



# Human Heritage

*A World History*

© 2006

| STANDARDS  | PAGE REFERENCES   |
|--|---|
| <p><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></p> |   |
| <p>Building upon the knowledge and skills gained in the previous grades, by the end of Grade 8 students will:</p>  |   |
| <p><b>A. Social Studies Skills</b></p>   |   |
| <p>1. Analyze how events are related over time.</p>  | <p><b>Student Edition:</b><br/>Analyzing how events are related over time requires cause-and-effect skills, practiced on page 29. It also requires a chronological understanding of history; each unit and each chapter opens with a timeline. The <i>Then and Now</i> and <i>Linking Across Time</i> features found throughout the student edition help students see how events are related over time. Examples are found on pages 183, 198, 221, 372 and 439.</p> <p><b>Teacher Wraparound Edition:</b><br/>GC 2, 52, 98, 148, 206, 262, 314, 364, 430, 484, 542, 600; T 29</p> <p>NOTE: The <i>Linking Past to Present</i> feature found throughout the TWE helps students see how events are related over time, such as on pages 28, 174, or 319.</p> |

| STANDARDS  | PAGE REFERENCES  |
|--|--|
| 2. Use critical thinking skills to interpret events, recognize bias, point of view, and context. | <p><b>Student Edition:</b><br/>The skill of recognizing bias is practiced on page 170. A primary source presents a specific point of view within the context of a particular moment in history; these skills can be practiced with the primary source documents on pages 674-697.</p> <p><b>Teacher Wraparound Edition:</b><br/>T 170</p>  |
| 3. Assess the credibility of primary and secondary sources.                                      | <p><b>Student Edition:</b><br/>672-673, 674-697</p> <p><b>Teacher Wraparound Edition:</b><br/>T22-T23; I 672-673</p>   |
| 4. Analyze data in order to see persons and events in context.                                   | <p><b>Student Edition:</b><br/>A primary source presents a specific point of view within the context of a particular moment in history; these skills can be practiced with the primary source documents on pages 674-697. The <i>People in History</i> feature (pages listed on T6) places the life of a significant person in the context of the historical period under study.</p> <p><b>Teacher Wraparound Edition:</b><br/>Each primary source document on pages 674-697 has a Background Information feature to help teachers place the reading in context.</p> |
| 5. Examine current issues, events, or themes and relate them to past events.                     | <p><b>Student Edition:</b><br/>The <i>Then and Now</i> and <i>Linking Across Time</i> features found throughout the student edition help students see how current and past events are related. Examples are found on pages 183, 198, 221, 372 and 439.</p> <p><b>Teacher Wraparound Edition:</b><br/>The <i>Linking Past to Present</i> feature found throughout the TWE helps students see how current and past events are related, such as on pages 28, 174, or 319.</p>   |
| 6. Formulate questions based on information needs.   | <p><b>Student Edition:</b><br/>Students can learn this skill through the reading strategies presented on pages viii-1.</p> <p><b>Teacher Wraparound Edition:</b><br/>Teachers can practice this skill with students using the reading strategies presented on pages T12-T13.</p>   |

| STANDARDS   | PAGE REFERENCES   |
|---|---|
| 7. Use effective strategies for locating information.   | <p><b>Student Edition:</b><br/>Students can learn this skill through the reading strategies presented on pages viii-1. Many students use web sites to gather information; the skill of evaluating a web site is practiced on page 390. Page 672 offers steps for evaluating the information in primary sources.</p> <p><b>Teacher Wraparound Edition:</b><br/>Teachers can practice this skill with students using the reading strategies on pages T12-T13; T26-1; TS 390</p>     |
| 8. Compare and contrast competing interpretations of current and historical events.   | <p><b>Student Edition:</b><br/>The related skills of distinguishing fact from opinion, making comparisons, and recognizing bias are practiced on pages 60, 111, and 170.</p> <p><b>Teacher Wraparound Edition:</b><br/>The alternative assessment strategies on pages T16-T17 offer suggested formats in which students could compare and contrast competing interpretations of current and historical events, such as a position paper, a debate, a poster, or a slide show.</p> |
| 9. Interpret events considering continuity and change, the role of chance, oversight and error, and changing interpretations by historians. | <p><b>Student Edition:</b><br/>These interpretive skills are called into play when reading primary sources.<br/>674-697</p> <p><b>Teacher Wraparound Edition:</b><br/>These interpretive skills are called into play when reading primary sources.<br/>T22-T23, 674-697</p>   |
| 10. Distinguish fact from fiction by comparing sources about figures and events with fictionalized characters and events.                   | <p><b>Student Edition:</b><br/>Fictional characters and events are discussed on pages 22-24 and 689. Distinguishing fact from opinion is practiced on page 60.</p> <p><b>Teacher Wraparound Edition:</b><br/>Teachers can find recommendations for literature about the period and suggested readings for the students in each chapter planning guide.</p>  |
| 11. Summarize information in written, graphic, and oral formats.  | <p><b>Student Edition:</b><br/>276, 516, 636</p> <p><b>Teacher Wraparound Edition:</b><br/>T 276, 516, 636<br/>Pages T16-T17 suggest a number of written, graphic, and oral formats for student work.</p>   |

| STANDARDS  | PAGE REFERENCES   |
|--|---|
| <p><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></p>  |   |
| <p><b>A. The Birth of Civilization to 1000 BCE</b></p>   |   |
| <p>1. Describe the physical and cultural changes that shaped the earliest human communities as revealed through scientific methods, including:</p> <ul style="list-style-type: none"> <li>• Early hominid development, including the development of language and writing</li> <li>• Migration and adaptation to new environments</li> <li>• Differences between wild and domestic plants and animals</li> <li>• Locations of agricultural settlements</li> <li>• Differences between hunter/gatherer, fishing, and agrarian communities</li> </ul> | <p><b>Student Edition:</b><br/>27-28, 33-40, 41-45<br/><i>People in History</i> 36<br/><i>Then and Now</i> 37<br/><i>Fun Facts</i> 43</p> <p><b>Teacher Wraparound Edition:</b><br/>C 38; DYK 42; EC 42; LPP 40; MC 41; MP 37</p>   |
| <p>2. Describe how environmental conditions impacted the development of different human communities (e.g., population centers, impact of the last Ice Age).</p>  | <p><b>Student Edition:</b><br/>13, 14, 18, 36, 42, 48-49</p> <p><b>Teacher Wraparound Edition:</b><br/>CT 13, 14, 18; SO 48</p>   |
| <p>3. Compare and contrast the economic, political, and environmental factors (e.g., climate, trade, geography) that led to the development of major ancient civilizations including Mesopotamia (e.g., Hammurabi’s Code), Egypt, the Indus Valley, the Yellow River, and Kush (Nubia).</p>  | <p><b>Student Edition:</b><br/>55-59, 61-64, 67-73, 78-80, 83-87, 88-92, 202-203<br/><i>People in History</i> 61<br/><i>Section Assessment</i> 64 #4<br/><i>Map Study</i> 89</p> <p><b>Teacher Wraparound Edition:</b><br/>CL 85; CT 71; DL 56; GP 68; MA 55, 83; MP 91</p>   |
| <p><b>B. Early Human Societies to 500 CE</b></p>   |   |
| <p>1. Explain the historical context, origins, beliefs, and moral teachings of the major world religions and philosophies, including:</p> <ul style="list-style-type: none"> <li>• The origins of Judaism and Christianity and the emergence of the Judeo-Christian tradition</li> <li>• The influence of Confucianism, Daoism, and Buddhism on the formation of Chinese civilization</li> <li>• Hinduism, the Aryan migrations, and the caste system in India</li> <li>• The influence of Buddhism in India</li> </ul>                            | <p><b>Student Edition:</b><br/>247-255, 310-311, 586<br/><i>Section Assessment</i> 250 # 5</p> <p>The discussion of the formation of independent India as a Hindu nation on page 634 can serve as introduction to a lesson on Hindu teachings. The discussion of the Gupta Empire on pages 310-311 and Tibet on pages 596-597 can serve as introduction to a lesson on Buddhist teachings. As Daoism developed during the Zhou dynasty, it can be introduced with the information on the dynasty on pages 144-145.</p> <p><b>Teacher Wraparound Edition:</b><br/>C 256, 311; DYK 311; GPR 251; LPP 87, 145; MP 253; SO 310, 596</p> |

| STANDARDS   | PAGE REFERENCES  |
|---|--|
| <p>2. Describe the political framework of Athenian society and its influence on modern society, including:</p> <ul style="list-style-type: none"> <li>The influence of Athenian political ideals on public life</li> <li>The importance of participatory government</li> <li>The role of women in Athenian society, their rights under law, and possible reasons why democracy was limited to males</li> <li>Athenian ideas and practices related to political freedom, national security, and justice</li> </ul> | <p><b>Student Edition:</b><br/>167, 168-171, 173-175<br/><i>People in History</i> 174<br/><i>Section Assessment</i> 175 #1-5</p> <p><b>Teacher Wraparound Edition:</b><br/>CL 169; DYK 167; LPP 174; MP 173</p>  |
| <p>3. Describe the social and political characteristics of the Greek city-states, including:</p> <ul style="list-style-type: none"> <li>Similarities and differences between Athenian democracy and Spartan military aristocracy</li> <li>Location and political structure of the city-states</li> <li>Hierarchical relationships in Greek societies</li> <li>Civic, economic, and social tasks performed by men and women of different classes</li> </ul>  | <p><b>Student Edition:</b><br/>163-164, 164-167, 168-171<br/><i>Section Assessment</i> 164 #1-5, 167 # 1-5, 175 #1-5</p> <p><b>Teacher Wraparound Edition:</b><br/>CLA 169; DYK 166, 167; MA 163; MP 166, 171</p>  |
| <p>4. Describe the significant contributions of ancient Greece to Western Civilization, including:</p> <ul style="list-style-type: none"> <li>Characteristics of Classic Greek art and architecture and how they are reflected in modern art and architecture</li> <li>Socrates' values and ideas</li> <li>Philosophy, including Plato and Aristotle</li> <li>Greek drama, including Sophocles and Euripides</li> <li>History, including Herodotus, Xenophon, and Thucydides</li> <li>Greek mythology</li> </ul>  | <p><b>Student Edition:</b><br/>179-185, 185-190<br/><i>Fun Facts</i> 180, 182, 186<br/><i>Linking Across Time</i> 184, 199<br/><i>People in History</i> 188</p> <p><b>Teacher Wraparound Edition:</b><br/>CL 183; DYK 183, 184, 186; EC 180, 184, 198; GP 180; IP 186; LA 181; MC 183, 188; SO 186, 187, 188</p> |
| <p>5. Discuss the cultural influences of Greece, Egypt, Persia, and India on Mediterranean cultures through assimilation, conquest, migration, and trade.</p>   | <p><b>Student Edition:</b><br/>78-80, 179-190, 196-200<br/><i>Linking Across Time</i> 174, 184</p> <p><b>Teacher Wraparound Edition:</b><br/>C 80; CL 183, 197, 212; CT 212; EC 86, 189, 198</p>   |

| STANDARDS   | PAGE REFERENCES  |
|---|--|
| <p>6. Discuss the origins and social framework of Roman society, including:</p> <ul style="list-style-type: none"> <li>The geographic location of various ethnic groups on the Italian peninsula and their influence on early Roman society</li> <li>The legends of the founding of Rome and how they reflect the beliefs and values of its citizens</li> <li>Daily life in Rome and Pompeii</li> </ul> | <p><b>Student Edition:</b><br/>26, 209-216, 236-239<br/><i>Section Assessment</i> 210 #1-5, 214 #1-5, 216 #1-5<br/><i>Map Skills</i> 211<br/><i>People in History</i> 213<br/><b>Teacher Wraparound Edition:</b><br/>A 241; DL 213, 237; H 239; LA 210; MC 238, 239</p>            |
| <p>7. Describe the political and social framework of Roman society, including:</p> <ul style="list-style-type: none"> <li>Political and social institutions of the Roman Republic and reasons for its transformation from Republic to Empire</li> <li>The influence of key Roman leaders</li> </ul>   | <p><b>Student Edition:</b><br/>219-220, 225-226, 227-230<br/><i>Fun Facts</i> 223<br/><i>Map Study</i> 228<br/><i>People in History</i> 229<br/><i>Section Assessment</i> 230 #1-5<br/><b>Teacher Wraparound Edition:</b><br/>C 230; CL 227; DYK 220, 227; EC 225; MC 220, 228</p> |
| <p>8. Analyze how shifts in the political framework of Roman society impacted the expansion of the empire and how this expansion transformed Roman society, economy, and culture.</p>   | <p><b>Student Edition:</b><br/>222-226, 234-236<br/><i>Map Study</i> 235<br/><i>Section Assessment</i> 236 #2-5<br/><b>Teacher Wraparound Edition:</b><br/>E 236; MS 235; MSN 223</p>  |
| <p>9. Discuss the political events that may have contributed to the decline of the Roman Empire, including internal divisions, significant battles, invasions, and political changes.</p>   | <p><b>Student Edition:</b><br/>240-244<br/><i>People in History</i> 243<br/><i>Section Assessment</i> 244 #3-5<br/><b>Teacher Wraparound Edition:</b><br/>E 244; EC 243; GH 243; MC 243</p>  |
| <p>10. Describe the development of the Mayan civilization from agricultural community to an urban civilization, including the influence of the environment on agricultural methods, water utilization, and herding methods.</p>   | <p><b>Student Edition:</b><br/>Mayan civilization is discussed on pages 138-139.<br/><b>Teacher Wraparound Edition:</b><br/>DYK 138</p>  |
| <p>11. Describe the significant features of Mayan civilization, including the locations of Mayan city-states, road systems, and sea routes, the role and status of elite men and women in Mayan society and their portrayal in Mayan architecture, the role of religion and ceremonial games in Mayan culture, and the structure and purpose of the Mayan pyramids.</p>                                 | <p><b>Student Edition:</b><br/>Mayan civilization is discussed on pages 138-139.</p>   |

| STANDARDS   | PAGE REFERENCES   |
|---|---|
| <b>C. Expanding Zones of Exchange and Interaction to 1400 CE</b>  |   |
| <p>1. Discuss how Western civilization arose from a synthesis of Christianity and classical Greco-Roman civilization with the cultures of northern European peoples.</p>  | <p><b>Student Edition:</b><br/>178-190, 236, 247, 272, 290-291, 292-293, 322<br/><i>Linking Across Time</i> 184, 238, 267, 268<br/><i>People in History</i> 280, 318</p> <p><b>Teacher Wraparound Edition:</b><br/>C 190; CL 271; CT 267, 282; GP 277; GPR 251; H 182, 278; LPP 224, 291; MC 323; MP 253; MSN 248; SO 266</p>                                       |
| <p>2. Discuss the spread of Islam in Southwest Asia, the Mediterranean region, and Northern Africa and the influence of Islamic ideas and practices on other cultures and social behavior, including:</p> <ul style="list-style-type: none"> <li>• The origin and development of Islamic law</li> <li>• The significance of the Quran and the Five Pillars of Islam</li> <li>• The diverse religious, cultural, and geographic factors that influenced the ability of the Muslim government to rule</li> <li>• The split into Sunni and Shi'ite factions</li> <li>• The importance of Muslim civilization in mediating long-distance commercial, cultural, intellectual, and food crop exchange across Eurasia and parts of Africa</li> </ul> | <p><b>Student Edition:</b><br/>331-336, 336-337, 338<br/><i>People in History</i> 332<br/><i>Then and Now</i> 333, 334, 338<br/><i>Reading Check</i> 335, 336<br/><i>Section Assessment</i> 336 #4-5</p> <p><b>Teacher Wraparound Edition:</b><br/>EC 333, 334; H 337; LPP 337; MC 332; MP 335</p>  |
| <p>3. Discuss the significance of the developing cultures of Asia, including the Golden Age in China and spread of Chinese civilization to Japan, Korea, and Southeast Asia and the rise of the Mongol Empire and its impact on the Kievan Rus.</p>   | <p><b>Student Edition:</b><br/>353-354<br/><i>Linking Across Time</i> 353<br/><i>Reading Check</i> 353<br/><i>Section Assessment</i> 354 #1-4</p> <p><b>Teacher Wraparound Edition:</b><br/>EC 353<br/>Page 427 notes the spread of Buddhism from China to Japan. This provides an opening to a discussion of China's Golden Age and the spread of its culture.</p> |

| STANDARDS   | PAGE REFERENCES  |
|---|--|
| <p>4. Analyze the rise of the West African empires of Ghana, Mali, and Songhay and compare with changes in Asia, Europe, and the Americas.</p>  | <p><b>Student Edition:</b><br/>132-134<br/><i>People in History</i> 133<br/><i>Section Assessment</i> 134 #1-5<br/><b>Teacher Wraparound Edition:</b><br/>C 132; DYK 132; LPP 132, 134; MC 133; SO 133</p>   |
| <p>5. Analyze the relationships between Mesoamerican and Andean societies, including:</p> <ul style="list-style-type: none"> <li>• The growth of urban societies and urban planning</li> <li>• Religions and rituals</li> <li>• Governing structure and economy</li> <li>• The construction of the Mesoamerican calendar</li> <li>• Similarities in agriculture, societal structures, and artisan crafts</li> </ul> | <p><b>Student Edition:</b><br/>138-142<br/><i>Linking Across Time</i> 139<br/><i>Fun Facts</i> 139<br/><i>Then and Now</i> 141<br/><i>Map Study</i> 141<br/><b>Teacher Wraparound Edition:</b><br/>DYK 138; EC 141; LPP 139; MP 139</p>  |
| <p>6. Explain the medieval origins of constitutional government in England (e.g., Edward I, Magna Carta, Model Parliament of 1295, Common Law).</p>   | <p><b>Student Edition:</b><br/>413-416<br/><i>Reading Check</i> 415<br/><i>Then and Now</i> 416<br/><i>Section Assessment</i> 416 #1, #3, #4, #5<br/><b>Teacher Wraparound Edition:</b><br/>D 416; MC 415, 416</p>   |
| <p>7. Discuss the evolution of significant political, economic, social and cultural institutions and events that shaped European medieval society, including Catholic and Byzantine churches, feudalism and manorialism, the Crusades, the rise of cities, and changing technology.</p>   | <p><b>Student Edition:</b><br/>367-369, 369-373, 375-378, 381-383, 388-395, 399-401<br/><i>Section Assessment</i> 369 #1-6, 373 #1-6, 378 #1-6, 383 #1-4<br/><i>Reading Check</i> 375<br/><b>Teacher Wraparound Edition:</b><br/>C 396; CL 371; CT 369; E 396; EG 376; GH 377; GP 382, 400; MC 369, 393; MP 395; MSN 391; SO 393</p> |
| <p><b>D. The Age of Global Encounters (1400-1750)</b></p>   |  |
| <p>1. Discuss factors that contributed to oceanic travel and exploration in the 15th and 16th centuries, including technological innovations in ship building navigation, naval warfare, navigational inventions such as the compass, and the impact of wind currents on the major trade routes.</p>  | <p><b>Student Edition:</b><br/>467-471, 471-476, 476-478<br/><i>Section Assessment</i> 471 #1-5<br/><i>People in History</i> 474<br/><b>Teacher Wraparound Edition:</b><br/>C 470; DYK 468; EC 469, 477; G 469; GH 472; GP 468; MP 470</p>   |

| STANDARDS   | PAGE REFERENCES  |
|---|--|
| <p>2. Describe the significant contributions of the Renaissance and Reformation to European society, including major achievements in literature, music, painting, sculpture, and architecture.</p>  | <p><b>Student Edition:</b><br/>           434-435, 440, 441, 442-443, 444-445<br/> <i>Then and Now</i> 435<br/> <i>Linking Across Time</i> 437<br/> <i>Fun Facts</i> 441<br/> <b>Teacher Wraparound Edition:</b><br/>           A 443; C 446; CL 434, 445, 438; LA 435; LPP 436;<br/>           MC 435; MSN 439; S 441; SO 435</p> |
| <p>3. Compare the social and political elements of Incan and Aztec societies, including the major aspects of government, the role of religion, daily life, economy, and social organization.</p>  | <p><b>Student Edition:</b><br/>           139-142<br/> <i>Fun Facts</i> 139<br/> <i>Section Assessment</i> 140 #4, 142 #1-5<br/> <i>Then and Now</i> 141<br/> <b>Teacher Wraparound Edition:</b><br/>           EC 141; LPP 139; MC 140</p>  |
| <p><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></p> <hr/> <p><b>A. Family and Community Life</b><br/>           Reinforce indicators from previous grade levels.</p> <hr/> <p><b>Building upon knowledge and skills gained in preceding grades, by the end of Grade 2, students will:</b></p> |  |
| <p>1. Recognize change and continuity in their lives.</p>   | <p><b>Student Edition:</b><br/>           The <i>Then and Now</i> and <i>Linking Across Time</i> features found throughout the student edition help students recognize change and continuity in history. Examples are found on pages 183, 198, 221, 372 and 439.</p>   |
| <p>2. Describe their family history through two generations.</p>  | <p><b>Teacher Wraparound Edition:</b><br/>           Teachers can find on pages T16-T17 many formats that such a description could take, such as a graph or chart, poster, or oral report.</p>   |
| <p>3. Compare family life today with long ago.</p>  | <p><b>Student Edition:</b><br/>           59, 89-90, 124, 153, 166-167, 213, 237-238, 265-267, 296, 342<br/> <b>Teacher Wraparound Edition:</b><br/>           CL 237; CT 267; DL 213, 237; MC 238; MP 238</p>   |
| <p>4. Tell about their family heritage using stories, songs, and drawings.</p>  | <p><b>Teacher Wraparound Edition:</b><br/>           Guidelines for grading alternative assessments such as stories, songs, and drawing are found on page T17.</p>   |

| STANDARDS  | PAGE REFERENCES   |
|--|---|
| <b>Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:</b>  |   |
| 1. Discuss how families long ago expressed and transmitted their beliefs and values through oral tradition, literature, songs, and celebrations.                                     | <b>Student Edition:</b><br>89-90, 167, 213, 237, 267, 342<br><b>Teacher Wraparound Edition:</b><br>CL 237; DL 167, 213, 267   |
| 2. Compare family life in a community of the past to life in a community of the present.   | <b>Student Edition:</b><br>59, 89-90, 124, 153, 166-167, 213, 237-238, 265-266, 296, 342<br><b>Teacher Wraparound Edition:</b><br>CL 237; CT 267; DL 213, 237; MC 238; MP 238   |
| 3. Discuss the reasons why various groups, voluntarily and involuntarily, immigrated to America and New Jersey and describe the problems they encountered.                           | <b>Student Edition:</b><br>492-499, 546-550, 551<br><i>Fun Facts</i> 495<br><i>Reading Check</i> 549<br><b>Teacher Wraparound Edition:</b><br>DYK 493; EC 495, 548, 551; LPP 497; MC 494  |
| 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. | <b>Student Edition:</b><br>Skills related to researching the history of a community include understanding cause and effect (page 29), distinguishing fact from opinion (page 60), recognizing bias (page 170), and drawing conclusions (page 461). Findings can be shared in a multimedia presentation (page 276).<br><b>Teacher Wraparound Edition:</b><br>T 29, 60, 170, 276, 461 |
| 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.                   | <b>Student Edition:</b><br>492-499, 546-550, 551-552<br><i>Fun Facts</i> 495<br><i>Reading Check</i> 549<br><b>Teacher Wraparound Edition:</b><br>DYK 493; EC 495, 548, 551; H 509; LPP 497; MC 494, 512; MP 510  |
| 6. Describe situations in which people from diverse backgrounds work together to solve common problems.  | <b>Student Edition:</b><br>510-511, 607, 621, 664<br><b>Teacher Wraparound Edition:</b><br>CL 512, 621  |

| STANDARDS   | PAGE REFERENCES  |
|---|--|
| <p><b>B. State and Nation</b><br/>Reinforce indicators from previous grade levels.</p>  |  |
| <p><b>Building upon knowledge and skills gained in preceding grades, by the end of Grade 2, students will:</b></p>  |  |
| <p>1. Recognize the names of major figures in American history, including George Washington, Abraham Lincoln, Sacajawea, Harriet Tubman, Susan B. Anthony, and Martin Luther King Jr.</p> | <p><b>Student Edition:</b><br/>Information on George Washington is located on pages 510, 512; Lincoln is discussed on page 551.</p> <p><b>Teacher Wraparound Edition:</b><br/>MC 551; SO 511<br/>MSN 547 discusses Lewis and Clark; information on Sacajawea can be introduced here. Harriet Tubman can be introduced with the material on the Civil War, page 551. Martin Luther King Jr. can be discussed in Chapter 38, which covers 1945-1989. Women’s suffrage appears on page 569; Information on Susan B. Anthony can be introduced here.</p> |
| <p>2. Discuss the contributions of important women, African Americans, and Native Americans to United States and New Jersey history.</p>  | <p><b>Student Edition:</b><br/>493<br/><i>Fun Facts</i> 495</p> <p><b>Teacher Wraparound Edition:</b><br/>DL 618; DYK 493, 495, 618; EC 494; MC 494; SO 511, 619</p>   |
| <p>3. Explain the historical significance of major national holidays (e.g. Independence Day, Labor Day) and American symbols.</p>   | <p><b>Student Edition:</b><br/>The historical significance of major national holidays can be discussed with information on the era from which they came. For example, Independence Day can be discussed with the Declaration of Independence (page 512); Veterans Day (formerly Armistice Day) can be discussed with World War I (605).</p>  |
| <p>4. Relate why important national buildings, statues, and monuments are associated with our national history.</p>   | <p><b>Student Edition:</b><br/>661</p> <p><b>Teacher Wraparound Edition:</b><br/>The historical significance of major national buildings, statues, and monuments can be discussed when studying information on the event or person memorialized. For example, the White House and Washington Monument can be discussed with the formation of the United States (page 512).</p>   |

| STANDARDS  | PAGE REFERENCES  |
|--|--|
| <b>Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:</b>  |  |
| 1. Compare the major early culture of the Lenape that existed in the region that became New Jersey prior to contact with the Europeans.  | <b>Student Edition:</b><br>A description of the way of life for Eastern Woodlands Native Americans, which would include the Lenape, is found on page 494.  |
| 2. Discuss the reasons why revolutionary leaders, including George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston fought for independence from England.  | <b>Student Edition:</b><br>The overall reasons that Americans revolted, which would apply to Washington, Jefferson, Franklin and Livingston, are discussed on pages 509, 510, 512.<br><i>Section Assessment 513 #5</i><br><b>Teacher Wraparound Edition:</b><br>MC 512; MP 510                                   |
| 3. Discuss New Jersey's role during the American Revolution.   | <b>Student Edition:</b><br>The <i>Map Skills</i> feature on page 511 shows American advances and retreats in New Jersey, as well as the Battle of Trenton.   |
| 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. | <b>Student Edition:</b><br>Major documents in American history are discussed on the following pages: Mayflower Compact, 495; Declaration of Independence, 512; United States Constitution, 513.<br><i>Reading Check 513</i><br><i>Section Assessment 513 #4</i><br><b>Teacher Wraparound Edition:</b><br>LPP 513 |
| 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.  | <b>Student Edition:</b><br>524, 526-530, 535<br><i>People in History 528</i><br><i>Section Assessment 533 #5</i><br><b>Teacher Wraparound Edition:</b><br>DYK 552; LPP 528; MC 525, 527; R 528   |
| 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.   | <b>Student Edition:</b><br>531-532, 551-552<br><i>Linking Across Time 531</i><br><i>Reading Check 551 #2, #3</i><br><b>Teacher Wraparound Edition:</b><br>H 533; MC 532  |

| STANDARDS  | PAGE REFERENCES   |
|--|---|
| <p>7. Describe the population shift from the farm to the city in New Jersey.</p>   | <p><b>Student Edition:</b><br/> Information on urbanization that would apply to New Jersey is found on pages 532-533 and 551.<br/> <i>Then and Now</i> 532<br/> <i>Understanding Main Ideas</i> 559 #4</p> <p><b>Teacher Wraparound Edition:</b><br/> Teachers can use the information in EC 532 to ask students what geographic features New Jersey had which industrial cities needed for growth.</p> |
| <p>8. Discuss the value of the American national heritage including:</p> <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> | <p><b>Student Edition:</b><br/> 495, 512, 513, 548<br/> <i>Linking Across Time</i> 491<br/> <i>Fun Facts</i> 548</p> <p><b>Teacher Wraparound Edition:</b><br/> EC 549; LPP 496; MC 510, 512, 551</p>   |
| <p><b>C. Many Worlds Meet (to 1620)</b></p> <hr style="border-top: 1px dashed black;"/> <p><b>Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:</b></p>   |   |
| <p>1. Discuss factors that stimulated European overseas explorations between the 15th and 17th centuries and the impact of that exploration on the modern world.</p>   | <p><b>Student Edition:</b><br/> 467-471, 471-476, 476-478</p> <p><b>Teacher Wraparound Edition:</b><br/> C 470; DYK 468; EC 469; S 468</p>  |
| <p>2. Trace the major land and water routes of the explorers.</p>  | <p><b>Student Edition:</b><br/> 470, 472-477<br/> <i>Map Skills</i> 475</p> <p><b>Teacher Wraparound Edition:</b><br/> C 476; EC 477; GH 476</p>  |
| <p>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).</p>   | <p><b>Student Edition:</b><br/> 138-142, 488, 490-491, 492-499</p> <p><b>Teacher Wraparound Edition:</b><br/> CL 474; CT 469, 497; EC 498; LPP 497; MC 499; MP 470, 472; MSN 468</p>  |

| STANDARDS  | PAGE REFERENCES  |
|--|--|
| 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. | <b>Student Edition:</b><br>473-474, 487-492<br><i>Section Assessment</i> 489 #1-5, 492 #1-5<br><b>Teacher Wraparound Edition:</b><br>DYK 491, 549; LPP 489; MC 492, 548; MP 488;                                 |
| 5. Describe the migration of the ancestors of the Lenape Indians and their culture at the time of first contact with Europeans.  | <b>Student Edition:</b><br>A description of the way of life for Eastern Woodlands Native Americans, which would include the Lenape, is found on page 494.  |
| 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.   | <b>Student Edition:</b><br>494<br><b>Teacher Wraparound Edition:</b><br>EC 494; G 494  |
| 7. Analyze the cultures and interactions of peoples in the Americas, Western Europe, and Africa after 1450 including the transatlantic slave trade.  | <b>Student Edition:</b><br>139-142, 469, 473, 487-492, 492-499, 509<br><i>Linking Across Time</i> 491<br><b>Teacher Wraparound Edition:</b><br>CT 469, 497; DYK 491; H 509; LPP 489; MC 492, 494; MP 488; SO 511 |
| 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.  | <b>Student Edition:</b><br>488<br><i>Linking Across Time</i> 491<br><b>Teacher Wraparound Edition:</b><br>LPP 489; SO 511  |
| <b>D. Colonization and Settlement (1585-1763)</b>  |  |
| 1. Analyze the political, social, and cultural characteristics of the English colonies.  | <b>Student Edition:</b><br>492-496, 508-510<br><i>Reading Check</i> 492, 495 (#2)<br><i>Section Assessment</i> 496 #1-5<br><b>Teacher Wraparound Edition:</b><br>CT 496; MC 494; MSN 509                         |
| 2. Describe the political, religious, social, and economic institutions that emerged in Colonial America, including New Netherland and colonial New Jersey.  | <b>Student Edition:</b><br>492-496, 496-497, 508-510<br><i>Reading Check</i> 492, 495 (#2)<br><i>Section Assessment</i> 496 #1-5, 497 #3-4<br><b>Teacher Wraparound Edition:</b><br>CT 496; EC 498; MC 494, 499  |

| STANDARDS   | PAGE REFERENCES  |
|---|--|
| 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.       | <p><b>Student Edition:</b><br/>473-474, 490-499<br/><i>Section Assessment</i> 492 #1-5, 496 #1-5, 497 #3-4, 499 #1-5</p> <p><b>Teacher Wraparound Edition:</b><br/>CT 496, 498; EC 495; GH 498; MC 492, 494, 499</p>   |
| 4. Examine the interactions between Native Americans and European settlers, such as agriculture, trade, cultural exchanges, and military alliances and conflicts.   | <p><b>Student Edition:</b><br/>473-474, 490, 491, 493, 495, 497</p> <p><b>Teacher Wraparound Edition:</b><br/>CT 497; DYK 492, 495; EC 494; G 494; LPP 489, 496; MP 488</p>  |
| 5. Describe Native American resistance to colonization, including the Cherokee War against the English, the French and Indian War, and King George’s War.   | <p><b>Student Edition:</b><br/>Page 547 discusses the Indian resistance to westward expansion after the Revolutionary War. Information about the preceding wars of resistance can be introduced here.</p> <p><b>Teacher Wraparound Edition:</b><br/>EC 495</p>   |
| 6. Identify factors that account for the establishment of African slavery in the Americas.  | <p><b>Student Edition:</b><br/>469, 488, 550-551<br/><i>Section Assessment</i> 471 #4</p> <p><b>Teacher Wraparound Edition:</b><br/>CT 469; E 490; MC 494, 527</p>   |
| 7. Discuss Spanish exploration, settlement, and missions in the American Southwest.   | <p><b>Student Edition:</b><br/>473-474, 548-549</p> <p><b>Teacher Wraparound Edition:</b><br/>DYK 549; MC 548; SO 473</p>  |
| <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.  | <p><b>Student Edition:</b><br/>508-511</p> <p><b>Teacher Wraparound Edition:</b><br/>CL 512; MC 512; MP 510; MSN 509</p>   |
| 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. | <p><b>Student Edition:</b><br/>The events leading up to the war and its outcome are discussed on pages 508-513. The following are specifically mentioned on the noted pages: Boston Tea Party 510; Battle of Trenton (map) 511; Washington 510, 512; Jefferson 512.</p> <p><b>Teacher Wraparound Edition:</b><br/>MC 512; MP 510</p> |

| STANDARDS   | PAGE REFERENCES  |
|---|--|
| 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. | <p><b>Student Edition:</b><br/>510-512</p> <p><b>Teacher Wraparound Edition:</b><br/>MC 512; MP 510</p>  |
| 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.  | <p><b>Student Edition:</b><br/>The <i>Map Skills</i> feature on page 511 shows American advances and retreats in New Jersey, as well as the Battle of Trenton.</p> <p><b>Teacher Wraparound Edition:</b><br/>SO 511</p>  |
| 5. Discuss the political and philosophical origins of the United States Constitution and its implementation in the 1790s.   | <p><b>Student Edition:</b><br/>513<br/><i>Reading Check</i> 513<br/><i>Section Assessment</i> 513 #4</p> <p><b>Teacher Wraparound Edition:</b><br/>LPP 513</p>   |
| 6. Describe and map American territorial expansions and the settlement of the frontier during this period.  | <p><b>Student Edition:</b><br/>546-550<br/><i>Fun Facts</i> 548<br/><i>Map Study</i> 549</p> <p><b>Teacher Wraparound Edition:</b><br/>EC 549; G 549; MSN 547</p>  |
| 7. Analyze the causes and consequences of continuing conflict between Native American tribes and colonists (e.g., Tecumseh’s rebellion).  | <p><b>Student Edition:</b><br/>Page 547 discusses the Indian resistance to westward expansion after the Revolutionary War. Information about conflicts such as Tecumseh’s rebellion can be introduced here.</p> <p><b>Teacher Wraparound Edition:</b><br/>EC 495</p> |
| 8. Discuss the background and major issues of the War of 1812 (e.g., sectional issues, role of Native Americans).   | <p><b>Student Edition:</b><br/>Pages 545-546 discuss the government of the United States in the early 1800s. Information on the War of 1812 can be introduced here.</p>  |
| <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.       | <p><b>Student Edition:</b><br/>533-535, 545-550</p> <p><b>Teacher Wraparound Edition:</b><br/>CT 550; DYK 534; EC 546, 548, 549, 551; G 534, 549; H 546; MC 534; SO 534</p>  |

| STANDARDS  | PAGE REFERENCES   |
|--|---|
| <p>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).</p>  | <p><b>Student Edition:</b><br/> The origins of the labor movement are discussed on page 533.<br/> <i>Reading Check</i> 533<br/> <i>Linking Across Time</i> 569<br/> <b>Teacher Wraparound Edition:</b><br/> CT 532; EG 533; H 533</p>   |
| <p>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).</p> | <p><b>Student Edition:</b><br/> 546-550<br/> <i>Fun Facts</i> 548<br/> <i>Map Study</i> 549<br/> <b>Teacher Wraparound Edition:</b><br/> EC 549; G 549; MSN 547</p>   |
| <p>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.</p>  | <p><b>Student Edition:</b><br/> The labor reform movement was an important social reform movement of the time; the origins of the labor movement are discussed on page 533.<br/> <i>Reading Check</i> 533<br/> <b>Teacher Wraparound Edition:</b><br/> CT 532; EG 533; H 533</p>  |
| <p>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.</p>   | <p><b>Student Edition:</b><br/> Information on the invention of canal and rail transportation appears on pages 529-530.<br/> <b>Teacher Wraparound Edition:</b><br/> E 532</p>  |
| <p>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.</p>  | <p><b>Student Edition:</b><br/> The economic history of the United States, including growth of major industries and businesses, the lives of factory workers, and occupations of working people, is discussed on pages 531-533 and 551-552.<br/> <i>Linking Across Time</i> 531<br/> <i>Reading Check</i> 551 #2, #3<br/> <b>Teacher Wraparound Edition:</b><br/> H 533; MC 532</p> |
| <p>7. Compare political interests and views regarding the War of 1812 (e.g., U.S. responses to shipping harassment, interests of Native Americans and white settlers in the Northwest Territory).</p>  | <p><b>Student Edition:</b><br/> Pages 545-546 discuss the government of the United States in the early 1800s. Information on the War of 1812 can be introduced here.</p>  |

| 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).   | <p><b>Student Edition:</b><br/>Information on westward expansion appears on pages 546-550; information on sectional compromises associated with the westward expansion of slavery can be introduced here.</p>  |
| 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.  | <p><b>Student Edition:</b><br/>546-550<br/><i>Fun Facts</i> 548<br/><i>Map Study</i> 549</p> <p><b>Teacher Wraparound Edition:</b><br/>EC 549; G 549; MSN 547</p>  |
| 10. Explain how state and federal policies influenced various Native American tribes (e.g., homeland vs. resettlement, Black Hawk War, Trail of Tears).   | <p><b>Student Edition:</b><br/>Page 547 discusses the Indian resistance to westward expansion. Information about various state and federal policies and their effects on various tribes can be introduced here.</p>  |
| 11. Understand the institution of slavery in the United States, resistance to it, and New Jersey's role in the Underground Railroad.  | <p><b>Student Edition:</b><br/>Information on the institution of slavery in the Americas and the United States specifically appears on pages 469, 488, 550-551.<br/><i>Section Assessment</i> 471 #4</p> <p><b>Teacher Wraparound Edition:</b><br/>CT 469; E 490; EC 551; MC 494, 527</p>  |
| <b>G. Civil War and Reconstruction (1850-1877)</b>  |  |
| <p>1. Explain the major events, issues, and personalities of the American Civil War including:</p> <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> | <p><b>Student Edition:</b><br/>550-551<br/><i>Then and Now</i> 550<br/><i>Reading Check</i> 551 #1<br/><i>Section Assessment</i> 552 #3</p> <p><b>Teacher Wraparound Edition:</b><br/>CL 550; CT 550; EC 551; MC 551</p> <p>The Civil War is discussed on pages 550-551. Information about specific battles, Supreme Court decisions, the role of women and African Americans, the Gettysburg Address and Juneteenth can be introduced here.</p> |

| STANDARDS   | PAGE REFERENCES   |
|---|---|
| 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.              | <b>Teacher Wraparound Edition:</b><br>The Civil War is discussed on pages 550-551. Information specific to New Jersey can be introduced here.   |
| 3. Explain Reconstruction as a government action, how it worked, and its effects after the war.   | <b>Teacher Wraparound Edition:</b><br>The Civil War is discussed on pages 550-551. Information about Reconstruction can be introduced here.   |
| 4. Discuss the impact of retaliatory state laws and general Southern resistance to Reconstruction.  | <b>Teacher Wraparound Edition:</b><br>The Civil War is discussed on pages 550-551. Information about Reconstruction can be introduced here.   |
| 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.                                 | <b>Teacher Wraparound Edition:</b><br>Page 547 discusses the Indian resistance to white settlement. Information about the Dawes Act can be introduced here.   |
| <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>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.                         | <b>Student Edition:</b><br><i>Map Skills</i> 17, 62, 75, 108, 135, 156, 165, 211, 475, 651<br><b>Teacher Wraparound Edition:</b><br>T 17, 62, 75, 108, 135, 156, 165, 211, 475, 651   |
| 2. Translate maps into appropriate spatial graphics to display geographical information.  | <b>Student Edition:</b><br>There are an extensive number of maps throughout the Student Edition, which can be used to display and interpret geographical information. Many chapters include a <i>Map Study</i> that focuses on one of the six essential elements of geography.<br>5-8<br><i>Graphic Organizer Activity</i> 9<br><b>Teacher Wraparound Edition:</b><br>CL 7; GP 6, 7, 8; MSN 6<br>Each of these map skills includes appropriate teaching suggestions for the classroom instructor. |

| STANDARDS   | PAGE REFERENCES  |
|---|--|
| 3. Explain the spatial concepts of relative and absolute location and distance.   | <b>Student Edition:</b><br>5-6<br><i>Reading Check</i> 5, 6<br><i>Map Skills</i> 44<br><b>Teacher Wraparound Edition:</b><br>T 44  |
| 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. | <b>Student Edition:</b><br><i>Map Skills</i> 44, 108, 394<br><b>Teacher Wraparound Edition:</b><br>T 44, 108, 394  |
| 5. Use geographic tools and technologies to pose and answer questions about spatial distributions and patterns on Earth.                                      | <b>Student Edition:</b><br><i>Map Skills</i> 651<br><b>Teacher Wraparound Edition:</b><br>T 651  |
| 6. Distinguish among the major map types, including physical, political, topographic, and demographic.  | <b>Student Edition:</b><br><i>Map Skills</i> 62, 165, 211, 284, 356, 511, 567, 651<br><b>Teacher Wraparound Edition:</b><br>T 62, 165, 211, 284, 356, 511, 567, 651                          |
| 7. Explain the distribution of major human and physical features at country and global scales.  | <b>Student Edition:</b><br>668<br><i>Map Skills</i> 62, 165, 651<br><b>Teacher Wraparound Edition:</b><br>T 62, 165, 651   |
| 8. Use thematic maps to describe places (e.g., patterns of population, diseases, rainfall).   | <b>Student Edition:</b><br>668<br><i>Map Skills</i> 651<br><b>Teacher Wraparound Edition:</b><br>T 651   |
| 9. Describe and distinguish among the various map projections, including size, shape, distance, and direction.  | <b>Student Edition:</b><br><i>Map Skills</i> 17<br><b>Teacher Wraparound Edition:</b><br>T 17  |
| 10. Describe location technologies, such as Geographic Information Systems (GIS) and Global Positioning Systems (GPS).  | <b>Student Edition:</b><br>Location technologies such as Geographic Information Systems (GIS) and Global Positioning Systems (GPS) deal with exact location; this is discussed on pages 5-6. |

| STANDARDS  | PAGE REFERENCES   |
|--|---|
| 11. Describe the significance of the major cities of New Jersey, the United States, and the world.                                   | <p><b>Student Edition:</b><br/>The development of modern cities is discussed on pages 532-533 and 551. Maps showing the locations of major cities are found on pages 700-719.<br/><i>Then and Now</i> 532</p> |
| <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. | <p><b>Student Edition:</b><br/>6-7<br/><i>Reading Check</i> 7<br/><i>Section Assessment</i> 9 #3<br/><b>Teacher Wraparound Edition:</b><br/>CL 7; EC 12</p>   |
| 2. Describe how regions change over time.  | <p><b>Student Edition:</b><br/>6-7<br/>Maps that show changes in a region appear on pages 228, 235, 251, 270, 306, 337, 356, 617, 619, and 637.<br/><b>Teacher Wraparound Edition:</b><br/>SO 17</p>          |
| 3. Compare the natural characteristics used to define a region.  | <p><b>Student Edition:</b><br/>6, 9, 13-14<br/><b>Teacher Wraparound Edition:</b><br/>EC 12</p>   |
| 4. Explain how regional systems are interconnected (e.g., watersheds, trade, transportation systems).                                | <p><b>Student Edition:</b><br/>6-7, 9, 13-14<br/><b>Teacher Wraparound Edition:</b><br/>CT 14</p>   |
| 5. Discuss how the geography of New Jersey impacts transportation, industry, and community development.                              | <p><b>Student Edition:</b><br/>Information on pages 5-8, 9, and 13-14 can be used as a basis for discussing the specific geography of New Jersey.</p>   |
| 6. Discuss the similarities and differences among rural, suburban, and urban communities.  | <p><b>Student Edition:</b><br/>375-376, 403-405, 435-436, 551<br/><b>Teacher Wraparound Edition:</b><br/>CL 438; MP 404</p>   |

| STANDARDS   | PAGE REFERENCES   |
|---|---|
| <p>7. Describe the types of regions and the influence and effects of region labels including:</p> <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> | <p><b>Student Edition:</b><br/>7</p> <p>Maps of formal regions (empires, kingdoms, colonies, countries, etc.) are found on pages 94, 108, 119, 125, 141, 144, 196, 235, 271, 284, 310, 323, 498, 538, 549, 596, 648 and 663.</p>  |
| <p><b>C. Physical Systems</b></p>   |   |
| <p>1. Describe the characteristics and spatial distribution of major Earth ecosystems.</p>  | <p><b>Student Edition:</b><br/>7</p> <p>The characteristics and spatial distribution of Earth's major ecosystems are influenced by the surrounding land, water, and climate, discussed on pages 9-18.</p> <p><i>Reading Check</i> 15 (all)</p> <p><b>Teacher Wraparound Edition:</b><br/>CT 14; EC 12; MC 15; SO 17</p> |
| <p>2. Discuss how ecosystems function locally and globally.</p>   | <p><b>Student Edition:</b><br/>7, 9, 13-16</p> <p><i>Fun Facts</i> 16</p> <p><b>Teacher Wraparound Edition:</b><br/>CT 13; EC 12, 16; G 12; MC 15</p>   |
| <p>3. Predict effects of physical processes and changes on the Earth.</p>   | <p><b>Student Edition:</b><br/>7, 10-13</p> <p><i>Map Study</i> 11</p> <p><b>Teacher Wraparound Edition:</b><br/>CL 11; CT 12; G 10; LPP 11; MC 10</p>  |
| <p>4. Discuss how the community and its environment function as an ecosystem.</p>   | <p><b>Student Edition:</b><br/>7, 9, 13-16</p> <p><i>Fun Facts</i> 16</p> <p><b>Teacher Wraparound Edition:</b><br/>CT 13; EC 16; G 12</p>  |
| <p>5. Describe how the physical environment affects life in different regions (e.g., population density, architecture, transportation systems, industry, building materials, land use, recreation).</p>   | <p><b>Student Edition:</b><br/>7, 13, 14, 18</p> <p><b>Teacher Wraparound Edition:</b><br/>CT 13, 14; G 12</p>  |

| STANDARDS   | PAGE REFERENCES   |
|---|---|
| <b>D. Human Systems</b>   |   |
| 1. Discuss how technology affects the ways in which people perceive and use places and regions.       | <p><b>Student Edition:</b><br/>7-8, 668-669</p> <p><b>Teacher Wraparound Edition:</b><br/>A 669; C 669; CL 665; DYK 669; F 668; R 669; SO 668; T 668</p>  |
| 2. Analyze demographic characteristics to explain reasons for variations between populations.         | <p><b>Student Edition:</b><br/>651</p> <p>The related skills of drawing conclusions and predicting consequences are practiced on pages 461 and 571.</p> <p><b>Teacher Wraparound Edition:</b><br/>SO 651; T 461, 571, 651</p> |
| 3. Compare and contrast the primary geographic causes for world trade.                                | <p><b>Student Edition:</b><br/>7-8, 63, 102-103, 125, 399, 401, 665</p> <p><i>Map Study</i> 400</p> <p><b>Teacher Wraparound Edition:</b><br/>EC 469; G 469; S 468</p>  |
| 4. Analyze the patterns of settlement in different urban regions of the world.                        | <p><b>Student Edition:</b><br/>7-8, 532-533, 551</p> <p><i>Reading Check</i> 511 #2</p> <p><i>Then and Now</i> 532</p> <p><i>Map Skills</i> 651</p> <p><b>Teacher Wraparound Edition:</b><br/>CT 14; EC 532; SO 651</p>       |
| 5. Discuss how and why people cooperate, but also engage in conflict, to control the Earth's surface. | <p><b>Student Edition:</b><br/>18, 222, 388-389, 549, 615, 634, 652-656, 664</p> <p><i>Caption Question</i> 18</p> <p><b>Teacher Wraparound Edition:</b><br/>DYK 655; G 19, 615; MP 470</p>                                   |
| 6. Compare the patterns and processes of past and present human migration.                            | <p><b>Student Edition:</b><br/>7-8, 532, 488, 490, 492-496, 496-497, 497-499, 546-547, 551</p> <p><i>Then and Now</i> 532</p> <p><b>Teacher Wraparound Edition:</b><br/>G 7, 493, 497; MC 494</p>                             |

| STANDARDS  | PAGE REFERENCES   |
|--|---|
| 7. Explain and identify examples of global interdependence.  | <b>Student Edition:</b><br>7-8, 665<br><i>Section Assessment 666 #5</i><br><b>Teacher Wraparound Edition:</b><br>C 666; CL 664, 665   |
| 8. Describe how physical and human characteristics of regions change over time.  | <b>Student Edition:</b><br>6-7<br>Maps that show changes in a region appear on pages 228, 235, 251, 270, 306, 337, 356, 617, 619, and 637.<br><b>Teacher Wraparound Edition:</b><br>SO 17 |
| <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).                                 | <b>Student Edition:</b><br>8, 530-533, 663, 664<br><i>Linking Across Time 531</i><br><b>Teacher Wraparound Edition:</b><br>CLA 664; E 532; G 8; H 527; L 530                              |
| 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. | <b>Student Edition:</b><br>8, 20, 664<br><i>Section Assessment 21 #3</i><br><i>Reading Check 664</i><br><b>Teacher Wraparound Edition:</b><br>CL 664; G 20; S 665                         |
| 3. Compare and contrast conservation practices and alternatives for energy resources.  | <b>Student Edition:</b><br>20<br><i>Section Assessment 21 #2, #3</i><br><b>Teacher Wraparound Edition:</b><br>A 20; DYK 21; G 20; S 21  |
| 4. Compare and contrast various ecosystems and describe their interrelationship and interdependence.   | <b>Student Edition:</b><br>7, 9, 13-16<br><i>Fun Facts 16</i><br><b>Teacher Wraparound Edition:</b><br>CT 13; EC 12, 16; G 12; MC 15  |
| 5. Describe world, national, and local patterns of resource distribution and utilization, and discuss the political and social impact.   | <b>Student Edition:</b><br>19-21, 665<br><i>Reading Check 19</i><br><b>Teacher Wraparound Edition:</b><br>CL 20; CT 19; DYK 21; G 19  |

| STANDARDS  | PAGE REFERENCES  |
|--|--|
| 6. Analyze the importance of natural and manufactured resources in New Jersey.                         | <p><b>Student Edition:</b><br/>           A discussion of natural resources in general appears on pages 19-21. Natural resources within the United States are discussed on pages 495, 497, 499, 534, 546-547, and 550.<br/> <i>Reading Check 19</i></p> <p><b>Teacher Wraparound Edition:</b><br/>           CL 20</p> |
| 7. Delineate and evaluate the issues involved with sprawl, open space, and smart growth in New Jersey. | <p><b>Student Edition:</b><br/>           Problems related to urbanization are discussed on pages 532-533 and 551.</p>   |