



NEW JERSEY
Core Curriculum Content Standards
for Social Studies – Grade 8
***The American Republic To 1877* © 2005**

CONTENT STANDARDS	PAGE REFERENCES
6.1: All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography, and economics.	
Building upon the knowledge and skills gained in the previous grades, by the end of Grade 8 students will:	
A. Social Studies Skills	
1. Analyze how events are related over time.	SE: 116-119, 123-125, 162-168, 288-294, 341-345, 371-374, 449-453, 544-545, 547-549, 558-563, 568-570 <i>Skillbuilder 273</i> TWE: AA 601
2. Use critical thinking skills to interpret events, recognize bias, point of view, and context.	SE: 448, 510, 600-601 <i>Two View Points</i> 118, 163, 420, 450 <i>Skillbuilder</i> 146, 206, 340, 440 TWE: TTA 128
3. Assess the credibility of primary and secondary sources.	SE: 406, 590-591, 602-603 <i>Citizenship Cooperative Activity</i> 303, 409 <i>Interdisciplinary Activity</i> 415 <i>More About...</i> 404 <i>Skillbuilder</i> 340 TWE: RT 405 T 340
4. Analyze data in order to see persons and events in context.	SE: <i>Skillbuilder 273</i> TWE: T 273 RE 279 CLA 363 TLA 435 RT 450 CTL 505
5. Examine current issues, events, or themes and relate them to past events.	SE: 579-585 <i>Citizenship Cooperative Active</i> 35, 409 TWE: RT 580 CTA 576 ICA 531, 567, 575 DI 581 WWWW 581

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6. Formulate questions based on information needs.	SE: 590-591 <i>Alternative Assessment</i> 127 <i>Citizenship Cooperative Activity</i> 381 <i>Skillbuilder</i> 146, 206, 340, 429, 440, 521, 571 <i>Technology Activity</i> 409
7. Use effective strategies for locating information.	SE: 448, 510, 600-601 <i>Skillbuilder</i> 551 <i>Technology Activity</i> 35, 381, 409 <i>Time Notebook</i> 114-115, 454-455 <i>Two View Points</i> 47, 118, 420 TWE: AA 595
8. Compare and contrast competing interpretations of current and historical events.	SE: 213 #5 <i>Two View Points</i> 118, 163, 420, 450 <i>Skillbuilder</i> 206, 440 TWE: PFR 68 RT 112
9. Interpret events considering continuity and change, the role of chance, oversight and error, and changing interpretations by historians.	SE: 137, 336, 421, 547 <i>Skillbuilder</i> 146, 340, 440 <i>Two View Points</i> 47, 118, 163, 420, 450 TWE: RT 137 CTA 576
10. Distinguish fact from fiction by comparing sources about figures and events with fictionalized characters and events.	SE: <i>Two View Points</i> 118, 163, 450 <i>Skillbuilder</i> 146, 340 TWE: ICA 359, 421 DI 443 RT 470, 489
11. Summarize information in written, graphic, and oral formats.	SE: 20-21, 423, 470-471, 530, 537, 566 <i>More About...</i> 138, 359, 404 <i>Skillbuilder</i> 169, 429 <i>Technology & History</i> 293 <i>Why It Matters</i> 194-195, 316-317, 426-427
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.	
Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:	
A. Civic Life, Politics, and Government	
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: 208, 212 <i>Civics in Action</i> 228-230 TWE: BMA 217, 240 RT 224 CLA 229 DI 225 EC 247
2. Describe the underlying values and principles of democracy and distinguish these from authoritarian forms of government.	SE: 207-211 <i>Civics in Action</i> 218-222 TWE: CLA 208 YDS 219 BMA 223, 242, 244

CONTENT STANDARDS	PAGE REFERENCES
3. Discuss the major characteristics of democratic governments.	SE: 208-211 <i>Civics in Action</i> 217-222, 224 <i>Skillbuilder</i> 206 <i>Chart Skills</i> 218 TWE: CLA 208, 218 RT 220 YDS 219 C 222
4. Describe the processes of local government.	SE: <i>Citizenship Cooperative Activity</i> 231
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: 558, 565, 573, 577-578
6. Explain how non-governmental organizations influence legislation and policies at the federal, state, and local levels.	SE: 223-227
B. American Values and Principles	
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: 149-151 TWE: CC 149 AI 155 CLA 156 A 156
2. Describe representative government and explain how it works to protect the majority and the minority.	SE: 207-213, 217-222 TWE: CLA 218 DI 219 CTA 221
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: 405-406, 418-424, 425-428, 566-568 <i>Why It Matters</i> 426-427 TWE: RT 426 WWWW 422 C 424 ICA 567
C. The Constitution and American Democracy	
1. Discuss the major principles of the Constitution, including shared powers, checks and balances, separation of church and state, and federalism.	SE: 207-213, 217-222 TWE: CLA 218 DI 219 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: 209-210, 218-219, 223-227 TWE: T 208, 224 CLA 218 BMA 223 C 222, 227

CONTENT STANDARDS	PAGE REFERENCES
3. Discuss the role of political parties in the American democratic system including candidates, campaigns, financing, primary elections, and voting systems.	SE: 267-270, 335-336 <i>Graphic Organizer Skills</i> 268 TWE: RP 267 T 268 CLA 268, 335 WWW 270
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</i> Decision, separate but equal in <i>Plessy v. Ferguson</i> , and the rights of minorities in the Indian Removal Act.	SE: 281, 341-345, 446-447, 519, 624-626 <i>Geography & History</i> 346-347 TWE: WWW 222 ICA 344 EC 346
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</i> Decision, <i>Jackman v. Bodine</i> , <i>Abbott v. Burke</i>).	The following references can apply to all states including New Jersey. SE: 566-568, 582-583 TWE: EC 246, 248 ICA 567
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: 237, 481-482, 564-570, 572-578, 579-585 TWE: ICA 567, 575, 582
D. Citizenship	
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: 218-219, 220-222, 228-230, 248 TWE: CTA 221 DYK 223 RT 224 CLA 229 BMA 228, 240 EC 244
2. Discuss how the rights of American citizens may be in conflict with each other (e.g., right to privacy vs. free press).	SE: 111, 200-201, 229, 271, 342-344, 395, 403-406, 414, 427-428, 446-447, 504-506, 508, 519, 542-543, 566-568
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: 405-407, 412-415, 418-424, 425-428 <i>People In History</i> 406 <i>More About...</i> 422 <i>Why It Matters</i> 426-427 TWE: RT 413, 422 DI 414
4. Explain the benefits, costs, and conflicts of a diverse nation.	SE: 322-324, 403-406, 424, 436-439, 441-444, 564-570 <i>Two View Points</i> 420 TWE: DI 399 RT 405, 437

CONTENT STANDARDS	PAGE REFERENCES
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).	SE: 228-230, 564-570 TWE: CTA 221 BMA 228
E. International Education: Global Challenges, Cultures, and Connections	
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: 544-545, 564-565, 577 TWE: EC 6 ICA 575 DYK 582
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: 546-549, 558-563, 565, 568-570, 576 TWE: RT 446 ICA 575
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: 223-227 TWE: PH 226 CLA 235 CC 235
4. Evaluate current United States foreign policy issues and strategies and their impact on the nation and the rest of the world.	SE: 572-578, 579-585 TWE: ICA 582 WWW 583 C 585
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: 549, 565, 576, 577 TWE: DYK 582 WWW 583
6. Describe how one's heritage includes personal history and experiences, culture, customs, and family background.	SE: 100-106, 108-113, 300, 321-322, 415 <i>Why It Matters</i> 110-111 <i>Graphic Organizer Skills</i> 142 TWE: CLA 101 RT 112 DI 143
7. Analyze how the life, culture, economics, politics, and the media of the United States impact the rest of the world.	SE: 547, 549, 559, 564-565, 576, 584-585 TWE: EC 584
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: 577-578 TWE: ICA 365
9. Discuss how cultures may change and that individuals may identify with more than one culture.	SE: 22-26, 28-33, 38-42 TWE: EC 3 CLA 29

CONTENT STANDARDS	PAGE REFERENCES
10. Engage in activities that foster understanding of various cultures (e.g., clubs, dance groups, sports, travel, community celebrations).	SE: <i>America's Literature</i> 50, 107, 295 TWE: DI 364, 371 CTA 373 RT 376 CC 405 DYK 405
11. Discuss the impact of the Internet and technology on global communication.	SE: 113, 389, 577 <i>Technology & History</i> 112 TWE: EC 7 ICA 389
12. Discuss the impact of stereotyping on relationships, achievement, and life goals.	SE: 394-395, 538, 566-568 <i>Civics in Action</i> 230 TWE: SLP 331 RT 392, 405 DYK 404 ICA 567
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.	SE: 418-424, 473-476, 531, 557, 566-568, 578, 579-585 TWE: CTA 583
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.	
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.	
Building upon knowledge and skills gained in the preceding grades, by the end of Grade 4, students will:	
A. Family and Community Life 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: 405 <i>America's Literature</i> 50, 107, 140, 295, 379, 465 TWE: ICA 404 DI 403
2. Compare family life in a community of the past to life in a community of the present.	SE: 100-102, 112-113, 207-212, 217-230, 393-394, 412-414, 425-428, 504-506, 508, 519, 540-543, 566-568
3. Discuss the reasons why various groups, voluntarily and involuntarily, immigrated to America and New Jersey and describe the problems they encountered.	SE: 102-103, 393-395 <i>Geography Skills</i> 103 <i>More About...</i> 394 <i>Graph Skills</i> 394 TWE: RT 376 DI 438
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.	TWE: SLP 13, 67, 129, 254, 331, 433, 525

CONTENT STANDARDS	PAGE REFERENCES
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: 393-395, 537-538, 543 TWE: WWWWW 393 DYK 537 ICA 537 CTA 538
6. Describe situations in which people from diverse backgrounds work together to solve common problems.	SE: 41-42, 51-55, 77-80, 566-568 <i>Graphic Organizer Skills</i> 44 <i>Two View Points</i> 47 <i>More About...</i> 60, 78 TWE: DA 580 ICA 582
B. State and Nation	
1. Compare the major early culture of the Lenape that existed in the region that became New Jersey prior to contact with the Europeans.	The following references can apply to all indigenous cultures including those existing in present day New Jersey. SE: 16-19, 28-33 <i>Time Notebook</i> 20-21 <i>Geography Skills</i> 30-31 TWE: CLA 21, 29 RT 32
2. Discuss the reasons why revolutionary leaders, including George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston fought for independence from England.	SE: 132-135, 136-139, 141-145, 147-151 <i>More About...</i> 138 <i>Graphic Organizer Skills</i> 142 <i>Geography & History</i> 152-153 TWE: PFR 130 CLA 142 CC 149
3. Discuss New Jersey's role during the American Revolution.	SE: 84, 111, 167, 203
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: 77, 147, 150-151, 154-157, 202-205, 207-213, 217-222, 223-227, 228-230, 232-253, 612, 623 TWE: MAA 67
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: 96-97, 113, 306-310, 316-318, 386-390, 534-537 <i>Linking Past & Present</i> 40 <i>Technology & History</i> 45, 112, 293, 399 TWE: WWWWW 96
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: 102-103, 393-395 <i>Geography Skills</i> 103 <i>More About...</i> 394 <i>Graph Skills</i> 394 TWE: RT 376 DI 438

CONTENT STANDARDS	PAGE REFERENCES
7. Describe the population shift from the farm to the city in New Jersey.	The following references can apply to all states including New Jersey. SE: 306-311, 391-395, 537-539 <i>Graph Skills</i> 538 TWE: DI 308 WWW 393 ICA 394
8. Discuss the value of the American national heritage including: <ul style="list-style-type: none"> ▪ Diverse folklore and cultural contributions from New Jersey and other regions in the United States ▪ History and values celebrated in American songs, symbols, slogans, and major holidays ▪ Historical preservation of primary documents, buildings, places of memory, and significant artifacts 	SE: 86, 121, 405 <i>America's Architecture</i> 23, 101 <i>America's Literature</i> 50, 107, 140, 295, 379, 465 TWE: ICA 404 DI 403
Building upon knowledge and skills gained in the preceding grades, by the end of Grade 8, students will:	
C. Many Worlds Meet (to 1620)	
1. Discuss factors that stimulated European overseas explorations between the 15 th and 17 th centuries and the impact of that exploration on the modern world.	SE: 38-42, 43-49, 51-55, 59-62 TWE: RS 39 C 42 EC 48 F 56
2. Trace the major land and water routes of the explorers.	SE: 43-49, 51-55, 58-62 TWE: CLA 44, 52 DI 53 WWW 46
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: 44-49, 51-55, 58-62, 73, 87-88, 90, 104-106 <i>Two View Points</i> 47 <i>Geography & History</i> 56-57 TWE: T 52 EC 56
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: 43-49, 51-55, 58-62 TWE: RS 59 RT 54 RP 58 CC 60
5. Describe the migration of the ancestors of the Lenape Indians and their culture at the time of first contact with Europeans.	SE: <i>Geography Skills</i> 294
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: 28-33 TWE: CLA 29 RS 29 RT 32 C 33

CONTENT STANDARDS	PAGE REFERENCES
7. Analyze the cultures and interactions of peoples in the Americas, Western Europe, and Africa after 1450 including the transatlantic slave trade.	SE: 70-73, 104-106 <i>America's Literature</i> 107 TWE: RT 104 EC 105
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: 106, 401-405 <i>America's Literature</i> 107 <i>More About...</i> 404 TWE: C 106 DI 403 CC 405 ICA 404 RT 405
D. Colonization and Settlement (1585-1763)	
1. Analyze the political, social, and cultural characteristics of the English colonies.	SE: 76-80, 82-85, 86-91, 100-106, 108-113 <i>Chart Skills</i> 91 <i>Why It Matters</i> 110-111 TWE: CLA 101, 109 RT 112
2. Describe the political, religious, social, and economic institutions that emerged in Colonial America, including New Netherland and colonial New Jersey.	SE: 70-73, 76-80, 82-85, 86-93, 100-106, 108-113, 116-119, 121-125 <i>Geography & History</i> 74-75 <i>Two View Points</i> 118
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: 62, 73, 79-80, 108-113 <i>Interdisciplinary Activity</i> 113 TWE: RS 77 DI 110 C 113
4. Examine the interactions between Native Americans and European settlers, such as agriculture, trade, cultural exchanges, and military alliances and conflicts.	SE: 44-49, 51-55, 80 <i>Two View Points</i> 47 <i>America's Literature</i> 50 <i>Geography & History</i> 56-57 TWE: T 52 EC 56
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: 121-125 TWE: T 122
6. Identify factors that account for the establishment of African slavery in the Americas.	SE: 55, 73, 87-88, 90, 104-106 TWE: RS 101 C 106
7. Discuss Spanish exploration, settlement, and missions in the American Southwest.	SE: 43-49, 51-55 <i>Two View Points</i> 47 <i>Geography & History</i> 56-57 TWE: DI 53 RT 54 C 55

CONTENT STANDARDS	PAGE REFERENCES
E. Revolution and the New Nation (1754-1820)	
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, 141-145, 147-151, 187 <i>Graphic Organizer Skills</i> 142, 174 <i>Two View Points</i> 163 TWE: ICA 150 CC 155
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: 141-145, 147-151, 168, 183-184 <i>More About...</i> 138 <i>Geography Skills</i> 143 <i>People In History</i> 166 <i>What If...</i> 178 TWE: CLA 178, 184
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: 134, 139, 147-151 <i>People In History</i> 166 <i>What If...</i> 178 TWE: DI 143 RT 148, 165 CC 149 ICA 175
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: 164, 167, 175-176, 200-201 <i>Geography & History</i> 152-153 <i>Linking Past & Present</i> 164 <i>Geography Skills</i> 165 TWE: WWWW 155, 166
5. Discuss the political and philosophical origins of the United States Constitution and its implementation in the 1790s.	SE: 201-205, 207-213, 258-260 <i>Civics in Action</i> 217-222 TWE: CTA 196 DI 201 RT 203 CLA 208, 218 BMA 238
6. Describe and map American territorial expansions and the settlement of the frontier during this period.	SE: 195-196, 264, 283 <i>Geography Skills</i> 133, 265, 284, 291 <i>Geography and History Activity</i> 189 <i>Why It Matters</i> 194-195 <i>Geography & History</i> 286
7. Analyze the causes and consequences of continuing conflict between Native American tribes and colonists (e.g., Tecumseh's rebellion).	SE: 264, 292, 298 <i>Geography Skills</i> 265, 294 <i>America's Literature</i> 295 TWE: ICA 180 YDS 292 (top) EC 293
8. Discuss the background and major issues of the War of 1812 (e.g., sectional issues, role of Native Americans).	SE: 288-294, 296-300 <i>Chart Skills</i> 289 <i>Geography Skills</i> 298 TWE: CLA 289, 297 RT 292 EC 293

CONTENT STANDARDS	PAGE REFERENCES
F. Expansion and Reform (1801-1861)	
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: 306-311, 321-324, 386-390, 391-395, 436-439 <i>Geography Skills</i> 310, 323 <i>More About...</i> 394 TWE: DI 308 WWW 393
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: 392, 412-415, 418-424, 425-428 <i>Time Notebook</i> 416-417 <i>More About...</i> 422 <i>Why It Matters</i> 426-427 TWE: RT 413, 422 DI 414
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, 362-368, 369-374, 375-378 <i>Geography and History Activity</i> 329 <i>More About...</i> 359 <i>Geography Skills</i> 367, 372 <i>Graphic Organizer Skills</i> 377 TWE: CTA 373
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.	The following references can apply to all states including New Jersey. SE: 392, 412-415, 418-424, 425-428 <i>Time Notebook</i> 416-417 <i>More About...</i> 422 <i>Why It Matters</i> 426-427 TWE: RT 413, 422 DI 414
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.	The following references can apply to all states including New Jersey. SE: 315-318, 388-389 <i>Why It Matters</i> 316-317 <i>Geography Skills</i> 318, 388 TWE: DI 316 DYK 317 ICA 317
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.	The following references can apply to all states including New Jersey. SE: 306-311, 386-390, 391-393 <i>What Life Was Like</i> 308-309 TWE: ICA 309 DI 393 DYK 393 WWW 393
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: 288-294, 296-300 <i>Geography Skills</i> 294 TWE: CLA 289 YDS 290 DI 290 RT 292

CONTENT STANDARDS	PAGE REFERENCES
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: 322-324, 405-406, 418-424, 436-439, 441-444 <i>Geography Skills</i> 323, 443 TWE: DYK 324 RT 366 CLA 442
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: <i>Geography Skills</i> 284, 291, 294, 342, 367, 372, 443 <i>Geography & History</i> 346-347 <i>Graphic Organizer Skills</i> 377 <i>Geography and History Activity</i> 381
10. Explain how state and federal policies influenced various Native American tribes (e.g., homeland vs. resettlement, Black Hawk War, Trail of Tears).	SE: 292, 298, 341-345 <i>Geography Skills</i> 294, 342 <i>People In History</i> 344 <i>Geography & History</i> 346-347 TWE: RT 342 ICA 344 EC 346
11. Understand the institution of slavery in the United States, resistance to it, and New Jersey's role in the Underground Railroad.	The following references can apply to all states including New Jersey. SE: 402-407, 418-424 <i>More About...</i> 404, 422 <i>People In History</i> 406 <i>Two View Points</i> 420 <i>Geography Skills</i> 423 TWE: DYK 404 RT 405 CLA 419
G. Civil War and Reconstruction (1850-1877)	
1. Explain the major events, issues, and personalities of the American Civil War including: <ul style="list-style-type: none"> ▪ The causes of the Civil War (e.g., slavery, states' rights) ▪ The course and conduct of the war (e.g., Antietam, Vicksburg, Gettysburg) ▪ Sectionalism ▪ The Dred Scott and other Supreme Court decisions ▪ The role of women ▪ The role of African Americans ▪ The Gettysburg Address ▪ The Emancipation Proclamation ▪ Juneteenth Independence Day 	SE: 445-448, 449-453, 466-472, 473-477, 478-483, 485-491 <i>Two View Points</i> 450 <i>Why It Matters</i> 474-475 <i>Geography Skills</i> 487 <i>Geography & History</i> 492-493
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.	SE: 450 The following references can apply to all states including New Jersey. SE: 418-424, 462-464, 478-483 TWE: RT 461 ICA 463

CONTENT STANDARDS	PAGE REFERENCES
3. Explain Reconstruction as a government action, how it worked, and its effects after the war.	SE: 500-503, 504-508, 509-512, 513-518 <i>Geography Skills</i> 507 TWE: RT 505 DI 506 CLA 510, 514 ICA 516
4. Discuss the impact of retaliatory state laws and general Southern resistance to Reconstruction.	SE: 504-508, 510-511, 514-515, 519-520 TWE: RT 505 ICA 507 CLA 510, 514 WWW 517 EC 519
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: 531-532 TWE: WWW 531
Standard 6.5 (Economics) All students will acquire an understanding of key economic principles.	
Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:	
A. Economic Literacy	
1. Discuss how needs and wants change as one ages and the impact of planning, spending and saving.	This objective can be met during teacher/class discussion.
2. Explain the law of supply and demand.	SE: 307-308, 550, 556-557, 566 TWE: ICA 61 CC 559
3. Compare ways to save money, including checking and savings accounts, stocks and bonds, and the relationship between risk and return in investments.	SE: 307-308, 556-557 TWE: YDS 558
4. Describe the role credit plays in the economy and explain the difference in cost between cash and credit purchases.	SE: 550, 556-557
5. Discuss the economic growth of a nation in terms of increasing productivity, investment in physical capital, and investment in human capital.	SE: 306-311, 534-537, 550, 565-566, 574-575 TWE: CC 60 RT 310, 535
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: 306-311, 534-537, 550
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: 306-311, 534-537, 538, 550, 565-566 TWE: RT 310, 535 DI 536

CONTENT STANDARDS	PAGE REFERENCES
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: 307-308, 536, 556-557, 574-575
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: 557-558, 565-566, 575 TWE: CC 229 CLA 235 ICA 559
B. Economics and Society	
1. Discuss how meeting the needs and wants of a growing world population impacts the environment and economic growth.	SE: 306-311, 534-537, 550, 556-557, 565-566, 574-575 TWE: ICA 559
2. Describe the many ways federal, state, and local governments raise funds to meet the need for public facilities and government services.	SE: 557-558, 565-566, 574-575 TWE: CC 229 CLA 235 ICA 559
3. Discuss how societies have been affected by industrialization and by different political and economic philosophies.	SE: 306-311, 534-537, 550, 556-557, 565-566, 574-575 TWE: CLA 307 RT 310 DYK 558, 559
4. Describe how inventions and innovations have improved standards of living over the course of history.	SE: 306-311, 534-536, 538, 550, 565-566 TWE: CLA 307 RT 310, 535 DI 536
5. Compare and contrast various careers, examining educational requirements and costs, salary and benefits, longevity, impact on society and the economy, and demand.	TWE: EC 0 CTA 236 ICA 309 DYK 559
6. Analyze and give examples of how business and industry influence the buying decisions of consumers through advertising.	TWE: CLA 59 RT 535
7. Discuss the need for ethical behavior in economic decisions and financial transactions.	SE: 556-557, 577 TWE: ICA 309
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.	
Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:	
A. The World in Spatial Terms	
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: <i>Geography Handbook</i> 1-9 <i>Social Studies Skillbuilder</i> 27, 273, 320, 361, 396 TWE: CLA 1 EC 3 RT 32
2. Translate maps into appropriate spatial graphics to display geographical information.	SE: <i>Geography Handbook</i> 1-9 <i>Social Studies Skillbuilder</i> 27, 361 TWE: CLA 1 ICA 291

CONTENT STANDARDS	PAGE REFERENCES
3. Explain the spatial concepts of relative and absolute location and distance.	SE: <i>Geography Handbook</i> 4 <i>Social Studies Skillbuilder</i> 27, 361 TWE: CC 4 DYK 4 RT 5 CLA 8
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>Social Studies Skillbuilder</i> 361 <i>You Decide</i> 382-383 TWE: DYK 0 CTA 9 ICA 291
5. Use geographic tools and technologies to pose and answer questions about spatial distributions and patterns on Earth.	SE: <i>Geography Handbook</i> 1-9 <i>Social Studies Skillbuilder</i> 27, 361 TWE: CLA 1 RT 32 ICA 291
6. Distinguish among the major map types, including physical, political, topographic, and demographic.	SE: <i>Geography Handbook</i> 1-9 <i>Social Studies Skillbuilder</i> 27, 169 TWE: EC 3 DI 4 ICA 291
7. Explain the distribution of major human and physical features at country and global scales.	SE: <i>Geography Handbook</i> 1-9 <i>Social Studies Skillbuilder</i> 27 TWE: CLA 1 EC 3 RT 32
8. Use thematic maps to describe places (e.g., patterns of population, diseases, rainfall).	SE: <i>Social Studies Skillbuilder</i> 27 TWE: CLA 1 EC 3 RT 32, 318
9. Describe and distinguish among the various map projections, including size, shape, distance, and direction.	SE: <i>Geography Handbook</i> 1-9 <i>Social Studies Skillbuilder</i> 27, 169, 361 TWE: DI 4 RT 5 ICA 291
10. Describe location technologies, such as Geographic Information Systems (GIS) and Global Positioning Systems (GPS).	SE: <i>Linking Past & Present</i> 40 TWE: EC 7
11. Describe the significance of the major cities of New Jersey, the United States, and the world.	SE: 19 <i>Geography Skills</i> 83 TWE: CLA 1, 8 RT 83
B. Places and Regions	
1. Compare and contrast the physical and human characteristics of places in regions in New Jersey, the United States, and the world.	SE: <i>Geography Handbook</i> 1-9 <i>Social Studies Skillbuilder</i> 27 TWE: CLA 1, 8 EC 3 ICA 291

CONTENT STANDARDS	PAGE REFERENCES
2. Describe how regions change over time.	SE: 16-19, 557 <i>Geography Handbook</i> 6-7 <i>Time Notebook</i> 20-21 TWE: EC 3 CLA 315
3. Compare the natural characteristics used to define a region.	SE: <i>Geography Handbook</i> 1-9 TWE: CLA 1 EC 3 CTA 9 ICA 291
4. Explain how regional systems are interconnected (e.g., watersheds, trade, transportation systems).	SE: <i>Geography Handbook</i> 1-9 <i>Fact Fiction Folklore</i> 393 TWE: CLA 1, 315 EC 3
5. Discuss how the geography of New Jersey impacts transportation, industry, and community development.	The following references can apply to all states including New Jersey. SE: <i>Geography Handbook</i> 6-7 <i>Geography Skills</i> 83 <i>You Decide</i> 382-383 TWE: CLA 1, 8 EC 3 RT 83, 318 ICA 291
6. Discuss the similarities and differences among rural, suburban, and urban communities.	SE: 311, 393-394, 537-539 <i>Graph Skills</i> 538 TWE: DI 308 ICA 394 WWW 393
7. Describe the types of regions and the influence and effects of region labels including: <ul style="list-style-type: none"> ▪ Formal regions: school districts, states ▪ Functional regions: marketing area of a newspaper, fan base of a sport team ▪ Perceptual regions: the Bible Belt, the Riviera in southern France 	SE: <i>Geography Handbook</i> 1-9 TWE: CLA 1 EC 3
C. Physical Systems	
1. Describe the characteristics and spatial distribution of major Earth ecosystems.	SE: <i>Geography Handbook</i> 1-3, 8-9 TWE: WWW 7 CLA 8
2. Discuss how ecosystems function locally and globally.	SE: <i>Geography Handbook</i> 1-3, 8-9 TWE: WWW 7 CLA 8
3. Predict effects of physical processes and changes on the Earth.	SE: 557, 578
4. Discuss how the community and its environment function as an ecosystem.	SE: <i>Geography Handbook</i> 1-3, 8-9 TWE: CLA 8 SLP 13

CONTENT STANDARDS	PAGE REFERENCES
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: 557 TWE: EC 6 WWWW 7 CLA 8, 315 SLP 13 RT 32
D. Human Systems	
1. Discuss how technology affects the ways in which people perceive and use places and regions.	SE: <i>Why It Matters</i> 24-25 TWE: WWWW 6 DYK 6 EC 6 RT 32 CLA 315
2. Analyze demographic characteristics to explain reasons for variations between populations.	SE: 16-19 <i>Graphic Organizer Skills</i> 17 <i>Geography Skills</i> 18, 117 <i>More About...</i> 394 <i>Fact Fiction Folklore</i> 393 TWE: WWWW 7 CLA 8
3. Compare and contrast the primary geographic causes for world trade.	SE: 38-40, 576, 577 <i>Graphic Organizer Skills</i> 44 <i>More About...</i> 60 TWE: CC 60
4. Analyze the patterns of settlement in different urban regions of the world.	SE: 393-395, 537-538 <i>Geography Skills</i> 117 <i>More About...</i> 394 <i>Fact Fiction Folklore</i> 393 TWE: WWWW 7 CLA 315
5. Discuss how and why people cooperate, but also engage in conflict, to control the Earth's surface.	SE: 547, 558-563, 578, 579-585 TWE: SLP 13 ICA 575, 582 DYK 582
6. Compare the patterns and processes of past and present human migration.	SE: 16-19 <i>Graphic Organizer Skills</i> 17 <i>Geography Skills</i> 18, 117 <i>Fact Fiction Folklore</i> 393 <i>More About...</i> 394 TWE: WWWW 6, 7 EC 6 CLA 315
7. Explain and identify examples of global interdependence.	SE: 576, 577, 578, 579-585 TWE: DYK 582 ICA 582
8. Describe how physical and human characteristics of regions change over time.	SE: 16-19, 557, 578 <i>Graphic Organizer Skills</i> 17 <i>Geography Skills</i> 18

CONTENT STANDARDS	PAGE REFERENCES
E. Environment and Society	
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: 557, 578 TWE: WWWWW 6 DYK 6 EC 6 CLA 315
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: 16-19, 557, 578 <i>Why It Matters</i> 24-25 TWE: WWWWW 6 DYK 6 EC 6 SLP 13 RT 32 CLA 315
3. Compare and contrast conservation practices and alternatives for energy resources.	SE: 543, 578 TWE: DYK 6
4. Compare and contrast various ecosystems and describe their interrelationship and interdependence.	SE: <i>Geography Handbook</i> 1-3, 8-9 TWE: WWWWW 7 CLA 8
5. Describe world, national, and local patterns of resource distribution and utilization, and discuss the political and social impact.	SE: 16-19 <i>Fact Fiction Folklore</i> 393 TWE: DYK 6 EC 6 RT 32 CLA 315
6. Analyze the importance of natural and manufactured resources in New Jersey.	The following references can apply to all states including New Jersey. TWE: EC 6 CLA 8 SLP 13
7. Delineate and evaluate the issues involved with sprawl, open space, and smart growth in New Jersey.	Specifics of growth in New Jersey can be covered during teacher/class discussion.

Codes Used for TWE Pages

A	Assess
AA	Alternative Assessment
AI	Analyzing Information
BMA	Bellringer Motivational Activity
C	Close
CC	Curriculum Connection
CLA	Cooperative Learning Activity
CTA	Critical Thinking Activity
CTL	Creating a Time Line
DA	Determining Attitudes
DI	Differentiated Instruction
DYK	Did You Know?
EC	Extending the Content
F	Focus
ICA	Interdisciplinary Connections Activity
MAA	More About the Art
PFR	Purpose for Reading
PH	Picturing History
RE	Ranking Events
RP	Reading Preview
RS	Reading Strategy
RT	Reading the Text
SLP	Service-Learning Project
T	Teach
TLA	Time Line Activity
TTA	Team Teaching Activity
WWWW	Who?What?Where?When?
YDS	You Don't Say...