



World History Journey Across Time

The Early Ages
© 2005

STANDARDS	PAGE REFERENCES
<p>6.1: ALL STUDENTS WILL UTILIZE HISTORICAL THINKING, PROBLEM SOLVING, AND RESEARCH SKILLS TO MAXIMIZE THEIR UNDERSTANDING OF CIVICS, HISTORY, GEOGRAPHY, AND ECONOMICS.</p>	
<p>Building upon the knowledge and skills gained in the previous grades, by the end of Grade 8 students will:</p>	
<p>A. Social Studies Skills</p>	
<p>1. Analyze how events are related over time.</p>	<p>Student Edition: <i>Tools of the Historian</i> TOOLS1-TOOLS3 <i>Skillbuilder Handbook</i> 711, 712 Teacher Wraparound Edition: DI 1; EC TOOLS0; TLA 0, 108, 254, 400, 564</p>
<p>2. Use critical thinking skills to interpret events, recognize bias, point of view, and context.</p>	<p>Student Edition: <i>Tools of the Historian</i> TOOLS4-TOOLS5 <i>Skillbuilder Handbook</i> 709, 713, 714, 715, 716, 720, 725 Teacher Wraparound Edition: CTA 96; DI 118</p>
<p>3. Assess the credibility of primary and secondary sources.</p>	<p>Student Edition: <i>Tools of the Historian</i> TOOLS4-TOOLS5 <i>Primary Source</i> 71, 122, 135 <i>World Literature</i> 164-167 <i>Skillbuilder Handbook</i> 714, 715, 716 Teacher Wraparound Edition: CC 20; CTA TOOLS4</p>

STANDARDS	PAGE REFERENCES
4. Analyze data in order to see persons and events in context.	<p>Student Edition: <i>Tools of the Historian</i> TOOLS4-TOOLS5 <i>Skillbuilder Handbook</i> 709, 713, 714, 715, 716, 720, 725</p> <p>Teacher Wraparound Edition: CTA 96; DI 118</p>
5. Examine current issues, events, or themes and relate them to past events.	<p>Student Edition: <i>Tools of the Historian</i> TOOLS1-TOOLS13 <i>Skillbuilder Handbook</i> 711, 715, 716, 720, 722, 723</p>
6. Formulate questions based on information needs.	<p>Student Edition: <i>Tools of the Historian</i> TOOLS1-TOOLS13 <i>Skillbuilder Handbook</i> 714, 715, 716, 719, 722</p>
7. Use effective strategies for locating information.	<p>Student Edition: <i>Geography Handbook</i> GH1-GH15 <i>Tools of the Historian</i> TOOLS1-TOOLS13 <i>Skillbuilder Handbook</i> 715, 716, 719</p> <p>Teacher Wraparound Edition: CLA GH4, GH8; CTA GH12, TOOLS4, TOOLS12</p>
8. Compare and contrast competing interpretations of current and historical events.	<p>Student Edition: <i>Tools of the Historian</i> TOOLS8-TOOLS9 <i>Using Geography Skills</i> 13, 246 <i>You Decide</i> 24-25, 180-181 <i>Skillbuilder Handbook</i> 713, 714, 715, 716</p> <p>Teacher Wraparound Edition: ICA 42</p>
9. Interpret events considering continuity and change, the role of chance, oversight and error, and changing interpretations by historians.	<p>Student Edition: <i>Tools of the Historian</i> TOOLS4-TOOLS5 <i>Skillbuilder Handbook</i> 709, 713, 714, 715, 716, 720, 725</p> <p>Teacher Wraparound Edition: CTA 96; DI 118</p>
10. Distinguish fact from fiction by comparing sources about figures and events with fictionalized characters and events.	<p>Student Edition: <i>Tools of the Historian</i> TOOLS4-TOOLS5 <i>Skillbuilder Handbook</i> 709, 713, 714, 715, 716, 720, 725</p> <p>Teacher Wraparound Edition: CTA 96; DI 118</p>

STANDARDS	PAGE REFERENCES
11. Summarize information in written, graphic, and oral formats.	Student Edition: <i>Tools of the Historian</i> TOOLS8-TOOLS9 <i>Using Geography Skills</i> 13, 246 <i>You Decide</i> 24-25, 180-181 <i>Skillbuilder Handbook</i> 713, 714, 715, 716 Teacher Wraparound Edition: ICA 42
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.	
A. The Birth of Civilization to 1000 BCE	
1. Describe the physical and cultural changes that shaped the earliest human communities as revealed through scientific methods, including: <ul style="list-style-type: none"> • Early hominid development, including the development of language and writing • Migration and adaptation to new environments • Differences between wild and domestic plants and animals • Locations of agricultural settlements • Differences between hunter/gatherer, fishing, and agrarian communities 	Student Edition: 9-11, 13-15 <i>The Way It Was</i> 11 <i>Using Geography Skills</i> 13 <i>Understanding Charts</i> 14 Teacher Wraparound Edition: CTA 11; ICA 13
2. Describe how environmental conditions impacted the development of different human communities (e.g., population centers, impact of the last Ice Age).	Student Edition: TOOLS6, 10-11 <i>Biography</i> 12 Teacher Wraparound Edition: EC TOOLS6; PR 4
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).	Student Edition: 17-21, 23, 39-46, 195-201, 225-231 <i>Using Geography Skills</i> 17, 195 <i>Understanding Charts</i> 44 Teacher Wraparound Edition: CTA 19; PR 190

STANDARDS	PAGE REFERENCES
B. Early Human Societies to 500C E	
<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"> • The origins of Judaism and Christianity and the emergence of the Judeo-Christian tradition • The influence of Confucianism, Daoism, and Buddhism on the formation of Chinese civilization • Hinduism, the Aryan migrations, and the caste system in India • The influence of Buddhism in India 	<p>Student Edition: 81-85, 87-92, 93-102, 203-208, 236-239, 344-350, 374-378</p> <p><i>Primary Source</i> 83 <i>Understanding Charts</i> 204 <i>Biography</i> 207</p>
<p>2. Describe the political framework of Athenian society and its influence on modern society, including:</p> <ul style="list-style-type: none"> • The influence of Athenian political ideals on public life • The importance of participatory government • The role of women in Athenian society, their rights under law, and possible reasons why democracy was limited to males • Athenian ideas and practices related to political freedom, national security, and justice 	<p>Student Edition: 122-123, 128-130, 139-140, 143-144</p> <p><i>Understanding Charts</i> 140 <i>The Way It Was</i> 143</p> <p>Teacher Wraparound Edition: CAY 122; CTA 157; ICA 128; PR 112</p>
<p>3. Describe the social and political characteristics of the Greek city-states, including:</p> <ul style="list-style-type: none"> • Similarities and differences between Athenian democracy and Spartan military aristocracy • Location and political structure of the city-states • Hierarchical relationships in Greek societies • Civic, economic, and social tasks performed by men and women of different classes 	<p>Student Edition: 125-130</p> <p><i>Using Geography Skills</i> 125</p> <p>Teacher Wraparound Edition: CTA 127; DI 126; EC 129; ICA 128; MAA 126; MAP 127; TT 127</p>

STANDARDS	PAGE REFERENCES
<p>4. Describe the significant contributions of ancient Greece to Western Civilization, including:</p> <ul style="list-style-type: none"> • Characteristics of Classic Greek art and architecture and how they are reflected in modern art and architecture • Socrates' values and ideas • Philosophy, including Plato and Aristotle • Greek drama, including Sophocles and Euripides • History, including Herodotus, Xenophon, and Thucydides • Greek mythology 	<p>Student Edition: 157-163, 169-173, 183-186 <i>Linking Past & Present</i> 160 <i>Greek Philosophers</i> 170 <i>Biography</i> 172 <i>Understanding Charts</i> 185 Teacher Wraparound Edition: CAY 161; CC 161; EC 160</p>
<p>5. Discuss the cultural influences of Greece, Egypt, Persia, and India on Mediterranean cultures through assimilation, conquest, migration, and trade.</p>	<p>Student Edition: 60-67, 132-133, 176-178, 183-186, 210-216 <i>Using Geography Skills</i> 132, 176 <i>History Makers</i> 215 Teacher Wraparound Edition: CTA 185; RT 210</p>
<p>6. Discuss the origins and social framework of Roman society, including:</p> <ul style="list-style-type: none"> • The geographic location of various ethnic groups on the Italian peninsula and their influence on early Roman society • The legends of the founding of Rome and how they reflect the beliefs and values of its citizens • Daily life in Rome and Pompeii 	<p>Student Edition: 263-267 <i>Using Geography Skills</i> 263 <i>Primary Source</i> 264 <i>Linking Past & Present</i> 290 Teacher Wraparound Edition: CTA 265; DI 264; HM 264; PR 258</p>
<p>7. Describe the political and social framework of Roman society, including:</p> <ul style="list-style-type: none"> • Political and social institutions of the Roman Republic and reasons for its transformation from Republic to Empire • The influence of key Roman leaders 	<p>Student Edition: 269-276, 278-283 <i>The Way It Was</i> 271 <i>History Makers</i> 271 <i>Biography</i> 272 Teacher Wraparound Edition: CTA 271; DI 270; ICA 273; RT 269</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>Student Edition: 278-283, 287-294, 303-310 <i>Using Geography Skills</i> 274, 292-293 <i>You Decide</i> 284-285 <i>Understanding Charts</i> 288 Teacher Wraparound Edition: CAY 275; DI 288; ICA 273</p>

STANDARDS	PAGE REFERENCES
<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>Student Edition: 318-326 <i>Understanding Charts</i> 318 <i>Primary Source</i> 320 <i>Using Geography Skills</i> 323 Teacher Wraparound Edition: CTA 320, 325; EC 323</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>Student Edition: 574-577, 583-585 <i>Using Geography Skills</i> 575 Teacher Wraparound Edition: MAP 583; RT 573, 583</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>Student Edition: 574-577, 583-585 <i>Using Geography Skills</i> 575 <i>The Way It Was</i> 584 Teacher Wraparound Edition: DI 574; MAP 576; RT 573, 583; TT 576</p>
<p>C. Expanding Zones of Exchange and Interaction to 1400 CE</p>	
<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>Student Edition: 155-163, 169-173, 183-186, 303-310, 325-326, 359-364 Teacher Wraparound Edition: CLA 309; CTA 305; EC 292; PR 112</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"> • The origin and development of Islamic law • The significance of the Quran and the Five Pillars of Islam • The diverse religious, cultural, and geographic factors that influenced the ability of the Muslim government to rule • The split into Sunni and Shi'ite factions • The importance of Muslim civilization in mediating long-distance commercial, cultural, intellectual, and food crop exchange across Eurasia and parts of Africa 	<p>Student Edition: 373-378, 380-386, 388-394 <i>The Five Pillars of Islam</i> 378 <i>Understanding Charts</i> 381 <i>Using Geography Skills</i> 383, 385 Teacher Wraparound Edition: CAY 385</p>

STANDARDS	PAGE REFERENCES
<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>Student Edition: 409-415, 417-422, 424-429, 431-436, 485-490, 492-497, 499-504, 540 <i>Using Geography Skills</i> 425 Teacher Wraparound Edition: ICA 420</p>
<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>Student Edition: 445-453, 461-467, 469-476 <i>Using Geography Skills</i> 448 <i>Understanding Charts</i> 451 Teacher Wraparound Edition: CLA 451; CTA 447; EC 458</p>
<p>5. Analyze the relationships between Mesoamerican and Andean societies, including:</p> <ul style="list-style-type: none"> • The growth of urban societies and urban planning • Religions and rituals • Governing structure and economy • The construction of the Mesoamerican calendar • Similarities in agriculture, societal structures, and artisan crafts 	<p>Student Edition: 575-578, 583-588 <i>Using Geography Skills</i> 575, 577 <i>Biography</i> 589 Teacher Wraparound Edition: CLA 588; EC 577, 587; RT 583</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>Student Edition: 537, 681-682 <i>Primary Source</i> 537, 682 <i>Biography</i> 683</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>Student Edition: 359-364, 519-521, 523-531 <i>You Decide</i> 532-533 Teacher Wraparound Edition: CAY 528; EC 530; HM 528; MAP 523, 524; RT 523</p>
<p>D. The Age of Global Encounters (1400-1750)</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>Student Edition: 659-664, 666-669 <i>Using Geography Skills</i> 662-663 Teacher Wraparound Edition: CLA 664; DI 660; EC 663; MAA 659, 660, 661</p>

STANDARDS	PAGE REFERENCES
2. Describe the significant contributions of the Renaissance and Reformation to European society, including major achievements in literature, music, painting, sculpture, and architecture.	Student Edition: 609-615, 619-626 <i>Primary Source</i> 614 <i>Biography</i> 622 <i>The Way It Was</i> 624 Teacher Wraparound Edition: CLA 625; EC 624; ICA 623; MAP 605; RT 619
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.	Student Edition: 577-578, 585-588 <i>Using Geography Skills</i> 575, 577 <i>Biography</i> 589 Teacher Wraparound Edition: CTA 585; DI 584; EC 577; MAP 569; RT 583
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.	
A. Family and Community Life Reinforce indicators from previous grade levels.	
Building upon knowledge and skills gained in preceding grades, by the end of Grade 2, students will:	
1. Recognize change and continuity in their lives.	See Glencoe's <i>World History: Journey Across Time</i> © 2006.
2. Describe their family history through two generations.	This standard can be met during teacher/class discussion.
3. Compare family life today with long ago.	Student Edition: 97-98, 201, 234-235, 307-308 <i>The Way It Was</i> 143 Teacher Wraparound Edition: CAY 21, 200; DI 140, 304; ICA 13
4. Tell about their family heritage using stories, songs, and drawings.	Teacher Wraparound Edition: CAY 450; CLA 45; DI 389, 470, 486; ICA 13, 435
Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:	
1. Discuss how families long ago expressed and transmitted their beliefs and values through oral tradition, literature, songs, and celebrations.	Teacher Wraparound Edition: CAY 450; CLA 45; CTA 83, 345; DI 118, 470, 486; ICA 13, 91, 435, 473

STANDARDS	PAGE REFERENCES
2. Compare family life in a community of the past to life in a community of the present.	Student Edition: 97-98, 201, 234-235, 307-308 <i>The Way It Was</i> 143 Teacher Wraparound Edition: CAY 21, 200; DI 140, 304; ICA 13
3. Discuss the reasons why various groups, voluntarily and involuntarily, immigrated to America and New Jersey and describe the problems they encountered.	Student Edition: 691-694 <i>Using Geography Skills</i> 691, 694, 695 Teacher Wraparound Edition: CTA 83; DI 692
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.	Student Edition: 578-581, 590-592, 691-694 <i>Using Geography Skills</i> 590, 691, 694 Teacher Wraparound Edition: CAY 578; DI 389; PR 568
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.	Student Edition: 578-581, 691-694 <i>Linking Past & Present</i> 475 <i>Using Geography Skills</i> 691 Teacher Wraparound Edition: CAY 385, 528, 578, 640; CLA 475; CTA 90
6. Describe situations in which people from diverse backgrounds work together to solve common problems.	Teacher Wraparound Edition: CAY 385, 640; CLA 101; CTA 515; ICA 362; RW 395
<p>B. State and Nation</p> <p>Reinforce indicators from previous grade levels.</p> <hr/> <p>Building upon knowledge and skills gained in preceding grades, by the end of Grade 2, students will:</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.	Student Edition: 692-700 <i>Primary Source</i> 698 Teacher Wraparound Edition: CAY 696; CC 697; ICA 694; MAA 696
2. Discuss the contributions of important women, African Americans, and Native Americans to United States and New Jersey history.	Teacher Wraparound Edition: MAA 696
3. Explain the historical significance of major national holidays (e.g. Independence Day, Labor Day) and American symbols.	Student Edition: 699 <i>Primary Source</i> 698

STANDARDS	PAGE REFERENCES
4. Relate why important national buildings, statues, and monuments are associated with our national history.	This standard can be met during teacher/class discussion.
Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:	
1. Compare the major early culture of the Lenape that existed in the region that became New Jersey prior to contact with the Europeans.	<p>These references cover all Native American cultures present in North America prior to European colonization.</p> <p>Student Edition: 578-581, 590-592 <i>Using Geography Skills</i> 590</p> <p>Teacher Wraparound Edition: CAY 578; PR 568</p>
2. Discuss the reasons why revolutionary leaders, including George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston fought for independence from England.	<p>Student Edition: 695-700 <i>Using Geography Skills</i> 695 <i>Primary Source</i> 698</p> <p>Teacher Wraparound Edition: CAY 696; CLA 697; CTA 693, 698; DI 692; ICA 694; MAA 696</p>
3. Discuss New Jersey's role during the American Revolution.	<p>Student Edition: 695-700</p> <p>Teacher Wraparound Edition: CLA 697; CTA 693, 698; DI 692; ICA 694</p>
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.	<p>Student Edition: 694, 699, 700 <i>Primary Source</i> 693, 698</p> <p>Teacher Wraparound Edition: CAY 696; CTA 693</p>
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.	<p>Student Edition: 659-660, 671-676 <i>Biography</i> 677</p> <p>Teacher Wraparound Edition: ICA 674</p>
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.	See Glencoe's <i>World History: Journey Across Time</i> © 2006.
7. Describe the population shift from the farm to the city in New Jersey.	Specifics of population shift from the farm to the city in New Jersey can be discussed during teacher/class discussion.

STANDARDS	PAGE REFERENCES
<p>8. Discuss the value of the American national heritage including:</p> <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 	<p>Student Edition: 578-581, 691-694 <i>Linking Past & Present</i> 475 <i>The Way It Was</i> 578-579 <i>Using Geography Skills</i> 590 <i>Primary Source</i> 698</p> <p>Teacher Wraparound Edition: CAY 578, 640; CLA 475</p>
<p>C. Many Worlds Meet (to 1620)</p>	
<p>Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:</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>Student Edition: 659-669 <i>Using Geography Skills</i> 662-663, 667, 668</p> <p>Teacher Wraparound Edition: CLA 664; CTA 661; DI 660, 667; EC 663; MAA 666</p>
<p>2. Trace the major land and water routes of the explorers.</p>	<p>Student Edition: 659-669 <i>Using Geography Skills</i> 662-663, 667, 668</p> <p>Teacher Wraparound Edition: DI 660; EC 663</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>Student Edition: 668-669, 691-700 <i>Using Geography Skills</i> 668, 691, 694, 695 <i>Primary Source</i> 693</p> <p>Teacher Wraparound Edition: CC 692; CTA 693; DI 667</p>
<p>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.</p>	<p>Student Edition: 594-600, 661-664 <i>Primary Source</i> 597, 599 <i>Biography</i> 598 <i>Using Geography Skills</i> 662-663</p> <p>Teacher Wraparound Edition: EC 599</p>

STANDARDS	PAGE REFERENCES
5. Describe the migration of the ancestors of the Lenape Indians and their culture at the time of first contact with Europeans.	<p>These references cover all Native American cultures present in North America prior to European colonization.</p> <p>Student Edition: 578-581, 590-592 <i>Using Geography Skills</i> 590</p> <p>Teacher Wraparound Edition: CAY 578; PR 568</p>
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.	<p>Student Edition: 578-581, 590-592 <i>Using Geography Skills</i> 590</p> <p>Teacher Wraparound Edition: CAY 578; PR 568</p>
7. Analyze the cultures and interactions of peoples in the Americas, Western Europe, and Africa after 1450 including the transatlantic slave trade.	<p>Student Edition: 472-473, 594-600, 663-669, 691-700 <i>Using Geography Skills</i> 473, 668, 691, 694, 695</p> <p>Teacher Wraparound Edition: DI 667</p>
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.	<p>Student Edition: 472-473</p> <p>Teacher Wraparound Edition: CLA 474; CTA 472; ICA 473; TT 474</p>
D. Colonization and Settlement (1585-1763)	
1. Analyze the political, social, and cultural characteristics of the English colonies.	<p>Student Edition: 692-698 <i>Primary Source</i> 693 <i>Using Geography Skills</i> 694, 695</p> <p>Teacher Wraparound Edition: CAY 696; CLA 697; CTA 693; DI 692; ICA 694; RT 691</p>
2. Describe the political, religious, social, and economic institutions that emerged in Colonial America, including New Netherland and colonial New Jersey.	<p>Student Edition: 692-698 <i>Primary Source</i> 693 <i>Using Geography Skills</i> 694, 695</p> <p>Teacher Wraparound Edition: CAY 696; CLA 697; CTA 693; DI 692; ICA 694; RT 691</p>

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.	Student Edition: 594-600, 663-664, 691-692 <i>Primary Source</i> 597 <i>Biography</i> 598 <i>Using Geography Skills</i> 691 Teacher Wraparound Edition: EC 599
4. Examine the interactions between Native Americans and European settlers, such as agriculture, trade, cultural exchanges, and military alliances and conflicts.	Student Edition: 594-600, 664, 691-692 <i>Biography</i> 598 Teacher Wraparound Edition: EC 599
5. Describe Native American resistance to colonization, including the Cherokee War against the English, the French and Indian War, and King George's War.	This standard can be met during teacher/class discussion.
6. Identify factors that account for the establishment of African slavery in the Americas.	Student Edition: 472-473, 692-693 <i>Using Geography Skills</i> 473, 695
7. Discuss Spanish exploration, settlement, and missions in the American Southwest.	Student Edition: 594-597, 664, 691-692 <i>Using Geography Skills</i> 662-663, 691
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.	Student Edition: 695-700 <i>Primary Source</i> 698 Teacher Wraparound Edition: CAY 696; CLA 699; CTA 693, 698; DI 692; ICA 694; MAA 696
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.	Student Edition: 695-700 <i>Primary Source</i> 698 Teacher Wraparound Edition: CAY 696; CLA 699; CTA 693, 698; DI 692; ICA 694; MAA 696
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.	Student Edition: 697-699 <i>Primary Source</i> 698 Teacher Wraparound Edition: CAY 696; CLA 699; CTA 693; MAA 696

STANDARDS	PAGE REFERENCES
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.	These references refer to all colonies' roles in the Revolution and Teacher Wraparound references can be tailored to address New Jersey specifically. Student Edition: 695-699 Teacher Wraparound Edition: CLA 697, 699; CTA 698; DI 692
5. Discuss the political and philosophical origins of the United States Constitution and its implementation in the 1790s.	Student Edition: 681-682, 694, 699-700 <i>Understanding Charts</i> 140 <i>Primary Source</i> 537, 693, 698 Teacher Wraparound Edition: CAY 696; CTA 693; PR 112
6. Describe and map American territorial expansions and the settlement of the frontier during this period.	This period of time is covered in Glencoe's <i>World History Journey Across Time</i> © 2006.
7. Analyze the causes and consequences of continuing conflict between Native American tribes and colonists (e.g., Tecumseh's rebellion).	This period of time is covered in Glencoe's <i>World History Journey Across Time</i> © 2006.
8. Discuss the background and major issues of the War of 1812 (e.g., sectional issues, role of Native Americans).	This standard can be met during teacher/class discussion.
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.	This period of time is covered in Glencoe's <i>World History Journey Across Time</i> © 2006.
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).	This period of time is covered in Glencoe's <i>World History Journey Across Time</i> © 2006.
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).	This period of time is covered in Glencoe's <i>World History Journey Across Time</i> © 2006.

STANDARDS	PAGE REFERENCES
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.	This period of time is covered in Glencoe's <i>World History Journey Across Time</i> © 2006.
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.	This period of time is covered in Glencoe's <i>World History Journey Across Time</i> © 2006.
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.	This period of time is covered in Glencoe's <i>World History Journey Across Time</i> © 2006.
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).	This standard can be met during teacher/class discussion.
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).	This period of time is covered in Glencoe's <i>World History Journey Across Time</i> © 2006.
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.	This period of time is covered in Glencoe's <i>World History Journey Across Time</i> © 2006.
10. Explain how state and federal policies influenced various Native American tribes (e.g., homeland vs. resettlement, Black Hawk War, Trail of Tears).	This period of time is covered in Glencoe's <i>World History Journey Across Time</i> © 2006.
11. Understand the institution of slavery in the United States, resistance to it, and New Jersey's role in the Underground Railroad.	This period of time is covered in Glencoe's <i>World History Journey Across Time</i> © 2006.

STANDARDS	PAGE REFERENCES
G. Civil War and Reconstruction (1850-1877)	
<p>1. Explain the major events, issues, and personalities of the American Civil War including:</p> <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 	<p>This period of time is covered in Glencoe's <i>World History Journey Across Time</i> © 2006.</p>
<p>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.</p>	<p>This standard can be met during teacher/class discussion.</p>
<p>3. Explain Reconstruction as a government action, how it worked, and its effects after the war.</p>	<p>This standard can be met during teacher/class discussion.</p>
<p>4. Discuss the impact of retaliatory state laws and general Southern resistance to Reconstruction.</p>	<p>This standard can be met during teacher/class discussion.</p>
<p>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.</p>	<p>This standard can be met during teacher/class discussion.</p>
<p>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.</p>	
<p>A. The World in Spatial Terms</p>	
<p>1. Distinguish among the distinct characteristics of maps, globes, graphs, charts, diagrams, and other geographical representations, and the utility of each in solving problems.</p>	<p>Student Edition: <i>Reference Atlas</i> RA1-RA26 <i>Geography Handbook</i> GH1-GH15 <i>Tools of the Historian</i> TOOLS8-TOOLS9 Teacher Wraparound Edition: CLA GH8, GH14; CTA GH12; DI GH5, GH10</p>

STANDARDS	PAGE REFERENCES
2. Translate maps into appropriate spatial graphics to display geographical information.	Student Edition: <i>Reference Atlas</i> RA1-RA26 <i>Geography Handbook</i> GH1-GH15 <i>Tools of the Historian</i> TOOLS8-TOOLS9 Teacher Wraparound Edition: CLA GH8, GH14; DI GH5, GH10; ICA 391
3. Explain the spatial concepts of relative and absolute location and distance.	Student Edition: <i>Geography Handbook</i> GH5 Teacher Wraparound Edition: CC GH6; CLA GH14; DI GH5; DYK GH4; EC GH9
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.	Student Edition: <i>Reference Atlas</i> RA1-RA26 <i>Geography Handbook</i> GH8 Teacher Wraparound Edition: CLA GH8
5. Use geographic tools and technologies to pose and answer questions about spatial distributions and patterns on Earth.	Student Edition: <i>Reference Atlas</i> RA1-RA26 <i>Geography Handbook</i> GH1-GH15 <i>Tools of the Historian</i> TOOLS8-TOOLS9 Teacher Wraparound Edition: CLA GH8, GH14; DI GH5, GH10; ICA 391
6. Distinguish among the major map types, including physical, political, topographic, and demographic.	Student Edition: <i>Reference Atlas</i> RA1-RA26 <i>Geography Handbook</i> GH4-GH10 Teacher Wraparound Edition: DI GH10
7. Explain the distribution of major human and physical features at country and global scales.	Student Edition: <i>Geography Handbook</i> GH2-GH3 <i>Tools of the Historian</i> TOOLS6-TOOLS7 Teacher Wraparound Edition: EC GH3
8. Use thematic maps to describe places (e.g., patterns of population, diseases, rainfall).	Student Edition: <i>Geography Handbook</i> GH9 <i>Using Geography Skills</i> 195, 198, 263, 361, 385, 445, 463, 518, 555
9. Describe and distinguish among the various map projections, including size, shape, distance, and direction.	Student Edition: <i>Geography Handbook</i> GH4-GH7

STANDARDS	PAGE REFERENCES
10. Describe location technologies, such as Geographic Information Systems (GIS) and Global Positioning Systems (GPS).	Student Edition: <i>Geography Handbook</i> GH6 Teacher Wraparound Edition: ICA 391
11. Describe the significance of the major cities of New Jersey, the United States, and the world.	The significance of major cities in the United States and throughout the world (both historically and geographically) is discussed throughout this textbook.
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.	The content of this textbook focuses on the physical and human characteristics of places and regions of the world. Student Edition: <i>Geography Handbook</i> GH2-GH3 <i>Tools of the Historian</i> TOOLS6-TOOLS7 Teacher Wraparound Edition: EC GH3
2. Describe how regions change over time.	The content of this textbook focuses on change of regions throughout history. Student Edition: <i>Tools of the Historian</i> TOOLS1-TOOLS7, TOOLS10-TOOLS11 Teacher Wraparound Edition: EC TOOLS2
3. Compare the natural characteristics used to define a region.	Natural characteristics are described throughout this textbook for each region covered. Student Edition: <i>Geography Handbook</i> GH2-GH3 <i>Tools of the Historian</i> TOOLS6-TOOLS7 Teacher Wraparound Edition: DI GH2; EC GH3; RT GH15
4. Explain how regional systems are interconnected (e.g., watersheds, trade, transportation systems).	Student Edition: <i>Geography Handbook</i> GH2-GH3, GH14-GH15 <i>Using Geography Skills</i> 176, 246, 293, 361, 473, 695 Teacher Wraparound Edition: DI GH2; EC GH3
5. Discuss how the geography of New Jersey impacts transportation, industry, and community development.	This standard can be met during teacher/class discussion.

STANDARDS	PAGE REFERENCES
6. Discuss the similarities and differences among rural, suburban, and urban communities.	This standard can be met during teacher/class discussion.
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 	Student Edition: <i>Geography Handbook</i> GH2-GH3 Teacher Wraparound Edition: EC GH3
C. Physical Systems	
1. Describe the characteristics and spatial distribution of major Earth ecosystems.	Student Edition: 18, 39-42, 117, 195-196, 225-226, 263-264, 373, 445-446
2. Discuss how ecosystems function locally and globally.	This objective can be met during teacher/class discussion.
3. Predict effects of physical processes and changes on the Earth.	This objective can be met during teacher/class discussion.
4. Discuss how the community and its environment function as an ecosystem.	This objective can be met during teacher/class discussion.
5. Describe how the physical environment affects life in different regions (e.g., population density, architecture, transportation systems, industry, building materials, land use, recreation).	Student Edition: 18, 39-42, 117, 195-196, 225-226, 263-264, 373, 445-446 Teacher Wraparound Edition: EC TOOLS6; RT GH15
D. Human Systems	
1. Discuss how technology affects the ways in which people perceive and use places and regions.	Student Edition: 18, 41 <i>The Way It Was</i> 234-235, 291, 578-579 <i>Linking Past & Present</i> 410
2. Analyze demographic characteristics to explain reasons for variations between populations.	Student Edition: <i>Using Geography Skills</i> 361, 380, 463, 473, 513, 548, 590, 645, 691
3. Compare and contrast the primary geographic causes for world trade.	Student Edition: <i>Using Geography Skills</i> 121, 246, 293, 383, 448, 452, 668, 694, 695
4. Analyze the patterns of settlement in different urban regions of the world.	Student Edition: <i>Using Geography Skills</i> 198, 263, 323, 469, 473, 514, 548, 609, 691

STANDARDS	PAGE REFERENCES
5. Discuss how and why people cooperate, but also engage in conflict, to control the Earth's surface.	Student Edition: <i>Using Geography Skills</i> 125, 132, 246, 293, 518, 542, 662-663
6. Compare the patterns and processes of past and present human migration.	Student Edition: <i>Geography Skills</i> 33 <i>Using Geography Skills</i> 198, 323, 469, 473, 548, 573
7. Explain and identify examples of global interdependence.	Student Edition: <i>Using Geography Skills</i> 246, 293, 667, 668
8. Describe how physical and human characteristics of regions change over time.	The content of this textbook focuses on change of regions throughout history. Student Edition: <i>Tools of the Historian</i> TOOLS1-TOOLS7, TOOLS10-TOOLS11 Teacher Wraparound Edition: EC TOOLS2
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).	Student Edition: 18, 41 <i>Linking Past & Present</i> 410
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.	Student Edition: 18, 41 <i>The Way It Was</i> 234-235, 291, 578-579 <i>Linking Past & Present</i> 410
3. Compare and contrast conservation practices and alternatives for energy resources.	This standard can be met during teacher/class discussion.
4. Compare and contrast various ecosystems and describe their interrelationship and interdependence.	This standard can be met during teacher/class discussion.
5. Describe world, national, and local patterns of resource distribution and utilization, and discuss the political and social impact.	Student Edition: 18, 39-42, 117, 195-196, 225-226, 263-264, 373, 445-446 Teacher Wraparound Edition: RT GH15
6. Analyze the importance of natural and manufactured resources in New Jersey.	This standard can be met during teacher/class discussion.
7. Delineate and evaluate the issues involved with sprawl, open space, and smart growth in New Jersey.	This standard can be met during teacher/class discussion.