Main Idea</i> 217 <i>How a Bill Becomes a Law</i> 225 <i>Reading Check</i> 225 <i>Graphic Organizer</i> 225 <i>Interdisciplinary Activity</i> 227 TWE: T 155, 218 RC 201, 225 B 217 GOS 225	SE: <i>Main Idea</i> 217 <i>How a Bill Becomes a Law</i> 225 <i>Reading Check</i> 225 <i>Graphic Organizer</i> 225 <i>Interdisciplinary Activity</i> 227 TWE: T 155, 218 B 217 RC 225 GOS 225
2. Describe the underlying values and principles of democracy and distinguish these from authoritarian forms of government.	SE: 217-218 <i>Reading Check</i> 111 <i>Section Assessment</i> 135 #3, 222 #4 <i>Fact Fiction Folklore</i> 137 <i>The Magna Carta</i> 985 TWE: RC 111 DYK 157 C 157 BH 216 YDS 219 ETC 950	SE: 217-218 <i>Section Assessment</i> 222 #4 <i>The Magna Carta</i> 985 TWE: ICA Prologue 35 DYK 157 C 157 BH 216 TLC 219 YDS 219 ETC 950

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3. Discuss the major characteristics of democratic governments.	SE: 218-220 <i>Section Theme</i> 147 <i>Guide to Reading</i> 217 <i>Section Assessment 222 #6</i> <i>The Mayflower Compact</i> 986 TWE: ICA 144 CC 155 F 217 T 218 CLA 218 DYK 223 YDS 224	SE: 218-220 <i>Guide to Reading</i> 217 <i>Section Assessment 222 #6</i> <i>The Mayflower Compact</i> 986 TWE: CC 155 F 217 T 218 CLA 218 DYK 223 YDS 224
4. Describe the processes of local government.	SE: 611-612 <i>Handbook Assessment 231 #16, 231 #17</i> TWE: SLP 67 DI 110 C 614	SE: 611-612 <i>Handbook Assessment 231 #16, 231 #17</i> TWE: SLP Prologue 1 C 614
5. Discuss examples of domestic policies and agencies that impact American lives, including the Environmental Protection Agency (e.g., clean air and water), the Department of Labor (e.g., minimum wage) and the Internal Revenue Service (e.g., Social Security, income tax).	SE: 733-734, 743-744, 902 <i>The New Deal</i> 732 <i>Section Assessment 734 #2, 734 #5, 734 #6</i> <i>Interdisciplinary Activity 734</i> TWE: RS 730 PIH 736 C 746	SE: 733-734, 902 <i>The New Deal</i> 732 <i>Section Assessment 734 #2, 734 #5, 734 #6</i> <i>Interdisciplinary Activity 734</i> TWE: CC Prologue 33 RS 730 PIH 736
6. Explain how non-governmental organizations influence legislation and policies at the federal, state, and local levels.	SE: 616, 618-619 <i>Guide to Reading</i> 615 TWE: RS 616 CLA 616 DI 617 C 619	SE: 616, 618-619 <i>Guide to Reading</i> 615 TWE: RS 616 CLA 616 DI 617 C 619

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<b>B. American Values and Principles</b>		
1. Analyze how certain values including individual rights, the common good, self-government, justice, equality and free inquiry are fundamental to American public life.	SE: 217-218 <i>The Bill of Rights</i> 221 <i>Interdisciplinary Activity</i> 222 <i>Why It Matters</i> 426-427 <i>National Geographic</i> 617 <i>Picturing History</i> 618  TWE: T 155 CLA 156 CTA 221 DYK 223 RS 426 PH 618	SE: 217-218 <i>The Bill of Rights</i> 221 <i>Interdisciplinary Activity</i> 222 <i>National Geographic</i> 617 <i>Picturing History</i> 618  TWE: T 155 CLA 156 CTA 221 DYK 223 PH 618
2. Describe representative government and explain how it works to protect the majority and the minority.	SE: 110, 218 <i>Major Principles of the Constitution</i> 218 <i>Section Assessment 222 #1, 222 #6</i>  TWE: T 218 CLA 218 SAA 222 #1, 222 #6 YDS 224	SE: 218 <i>Major Principles of the Constitution</i> 218 <i>Section Assessment 222 #1, 222 #6</i>  TWE: DI Prologue 34 T 218 CLA 218 SAA 222 #1, 222 #6 YDS 224
3. Describe the continuing struggle to bring all groups of Americans into the mainstream of society with the liberties and equality to which all are entitled, as exemplified by individuals such as Susan B. Anthony, Frederick Douglass, Nat Turner, Paul Robeson, and Cesar Chavez.	SE: 617-619, 858-859 <i>Reading Check</i> 616 <i>The Seneca Falls Declaration</i> 989 <i>The Emancipation Proclamation</i> 990 <i>I Have a Dream</i> 996  TWE: WWW 421, 617, 858 ICA 421, 859 RC 616	SE: 617-619, 858-859 <i>Reading Check</i> 616 <i>The Seneca Falls Declaration</i> 989 <i>The Emancipation Proclamation</i> 990 <i>I Have a Dream</i> 996  TWE: RC 616 WWW 617, 858 ICA 859

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<b>C. The Constitution and American Democracy</b>		
1. Discuss the major principles of the Constitution, including shared powers, checks and balances, separation of church and state, and federalism.	SE: 202-203, 217-222, 223-227, 228-230, 232-253 <i>People In History</i> 203 <i>Major Principles of the Constitution</i> 218 <i>Chart Skills</i> 218 TWE: CS 218 CLA 218 RS 220 CTA 221	SE: 217-222, 223-227, 228-230, 232-253 <i>Major Principles of the Constitution</i> 218 <i>Chart Skills</i> 218 TWE: CS 218 CLA 218 RS 220 CTA 221
2. Compare and contrast the purposes, organization, functions, and interactions of the legislative, executive, and judicial branches of national, state, and local governments and independent regulatory agencies.	SE: 209-211, 219-220, 223-227 <i>Section Assessment</i> 213 #3, 227 #4 <i>Guide to Reading</i> 223 <i>The American System of Checks and Balances</i> 224 TWE: F 223 T 224 RS 224 RC 227 C 227	SE: 219-220, 223-227 <i>Guide to Reading</i> 223 <i>The American System of Checks and Balances</i> 224 <i>Section Assessment</i> 227 #4 TWE: F 223 T 224 RS 224 RC 227 C 227
3. Discuss the role of political parties in the American democratic system including candidates, campaigns, financing, primary elections, and voting systems.	SE: 550, 620-621, 622-624, 674, 704-705, 706-707, 719 <i>Reading Check</i> 551 <i>Section Assessment</i> 551 #1, 551 #4 <i>Why It Matters</i> 622-623 TWE: RC 551	SE: Prologue 34, 550, 620-621, 622-624 <i>Causes and Effects of Political Parties</i> Prologue 34 <i>Reading Check</i> 551 <i>Section Assessment</i> 551 #1, 551 #4 <i>Why It Matters</i> 622-623 TWE: CP Prologue 33 RC 551

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4. Discuss major historical and contemporary conflicts over United States constitutional principles, including judicial review in <i>Marbury v. Madison</i> , slavery in the <i>Dred Scott Decision</i> , separate but equal in <i>Plessy v. Ferguson</i> , and the rights of minorities in the Indian Removal Act.	SE: 446-447, 519, 630, 831, 839-840 <i>Reading Check</i> 631, 840 <i>Dred Scott v. Sandford</i> 997 <i>Marbury v. Madison</i> 998 <i>Plessy v. Ferguson</i> 999 TWE: RC 631, 840	SE: 630, 831, 839-840 <i>Reading Check</i> 631, 840 <i>Dred Scott v. Sandford</i> 997 <i>Marbury v. Madison</i> 998 <i>Plessy v. Ferguson</i> 999 TWE: RC 631, 840
5. Discuss major historical and contemporary conflicts over New Jersey constitutional principles (e.g., the impact of the New Jersey School Law of 1881 which required integration in the state's public schools, <i>Hedgepeth and Williams v. Trenton Board of Education</i> , the <i>Mount Laurel Decision</i> , <i>Jackman v. Bodine</i> , <i>Abbott v. Burke</i> ).	NOTE: Teachers can discuss New Jersey constitutional principles in the classroom setting.	NOTE: Teachers can discuss New Jersey constitutional principles in the classroom setting.
6. Research contemporary issues involving the constitutional rights of American citizens and other individuals residing in the United States, including voting rights, habeas corpus, rights of the accused, and the Patriot Act.	SE: 949 NOTE: Current issues can be covered during teacher/class discussion.	SE: 949 NOTE: Current issues can be covered during teacher/class discussion.
<b>D. Citizenship</b>		
1. Discuss the rights and responsibilities of American citizens, including obeying laws, paying taxes, serving on juries, and voting in local, state, and national elections.	SE: 228-230 <i>Guide to Reading</i> 228 <i>Section Assessment</i> 230 #2, 230 #5 <i>Interdisciplinary Activity</i> 230 TWE: B 228 RS 229 CLA 229 CC 229, 230	SE: 228-230 <i>Guide to Reading</i> 228 <i>Section Assessment</i> 230 #2, 230 #5 <i>Interdisciplinary Activity</i> 230 TWE: B 228 RS 229 CLA 229 CC 229, 230
2. Discuss how the rights of American citizens may be in conflict with each other (e.g., right to privacy vs. free press).	SE: 228 TWE: FCO 190D DI 269	SE: 228

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3. Describe major conflicts that have arisen from diversity (e.g., land and suffrage for Native Americans, civil rights, women’s rights) and discuss how the conflicts have been addressed.	SE: 838-840, 841-842, 852-853 <i>Causes and Effects of the Move Toward Equality</i> 842 <i>Graphic Organizer Skills</i> 842 <i>Picturing History</i> 849, 859 TWE: CLA 849 RS 852 DI 858	SE: 838-840, 841-842, 852-853 <i>Causes and Effects of the Move Toward Equality</i> 842 <i>Graphic Organizer Skills</i> 842 <i>Picturing History</i> 849 TWE: CLA 849 RS 852
4. Explain the benefits, costs, and conflicts of a diverse nation.	SE: 847 <i>An American Story</i> 838 <i>Section Assessment</i> 842 #2 <i>What If...</i> 850-851 <i>Interdisciplinary Activity</i> 853 <i>Picturing History</i> 859, 860 TWE: DYK 840 DI 840, 850 ICA 841, 851	SE: 847 <i>An American Story</i> 838 <i>Section Assessment</i> 842 #2 <i>What If...</i> 850-851 <i>Interdisciplinary Activity</i> 853 TWE: DYK 840 DI 840, 850 ICA 841, 851
5. Discuss basic contemporary issues involving the personal, political, and economic rights of American citizens (e.g., dress codes, sexual harassment, fair trial, free press, minimum wage).	NOTE: Current issues can be covered during teacher/class discussion.	NOTE: Current issues can be covered during teacher/class discussion.
<b>E. International Education: Global Challenges, Cultures, and Connections</b>		
1. Analyze ways in which nation-states interact with one another through trade, diplomacy, cultural exchanges, treaties or agreements, humanitarian aid, economic incentives and sanctions, and the use or threat of military force.	SE: 912-914, 924-925, 929, 930 <i>Section Assessment</i> 914 #3, 926 #4 <i>Interdisciplinary Activity</i> 914 <i>Picturing History</i> 926 TWE: YDS 290 WWW 291 DI 924 ICA 925	SE: 912-914, 924-925, 929, 930 <i>Section Assessment</i> 914 #3, 926 #4 <i>Interdisciplinary Activity</i> 914 <i>Picturing History</i> 926 TWE: DI 924 ICA 925

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2. Discuss factors that lead to a breakdown of order among nation-states (e.g., conflicts about national interests, ethnicity, and religion; competition for territory or resources; absence of effective means to enforce international law) and describe the consequences of the breakdown of order.	SE: 667, 753, 755, 925, 929 <i>Two Viewpoints</i> 754 <i>Section Assessment 755 #4</i> <i>Reading Check</i> 761 TWE: CC 669 HTA 759 RC 761	SE: 667, 753, 755, 925, 929 <i>Two Viewpoints</i> 754 <i>Section Assessment 755 #4</i> TWE: CC 669 HTA 759
3. Compare and contrast the powers the Constitution gives to Congress, the President, the Senate Foreign Relations Committee, and the federal judiciary regarding foreign affairs.	SE: 221, 225, 236 <i>The Federal System</i> 219 <i>Picturing History</i> 226 TWE: CLA 235 CC 237 RS 239	SE: 221, 225, 236 <i>The Federal System</i> 219 <i>Picturing History</i> 226 TWE: CLA 235 CC 237 RS 239
4. Evaluate current United States foreign policy issues and strategies and their impact on the nation and the rest of the world.	SE: 945-951 <i>An American Story</i> 945 <i>National Geographic</i> 947 <i>Reading Check</i> 951 TWE: CLA 946 DI 947 WWW 947, 949 DYK 948 ICA 948 ETC 950 RC 951	SE: 945-951 <i>An American Story</i> 945 <i>National Geographic</i> 947 <i>Reading Check</i> 951 TWE: CLA 946 DI 947 WWW 947, 949 DYK 948 ICA 948 ETC 950 RC 951
5. Discuss the purposes and functions of major international organizations (e.g., United Nations, World Health Organization, International Red Cross, Amnesty International) and the role of the United States within each.	SE: 790, 793, 943, 947-948, 951 <i>People In History</i> 480 <i>National Geographic</i> 789 <i>Geography Skills</i> 789 TWE: PIH 480 GS 789 DYK 793, 948	SE: 790, 793, 943, 947-948, 951 <i>National Geographic</i> 789 <i>Geography Skills</i> 789 TWE: GS 789 DYK 793, 948

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6. Describe how one's heritage includes personal history and experiences, culture, customs, and family background.	SE: 628-631 <i>More About...</i> 629 <i>People in History</i> 632, 912 <i>America's Literature</i> 915 TWE: MA 629 WWW 631 ICA 631 PIH 632, 912 HC 915 NOTE: Teachers can use these references in the classroom setting to foster discussion about heritage.	SE: 628-631 <i>More About...</i> 629 <i>People in History</i> 632, 912 <i>America's Literature</i> 915 TWE: MA 629 WWW 631 ICA 631 PIH 632, 912 HC 915 NOTE: Teachers can use these references in the classroom setting to foster discussion about heritage.
7. Analyze how the life, culture, economics, politics, and the media of the United States impact the rest of the world.	SE: 714-716, 727, 739 <i>Reading Check</i> 716 <i>What Life Was Like...</i> 738 TWE: FCO 698D RC 716 YDS 716 WWW 716 ICA 716 WLW 738 C 739	SE: 714-716, 727, 739 <i>Reading Check</i> 716 <i>What Life Was Like...</i> 738 TWE: FCO 698D RC 716 YDS 716 WWW 716 ICA 716 WLW 738 C 739
8. Discuss how global challenges are interrelated, complex, and changing and that even local issues may have a global dimension (e.g., environmental issues, transportation).	SE: 622, 904, 911-912, 944 <i>Reading Check</i> 904 <i>Picturing History</i> 904 <i>Milestones</i> 917 <i>Future Shock</i> 917 TWE: SLP 67 RC 904 PH 904 C 917	SE: 622, 904, 911-912, 944 <i>Reading Check</i> 904 <i>Picturing History</i> 904 <i>Milestones</i> 917 <i>Future Shock</i> 917 TWE: RC 904 PH 904 C 917

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9. Discuss how cultures may change and that individuals may identify with more than one culture.	SE: 628-631 <i>More About...</i> 629 <i>People in History</i> 632, 912 <i>America's Literature</i> 915 TWE: MA 629 WWW 631 ICA 631 PIH 632, 912 HC 915 NOTE: Teachers can use these references in the classroom setting to foster discussion about culture and cultural identity.	SE: 628-631 <i>More About...</i> 629 <i>People in History</i> 632, 912 <i>America's Literature</i> 915 TWE: MA 629 WWW 631 ICA 631 PIH 632, 912 HC 915 NOTE: Teachers can use these references in the classroom setting to foster discussion about culture and cultural identity.
10. Engage in activities that foster understanding of various cultures (e.g., clubs, dance groups, sports, travel, community celebrations).	NOTE: These activities can be conducted outside the classroom setting.	NOTE: These activities can be conducted outside the classroom setting.
11. Discuss the impact of the Internet and technology on global communication.	SE: 943 <i>Technology Activity</i> 635, 693, 749, 811, 835, 863, 953 <i>Section Assessment</i> 944 #5 TWE: ICA 716 NOTE: Teachers can point out to students that while using the Internet in the references cited above, they are able to gather more information more quickly and communicate farther than any previous generation.	SE: 943 <i>Technology Activity</i> 635, 693, 749, 811, 835, 863, 953 <i>Section Assessment</i> 944 #5 TWE: ICA 716 NOTE: Teachers can point out to students that while using the Internet in the references cited above, they are able to gather more information more quickly and communicate farther than any previous generation.

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12. Discuss the impact of stereotyping on relationships, achievement, and life goals.	SE: 628-631, 768 <i>Picturing History</i> 630 <i>Reading Check</i> 633 <i>Section Assessment</i> 633 #3, 633 #5 <i>America's Literature</i> 769 <i>Causes and Effects of the Move Toward Equality</i> 842  TWE: PH 630 DI 630 RS 632 RC 633	SE: 628-631, 768 <i>Picturing History</i> 630 <i>Reading Check</i> 633 <i>Section Assessment</i> 633 #3, 633 #5 <i>America's Literature</i> 769 <i>Causes and Effects of the Move Toward Equality</i> 842  TWE: PH 630 DI 630 RS 632 RC 633
13. Analyze how prejudice and discrimination may lead to genocide as well as other acts of hatred and violence for the purposes of subjugation and exploitation.	NOTE: This topic is covered by the page references cited in the previous objective.	NOTE: This topic is covered by the page references cited in the previous objective.
<b>Standard 6.3 (World History) All students will demonstrate knowledge of world history in order to understand life and events in the past and how they relate to the present and the future.</b>		
<b>Standard 6.4 (United States and New Jersey History) All students will demonstrate knowledge of united states and new jersey history in order to understand life and events in the past and how they relate to the present and future.</b>		
<b>Building upon knowledge and skills gained in the preceding grades, by the end of Grade 4, students will:</b>		
<b>A. Family and Community Life</b> Reinforce indicators from previous grade levels.		
1. Discuss how families long ago expressed and transmitted their beliefs and values through oral tradition, literature, songs, and celebrations.	SE: 106 <i>America's Literature</i> 107  TWE: DYK 405 DI 584 ICA 585	TWE: DI 584 ICA 585

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	<i>The American Journey</i>	<i>The American Journey Reconstruction to the Present</i>
2. Compare family life in a community of the past to life in a community of the present.	SE: 19, 598, 735-736 <i>More About...</i> 78 <i>Linking Past &amp; Present</i> 164 <i>New Americans</i> 588 <i>What Life Was Like...</i> 598-599, 738 TWE: TTA 66 C 106 CLA 109 WLW 598	SE: Prologue 5–Prologue 6, 598, 735-736 <i>New Americans</i> 588 <i>What Life Was Like...</i> 598-599, 738 TWE: DL Prologue 5 W Prologue 7 CHC Prologue 13 WLW 598
3. Discuss the reasons why various groups, voluntarily and involuntarily, immigrated to America and New Jersey and describe the problems they encountered.	SE: 17-18 <i>Section Assessment 19 #2</i> <i>Causes and Effects of European Exploration</i> 44 <i>Picturing History</i> 102 <i>America's Literature</i> 107 <i>Causes and Effects of the Slave Trade</i> 120 <i>Learning From History</i> 586 <i>Geography &amp; History</i> 588-589 TWE: F 588 T 588 C 589 DYK 589	SE: Prologue 5, 718 <i>An American Story</i> Prologue 4 <i>Two Viewpoint</i> 586 <i>Learning From History</i> 586 <i>Geography &amp; History</i> 588-589 TWE: F 588 T 588 C 589 DYK 589
4. Discuss the history of their community, including the origins of its name, groups and individuals who lived there, and access to important places and buildings in the community.	NOTE: This objective can be met during teacher/class discussion.	NOTE: This objective can be met during teacher/class discussion.

CONTENT STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Reconstruction to the Present</i>
5. Explain that Americans have come from different parts of the world and have a common American heritage, in addition to the heritage of the countries of origin.	SE: 582-583, 584-585 <i>An American Story</i> 582 <i>Fact Fiction Folklore</i> 584 <i>Two Viewpoints</i> 586 <i>Reading Check</i> 586 <i>Section Assessment</i> 587 #3 <i>Interdisciplinary Activity</i> 587 TWE: WAM 583 RC 586 CTA 586 C 587	SE: 582-583 <i>An American Story</i> 582 <i>Fact Fiction Folklore</i> 584 <i>Two Viewpoints</i> 586 <i>Reading Check</i> 586 <i>Interdisciplinary Activity</i> 587 TWE: WAM 583 RC 586 CTA 586 C 587
6. Describe situations in which people from diverse backgrounds work together to solve common problems.	SE: 104, 141-142, 147-151, 585-586 <i>Reading Check</i> 142 <i>Section Assessment</i> 145 #2, 145 #3 TWE: RC 142, 176 ICA 144, 150 LPP 164 NOTE: Teachers may point out the fact that the founding of the United States as a single sovereign nation is an excellent example of people from diverse backgrounds working together to solve common problems.	SE: Prologue 21, Prologue 26-Prologue 27, 585-586 <i>Interdisciplinary Activity</i> Prologue 21 <i>Reading Check</i> Prologue 27 <i>Section Assessment</i> Prologue 27 #4, Prologue 27 #5 TWE: CC Prologue 25 CTA Prologue 26 RC Prologue 27 NOTE: Teachers may point out the fact that the founding of the United States as a single sovereign nation is an excellent example of people from diverse backgrounds working together to solve common problems.

CONTENT STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Reconstruction to the Present</i>
<b>B. State and Nation</b> Reinforce indicators from previous grade levels.		
1. Compare the major early culture of the Lenape that existed in the region that became New Jersey prior to contact with the Europeans.	NOTE: This objective can be met during teacher/class discussion.	NOTE: This objective can be met during teacher/class discussion.
2. Discuss the reasons why revolutionary leaders, including George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston fought for independence from England.	SE: 142, 144-145, 162-168, 172-176, 177-182 <i>Two Viewpoints</i> 163 <i>What If...</i> 178 <i>National Geographic</i> 180 TWE: ICA 144, 175 RS 148 CC 149	SE: Prologue 24-Prologue 26 <i>Causes and Effects of the Revolutionary War</i> Prologue 20 <i>Graphic Organizer Skills</i> Prologue 20 <i>Guide to Reading</i> Prologue 22 <i>National Geographic</i> Prologue 23 <i>Geography Skills</i> Prologue 23 <i>Section Assessment</i> Prologue 27 #5 TWE: CC Prologue 25
3. Discuss New Jersey's role during the American Revolution.	SE: 167 <i>People in History</i> 166 <i>Reading Check</i> 167 TWE: RC 167	See Glencoe's <i>The American Journey</i> © 2005.
4. Identify major documents and symbols in New Jersey and American history, including the Mayflower Compact, the Declaration of Independence, the United States Constitution, the New Jersey State Seal, and Martin Luther King Jr.'s "I Have a Dream" speech.	SE: 154-157, 232-253 <i>Documents of American History</i> 986, 996 TWE: B 154 CC 155, 245 WWW 155 DI 232 ETC 244, 246, 252	SE: 154-157, 232-253 <i>Documents of American History</i> 986, 996 TWE: CC 155, 245 DI 232 ETC 244, 246, 252

CONTENT STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Reconstruction to the Present</i>
5. Identify and discuss major scientific discoveries and inventions, the scientists and inventors who developed them (e.g., Thomas Edison), and their impact on life today.	SE: 564 <i>Milestones</i> 541 <i>More About...</i> 565 <i>Interdisciplinary Activity</i> 566 <i>Chapter Summary</i> 576 <i>Critical Thinking</i> 576 #13 TWE: C 541, 566 WWW 564 DYK 564 ICA 564 MA 565	SE: 564 <i>Milestones</i> 541 <i>More About...</i> 565 <i>Interdisciplinary Activity</i> 566 TWE: C 541, 566 WWW 564 DYK 564 ICA 564 MA 565
6. Discuss the experiences of immigrants who came to the United States and New Jersey, including reasons for immigrating, experiences at Ellis Island, and working and living conditions in America.	SE: 582-583, 584-587 <i>Guide to Reading</i> 582 <i>Picturing History</i> 583 <i>Fact Fiction Folklore</i> 584 <i>Two Viewpoints</i> 586 <i>Geography &amp; History</i> 588-589 TWE: RS 580 MAP 581 WAM 583 DI 584 ICA 585	SE: 582-583 <i>Guide to Reading</i> 582 <i>Picturing History</i> 583 <i>Fact Fiction Folklore</i> 584 <i>Two Viewpoints</i> 586 TWE: RS 580 MAP 581 WAM 583 DI 584 ICA 585

CONTENT STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Reconstruction to the Present</i>
7. Describe the population shift from the farm to the city in New Jersey.	SE: 590-595 <i>Guide to Reading</i> 590 <i>Urban and Rural Population Growth, 1860-1900</i> 591 <i>People in History</i> 592 TWE: WMA 580 FSO 581 TLA 581 CLA 591 WWW 591 DI 592 C 595 NOTE: Teachers may use these references discussing the population shift from rural to urban to assist in discussing this shift in New Jersey.	SE: 590-595 <i>Guide to Reading</i> 590 <i>Urban and Rural Population Growth, 1860-1900</i> 591 <i>People in History</i> 592 TWE: WMA 580 FSO 581 TLA 581 CLA 591 WWW 591 NOTE: Teachers may use these references discussing the population shift from rural to urban to assist in discussing this shift in New Jersey.
8. Discuss the value of the American national heritage including: <ul style="list-style-type: none"> <li>▪ Diverse folklore and cultural contributions from New Jersey and other regions in the United States</li> <li>▪ History and values celebrated in American songs, symbols, slogans, and major holidays</li> <li>▪ Historical preservation of primary documents, buildings, places of memory, and significant artifacts</li> </ul>	SE: 547, 601-602, 713-716, 987 <i>Fact Fiction Folklore</i> 319, 595 <i>People in History</i> 718 TWE: DYK 232, 594, 602 RS 299 ICA 716	SE: 547, 601-602, 713-716, 987 <i>Fact Fiction Folklore</i> 595 <i>People in History</i> 718 TWE: DYK 232, 594, 602 ICA 716

CONTENT STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Reconstruction to the Present</i>
<b>Building upon knowledge and skills gained in the preceding grades, by the end of Grade 8, students will:</b>		
<b>C. Many Worlds Meet (to 1620)</b>		
1. Discuss factors that stimulated European overseas explorations between the 15 <sup>th</sup> and 17 <sup>th</sup> centuries and the impact of that exploration on the modern world.	SE: 43-48 <i>Main Idea</i> 43 <i>A European Story</i> 43 <i>Causes and Effects of European Exploration</i> 44 <i>Geography Skills</i> 44 <i>Reading Check</i> 45, 49  TWE: GS 44 RC 45, 49 CGO 52	SE: Prologue 7–Prologue 9, Prologue 10–Prologue 11 <i>Reading Check</i> Prologue 9  TWE: CA Prologue 8 RC Prologue 9 C Prologue 9
2. Trace the major land and water routes of the explorers.	SE: 48-49 <i>Picturing History</i> 46 <i>National Geographic</i> 48, 52, 61 <i>Geography Skills</i> 48, 52, 61 <i>Geography &amp; History</i> 56-57  TWE: PH 46 GS 48, 52	SE: <i>National Geographic</i> Prologue 8 <i>Geography Skills</i> Prologue 8 <i>Section Assessment</i> Prologue 9 #3, Prologue 9 #4 <i>Reading Check</i> Prologue 11  TWE: GS Prologue 8 RC Prologue 9, Prologue 11
3. Compare the political, social, economic, and religious systems of Africans, Europeans, and Native Americans who converged in the western hemisphere after 1492 (e.g., civic values, population levels, family structure, communication, use of natural resources).	SE: 58-59, 76-77 <i>Geography &amp; History</i> 56-57 <i>Picturing History</i> 59 <i>Reading Check</i> 59 <i>Reviewing Key Facts</i> 64 #12 <i>Why It Matters</i> 68 <i>People in History</i> 79  TWE: F 56 DYK 57 RC 59	SE: Prologue 12, Prologue 13–Prologue 14, Prologue 17 <i>National Geographic</i> Prologue 11 <i>History Through Art</i> Prologue 13 <i>Causes and Effects of the Slave Trade</i> Prologue 15  TWE: CHC Prologue 13 WWW Prologue 18 DI Prologue 18 CTA Prologue 20

CONTENT STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Reconstruction to the Present</i>
4. Discuss the characteristics of the Spanish and Portuguese exploration and conquest of the Americas, including Spanish interaction with the Incan and Aztec empires, expeditions in the American Southwest, and the social composition of early settlers and their motives for exploration and conquest.	SE: 51-55 <i>Guide to Reading</i> 51 <i>An American Story</i> 51 <i>National Geographic</i> 52 <i>Geography Skills</i> 52 <i>Reading Check</i> 55 TWE: F 56 GS 52 RS 54 RC 55 C 55	SE: Prologue 6–Prologue 9, Prologue 14 <i>National Geographic</i> Prologue 8 <i>Geography Skills</i> Prologue 8 <i>Reading Check</i> Prologue 9 TWE: GS Prologue 8 RC Prologue 9
5. Describe the migration of the ancestors of the Lenape Indians and their culture at the time of first contact with Europeans.	SE: <i>National Geographic</i> 294	See Glencoe's <i>The American Journey</i> © 2005.
6. Compare and contrast historic Native American groups of the West, Southwest, Northwest, Arctic and sub-Arctic, Great Plains, and Eastern Woodland regions at the beginning of European exploration.	SE: 31-33, 52-53 <i>National Geographic</i> 30 <i>Geography Skills</i> 30 <i>Fact Fiction Folklore</i> 32 <i>Reading Check</i> 33, 53 TWE: GS 30 DI 30 ICA 31 RS 32 RC 33	SE: <i>National Geographic</i> Prologue 7 <i>Geography Skills</i> Prologue 7 <i>Section Assessment</i> Prologue 9 #6 TWE: GS Prologue 7 W Prologue 7
7. Analyze the cultures and interactions of peoples in the Americas, Western Europe, and Africa after 1450 including the transatlantic slave trade.	SE: 52-53, 124 <i>Reading Check</i> 53, 55 <i>Picturing History</i> 59, 122 <i>More About...</i> 60 <i>National Geographic</i> 123 TWE: RC 53, 55 F 56 MA 60	SE: Prologue 19 <i>History Through Art</i> Prologue 13 <i>National Geographic</i> Prologue 18, Prologue 23 <i>Geography Skills</i> Prologue 18 <i>Causes and Effects of the Revolutionary War</i> Prologue 20 <i>Graphic Organizer Skills</i> Prologue 20 TWE: C Prologue 9 GS Prologue 18

CONTENT STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Reconstruction to the Present</i>
8. Discuss how millions of Africans, brought against their will from Central Africa to the Americas, including Brazil, Caribbean nations, North America and other destinations, retained their humanity, their families, and their cultures during enslavement.	SE: 90, 106 <i>An American Story</i> 86 <i>Picturing History</i> 102, 201 <i>History Through Art</i> 105 <i>America's Literature</i> 107 <i>Causes and Effects of the Slave Trade</i> 120 TWE: PH 102, 201 WWW 103 ETC 105	SE: Prologue 12, Prologue 13–Prologue 14, Prologue 17 <i>Section Assessment</i> Prologue 14 #3 <i>Causes and Effects of the Slave Trade</i> Prologue 15 <i>Picturing History</i> Prologue 17 TWE: SAA Prologue 14 #3 PH Prologue 17 WWW Prologue 18 DI Prologue 18
<b>D. Colonization and Settlement (1585-1763)</b>		
1. Analyze the political, social, and cultural characteristics of the English colonies.	SE: 70-73 <i>National Geographic</i> 72 <i>Geography Skills</i> 72 <i>Section Assessment</i> 73 #2, 73 #3, 73 #4, 73 #5 <i>Interdisciplinary Activity</i> 73 TWE: IC 71 RS 71 GS 72	SE: Prologue 11–Prologue 14, Prologue 16–Prologue 18 <i>Interdisciplinary Activity</i> Prologue 14 <i>Reading Check</i> Prologue 14 <i>Section Assessment</i> Prologue 14 #2, Prologue 14 #3, Prologue 14 #5, Prologue 14 #6 TWE: CC Prologue 13 RC Prologue 14
2. Describe the political, religious, social, and economic institutions that emerged in Colonial America, including New Netherland and colonial New Jersey.	SE: 76-80, 82-85 <i>Reading Check</i> 73, 80, 84 <i>Geography &amp; History</i> 74-75 TWE: RC 73, 80, 84 RS 77 ICA 195	NOTE: This topic is covered by the page references cited in the previous objective.

CONTENT STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Reconstruction to the Present</i>
3. Explain the differences in colonization of the Americas by England, the Netherlands, France, and Spain, including governance, relation to the mother countries, and interactions with other colonies and Native Americans.	SE: 59-62 <i>Picturing History</i> 59 <i>Reading Check</i> 59, 62 <i>Geography Skills</i> 61 <i>National Geographic</i> 62 TWE: RC 59, 62 GS 61 C 62 WMA 66 TTA 66	SE: Prologue 9, Prologue 11–Prologue 14 <i>Section Assessment</i> Prologue 9 #4, Prologue 14 #2, Prologue 14 #3, Prologue 14 #4 <i>National Geographic</i> Prologue 11 <i>History Through Art</i> Prologue 13 TWE: C Prologue 9
4. Examine the interactions between Native Americans and European settlers, such as agriculture, trade, cultural exchanges, and military alliances and conflicts.	SE: <i>Geography Skills</i> 72 <i>Geography &amp; History</i> 74 <i>More About...</i> 78 TWE: CLA 52 F 56 ETC 56, 74 DYK 57 ICA 61 GS 72 C 75	SE: Prologue 19 <i>National Geographic</i> Prologue 11 <i>Geography Skills</i> Prologue 11 <i>Reading Check</i> Prologue 19
5. Describe Native American resistance to colonization, including the Cherokee War against the English, the French and Indian War, and King George’s War.	SE: 80, 117-118, 121-124, 125 <i>Geography &amp; History</i> 74 <i>Section Assessment</i> 119 #1 <i>Interdisciplinary Activity</i> 119 <i>National Geographic</i> 123 <i>Geography Skills</i> 123 TWE: GS 123	SE: Prologue 19-Prologue 20

CONTENT STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Reconstruction to the Present</i>
6. Identify factors that account for the establishment of African slavery in the Americas.	SE: 55, 86-87, 100-101 <i>More About...</i> 60 <i>An American Story</i> 86 <i>Picturing History</i> 102 <i>National Geographic</i> 103 <i>Geography Skills</i> 103 <i>History Through Art</i> 105 TWE: PH 102 GS 103 RS 104	SE: Prologue 17 <i>Causes and Effects of the Slave Trade</i> Prologue 15 <i>Picturing History</i> Prologue 17 <i>National Geographic</i> Prologue 18 <i>Geography Skills</i> Prologue 18 TWE: T Prologue 15 PH Prologue 18 WWW Prologue 18 GS Prologue 18 DI Prologue 18
7. Discuss Spanish exploration, settlement, and missions in the American Southwest.	SE: 51-55 <i>Guide to Reading</i> 51 <i>An American Story</i> 51 <i>National Geographic</i> 52 <i>People in History</i> 54 <i>Section Assessment</i> 55 #2 <i>Geography &amp; History</i> 56-57 TWE: T 56 C 57	SE: Prologue 9, Prologue 10–Prologue 11 <i>Section Assessment</i> Prologue 9 TWE: C Prologue 9
<b>E. Revolution and the New Nation (1754-1820)</b>		
1. Discuss the background and major issues of the American Revolution, including the political and economic causes and consequences of the revolution.	SE: 132-135, 136-139 <i>An American Story</i> 136, 141 <i>Reading Check</i> 139 <i>Causes and Effects of the Revolutionary War</i> 142 TWE: FCO 130D RS 130, 133 DI 134 RC 139	SE: Prologue 19–Prologue 21 <i>Causes and Effects of the Revolutionary War</i> Prologue 20 <i>Graphic Organizer Skills</i> Prologue 20 <i>Section Assessment</i> Prologue 21 #3, Prologue 21 #5 <i>Interdisciplinary Activity</i> Prologue 21 <i>An American Story</i> Prologue 22 TWE: GS Prologue 20 PIE Prologue 20

CONTENT STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Reconstruction to the Present</i>
2. Discuss the major events (e.g. Boston Tea Party, Battle of Trenton) and personalities (e.g., George Washington, John Adams, John Witherspoon, William Franklin, Benjamin Franklin, Thomas Jefferson) of the American Revolution.	SE: 138-139 <i>More About...</i> 138 <i>National Geographic</i> 143 <i>Geography Skills</i> 143 <i>History Through Art</i> 144 <i>Fact Fiction Folklore</i> 145 <i>Interdisciplinary Activity</i> 145 TWE: MA 138 DI 138, 143 GS 143 WWW 143	SE: <i>Guide to Reading</i> Prologue 22 <i>National Geographic</i> Prologue 23 <i>Geography Skills</i> Prologue 23 <i>Section Assessment</i> Prologue 27 #5 <i>Critical Thinking</i> Prologue 28 #21 TWE: GS Prologue 23 DYK Prologue 25
3. Identify major British and American leaders and describe their roles in key events, such as the First and Second Continental Congresses, drafting and approving the Declaration of Independence (1776), the publication of "Common Sense," and major battles of the Revolutionary War.	SE: 147-151, 154-157 <i>Geography &amp; History</i> 152-153 <i>Two Viewpoints</i> 163 <i>National Geographic</i> 165 TWE: RS 142 DI 143 B 154 ETC 154 WWW 155 C 157 CLA 163	SE: Prologue 23–Prologue 24, Prologue 26–Prologue 27, 154-157 <i>Reading Check</i> Prologue 24 <i>America's Architecture</i> Prologue 25 <i>Section Assessment</i> Prologue 27 #3 TWE: RC Prologue 24 CC Prologue 25 C Prologue 27 B 155 WWW 155
4. Explain New Jersey's critical role in the American Revolution, including major battles, the involvement of women and African Americans, and the origins of the movement to abolish slavery.	SE: 167, 176, 201 <i>People in History</i> 166 <i>Reading Check</i> 167 TWE: RC 167	See Glencoe's <i>The American Journey</i> © 2005. Topics specific to New Jersey can be covered during teacher/class discussion.

CONTENT STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Reconstruction to the Present</i>
5. Discuss the political and philosophical origins of the United States Constitution and its implementation in the 1790s.	SE: 202-203, 217-222, 223-227. 228-230, 232-253 <i>People In History</i> 203 <i>Major Principles of the Constitution</i> 218 <i>Chart Skills</i> 218 TWE: CS 218 CLA 218 RS 220 CTA 221	SE: 217-222, 223-227, 228-230, 232-253 <i>Major Principles of the Constitution</i> 218 <i>Chart Skills</i> 218 TWE: CTA Prologue 26, 221 CS 218 CLA 218 RS 220
6. Describe and map American territorial expansions and the settlement of the frontier during this period.	SE: 195-196 <i>Why It Matters</i> 194-195 <i>Reading Check</i> 196 <i>Section Assessment</i> 198 #4, 198 #6 <i>Geography &amp; History</i> 286-287 <i>National Geographic</i> 291 <i>Geography Skills</i> 291 TWE: WIM 194 RC 196 GS 291 ICA 291	SE: Prologue 33, Prologue 36, Prologue 39–Prologue 40 <i>Picturing History</i> Prologue 33 <i>National Geographic</i> Prologue 35, Prologue 40 <i>Geography Skills</i> Prologue 35, Prologue 40 TWE: PH Prologue 33 GS Prologue 35, Prologue 40
7. Analyze the causes and consequences of continuing conflict between Native American tribes and colonists (e.g., Tecumseh's rebellion).	SE: 264, 292-293, 297 <i>Section Assessment</i> 198 #4 <i>National Geographic</i> 265 <i>Geography Skills</i> 265 <i>Picturing History</i> 265 TWE: GS 265 YDS 292 ETC 293	SE: Prologue 42–Prologue 43 <i>Critical Thinking</i> Prologue 58 #21 TWE: CT Prologue 58 #21

CONTENT STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Reconstruction to the Present</i>
8. Discuss the background and major issues of the War of 1812 (e.g., sectional issues, role of Native Americans).	SE: 291, 294, 296-300 <i>Analyzing Political Cartoons</i> 297 <i>National Geographic</i> 298 <i>Geography Skills</i> 298 <i>People in History</i> 299 <i>Section Assessment</i> 300 #5 TWE: MC 297 APC 297 GS 298	SE: Prologue 38–Prologue 40 TWE: T Prologue 38 YDS Prologue 38
<b>F. Expansion and Reform (1801-1861)</b>		
1. Describe the political, economic, and social changes in New Jersey and American society preceding the Civil War, including the early stages of industrialization, the growth of cities, and the political, legal, and social controversies surrounding the expansion of slavery.	SE: 200-201, 386-389, 391-395, 418-419 <i>Picturing History</i> 201 <i>National Geographic</i> 388 <i>An American Story</i> 391 <i>Technology &amp; History</i> 399 TWE: PH 201 ICA 389, 394	SE: Prologue 46–Prologue 51 <i>Guide to Reading</i> Prologue 46 <i>More About...</i> Prologue 48 <i>Southern Population, 1860</i> Prologue 49 <i>Two Viewpoints</i> Prologue 50 <i>Section Assessment</i> Prologue 51 #5 TWE: CC Prologue 47 DYK Prologue 48 ICA Prologue 49
2. Discuss American cultural, religious, and social reform movements in the antebellum period (e.g., abolitionists, the Second Great Awakening, the origins of the labor and women’s movements).	SE: 393, 403-406, 412-413, 415, 419-421 <i>People In History</i> 406 <i>An American Story</i> 412 <i>What Life Was Like...</i> 414 <i>Two Viewpoints</i> 420 TWE: DI 399 CLA 419 ICA 421	SE: Prologue 46–Prologue 51 <i>Guide to Reading</i> Prologue 46

CONTENT STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Reconstruction to the Present</i>
3. Explain the concept of the Manifest Destiny and its relationship to the westward movement of settlers and territorial expansion, including the purchase of Florida (1819), the annexation of Texas (1845), the acquisition of the Oregon Territory (1846), and territorial acquisition resulting from the Mexican War (1846-1848).	SE: 356-360, 326, 368 <i>Geography and History Activity</i> 329 <i>More About...</i> 359 <i>Reading Check</i> 360 <i>National Geographic</i> 367, 372 <i>Causes and Effects of Westward Movement</i> 376 <i>Chapter Summary</i> 380 TWE: RC 360 CTA 373	SE: Prologue 43–Prologue 44 <i>National Geographic</i> Prologue 40 <i>Causes and Effects of Westward Movement</i> Prologue 43 <i>Graphic Organizer Skills</i> Prologue 43 <i>Reading Check</i> Prologue 44 TWE: CC Prologue 42 ETC Prologue 42 GOS Prologue 43 RC Prologue 44 C Prologue 44
4. Explain the characteristics of political and social reform movements in the antebellum period in New Jersey, including the 1844 State Constitution, the temperance movement, the abolition movement, and the women’s rights movement.	NOTE: Topics specific to New Jersey can be discussed in the classroom setting.	NOTE: Topics specific to New Jersey can be discussed in the classroom setting.
5. Explain the importance of internal improvements on the transformation of New Jersey’s economy through New Jersey’s two canals and the Camden and Amboy Railroad.	NOTE: Topics specific to New Jersey can be discussed in the classroom setting.	NOTE: Topics specific to New Jersey can be discussed in the classroom setting.
6. Discuss the economic history of New Jersey, including growth of major industries and businesses, the lives of factory workers, and occupations of working people.	NOTE: Topics specific to New Jersey can be discussed in the classroom setting.	NOTE: Topics specific to New Jersey can be discussed in the classroom setting.

CONTENT STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Reconstruction to the Present</i>
7. Compare political interests and views regarding the War of 1812 (e.g., US responses to shipping harassment, interests of Native Americans and white settlers in the Northwest Territory).	SE: 294, 296-300 <i>Analyzing Political Cartoons</i> 297 <i>National Geographic</i> 298 <i>Reading Check</i> 300 TWE: MC 297 APC 297 CLA 297 RC 300	SE: Prologue 38–Prologue 39 TWE: MTL Prologue 38
8. Discuss sectional compromises associated with westward expansion of slavery, such as the Missouri Compromise (1820) and the continued resistance to slavery by African Americans (e.g., Amistad Revolt).	SE: 322, 323-324, 405, 406 <i>National Geographic</i> 323 <i>Geography Skills</i> 323 <i>Section Assessment</i> 327 #2 <i>People in History</i> 406 TWE: GS 323 DYK 324 PIH 406	SE: Prologue 40, Prologue 46–Prologue 49, Prologue 50–Prologue 51 TWE: DI Prologue 48 WWW Prologue 51
9. Describe and map the continuing territorial expansion and settlement of the frontier, including the acquisition of new territories and conflicts with Native Americans, the Louisiana Purchase, the Lewis and Clark expedition, and the California gold rush.	SE: 314-315, 319, 356-360, 375-378 <i>Why It Matters</i> 316-317 <i>Causes and Effects of Westward Movement</i> 377 <i>Section Assessment</i> 378 #4, 378 #5 <i>Hands-on History</i> 382-383 TWE: FCO 304D, 354D	SE: Prologue 36, Prologue 39–Prologue 40, Prologue 43–Prologue 44 <i>Section Assessment</i> Prologue 36 #5, Prologue 36 #6, Prologue 44 #4 <i>National Geographic</i> Prologue 40 <i>Geography Skills</i> Prologue 40 <i>Causes and Effects of Westward Movement</i> Prologue 43 TWE: GS Prologue 40
10. Explain how state and federal policies influenced various Native American tribes (e.g., homeland vs. resettlement, Black Hawk War, Trail of Tears).	SE: 341-345 <i>National Geographic</i> 265, 294, 342 <i>Geography Skills</i> 265, 294, 342 <i>Study &amp; Writing Skillbuilder</i> 340 <i>History Through Art</i> 343 TWE: GS 265, 294, 342	SE: Prologue 33, Prologue 38, Prologue 42–Prologue 43 <i>Causes and Effects of Westward Movement</i> Prologue 43 <i>Study &amp; Writing Skillbuilder</i> Prologue 45 TWE: CTA Prologue 41

CONTENT STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Reconstruction to the Present</i>
11. Understand the institution of slavery in the United States, resistance to it, and New Jersey's role in the Underground Railroad.	SE: 397-399, 403-406 <i>Picturing History</i> 201 <i>An American Story</i> 401 <i>More About...</i> 404 <i>Section Assessment</i> 407 #3, 407 #4, 407 #5 TWE: MA 404 DYK 404 RS 405	SE: Prologue 40, Prologue 49, Prologue 50–Prologue 51 <i>Southern Population, 1860</i> Prologue 49 <i>Two Viewpoints</i> Prologue 50 <i>Section Assessment</i> Prologue 51 #4 TWE: DI Prologue 48 CL Prologue 49 WWW Prologue 49, Prologue 51 TV Prologue 50 CTA Prologue 50
<b>G. Civil War and Reconstruction (1850-1877)</b>		
1. Explain the major events, issues, and personalities of the American Civil War including: <ul style="list-style-type: none"> <li>▪ The causes of the Civil War (e.g., slavery, states' rights)</li> <li>▪ The course and conduct of the war (e.g., Antietam, Vicksburg, Gettysburg)</li> <li>▪ Sectionalism</li> <li>▪ The Dred Scott and other Supreme Court decisions</li> <li>▪ The role of women</li> <li>▪ The role of African Americans</li> <li>▪ The Gettysburg Address</li> <li>▪ The Emancipation Proclamation</li> <li>▪ Juneteenth Independence Day</li> </ul>	SE: 436-439, 441-444, 445-448, 449-453, 460-464, 466-472, 473-477, 478-483, 485-491 <i>National Geographic</i> 487 <i>Picturing History</i> 491 TWE: ETC 490	SE: Prologue 52–Prologue 55 <i>National Geographic</i> Prologue 53 <i>Geography Skills</i> Prologue 53 <i>Picturing History</i> Prologue 54 TWE: GS Prologue 53 RS Prologue 53 DI Prologue 54 MC Prologue 55 YDS Prologue 55
2. Analyze different points of view in regard to New Jersey's role in the Civil War, including abolitionist sentiment in New Jersey and New Jersey's vote in the elections of 1860 and 1864.	NOTE: Topics specific to New Jersey can be discussed in the classroom setting.	NOTE: Topics specific to New Jersey can be discussed in the classroom setting.

CONTENT STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Reconstruction to the Present</i>
3. Explain Reconstruction as a government action, how it worked, and its effects after the war.	SE: 500-502, 506-508 <i>Section Assessment</i> 503 #3, 503 #4, 503 #5 <i>National Geographic</i> 507 TWE: FSO 499 RS 501 C 503	SE: Prologue 56–Prologue 57 <i>Analyzing Political Cartoons</i> Prologue 56 <i>Reading Check</i> Prologue 57 <i>Critical Thinking</i> Prologue 58 #22 TWE: APC Prologue 56 CTL Prologue 56 DI Prologue 56 RC Prologue 57 YDS Prologue 57 C Prologue 57
4. Discuss the impact of retaliatory state laws and general Southern resistance to Reconstruction.	SE: 505, 510-511 <i>An American Story</i> 504 <i>Section Assessment</i> 508 #2, 508 #3, 512 #2 TWE: CTL 505 RS 505 ICA 507 MC 510	SE: Prologue 56–Prologue 57
5. Discuss the Dawes Act of 1887, how it attempted to assimilate Native Americans by converting tribal lands to individual ownership, and its impact on Native Americans.	SE: 546-547 <i>Reading Check</i> 547 <i>Section Assessment</i> 547 #3, 547 #4, 547 #5, 547 #6 TWE: RC 547 C 547	SE: 546-547 <i>Reading Check</i> 547 <i>Section Assessment</i> 547 #3, 547 #4, 547 #5, 547 #6 TWE: RC 547 C 547

CONTENT STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Reconstruction to the Present</i>
<b>Standard 6.5 (Economics) All students will acquire an understanding of key economic principles.</b>		
<b>Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:</b>		
<b>A. Economic Literacy</b>		
1. Discuss how needs and wants change as one ages and the impact of planning, spending and saving.	SE: 743 <i>Reading Check 743</i> <i>Section Assessment 746 #4</i> <i>Reviewing Key Facts 748 #7</i> <i>Economics Activity 783</i> TWE: RC 743 C 746	SE: 743 <i>Reading Check 743</i> <i>Section Assessment 746 #4</i> <i>Reviewing Key Facts 748 #7</i> <i>Economics Activity 783</i> TWE: RC 743 C 746
2. Explain the law of supply and demand.	SE: 710, 725 <i>Reading Check 711</i> <i>More About... 727</i> <i>Section Assessment 739 #3</i> <i>Chapter Summary 748</i> TWE: RC 711 MA 727 NOTE: Teachers may use these references to discuss supply and demand.	SE: 710, 725 <i>Reading Check 711</i> <i>More About... 727</i> <i>Section Assessment 739 #3</i> <i>Chapter Summary 748</i> TWE: RC 711 MA 727 NOTE: Teachers may use these references to discuss supply and demand.
3. Compare ways to save money, including checking and savings accounts, stocks and bonds, and the relationship between risk and return in investments.	SE: 726 TWE: C 728	SE: 726 TWE: C 728
4. Describe the role credit plays in the economy and explain the difference in cost between cash and credit purchases.	SE: 711, 726 <i>Section Assessment 728 #3</i> <i>Critical Thinking 748 #9</i> <i>Chapter Summary 748</i> <i>Economic Activity 749</i> TWE: EA 749	SE: 711, 726 <i>Section Assessment 728 #3</i> <i>Critical Thinking 748 #9</i> <i>Chapter Summary 748</i> <i>Economic Activity 749</i> TWE: EA 749

CONTENT STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Reconstruction to the Present</i>
5. Discuss the economic growth of a nation in terms of increasing productivity, investment in physical capital, and investment in human capital.	SE: 709-712, 731-732, 733, 734 <i>Economics Activity 577</i> <i>Technology &amp; History 711</i> <i>Reading Check 728, 732</i> TWE: TH 711 RC 728, 732	SE: 709-712, 731-732, 733, 734 <i>Economics Activity 577</i> <i>Technology &amp; History 711</i> <i>Reading Check 728, 732</i> TWE: TH 711 RC 728, 732
6. Describe how private industry acquires material and energy resources, provides jobs, raises financial capital, manages production processes, and markets goods and services that create wealth in order to meet consumer and industrial requirements.	SE: 706, 711-712 <i>Technology &amp; History 711</i> <i>Section Assessment 712 #3</i> <i>Economics Activity 721</i> TWE: TH 711 C 712	SE: 706, 711-712 <i>Technology &amp; History 711</i> <i>Section Assessment 712 #3</i> <i>Economics Activity 721</i> TWE: TH 711 C 712
7. Discuss how innovation, entrepreneurship, competition, customer satisfaction, and continuous improvement in productivity are responsible for the rise in the standard of living in the United States and other countries with market economies.	SE: 709-712 <i>Technology &amp; History 711</i> <i>Reading Check 712</i> <i>Section Assessment 712 #5</i> <i>Critical Thinking 720 #16</i> TWE: TH 711 RC 712	SE: 709-712 <i>Technology &amp; History 711</i> <i>Reading Check 712</i> <i>Section Assessment 712 #5</i> <i>Critical Thinking 720 #16</i> TWE: TH 711 RC 712
8. Compare and contrast the characteristics of the three basic economic systems: traditional or barter and trade, market capitalism, and command (e.g., communism).	SE: 621, 701, 710, 712, 743 <i>Section Assessment 624 #1, 712 #4, 746 #2</i> <i>Economics Activity 693</i> <i>Reviewing Key Facts 952 #9</i> <i>Critical Thinking 952 #17</i> TWE: WWW 743 NOTE: Teachers may use these references to discuss different economic systems.	SE: 621, 701, 710, 712, 743 <i>Section Assessment 624 #1, 712 #4, 746 #2</i> <i>Economics Activity 693</i> <i>Reviewing Key Facts 952 #9</i> <i>Critical Thinking 952 #17</i> TWE: WWW 743 NOTE: Teachers may use these references to discuss different economic systems.
9. Explain what taxes are, how they are collected, and how tax dollars are used by local, state, and national governments to provide goods and services.	SE: 197, 324-325, 551, 622, 706, 743 <i>Section Assessment 624 #3</i> <i>Reading Check 744</i> TWE: SLP 67 RC 744	SE: 551, 622, 706, 743 <i>Section Assessment 624 #3</i> <i>Reading Check 744</i> TWE: RC 744

CONTENT STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Reconstruction to the Present</i>
<b>B. Economics and Society</b>		
1. Discuss how meeting the needs and wants of a growing world population impacts the environment and economic growth.	SE: 622, 736-737 <i>Reading Check 737</i> <i>Geography &amp; History 740-741</i> <i>Critical Thinking 748 #10</i> TWE: CLA 315 RC 737 RS 738 F 740 ETC 740 DYK 741	SE: 622, 736-737 <i>Reading Check 737</i> <i>Geography &amp; History 740-741</i> <i>Critical Thinking 748 #10</i> TWE: RC 737 RS 738 F 740 ETC 740 DYK 741
2. Describe the many ways federal, state, and local governments raise funds to meet the need for public facilities and government services.	SE: 197, 324-325, 551, 622, 706, 743 <i>Section Assessment 624 #3</i> <i>Reading Check 744</i> TWE: SLP 67 RC 744	SE: 551, 622, 706, 743 <i>Section Assessment 624 #3</i> <i>Reading Check 744</i> TWE: RC 744
3. Discuss how societies have been affected by industrialization and by different political and economic philosophies.	SE: 556-557, 925-926 <i>Economics Activity 553</i> <i>Section Assessment 559 #3</i> <i>Critical Thinking 748 #10</i> <i>Reading Check 926</i> TWE: FCO 554D RS 557, 738 RC 926	SE: 556-557, 925-926 <i>Economics Activity 553</i> <i>Section Assessment 559 #3</i> <i>Critical Thinking 748 #10</i> <i>Reading Check 926</i> TWE: FCO 554D RS 557, 738 RC 926
4. Describe how inventions and innovations have improved standards of living over the course of history.	SE: 561-566, 711-712 <i>An American Story 561</i> <i>Why It Matters 562-563</i> <i>Reading Check 563</i> <i>More About... 565</i> <i>Technology &amp; History 711</i> TWE: WIM 562 CLA 562 RC 563 DI 563	SE: 561-566, 711-712 <i>An American Story 561</i> <i>Why It Matters 562-563</i> <i>Reading Check 563</i> <i>Technology &amp; History 711</i> TWE: WIM 562 CLA 562 RC 563 DI 563 TH 711

CONTENT STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Reconstruction to the Present</i>
5. Compare and contrast various careers, examining educational requirements and costs, salary and benefits, longevity, impact on society and the economy, and demand.	SE: <i>Economics Activity</i> 605, 835 TWE: ETC (RA16) DI 737	SE: <i>Economics Activity</i> 605, 835 TWE: ETC (RA16) DI 737
6. Analyze and give examples of how business and industry influence the buying decisions of consumers through advertising.	SE: 710-711, 826 <i>Section Assessment</i> 826 #3, 826 #4 TWE: RS 710	SE: 710-711, 826 <i>Section Assessment</i> 826 #3, 826 #4 TWE: RS 710
7. Discuss the need for ethical behavior in economic decisions and financial transactions.	SE: <i>Practicing Skills</i> 748 TWE: PS 748	SE: <i>Practicing Skills</i> 748 TWE: PS 748
<b>Standard 6.6 (Geography) All students will apply knowledge of spatial relationships and other geographic skills to understand human behavior in relation to the physical and cultural environment.</b>		
<b>Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:</b>		
<b>A. The World in Spatial Terms</b>		
1. Distinguish among the distinct characteristics of maps, globes, graphs, charts, diagrams, and other geographical representations, and the utility of each in solving problems.	SE: 5 <i>Social Studies Skillbuilder</i> 533, 560 <i>National Geographic</i> 533, 558, 560 <i>Geography &amp; History</i> 588-589 <i>Graph Skills</i> 591 TWE: UMK 5 USP 5 T 560 GS 591	SE: 5 <i>Social Studies Skillbuilder</i> 533, 560 <i>National Geographic</i> 533, 558, 560 <i>Geography &amp; History</i> 588-589 TWE: UMK 5 USP 5 T 560

CONTENT STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Reconstruction to the Present</i>
2. Translate maps into appropriate spatial graphics to display geographical information.	SE: 40 <i>Geography &amp; History</i> 588-589, 740-741 <i>Geography and History Activity</i> 663 #13 <i>National Geographic</i> 771, 778 TWE: WWW 1 DEI 4 CLA 8 CTA 9 T 740	SE: <i>Geography &amp; History</i> 588-589, 740-741 <i>Geography and History Activity</i> 663 #13 <i>National Geographic</i> 771, 778 TWE: WWW 1 DEI 4 CLA 8 CTA 9 T 740
3. Explain the spatial concepts of relative and absolute location and distance.	SE: <i>National Geographic</i> 646 <i>Geography Skills</i> 646 <i>Geography and History Activity</i> 663 #13 TWE: DYK (RA16), 4 DEI 4 CC 4 DI 4 CLA 5, 8 CTA 9 GS 646	SE: <i>National Geographic</i> 646 <i>Geography Skills</i> 646 TWE: DYK (RA16), 4 DEI 4 CC 4 DI 4 CLA 5, 8 CTA 9 GS 646
4. Estimate distances between two places on a map using a scale of miles, and use cardinal and intermediate directions when referring to a relative location.	SE: <i>National Geographic</i> 41, 646 <i>Geography Skills</i> 41, 646 TWE: E1 2 DEI 4 CC 4 CLA 8 CTA 9 GS 41, 646 T 533	SE: <i>National Geographic</i> 646, 651 <i>Geography Skills</i> 646 TWE: E1 2 DEI 4 CC 4 CLA 8 CTA 9 T 533 GS 646
5. Use geographic tools and technologies to pose and answer questions about spatial distributions and patterns on Earth.	SE: <i>Linking Past &amp; Present</i> 40 TWE: CC 4 LPP 40	TWE: CC 4

CONTENT STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Reconstruction to the Present</i>
6. Distinguish among the major map types, including physical, political, topographic, and demographic.	SE: RA2-RA3, RA4-RA5, RA6-RA7, RA8, RA9, RA10-RA11, RA12-RA13, 4 <i>National Geographic</i> 1, 5 TWE: USP 5 CM 5	SE: RA2-RA3, RA4-RA5, RA6-RA7, RA8, RA9, RA10-RA11, RA12-RA13, 4 <i>National Geographic</i> 1, 5 TWE: USP 5 CM 5
7. Explain the distribution of major human and physical features at country and global scales.	SE: <i>Geography &amp; History</i> 588-589 <i>National Geographic</i> 663 <i>Geography and History Activity</i> 663 #12, 663 #15, 663 #16 TWE: E5 3 ETC 6, 626 CLA 8 CTA 9 T 588 F 626	SE: <i>Geography &amp; History</i> 588-589 <i>National Geographic</i> 663 <i>Geography and History Activity</i> 663 #12 TWE: E5 3 ETC 6, 626 CLA 8 CTA 9 T 588 F 626
8. Use thematic maps to describe places (e.g., patterns of population, diseases, rainfall).	SE: 4 <i>National Geographic</i> 5, 558, 574, 668 <i>Geography Skills</i> 558, 574, 668 TWE: CLA 1 USP 5 GS 558, 574	SE: 4 <i>National Geographic</i> 5, 558, 574 <i>Geography Skills</i> 558, 574 TWE: CLA 1 USP 5 GS 558, 574
9. Describe and distinguish among the various map projections, including size, shape, distance, and direction.	The textbook has many maps to use when covering this objective during teacher/class discussion.	The textbook has many maps to use when covering this objective during teacher/class discussion.
10. Describe location technologies, such as Geographic Information Systems (GIS) and Global Positioning Systems (GPS).	SE: <i>Linking Past &amp; Present</i> 40 TWE: ETC 7 LPP 40	TWE: ETC 7

CONTENT STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Reconstruction to the Present</i>
11. Describe the significance of the major cities of New Jersey, the United States, and the world.	SE: 593-595 <i>National Geographic</i> 577, 605, 778 <i>Geography and History Activity</i> 605 #14, 605 #15, 605 #16, 663 #14 <i>Geography Skills</i> 778 TWE: E2 2 WWW 7 C 595	SE: 593-595 <i>National Geographic</i> 577, 605 <i>Geography and History Activity</i> 605 #14, 605 #15, 605 #16, 663 #14 TWE: E2 2 WWW 7 C 595
<b>B. Places and Regions</b>		
1. Compare and contrast the physical and human characteristics of places in regions in New Jersey, the United States, and the world.	SE: 2, 6, 534-535, 537-539 <i>National Geographic</i> 544 <i>Geography Skills</i> 544 TWE: E2 2 WWW 7 ICA 226, 531 FCO 526D RS 526	SE: 2, 6, 534-535, 537-539 TWE: E2 2 WWW 7 ICA 226, 531 FCO 526D RS 526
2. Describe how regions change over time.	SE: 529-530, 542-543, 556-557 <i>Reading Check</i> 530 <i>An American Story</i> 534 <i>Section Assessment</i> 539 #4 <i>National Geographic</i> 829 <i>Geography Skills</i> 829 TWE: WWW 6 HGN 7 RC 530 ICA 531	SE: 529-530, 542-543, 556-557 <i>Reading Check</i> 530 <i>An American Story</i> 534 <i>Section Assessment</i> 539 #4 TWE: WWW 6 HGN 7 RC 530 ICA 531

CONTENT STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Reconstruction to the Present</i>
3. Compare the natural characteristics used to define a region.	SE: 2, 537, 567-568, 569, 829 TWE: E2 2 HGN 7 WWW 7 C 9 FCO 526D RS 526	SE: 2, 537, 567-568, 569 TWE: E2 2 HGN 7 WWW 7 C 9 FCO 526D RS 526
4. Explain how regional systems are interconnected (e.g., watersheds, trade, transportation systems).	SE: 530-532, 534-535 <i>Technology &amp; History</i> 531 <i>Reading Check</i> 532, 535 <i>National Geographic</i> 553 <i>Practicing Skills</i> 553 TWE: WWW 7 RS 526, 538 RC 532, 535	SE: 530-532, 534-535 <i>Technology &amp; History</i> 531 <i>Reading Check</i> 532, 535 TWE: WWW 7 RS 526, 538 RC 532, 535
5. Discuss how the geography of New Jersey impacts transportation, industry, and community development.	TWE: CLA 1 C 9 FCO 526D	TWE: CLA 1 C 9 FCO 526D
6. Discuss the similarities and differences among rural, suburban, and urban communities.	SE: 529-530, 548-549, 823 <i>Section Assessment</i> 551 #3, 826 #6 <i>Where Americans Lived</i> 822 <i>Reading Check</i> 826 TWE: RS 526 ICA 531 C 532 DI 823	SE: 529-530, 548-549, 823 <i>Section Assessment</i> 551 #3 <i>Where Americans Lived</i> 822 TWE: RS 526 ICA 531 C 532 DI 823

CONTENT STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Reconstruction to the Present</i>
7. Describe the types of regions and the influence and effects of region labels including: <ul style="list-style-type: none"> <li>▪ Formal regions: school districts, states</li> <li>▪ Functional regions: marketing area of a newspaper, fan base of a sport team</li> <li>▪ Perceptual regions: the Bible Belt, the Riviera in southern France</li> </ul>	SE: 542-543, 922-923 <i>National Geographic</i> 533, 544, 553, 829 <i>Section Assessment</i> 539 #6 <i>Geography Skills</i> 544, 829 TWE: ETC 3 ICA 226 GS 544	SE: 542-543, 922-923 <i>National Geographic</i> 533, 544, 553 <i>Section Assessment</i> 539 #6 <i>Geography Skills</i> 544 TWE: ETC 3 ICA 226 GS 544
<b>C. Physical Systems</b>		
1. Describe the characteristics and spatial distribution of major Earth ecosystems.	SE: RA4-RA5, RA8, RA10-RA11, 1, 535 <i>National Geographic</i> 1, 5 TWE: WWW 6, 7 HGN 7 WIM 526	SE: RA4-RA5, RA8, RA10-RA11, 1 <i>National Geographic</i> 1, 5 TWE: WWW 6, 7 HGN 7 WIM 526
2. Discuss how ecosystems function locally and globally.	SE: 1, 2, 3, 535, 538 <i>Section Assessment</i> 532 #3 <i>National Geographic</i> 533, 553 TWE: E3 2 RS 526	SE: 1, 2, 3, 535, 538 <i>Section Assessment</i> 532 #3 <i>National Geographic</i> 533, 553 TWE: E3 2 RS 526
3. Predict effects of physical processes and changes on the Earth.	SE: 944 <i>Chapter Summary</i> 552 <i>Critical Thinking Skillbuilder</i> 909 TWE: E2 2 DYK 6 WWW 6 WIM 526 RS 529	SE: 944 <i>Chapter Summary</i> 552 <i>Critical Thinking Skillbuilder</i> 909 TWE: E2 2 DYK 6 WWW 6 WIM 526 RS 529

CONTENT STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Reconstruction to the Present</i>
4. Discuss how the community and its environment function as an ecosystem.	SE: 3, 535, 538 <i>Section Assessment 532 #3</i> <i>National Geographic 533</i> TWE: E2 2 E3 2 E5 3 WWW 7 CLA 315 RS 526	SE: 3, 535, 538 <i>Section Assessment 532 #3</i> <i>National Geographic 533</i> TWE: E2 2 E3 2 E5 3 WWW 7 RS 526
5. Describe how the physical environment affects life in different regions (e.g., population density, architecture, transportation systems, industry, building materials, land use, recreation).	SE: 530-532, 534-535 <i>Technology &amp; History 531</i> <i>Reading Check 532, 535</i> <i>National Geographic 553</i> <i>Practicing Skills 553</i> TWE: WWW 7 RS 526, 538 RC 532, 535	SE: 530-532, 534-535 <i>Technology &amp; History 531</i> <i>Reading Check 532, 535</i> TWE: WWW 7 RS 526, 538 RC 532, 535
<b>D. Human Systems</b>		
1. Discuss how technology affects the ways in which people perceive and use places and regions.	SE: 530-532 <i>Technology &amp; History 531</i> <i>Reading Check 532, 535</i> <i>Section Assessment 532 #5, 944 #5</i> <i>Critical Thinking 748 #10</i> TWE: RC 532, 535 ICA 537	SE: 530-532 <i>Technology &amp; History 531</i> <i>Reading Check 532, 535</i> <i>Section Assessment 532 #5, 944 #5</i> <i>Critical Thinking 748 #10</i> TWE: RC 532, 535 ICA 537

CONTENT STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Reconstruction to the Present</i>
2. Analyze demographic characteristics to explain reasons for variations between populations.	SE: 3, 538 <i>Section Assessment 539 #4, 831 #3</i> <i>Native American Population 542</i> <i>Reading Check 583</i> <i>Geography and History Activity 721</i> <i>National Geographic 829</i> <i>Geography Skills 829</i> TWE: RC 583 CTA 586 GS 829	SE: 3, 538 <i>Section Assessment 539 #4, 831 #3</i> <i>Native American Population 542</i> <i>Reading Check 583</i> <i>National Geographic 829</i> <i>Geography Skills 829</i> TWE: RC 583 GS 829
3. Compare and contrast the primary geographic causes for world trade.	SE: 939-940 <i>National Geographic 103</i> <i>Geography Skills 103</i> <i>Geography &amp; History 934-935</i> <i>Learning from Geography 934</i> TWE: GS 103 F 934 T 934 ETC 934 C 935 ALG 935	SE: 939-940 <i>National Geographic Prologue 18</i> <i>Geography Skills Prologue 18</i> <i>Geography &amp; History 934-935</i> <i>Learning from Geography 934</i> TWE: GS Prologue 18 F 934 T 934 ETC 934 C 935 ALG 935
4. Analyze the patterns of settlement in different urban regions of the world.	SE: 590-595 <i>Guide to Reading 590</i> <i>Urban and Rural Population Growth, 1860-1900 591</i> <i>People in History 592</i> TWE: WMA 580 FSO 581 TLA 581 CLA 591 WWW 591 DI 592 C 595	SE: 590-595 <i>Guide to Reading 590</i> <i>Urban and Rural Population Growth, 1860-1900 591</i> <i>People in History 592</i> TWE: WMA 580 FSO 581 TLA 581 CLA 591 WWW 591

CONTENT STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Reconstruction to the Present</i>
5. Discuss how and why people cooperate, but also engage in conflict, to control the Earth's surface.	SE: 543-547, 944, 946-951 <i>An American Story</i> 542 <i>National Geographic</i> 544, 947, 953 <i>Geography Skills</i> 544 <i>Section Assessment</i> 547 #6 TWE: GS 544 ICA 545	SE: 543-547, 944 <i>An American Story</i> 542 <i>National Geographic</i> 544, 953 <i>Geography Skills</i> 544 <i>Section Assessment</i> 547 #6 TWE: GS 544 ICA 545
6. Compare the patterns and processes of past and present human migration.	SE: 943 <i>Geography &amp; History</i> 588-589 <i>More About...</i> 629 <i>Fact Fiction Folklore</i> 654 TWE: E4 3 F 588 T 588 ETC 588 C 589 DYK 589 MA 629	SE: <i>Geography &amp; History</i> 588-589 <i>More About...</i> 629 <i>Fact Fiction Folklore</i> 654 TWE: E4 3 F 588 T 588 ETC 588 C 589 DYK 589 MA 629
7. Explain and identify examples of global interdependence.	SE: 939-940 <i>National Geographic</i> 103 <i>Geography Skills</i> 103 <i>Geography &amp; History</i> 934-935 <i>Learning from Geography</i> 934 TWE: GS 103 F 934 T 934 ETC 934 C 935 ALG 935	SE: 939-940 <i>National Geographic</i> Prologue 18 <i>Geography Skills</i> Prologue 18 <i>Geography &amp; History</i> 934-935 <i>Learning from Geography</i> 934 TWE: GS Prologue 18 F 934 T 934 ETC 934 C 935 ALG 935

CONTENT STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Reconstruction to the Present</i>
8. Describe how physical and human characteristics of regions change over time.	SE: 529-530, 542-543, 556-557 <i>Reading Check</i> 530 <i>An American Story</i> 534 <i>Section Assessment</i> 539 #4 <i>National Geographic</i> 829 <i>Geography Skills</i> 829 TWE: WWW 6 HGN 7 RC 530 ICA 531	SE: 529-530, 542-543, 556-557 <i>Reading Check</i> 530 <i>An American Story</i> 534 <i>Section Assessment</i> 539 #4 TWE: WWW 6 HGN 7 RC 530 ICA 531 T 588
<b>E. Environment and Society</b>		
1. Discuss the environmental impacts or intended and unintended consequences of major technological changes (e.g., autos and fossil fuels, nuclear power and nuclear waste).	SE: 912, 944 <i>Critical Thinking</i> 748 #10 <i>Section Assessment</i> 944 #5 TWE: WWW 6 ETC 943	SE: 912, 944 <i>Critical Thinking</i> 748 #10 <i>Section Assessment</i> 944 #5 TWE: WWW 6 ETC 943
2. Analyze the impact of various human activities and social policies on the natural environment and describe how humans have attempted to solve environmental problems through adaptation and modification.	SE: 736-737 <i>Reading Check</i> 737 <i>Geography &amp; History</i> 740-741 <i>Critical Thinking</i> 748 #10 TWE: WWW 6 CLA 315 RC 737 RS 738 F 740 ETC 740 DYK 741	SE: 736-737 <i>Reading Check</i> 737 <i>Geography &amp; History</i> 740-741 <i>Critical Thinking</i> 748 #10 TWE: WWW 6 RC 737 RS 738 F 740 ETC 740 DYK 741

CONTENT STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Reconstruction to the Present</i>
3. Compare and contrast conservation practices and alternatives for energy resources.	SE: 622 <i>Reading Check 622</i> <i>Geography &amp; History 626-627</i> TWE: RC 622 DYK 622 ICA 623 F 626 T 626 ETC 626 C 627 ALG 627	SE: 622 <i>Reading Check 622</i> <i>Geography &amp; History 626-627</i> TWE: RC 622 DYK 622 ICA 623 F 626 T 626 ETC 626 C 627
4. Compare and contrast various ecosystems and describe their interrelationship and interdependence.	SE: 1, 2, 3, 535, 538 <i>Section Assessment 532 #3</i> <i>National Geographic 533, 553</i> TWE: E3 2 RS 526	SE: 1, 2, 3, 535, 538 <i>Section Assessment 532 #3</i> <i>National Geographic 533, 553</i> TWE: E3 2 RS 526
5. Describe world, national, and local patterns of resource distribution and utilization, and discuss the political and social impact.	SE: 939-940 <i>National Geographic 103</i> <i>Geography Skills 103</i> <i>Geography &amp; History 934-935</i> <i>Learning from Geography 934</i> TWE: SLP 67 GS 103 F 934 T 934 ETC 934 C 935 ALG 935	SE: 939-940 <i>National Geographic Prologue 18</i> <i>Geography Skills Prologue 18</i> <i>Geography &amp; History 934-935</i> <i>Learning from Geography 934</i> TWE: GS Prologue 18 F 934 T 934 ETC 934 C 935 ALG 935
6. Analyze the importance of natural and manufactured resources in New Jersey.	NOTE: Topics specific to New Jersey can be discussed in the classroom setting.	NOTE: Topics specific to New Jersey can be discussed in the classroom setting.
7. Delineate and evaluate the issues involved with sprawl, open space, and smart growth in New Jersey.	NOTE: Topics specific to New Jersey can be discussed in the classroom setting.	NOTE: Topics specific to New Jersey can be discussed in the classroom setting.

## Codes Used for TWE Pages

### *The American Journey* *The American Journey: Reconstruction to the Present*

A	Assess	E1	Element 1	PH	Picturing History
ALG	Answers to Learning from Geography	E2	Element 2	PIE	Prioritizing Important Events
APC	Analyzing Political Cartoons	E3	Element 3	PIH	People in History
APS	Answers to Practicing the Skill	E4	Element 4	PS	Practicing Skills
B	Bellringer	E5	Element 5	RC	Reading Check
BH	Beginning the Handbook	EA	Economics Activity	RS	Reading Strategy
C	Close	ETC	Extending the Content	SAA	Section Assessment Answers
CA	Categorizing	F	Focus	SLP	Service-Learning Project
CC	Curriculum Connection	FCO	From the Classroom of...	T	Teach
CCA	Citizenship Cooperative Activity	FSO	Foldables Study Organizer	TH	Technology & History
CGO	Creating a Graphic Organizer	GOS	Graphic Organizer Skills	TLA	Time Line Activity
CHC	Choosing a Colony	GS	Geography Skills	TLC	The Living Constitution
CL	Comparing Lifestyles	HC	Historical Connection	TTA	Team Teaching Activity
CLA	Cooperative Learning Activity	HGN	History and Geography Notebook	TV	Two Viewpoints
CM	Classifying Maps	HTA	History Through Art	UMK	Using a Map Key
CP	Choosing a Party	IC	Identifying Contributions	USP	Using Special-Purpose Maps
CS	Chart Skills	ICA	Interdisciplinary Connections Activity	W	Writing
CT	Critical Thinking			WAM	Writing About Motivation
CTA	Critical Thinking Activity	LPP	Linking Past & Present	WI	What If...
CTL	Creating a Time Line	MA	More About...	WIM	Why It Matters
DEI	Demonstrating Ideas	MAP	More About the Photo	WLW	What Life Was Like...
DI	Differentiated Instruction	MC	Making a Chart	WMA	Why It Matters Activity
DL	Daily Life	MSN	Meeting Special Needs	WWW	Who?What?Where?When?
DYK	Did you know?	MTL	Making a Time Line	YDS	You don't say...