



The
**American
Vision**

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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><i>Building upon the knowledge and skills gained in the previous grades, by the end of Grade 12 students will:</i></p>	
<p>A. Social Studies Skills</p>	
<p>1. Analyze how historical events shape the modern world.</p>	<p>Student Edition: <i>Why It Matters</i> 42-43, 60-61, 268-269, 392-393, 422, 538-539, 684-685, 812-813, 1004-1005 Teacher Wraparound Edition: WM 42, 160, 268, 392, 422, 684, 812</p>
<p>2. Formulate questions and hypotheses from multiple perspectives, using multiple sources.</p>	<p>Student Edition: <i>Skillbuilder</i> 390, 441, 513, 651, 861, 915 Teacher Wraparound Edition: T 390, 441, 513, 651, 861, 915</p>
<p>3. Gather, analyze, and reconcile information from primary and secondary sources to support or reject hypotheses.</p>	<p>Student Edition: <i>Skillbuilder</i> 390, 487, 915, 938, 975, 1000 Teacher Wraparound Edition: T 380, 487, 915, 938, 975, 1000</p>
<p>4. Examine source data within the historical, social, political, geographic, or economic context in which it was created, testing credibility and evaluating bias.</p>	<p>Student Edition: <i>Skillbuilder</i> 513, 651 <i>You're the Historian</i> 124-125, 452-453, 534-535, 618-619, 902-903 Teacher Wraparound Edition: EC 452; T 124, 513, 618, 651</p>

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5. Evaluate current issues, events, or themes and trace their evolution through historical periods.	Student Edition: 1026-1029, 1031-1037 <i>Linking Past and Present</i> 56, 249, 416, 680 Teacher Wraparound Edition: LPP 56; T 1032
6. Apply problem-solving skills to national, state, or local issues and propose reasoned solutions.	Student Edition: <i>Practicing Skills</i> 863 <i>Skillbuilder</i> 598, 617, 861 Teacher Wraparound Edition: T 598, 617, 861
7. Analyze social, political, and cultural change and evaluate the impact of each on local, state, national, and international issues and events.	Student Edition: 620-623, 682-688, 790-796, 820-825, 920-925 Teacher Wraparound Edition: C 623, 825; ICA 793; T 683
8. Evaluate historical and contemporary communications to identify factual accuracy, soundness of evidence, and absence of bias and discuss strategies used by the government, political candidates, and the media to communicate with the public.	Student Edition: <i>Different Viewpoints</i> 588, 898, 986 <i>Skillbuilder</i> 390, 513, 1000 Teacher Wraparound Edition: CTA 588; T 390, 513, 1000
STANDARD 6.2 (CIVICS) ALL STUDENTS WILL KNOW, UNDERSTAND AND APPRECIATE THE VALUES AND PRINCIPLES OF AMERICAN DEMOCRACY AND THE RIGHTS, RESPONSIBILITIES, AND ROLES OF A CITIZEN IN THE NATION AND THE WORLD.	
A. Civic Life, Politics, and Government	
1. Analyze how reserved and jointly held powers in the United States Constitution result in tensions among the three branches of government and how these tensions are resolved (e.g., <i>Marbury v. Madison</i> -1803; <i>Federalist #78</i> ; <i>United States v. Nixon</i> -1974, claims of Executive Privilege by Presidents Nixon, Clinton, and Bush).	Student Edition: 168-169, 181-182, 222, 223, 961, 1019-1021 <i>Chart</i> 181 Teacher Wraparound Edition: C 962; E 169; ICA 182; RS 180
2. Apply the concept of the rule of law to contemporary issues (e.g., impeachment of President Clinton, use of Executive Privilege, recess appointments to federal courts, the Senate's advise and consent process, and the use of litmus tests).	Student Edition: 180-182, 961, 1019-1021, 1029 Teacher Wraparound Edition: C 962; RS 180
3. Analyze how individual responsibility and commitment to law are related to the stability of American society.	Student Edition: 185-187 <i>Reviewing Themes</i> 187 Teacher Wraparound Edition: CLA 186; D 186

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4. Evaluate competing ideas about the purpose of the national and state governments and how they have changed over time (e.g., the American version of federalism, the powers of the federal government and the states, differing interpretations of Article I, Sections 8-10).	Student Edition: 180-182, 193-194, 211, 954-955 <i>Writing Activity</i> 1039 Teacher Wraparound Edition: CTA 195; E 193; RS 180
5. Discuss how participation in civic and political life can contribute to the attainment of individual and public good.	Student Edition: 185-187 <i>Reviewing Themes</i> 187 Teacher Wraparound Edition: CLA 186; D 186
6. Evaluate ways that national political parties influence the development of public policies and political platforms, including political action committees, McCain-Feingold Act, platform committees, and political campaigns.	Student Edition: 213-214, 492-497, 504, 840-841, 987, 988, 1018-1019, 1026-1029 Teacher Wraparound Edition: C 497; ICA 495; T 84
7. Analyze how public opinion is measured and used in public debate (e.g., electronic polling, focus groups, Gallup polls, newspaper and television polls) and how public opinion can be influenced by the government and the media.	Student Edition: 905 <i>Practicing Skills</i> 1009 <i>Skillbuilder</i> 1000 Teacher Wraparound Edition: FYI 194; T 1000
B. American Values and Principles	
1. Analyze major historical events and important ideas that led to and sustained the constitutional government of the United States, including the Constitutional Convention of 1787, the Judiciary Act of 1789, the first Cabinet under George Washington, and Amendments 1-15.	Student Edition: 164-169, 199-202, 211, 223, 379-380, 395 <i>Why It Matters</i> 392-393 Teacher Wraparound Edition: C 169; EC 202; T 211
2. Propose and justify new local, state, or federal governmental policies on a variety of contemporary issues (e.g., definition of marriage, voting systems and procedures, censorship, religion in public places).	Student Edition: <i>Writing About History</i> 984, 1025, 1037 Teacher Wraparound Edition: DI 1024
3. Describe historic and contemporary efforts to reduce discrepancies between ideals and reality in American public life, including Amendments 13-15, the Civil Rights Act of 1866 and 1875, the Abolitionist movement, the Civil War, and the end of slavery in the United States.	Student Edition: 201-202, 350-356, 379-380, 384-388, 510-511 <i>Why It Matters</i> 392-393 Teacher Wraparound Edition: C 356; CD 510; DC 286; EC 202

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<p>4. Discuss how a common and shared American civic culture is based on commitment to central ideas in founding-era documents (e.g., United States Constitution) and in core documents of subsequent periods of United States history (e.g., Washington’s Farewell Address; Seneca Falls Declaration of Sentiments and Resolutions-1848; The Gettysburg Address; President Franklin Roosevelt’s “Four Freedoms” speech -1941; President Kennedy’s Inaugural Address-1961; the 17th, 19th, and 24th Amendments; Martin Luther King Jr.’s “I Have a Dream” speech and the “Letter from Birmingham Jail”).</p>	<p>Student Edition: 164-169, 178-187, 217-218, 549, 551, 879, 1068, 1070, 1072, 1075, 1078 <i>Writing About History</i> 220 Teacher Wraparound Edition: CTA 168; ICA 182; RS 180</p>
<p>5. Analyze the successes of American society and disparities between American ideals and reality in American political, social, and economic life and suggest ways to address them (e.g., rights of minorities, women, physically and mentally challenged individuals, foreign born individuals).</p>	<p>Student Edition: 150-151, 274-275, 428-429, 468, 508, 585, 587 Teacher Wraparound Edition: C 468; CTA 151, 429; RS 509</p>
<p>6. Explore the importance and presence of voluntarism and philanthropy in America and examine the role of local, state, national, and international organizations such as the American Red Cross, the Salvation Army, and the Rotary.</p>	<p>Student Edition: 478, 483-484, 857 <i>Critical Thinking</i> 480, 486 Teacher Wraparound Edition: R 484</p>
<p>C. The Constitution and American Democracy</p>	
<p>1. Debate current issues and controversies involving the central ideas of the American constitutional system, including representative government (e.g., Electoral College and the popular vote), civic virtue (e.g., increasing voter turnout through registrations and campaigns), checks and balances, and limits on governmental power.</p>	<p>Student Edition: 181-182, 982, 1026, 1028 <i>Chart</i> 181 Teacher Wraparound Edition: RA 180</p>
<p>2. Analyze, through current and historical examples and Supreme Court cases, the scope of governmental power and how the constitutional distribution of responsibilities seeks to prevent the abuse of that power.</p>	<p>Student Edition: 168-169, 181-182, 222, 223, 961, 1019-1021 <i>Chart</i> 181 Teacher Wraparound Edition: C 962; E 169; ICA 182; RS 180</p>
<p>3. Compare the American system of representative government with systems in other democracies such as the parliamentary systems in England and France.</p>	<p>Student Edition: 172-175, 221-225, 636-639, 1026-1029 <i>Skillbuilder</i> 163 Teacher Wraparound Edition: T 148, 163</p>

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<p>4. Compare and contrast the major constitutional and legal responsibilities of the federal government for domestic and foreign policy and describe how disagreements are resolved.</p>	<p>Student Edition: 180-185 <i>Chart</i> 181, 183 <i>Critical Thinking</i> 187 Teacher Wraparound Edition: EC 184; ICA 182</p>
<p>5. Describe the nature of political parties in America and how they reflect the spectrum of political views on current state and federal policy issues.</p>	<p>Student Edition: 213-214, 492-497, 504, 840-841, 987, 988, 1018-1019, 1026-1029 Teacher Wraparound Edition: C 497; ICA 495; T 84</p>
<p>6. Explain the federal and state legislative process and analyze the influence of lobbying, advocacy groups, the media, and campaign finance on the development of laws and regulations.</p>	<p>Student Edition: 182-183, 549-553, 874 <i>Chart</i> 183 <i>National Geographic</i> 552 Teacher Wraparound Edition: CP 551</p>
<p>D. Citizenship</p>	
<p>1. Evaluate the characteristics needed for effective participation in civic and political life.</p>	<p>Student Edition: 185-187 <i>Reviewing Themes</i> 187 Teacher Wraparound Edition: CLA 186; D 186</p>
<p>2. Compare and contrast the rights and responsibilities of government and its citizens as delineated in the United States Constitution, the New Jersey Constitution of 1947, and the United Nations' Universal Declaration of Human Rights.</p>	<p>Student Edition: 185-187 <i>Reviewing Themes</i> 187 Teacher Wraparound Edition: CLA 186; D 186</p>
<p>3. Compare and contrast the benefits of American citizenship (e.g., habeas corpus, secret ballots, freedom of movement and expression) with those of citizens of other nations, including democratic and non-democratic countries.</p>	<p>Student Edition: 185-187, 708-712, 719-724 <i>Reviewing Themes</i> 187 Teacher Wraparound Edition: C 724; CLA 186; D 186; T 148</p>
<p>4. Recommend ways that citizens can use knowledge of state or federal government policies and decision-making processes to influence the formation, development, or implementation of current public policy issues (e.g., First Amendment right to petition for redress of grievances).</p>	<p>Student Edition: 185-187, 549-551, 551-553, 874 <i>National Geographic</i> 552 Teacher Wraparound Edition: CP 551</p>

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<p>5. Discuss how citizens can participate in the political process at the local, state, or national level (e.g., registering to vote, voting, attending meetings, contacting a representative, demonstrating, petitions, boycotting) and analyze how these forms of political participation influence public policy.</p>	<p>Student Edition: 185-187 <i>Reviewing Themes</i> 187 Teacher Wraparound Edition: CLA 186; D 186</p>
<p>E. International Education: Global Challenges, Cultures, and Connections</p>	
<p>1. Compare and contrast key past and present United States foreign policy actions (e.g., diplomacy, economic aid, humanitarian aid, military aid) and positions (e.g., treaties, sanctions, interventions) and evaluate their consequences.</p>	<p>Student Edition: 726-728, 764-765, 798-802, 898-899, 1004-1005, 1020-1021, 1034-1037 <i>Different Viewpoints</i> 898-899 Teacher Wraparound Edition: C 802, 1021; RS 798</p>
<p>2. Analyze and evaluate United States foreign policy actions and positions, including the Monroe Doctrine, the Mexican Cession, the Truman Doctrine, the Cold War, the world-wide struggle against terrorism, and the Iraq War.</p>	<p>Student Edition: 244, 311, 523, 541, 785, 797-802, 810, 846-851, 1032-1033, 1070, 1076 Teacher Wraparound Edition: C 311, 541, 802, 851; ICA 523; RS 798</p>
<p>3. Describe how the world is organized politically into nation-states and alliances and how these interact with one another through organizations such as the European Union, North Atlantic Treaty Organization (NATO), the United Nations, the World Court, and the Group of Seven Industrialized Nations (G7).</p>	<p>Student Edition: 771, 786-788, 1020, 1023, 1036-1037 <i>Map</i> 800 Teacher Wraparound Edition: ICA 771</p>
<p>4. Analyze and evaluate the interconnections of local, regional, and national issues with global challenges and issues, and recommend possible solutions.</p>	<p>Student Edition: 1017-1018, 1020-1021, 1022-1025, 1031-1037 Teacher Wraparound Edition: C 1021; CTA 1035; DI 1024</p>
<p>5. Discuss how global interconnections can have both positive and negative consequences (e.g., international companies, transfer of jobs to foreign plants, international security and access to transportation).</p>	<p>Student Edition: 1022-1025 <i>Critical Thinking</i> 1025 <i>Writing About History</i> 1025 Teacher Wraparound Edition: C 1025; DI 1024</p>
<p>6. Investigate a global challenge (e.g., hunger, AIDS, nuclear defense, global warming) in depth and over time, predict the impact if the current situation does not change, and offer possible solutions.</p>	<p>Student Edition: 1022-1025, 1031-1037 <i>Critical Thinking</i> 1038 Teacher Wraparound Edition: C 1025; CTA 1035; DI 1024</p>

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7. Participate in events to acquire understanding of complex global problems (e.g., Model United Nations, international simulations, field trips to government sites).	<p>The following references can be used as ideas to aid students in fulfilling this standard.</p> <p>Student Edition: 1022-1025, 1031-1037 <i>Critical Thinking</i> 1038</p> <p>Teacher Wraparound Edition: C 1025; CTA 1035; DI 1024</p>
8. Justify an opinion or idea about a global issue while showing respect for divergent viewpoints.	<p>Student Edition: <i>Critical Thinking</i> 1038 <i>Writing About History</i> 1025, 1037</p> <p>Teacher Wraparound Edition: C 1025; CTA 1035; DI 1024</p>
9. Discuss the impact of technology, migration, the economy, politics, and urbanization on culture.	<p>Student Edition: 420-423, 496, 626-627, 643-644, 829-830, 882-883, 1014-1015</p> <p>Teacher Wraparound Edition: C 423; CTA 496; DI 1014; ICA 643; T 829</p>
10. Compare and contrast common social and behavioral practices in various cultures (e.g., birth, marriage, death, gender issues, family structure, health issues).	<p>Student Edition: 613-614, 926-930, 971-972, 1018</p> <p>Teacher Wraparound Edition: C 930; ICA 613, 929</p>
11. Participate in activities that foster understanding and appreciation for diverse cultures (e.g., world language instruction, student exchange, clubs, international forums, community service, speaker programs, arts, sports).	<p>The following references can be used as ideas to aid students in fulfilling this standard.</p> <p>Student Edition: 613-614, 926-930, 971-972, 1018</p> <p>Teacher Wraparound Edition: C 930; ICA 613, 929</p>
12. Analyze the impact of communication networks, technology, transportation, and international business on global issues.	<p>Student Edition: 1012-1015, 1022-1025 <i>Critical Thinking</i> 1025 <i>Writing About History</i> 1025</p> <p>Teacher Wraparound Edition: C 1015; DI 1014, 1024</p>
13. Analyze how the media presents cultural stereotypes and images and discuss how this impacts beliefs and behaviors.	<p>Student Edition: 820-822, 905, 995-996 <i>Skillbuilder</i> 1000 <i>TV Nation</i> 821</p> <p>Teacher Wraparound Edition: T 821, 1000</p>

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14. Connect the concept of universal human rights to world events and issues.	Student Edition: 1003-1004, 1020, 1024 Teacher Wraparound Edition: NG 1003
15. Compare and contrast current and past genocidal acts and other acts of hatred and violence for the purposes of subjugation and exploitation (e.g., Holocaust, Native Americans, Irish famine, Armenia, Ukrainian collectivization, Cambodia, Rwanda) and discuss present and future actions by individuals and governments to prevent the reoccurrence of such events.	Student Edition: 719-724, 1020 <i>Reviewing Themes</i> 724 <i>Writing About History</i> 724 Teacher Wraparound Edition: CLA 726; RS 723
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 4, students will:	
1. Discuss how families long ago expressed and transmitted their beliefs and values through oral tradition, literature, songs, and celebrations.	Student Edition: <i>African Culture</i> 88 <i>American Literature</i> 25, 431, 1007 <i>What Life Was Like</i> 280-281 Teacher Wraparound Edition: AL 25, 431, 1007; ICA 28; WL 280
2. Compare family life in a community of the past to life in a community of the present.	Student Edition: 24, 104-105, 816-817, 971-972 Teacher Wraparound Edition: C 817
3. Discuss the reasons why various groups, voluntarily and involuntarily, immigrated to America and New Jersey and describe the problems they encountered.	Student Edition: 273-274, 465-468, 612-613 Teacher Wraparound Edition: C 468; ICA 467; IS 612; RS 274; WH 277
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.	The following reference shows origins of New Jersey and could lead to class discussion about the history of students' local community. Student Edition: 74

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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: 273-274, 465-468, 612-613 Teacher Wraparound Edition: C 468; ICA 467; IS 612; RS 274; WH 277
6. Describe situations in which people from diverse backgrounds work together to solve common problems.	Student Edition: 284-288, 873-880, 926-930, 932-937, 939-943 Teacher Wraparound Edition: C 943; ICA 876; RS 285; T 933
<p>B. State and Nation Reinforce indicators from previous grade levels.</p> <hr/> <p>Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:</p>	
1. Compare the major early culture of the Lenape that existed in the region that became New Jersey prior to contact with the Europeans.	The following reference refers to Native Americans who inhabited the Eastern Woodlands, which included the Lenape. Student Edition: 23
2. Discuss the reasons why revolutionary leaders, including George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston fought for independence from England.	Student Edition: 116-123, 126-133 <i>Chart</i> 120, 129 <i>You're the Historian</i> 124-125 Teacher Wraparound Edition: C 123, 133
3. Discuss New Jersey's role during the American Revolution.	The following references can be used as ideas to aid students in fulfilling this standard. Student Edition: 116-123, 126-133 <i>Chart</i> 120, 129 <i>You're the Historian</i> 124-125 Teacher Wraparound Edition: C 123, 133
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.	Student Edition: 67, 134-137, 188-207, 878, 1061, 1078 Teacher Wraparound Edition: CLA 135; DI 188

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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.	Student Edition: 248-249, 436, 439-440, 450, 644 <i>An American Story</i> 436 Teacher Wraparound Edition: C 440; ICA 248, 439
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.	Student Edition: 273-274, 465-468, 612-613 Teacher Wraparound Edition: C 468; ICA 467; IS 612; RS 274; WH 277
7. Describe the population shift from the farm to the city in New Jersey.	The following references refer to population shift in the United States as a whole and would include New Jersey. Student Edition: 249, 469-470
8. Discuss the value of the American national heritage including: <ul style="list-style-type: none"> • Diverse folklore and cultural contributions from New Jersey and other regions in the United States • History and values celebrated in American songs, symbols, slogans, and major holidays • Historical preservation of primary documents, buildings, places of memory, and significant artifacts 	Student Edition: <i>Time Notebook</i> 78-79, 298-299, 590-591, 852-853 Teacher Wraparound Edition: CLA 78, 298; EC 591, 853; ICA 69
<p>C. Many Worlds Meet (to 1620) Reinforce indicators from previous grade levels.</p> <hr/> <p>Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:</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.	Student Edition: 36-37, 38-44 <i>Technology & History</i> 36 <i>Why It Matters</i> 42-43 Teacher Wraparound Edition: C 37, 44
2. Trace the major land and water routes of the explorers.	Student Edition: 40 <i>National Geographic</i> 34, 59 Teacher Wraparound Edition: DI 40

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<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: 55-57, 58-64 <i>Profiles in History</i> 62 <i>Writing About History</i> 64 <i>Writing Activity</i> 81 Teacher Wraparound Edition: C 57; EC 63</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: 50-58 <i>Critical Thinking</i> 80 #29 <i>Different Viewpoints</i> 52-53 Teacher Wraparound Edition: CTA 54; DI 52</p>
<p>5. Describe the migration of the ancestors of the Lenape Indians and their culture at the time of first contact with Europeans.</p>	<p>The following page references show interaction between the Lenape and European settlers in Pennsylvania. Student Edition: 75 <i>History Through Art</i> 74</p>
<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>	<p>Student Edition: 20-24 <i>American Literature</i> 25 <i>National Geographic</i> 22 <i>Writing About History</i> 24 Teacher Wraparound Edition: C 24; T 21</p>
<p>7. Analyze the cultures and interactions of peoples in the Americas, Western Europe, and Africa after 1450 including the transatlantic slave trade.</p>	<p>Student Edition: 30-31, 40-41, 54, 62-63 <i>Different Viewpoints</i> 52-53 <i>Why It Matters</i> 42-43 Teacher Wraparound Edition: C 44; CTA 54</p>
<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>	<p>Student Edition: 86, 89, 90, 106-107 <i>Critical Thinking</i> 90 #6, 109 #5 Teacher Wraparound Edition: C 90</p>

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D. Colonization and Settlement (1585-1763)	
Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:	
1. Analyze the major issues of the colonial period, including European hegemony over North America and mercantilism and trade.	Student Edition: 62-64, 66-71, 72-77, 84-90, 91-97, 98-102 Teacher Wraparound Edition: C 64, 71, 77; CLA 92; T 99
2. Analyze how American colonial experiences caused change in the economic institutions of Europe, Africa, and the native population by examining indentured servitude and slavery and the rights of men and women.	Student Edition: 86, 89-90, 95, 104-109 <i>National Geographic</i> 96 <i>Writing Activity</i> 111 Teacher Wraparound Edition: C 90, 97; EC 89
3. Analyze the cultural reactions and survival techniques used by enslaved Africans to maintain their family structure, culture, and faith.	Student Edition: 89-90, 106-107 <i>Critical Thinking</i> 109 #5 <i>Writing Activity</i> 111 Teacher Wraparound Edition: C 90
4. Analyze the political, religious, social, and economic institutions that emerged in colonial New Jersey.	Student Edition: 74, 75, 96-97
5. Discuss Spanish exploration, settlement, and missions in the American Southwest.	Student Edition: 50-55 <i>Analyzing Visuals</i> 57 <i>Different Viewpoints</i> 52 Teacher Wraparound Edition: CTA 54; ICA 53
E. Revolution and the New Nation (1754-1820)	
1. Discuss the social, political, and religious aspects of the American Revolution, including key decisions leading to the Revolution, efforts by Parliament and the colonies to prevent revolution, the ideas of different religious denominations, and the economic and social differences of Loyalists, Patriots, and those who remained neutral.	Student Edition: 116-123, 126-133, 138-145 <i>You're the Historian</i> 124-125 Teacher Wraparound Edition: C 123, 133, 145; CLA 127; DI 140; T 117

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<p>2. Analyze the social and economic impact of the Revolutionary War, including problems of financing the war (e.g., wartime inflation, hoarding and profiteering), the impact of the war on women and African Americans, and the personal and economic hardships on families involved with the war.</p>	<p>Student Edition: 139, 147-152 <i>Chart</i> 139 <i>Critical Thinking</i> 154 #22 <i>Writing About History</i> 145 Teacher Wraparound Edition: C 152; CTA 151; T 139</p>
<p>3. Discuss the involvement of European nations during the Revolution and how their involvement influenced the outcome and aftermath (e.g., the assistance of France and Spain, how the self-interests of France and Spain differed from the United States after the war, the contributions of European military leaders, the creation of the Alien Sedition Acts).</p>	<p>Student Edition: 141-142, 218, 219 <i>Chart</i> 139 <i>Geography & History</i> 155 <i>Writing About History</i> 145 Teacher Wraparound Edition: C 220</p>
<p>4. Analyze strategic elements used during the Revolutionary War, discuss turning points during the war, and explain how the Americans won the war against superior resources.</p>	<p>Student Edition: 138-145 <i>Chart</i> 139 <i>National Geographic</i> 140, 144 <i>The Turning Point</i> 142 Teacher Wraparound Edition: RS 142</p>
<p>5. Analyze New Jersey's role in the American Revolution, including New Jersey's Constitution of 1776 as a revolutionary document, why some New Jerseyans became Loyalists, and the Battles of Trenton, Princeton, and Monmouth.</p>	<p>Student Edition: 129, 141 <i>National Geographic</i> 140</p>
<p>6. Compare and contrast the major philosophical and historical influences on the development of the Constitution (e.g., Washington's Farewell Address (1796), Locke's Second Treatise, the ideas of Alexander Hamilton, James Madison, Thomas Jefferson, and William Paterson).</p>	<p>Student Edition: 101-102, 108, 164-169, 217-218, 1064, 1068 <i>Writing About History</i> 169 Teacher Wraparound Edition: CTA 168; DI 166; ICA 101</p>
<p>7. Describe the early evolution of the system of government and political parties in the United States (e.g., presidential elections of 1792, 1796, 1800).</p>	<p>Student Edition: 210-214, 215-220 <i>Writing About History</i> 220 Teacher Wraparound Edition: C 214; CTA 219; E 214; RS 216; W 212</p>

STANDARDS	PAGE REFERENCES
<p>8. Discuss the implementation of the federal government under the United States Constitution during the presidency of George Washington.</p>	<p>Student Edition: 210-214 <i>Analyzing Visuals</i> 214 <i>Writing About History</i> 214 Teacher Wraparound Edition: C 214; DI 212; ICA 213</p>
<p>9. Describe the origin and development of the political parties, the Federalists, and the Democratic Republicans (1793-1801).</p>	<p>Student Edition: 213-214, 215-220 <i>Chapter Activity</i> 235 <i>Critical Thinking</i> 214 #6 <i>Writing About History</i> 220 Teacher Wraparound Edition: E 214</p>
<p>F. Expansion and Reform (1801-1861)</p>	
<p>1. Discuss the political interests and views of the War of 1812 (e.g., US responses to shipping harassment, role of Native Americans, role of white settlers in the Northwest Territory; congressional positions for and against the war).</p>	<p>Student Edition: 228-232 <i>Critical Thinking</i> 232, 234 #27 <i>National Geographic</i> 231 Teacher Wraparound Edition: C 232; RS 229</p>
<p>2. Analyze American territorial expansion during this period, including the reasons for and consequences of the Louisiana Purchase, the Monroe Doctrine, Manifest Destiny, the Mexican War, the settlement of the frontier, and conflicts with Native-Americans.</p>	<p>Student Edition: 223-224, 244, 294-297, 300-304, 306-311, 521, 525 <i>Geography & History</i> 226-227 Teacher Wraparound Edition: C 297; DI 223; ICA 224</p>
<p>3. Analyze the political, economic, and social changes in New Jersey prior to the Civil War, including the growth of New Jersey's cities, New Jersey's 1844 Constitution, the early stages of industrialization, including Alexander Hamilton and the Society for the Establishment of Useful Manufacturing, and the political and economic implications of the transportation monopolies.</p>	<p>These references can be used to assist in teaching about New Jersey. Student Edition: 243, 245-247 <i>Chart</i> 242 Teacher Wraparound Edition: RS 246</p>
<p>4. Compare and contrast the characteristics of cultural, religious, and social reform movements in the antebellum period, including the abolition movement, the public school movement, the temperance movement, and the women's rights movement (e.g., Seneca Falls Declaration of Sentiments).</p>	<p>Student Edition: 275-277, 278-282, 284-288 <i>Writing About History</i> 288 Teacher Wraparound Edition: C 282, 288; ICA 281; RS 279</p>

STANDARDS	PAGE REFERENCES
G. Civil War and Reconstruction (1850-1877)	
<p>1. Analyze key issues, events, and personalities of the Civil War period, including New Jersey's role in the Abolitionist Movement and the national elections, the development of the Jersey Shore, and the roles of women and children in New Jersey factories.</p>	<p>Student Edition: 284-288, 320-324, 332-338, 340-345</p> <p>Teacher Wraparound Edition: C 288, 324, 345; CLA 321; ICA 335; RS 285</p>
<p>2. Assess the continuing social and political issues following the Civil War, including the various Reconstruction plans, the amendments to the United States Constitution, and the women's suffrage movement.</p>	<p>Student Edition: 386-389, 391-395, 398-402, 403-407</p> <p><i>Different Viewpoints</i> 401</p> <p>Teacher Wraparound Edition: C 389, 395; DI 388; ICA 394, 401</p>
<p>3. Describe New Jersey's role in the post-Civil War era, including New Jersey's votes on the 13th, 14th, and 15th amendments to the United States Constitution.</p>	<p>These references can be used to assist in teaching about New Jersey.</p> <p>Student Edition: 379-380, 393, 395, 401</p> <p><i>Why It Matters</i> 392</p>
H. The Industrial Revolution (1870-1900)	
<p>1. Analyze and evaluate key events, people, and groups associated with industrialization and its impact on urbanization, immigration, farmers, the labor movement, social reform, and government regulation including:</p> <ul style="list-style-type: none"> • Inventions such as the telephone and electric light • The formation of Standard Oil Trust • The Interstate Commerce Act • The Sherman Anti-Trust Act 	<p>Student Edition: 436-440, 447-451, 495-497</p> <p><i>Chart</i> 449</p> <p><i>Writing About History</i> 440</p> <p><i>You're the Historian</i> 452-453</p> <p>Teacher Wraparound Edition: C 440, 451; EC 452; RS 448</p>
<p>2. Analyze the development of industrialization in America and New Jersey during this period and the resulting transformation of the country, including the construction of the transcontinental railroad, the introduction of mechanized farming, the rise of corporations and organized labor, and the growth of cities.</p>	<p>Student Edition: 436-440, 442-446, 447-451</p> <p><i>Writing About History</i> 446, 451</p> <p>Teacher Wraparound Edition: C 440, 446, 451; ICA 445; RS 448; T 443</p>
<p>3. Analyze social and political trends in post Reconstruction America, including immigration restrictions, Jim Crow Laws and racial segregation, the rise of extra legal organizations such as the Ku Klux Klan, and the Plessy v. Ferguson decision.</p>	<p>Student Edition: 392-393, 402, 510-511</p> <p><i>An American Story</i> 398</p> <p><i>Writing About History</i> 512</p> <p>Teacher Wraparound Edition: DI 393; ICA 511</p>

STANDARDS	PAGE REFERENCES
<p>4. Describe the economic development by which the United States became a major industrial power in the world and analyze the factors that contributed to industrialization.</p>	<p>Student Edition: 436-440, 442-446, 447-451 <i>Writing About History</i> 446, 451 Teacher Wraparound Edition: C 440, 446, 451; ICA 445; RS 448; T 443</p>
<p>5. Discuss the causes and consequences of the Spanish-American War (e.g., United States' justifications, the role of the United States in Cuba, impact on international relations, the acquisition of new territories).</p>	<p>Student Edition: 527-533 <i>National Geographic</i> 530 <i>Writing About History</i> 533 <i>You're the Historian</i> 534-535 Teacher Wraparound Edition: C 533; PA 535; RS 528</p>
<p>6. Discuss elements that contributed to late 19th century expansionist foreign policy, including racial ideology, missionary zeal, nationalism, domestic tensions, and economic interests.</p>	<p>Student Edition: 520-525, 536-541 <i>Writing About History</i> 525 Teacher Wraparound Edition: C 525, 541; CTA 524; ICA 539</p>
<p>I. The Emergence of Modern America (1890-1930)</p>	
<p>1. Analyze the Roosevelt Corollary to the Monroe Doctrine (1904) and explain how it modified the Monroe Doctrine (1823), justifying a new direction in United States foreign policy.</p>	<p>Student Edition: 540-541</p>
<p>2. Discuss the rise of the Progressive Movement, including the relationship between Progressivism and the Populist Movement, Woodrow Wilson as Governor of New Jersey, anti-trust reform, the woman suffrage movement (e.g., Alice Paul), and municipal reform (e.g., Frank Hague).</p>	<p>Student Edition: 500-507, 546-553, 555-559, 562-565, 566-570 Teacher Wraparound Edition: C 507, 559, 565, 570; DI 552; GOA 545; RS 547</p>
<p>3. Analyze United States foreign policy through World War I, including relations with Japan and China, the Spanish, Cuban, American War, and the building of the Panama Canal.</p>	<p>Student Edition: 520-525, 527-533, 536-541 <i>Why It Matters</i> 538-539 Teacher Wraparound Edition: C 525, 533, 541; ICA 539; RS 528</p>
<p>4. Describe the major events, personalities, and decisions of World War I, including the causes of United States involvement, social conditions on the home front, significant battles, Wilson's peace plan, and isolationism.</p>	<p>Student Edition: 576-583, 584-589, 592-597 <i>Different Viewpoints</i> 588 <i>National Geographic</i> 594 Teacher Wraparound Edition: C 583, 597; CLA 577; CTA 596</p>

STANDARDS	PAGE REFERENCES
5. Explore and evaluate the role of New Jersey industry in World War I.	<p>These references can be used to assist in teaching about New Jersey.</p> <p>Student Edition: 585-586</p> <p>Teacher Wraparound Edition: CP 585; CTA 588</p>
6. Analyze President Woodrow Wilson’s “Fourteen Points” Address to Congress (1918) and explain how it differed from proposals by French and British leaders for a treaty to conclude World War I.	<p>Student Edition: 596-597, 1074</p>
7. Discuss the ratification of the Versailles Treaty and United States non-participation in the League of Nations.	<p>Student Edition: 596-597, 648-649, 709</p> <p><i>Practicing Skills</i> 605</p> <p><i>Writing Activity</i> 605</p> <p>Teacher Wraparound Edition: C 597, 650</p>
8. Compare and contrast the social, cultural, and technological changes in the inter-war period, including the changing role of women, the rise of a consumer economy, the resurgence of nativism and racial violence, the Harlem Renaissance, and the Great Migration of African Americans to New Jersey from the south.	<p>Student Edition: 610-616, 620-623, 626-630</p> <p><i>Time Notebook</i> 624-625</p> <p><i>What Life Was Like</i> 614-615</p> <p><i>Writing About History</i> 623</p> <p>Teacher Wraparound Edition: C 616, 623, 630; ICA 613</p>
9. Discuss the working conditions in the Paterson silk mills and the strike of 1913.	<p>The following references cite working conditions in the United States and an example of an early labor strike, which could prompt student research on the Paterson strike.</p> <p>Student Edition: 552, 556-557</p>
10. Discuss the creation of social, labor, political, and economic advocacy organizations and institutions, including the National Association for the Advancement of Colored People (NAACP), the AFL/CIO and other labor organizations, and the Women’s Christian Temperance Union (WCTU).	<p>Student Edition: 456-459, 504, 553, 570, 629, 697</p> <p><i>Linking Past and Present</i> 569</p> <p>Teacher Wraparound Edition: CTA 458; E 570</p>
11. Discuss the role of Chief Sitting Bull, the outcome and impact of the Wounded Knee Tragedy of 1890, and the suppression of the American Indian revivalist movement known as Ghost Dance.	<p>Student Edition: 427, 429-430</p> <p><i>Profiles in History</i> 429</p>

STANDARDS	PAGE REFERENCES
J. The Great Depression and World War II (1929-1945)	
1. Explain the economic impact of the Hawley-Smoot Tariff (1930).	Student Edition: 660
2. Describe how the Great Depression and the New Deal of Franklin D. Roosevelt transformed America, including the growth of the federal government, the rise of the Welfare State, and industrial unionism.	Student Edition: 668-672, 682-688, 689-694, 695-700 <i>Chart</i> 692 Teacher Wraparound Edition: C 672, 688, 700; CTA 699; DI 684
3. Analyze how the Great Depression and the New Deal transformed New Jersey, including Work Progress Administration (WPA) projects in New Jersey, the Jersey Homesteads, and New Deal projects.	Student Edition: 691-692 <i>Chart</i> 692 <i>Picture</i> 677 Teacher Wraparound Edition: MA 677
4. Discuss how the Depression contributed to the development of Social Security, the National Labor Relations Board (NLRB), and the Federal Deposit Insurance Corporation (FDIC).	Student Edition: 684-685, 692-693, 694 <i>Chart</i> 687 Teacher Wraparound Edition: C 694; RS 693
5. Compare and contrast key events and people involved with the causes, course, and consequences of World War II, including: <ul style="list-style-type: none"> • Axis Powers • Allied Forces • Pearl Harbor • Battle of Midway • D-Day Invasion • Yalta Conference • Potsdam Conference • Douglas MacArthur • Dwight Eisenhower • George Marshall • Winston Churchill • J. Robert Oppenheimer and the Manhattan Project • Franklin D. Roosevelt • Harry Truman • Joseph Stalin and the role of the USSR 	Student Edition: 708-712, 713-718, 725-730, 742-747, 755-761 <i>Different Viewpoints</i> 770-771 <i>Geography & History</i> 762-763 <i>National Geographic</i> 715, 744, 760, 766, 764-772 <i>What If</i> 758-759 Teacher Wraparound Edition: C 718, 747; DI 727; ICA 711

STANDARDS	PAGE REFERENCES
<p>6. Describe the political background leading to American involvement in World War II, the course of the war in Europe and Asia, the mobilization of women and African Americans into the military and related industries, the segregated military, the use of the Atom Bomb, and the founding of the United Nations.</p>	<p>Student Edition: 708-712, 726-728, 736-741, 749-754</p> <p>Teacher Wraparound Edition: C 712, 754; CTA 753; EO 752; RS 709</p>
<p>7. Describe New Jersey's role in World War II, including:</p> <ul style="list-style-type: none"> • The recruitment of Japanese-Americans from wartime detention camps to work at Seabrook Farm • The role of women in defense industries • Key military installations in New Jersey • The role of the Battleship New Jersey • The contributions of Albert Einstein 	<p>Student Edition: 741, 750, 769</p> <p><i>Profiles in History</i> 720</p>
<p>K. Postwar Years (1945-1970s)</p>	
<p>1. Discuss how American policies following World War II developed as a result of the failures experienced and lessons learned after World War I.</p>	<p>Student Edition: 771-772, 778-782</p> <p><i>Writing About History</i> 782</p> <p>Teacher Wraparound Edition: C 782; ICA 771; T 779</p>
<p>2. Explain changes in the post war society of the United States and New Jersey, including the impact of television, the interstate highway system, the growth of the suburbs, and the democratization of education.</p>	<p>Student Edition: 812, 814-819, 820-825, 829</p> <p><i>Time Notebook</i> 826-827</p> <p><i>TV Nation</i> 821</p> <p><i>Why It Matters</i> 812-813</p> <p>Teacher Wraparound Edition: C 819, 825; ICA 816</p>
<p>3. Interpret political trends in post-war New Jersey, including the New Jersey State Constitution of 1947, the impact of legal cases such as <i>Hedgepeth and Williams v. Trenton Board of Education</i> on the banning of segregation in the schools under the new State Constitution, the development and impact of New Jersey's Law Against Discrimination (P.L. 1945, c.169), and the shift of political power from rural and urban areas to the suburbs.</p>	<p>These general references can be used to open discussion about New Jersey.</p> <p>Student Edition: 812, 814-819, 820-825, 829</p> <p><i>Time Notebook</i> 826-827</p> <p><i>TV Nation</i> 821</p> <p><i>Why It Matters</i> 812-813</p> <p>Teacher Wraparound Edition: C 819, 825; ICA 816</p>

STANDARDS	PAGE REFERENCES
4. Analyze United States foreign policy during the Cold War period, including US/USSR relations, United States reaction to the Soviet subjugation of Eastern Europe, the Truman Doctrine, the Marshall Plan, the Korean and Vietnam Wars, and relations with China.	<p>Student Edition: 778-782, 783-789, 797-802, 846-851, 896-901, 910-914</p> <p>Teacher Wraparound Edition: C 782, 802, 851; CTA 787, 900</p>
5. Analyze political trends in post war America, including major United States Supreme Court decisions and the administrations of Harry Truman, Dwight D. Eisenhower, John F. Kennedy, and Lyndon B. Johnson.	<p>Student Edition: 808-813, 840-845, 854-860</p> <p><i>Chart 844</i></p> <p>Teacher Wraparound Edition: C 813, 845; CTA 858; ICA 811</p>
6. Analyze the Civil Rights and Women's Movements, including the Montgomery Bus Boycott, the Civil Rights Act (1957 and 1964), the Little Rock Schools Crisis, the Voting Rights Act, Brown v. Board of Education, the formation of the National Council of La Raza (NCLR), the American Indian Movement (AIM), the formation of the National Organization for Women (NOW), and the passing of Title IX.	<p>Student Edition: 866-872, 873-880, 881-886, 926-930</p> <p>Teacher Wraparound Edition: C 886, 930; CTA 877, 885; EC 868</p>
7. Describe how changes in federal policy impacted immigration to New Jersey and America, including the shift in places of origin from Western Europe to Latin America, the Caribbean, and Asia.	<p>Student Edition: 839</p>
L. Contemporary America (1968-present)	
1. Examine the administration of American presidents, beginning with President Richard M. Nixon, as a means to analyze political and economic issues in contemporary America, including domestic policy and international affairs.	<p>Student Edition: 954-955, 965-967, 987-988, 1005-1006, 1016-1017, 1029</p> <p>Teacher Wraparound Edition: C 991, 1006, 1029; CTA 967; EC 990; T 1017</p>
2. Investigate the economic and social patterns in contemporary New Jersey, including shifts in immigration patterns, urban decline and renewal, important New Jersey Supreme Court rulings (e.g., Mount Laurel decision), and the issue of preserving open space.	<p>This standard can be met during classroom discussion.</p>
3. Describe the growth of the technology and pharmaceutical industries in New Jersey.	<p>The following references can be used to discuss developments specific to New Jersey</p> <p>Student Edition: 1013-1014</p> <p>Teacher Wraparound Edition: RS 1013</p>

STANDARDS	PAGE REFERENCES
<p>4. Analyze United States domestic policies, including the civil rights movement, affirmative action, the labor and women’s movements, conservatism vs. liberalism, the post-industrial economy, free trade, and international trade agreements such as the North American Free Trade Agreement (NAFTA) and General Agreement on Tariffs and Trade (GATT).</p>	<p>Student Edition: 980-984, 1022-1025 <i>National Geographic</i> 983 <i>Writing About History</i> 984, 1025 Teacher Wraparound Edition: C 984, 1025; DI 982</p>
<p>5. Compare and contrast key events and people associated with foreign policy, including the fall of communism and the Soviet Union and the end of the Cold War, the Cuban Missile Crisis, United States involvement in Haiti, Somalia, Bosnia, Herzegovina, and Kosovo, the Iran Hostage Crisis, and the war on terrorism.</p>	<p>Student Edition: 849-850, 989-991, 1002-1003, 1020-1021, 1034-1037 <i>Writing About History</i> 991 Teacher Wraparound Edition: C 851, 1037; CTA 1005; DI 1003; ICA 1034</p>
<p>6. Compare and contrast population trends and immigration and migration patterns in the United States (e.g., growth of Hispanic population, demographic and residential mobility).</p>	<p>Student Edition: 932-933, 935-936, 954, 982-983 <i>Geography & History</i> 992-993 <i>Graph</i> 935 <i>National Geographic</i> 983 Teacher Wraparound Edition: C 984; CS 982</p>
<p>7. Discuss major contemporary social issues, such as the evolution of governmental rights for individuals with disabilities, multiculturalism, bilingual education, gay rights, free expression in the media, and the modern feminist movement.</p>	<p>Student Edition: 936, 994-998, 1006, 1017 Teacher Wraparound Edition: ICA 997</p>
<p>STANDARD 6.5 (ECONOMICS) ALL STUDENTS WILL ACQUIRE AN UNDERSTANDING OF KEY ECONOMIC PRINCIPLES.</p>	
<p>A. Economic Literacy</p>	
<p>1. Describe different types of local, state, and federal taxes such as sales, income, and social security, discuss how deductions, exemptions, and credits reduce taxable income, and explain the difference between a progressive and regressive tax.</p>	<p>Student Edition: 568, 586, 809-810, 812-813, 982-983, 987, 998, 1006, 1029 Teacher Wraparound Edition: ICA 983</p>
<p>2. Describe the purposes of social security and Medicare.</p>	<p>Student Edition: 694, 809-810, 812-813, 860, 998 <i>Chart</i> 858 Teacher Wraparound Edition: C 694; WIMA 838</p>

STANDARDS	PAGE REFERENCES
3. Explain and interpret basic economic indicators, including Gross Domestic Product (GDP), Consumer Price Index (CPI) the rate of economic growth, the poverty rate, the deficit and national debt, and the trade deficit.	Student Edition: 436-437, 648, 842-843, 964, 987 Teacher Wraparound Edition: ICA 752
4. Identify entrepreneurs in the community and describe the risks and rewards of starting a new business.	Student Edition: 97, 248, 438, 448, 477 Teacher Wraparound Edition: ICA 450
5. Discuss how a market economy experiences periodic business cycles of prosperity and recession and that the federal government can adjust taxes, interest rates, spending, and other policies to help restore economic health.	Student Edition: 415-416, 523, 965-966, 1005 Teacher Wraparound Edition: CC 966; CTA 496
6. Analyze federal and state budgets, and discuss the proportional share of government spending to major elements such as education, social programs, public safety, military, foreign aid, and welfare.	Student Edition: 648, 669, 690, 840, 964, 987, 989 Teacher Wraparound Edition: CLA 986; CTA 496
7. Analyze the impact of supply and demand on market adjustments and prices (e.g., real estate and interest rates).	Student Edition: 61, 85, 97, 241, 438 Teacher Wraparound Edition: ICA 417
8. Define basic terms associated with international trade such as imports, exports, quotas, embargoes, tariffs, and free trade.	Student Edition: 225, 496, 497, 646, 649, 964, 1023-1024
9. Compare and contrast forms of insurance that protect individuals from loss or damage (e.g., life, property, health, disability, personal liability, bank deposits).	The teacher can use the following references to meet this standard during classroom discussion. Student Edition: 684-865 Teacher Wraparound Edition: DI 684; YDS 684
10. Explain how changes in exchange rates impact the purchasing power of people in the United States and other countries.	This standard can be met during classroom discussion.
B. Economics and Society	
1. Compare and contrast the roles of the United States government and the private sector in the United States economy (e.g., Federal Reserve System, United States Mint, Stock Exchange).	Student Edition: 212-213, 548, 648, 684-685, 699-700 Teacher Wraparound Edition: ICA 685; R 650

STANDARDS	PAGE REFERENCES
2. Evaluate international trade principles and policies.	Student Edition: 564, 646, 649, 964, 1022-1024 Teacher Wraparound Edition: DI 649, 1024
3. Analyze labor and environmental issues affecting American citizens raised by economic globalization and free trade pacts.	Student Edition: 939-943, 1024-1025 <i>Writing About History</i> 1025 Teacher Wraparound Edition: C 943, 1025; ICA 942
4. Discuss the value and role of free and fair competition versus the social need for cooperation and how business, industry, and government try to reconcile these goals.	Student Edition: 248, 249, 448, 450, 502, 523, 524-525, 567, 568, 683, 684 Teacher Wraparound Edition: C 451; RS 448
5. Analyze the importance of economic issues to politics and be able to distinguish the economic views of different political parties.	Student Edition: 648, 779, 845, 987, 989 Teacher Wraparound Edition: C 991; CLA 986; R 845
6. Analyze the connections and potential effects of the widening gap between the rich and the poor in the United States, the decline in labor union membership since 1950, rapidly advancing technology, globalization, and problems of public schools.	Student Edition: 826-831, 856, 1012-1015, 1022-1024 <i>Geography & History</i> 944-945 Teacher Wraparound Edition: C 945; PC 830; RS 1013; T 944; WL 856
7. Compare and contrast the causes and consequences of discrimination in markets, employment, housing, business, and financial transactions.	Student Edition: 508-509, 600-601, 611-612, 629, 786, 829, 830, 883 Teacher Wraparound Edition: RS 509, 611
8. Evaluate the activities and impact in various countries of major international institutions including the World Bank, the International Monetary Fund, and the World Trade Organization.	Student Edition: 1024, 1036-1037 <i>Linking Past and Present</i> 121 Teacher Wraparound Edition: DI 1024
9. Describe how clearly defined and enforced property rights (e.g., copyright laws, patents) are essential to a market economy.	Student Edition: 248, 416-422, 709, 779

STANDARDS	PAGE REFERENCES
<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. Discuss the application of geographic tools and supporting technologies, such as GIS, GPS, the Internet, and CD databases.</p>	<p>Student Edition: 1-3 <i>Practicing Skills</i> 81, 775 <i>Skillbuilder</i> 65, 748 Teacher Wraparound Edition: CLA 6; T 65, 748</p>
<p>2. Use maps of physical and human characteristics of the world to answer complex geographical questions.</p>	<p>Student Edition: 1-3 <i>Practicing Skills</i> 81, 775 <i>Skillbuilder</i> 65, 748 Teacher Wraparound Edition: CLA 4, 6; T 65, 748</p>
<p>3. Analyze, explain, and solve geographical problems using maps, supporting technologies, and other graphical representations.</p>	<p>Student Edition: 1-3 <i>Practicing Skills</i> 81, 775 <i>Skillbuilder</i> 65, 748 Teacher Wraparound Edition: CLA 6; T 65, 748</p>
<p>4. Use geographic tools and technologies to pose and answer questions about spatial distributions and patterns on Earth.</p>	<p>Student Edition: 1-3 <i>Practicing Skills</i> 81, 775 <i>Skillbuilder</i> 65, 748 Teacher Wraparound Edition: CLA 6; T 65, 748</p>
<p>5. Apply spatial thinking to understand the interrelationship of history, geography economics, and the environment, including domestic and international migrations, changing environmental preferences and settlement patterns, and frictions between population groups.</p>	<p>Student Edition: <i>Geography & History</i> 18-19, 474-475, 992-993 <i>World Geography Connection</i> 148, 597, 730 Teacher Wraparound Edition: C 475, 993; T 18, 474, 992</p>

STANDARDS	PAGE REFERENCES
B. Places and Regions	
1. Analyze and compare the functions and spatial arrangements of cities both locally and globally.	Student Edition: 469-473, 816, 829 <i>Why It Matters</i> 812-813 Teacher Wraparound Edition: CC 816; DI 816; ICA 472
2. Evaluate how human interaction with the physical environment shapes the features of places and regions.	Student Edition: 472, 558-559, 565, 939-943 <i>Geography & History</i> 560-561 Teacher Wraparound Edition: C 559
3. Analyze why places and regions are important factors to individual and social identity.	Student Edition: 4, 982-983 <i>National Geographic</i> 983 Teacher Wraparound Edition: C 7; CR 982; EC 5
C. Physical Systems	
1. Assess relationships between soil, climate, plant, and animal life and how this impacts the distribution of ecosystems.	Student Edition: 4-5, 43-44, 939-943 <i>Analyzing Visuals</i> 44 Teacher Wraparound Edition: EC 5; ICA 942
2. Analyze the effects of both physical and human changes in ecosystems, such as acid rain, ozone layer, carbon-dioxide levels, and clean water issues.	Student Edition: 939-943, 1025 <i>Chart</i> 858 Teacher Wraparound Edition: C 1025; DI 1024; ICA 942
D. Human Systems	
1. Analyze the impact of human migration on physical and human systems.	Student Edition: 12-13, 587, 626-627, 629, 751 <i>National Geographic</i> 68-69, 751 Teacher Wraparound Edition: C 17; FA 587
2. Explain the spatial-technological processes of cultural convergence (cultural adaptations over distances) and divergence (separating effects of cultural diffusion over distances).	Student Edition: 12-17, 20-24, 26-31, 32-37, 884 Teacher Wraparound Edition: C 17, 24, 31, 37; CC 15; WR 28

STANDARDS	PAGE REFERENCES
3. Analyze the historic movement patterns of people and their goods and their relationship to economic activity.	Student Edition: 14, 27-31, 35, 95, 97 <i>Causes & Effects</i> 35 Teacher Wraparound Edition: C 31, 97; CP 95; DI 34
4. Analyze the processes that change urban areas.	Student Edition: 249, 469-473, 829-830, 882-883 <i>Geography & History</i> 992-993 Teacher Wraparound Edition: C 993; ICA 472
5. Analyze how cooperation and conflict influence the control of economic, political, and social entities on Earth.	Student Edition: 26-31, 138-145, 520-525, 708-712, 952-957, 1022-1025 Teacher Wraparound Edition: C 31, 145, 712; CTA 524, 956; DI 1024
E. Environment and Society	
1. Discuss the global impacts of human modification of the physical environment (e.g., the built environment).	Student Edition: 472, 558-559, 565, 939-943 <i>Geography & History</i> 560-561 Teacher Wraparound Edition: C 559
2. Discuss the importance of maintaining biodiversity.	Student Edition: 4-5, 43-44, 939-943 <i>Analyzing Visuals</i> 44 Teacher Wraparound Edition: EC 5; ICA 942
3. Analyze examples of changes in the physical environment that have altered the capacity of the environment to support human activity, including pollution, salinization, deforestation, species extinction, population growth, and natural disasters.	Student Edition: 939-943, 1025 <i>Chart</i> 858 Teacher Wraparound Edition: C 1025; DI 1024; ICA 942
4. Compare and contrast the historical movement patterns of people and goods in the world, United States, and New Jersey and analyze the basis for increasing global interdependence.	Student Edition: 14, 27-31, 35, 95, 97 <i>Causes & Effects</i> 35 Teacher Wraparound Edition: C 31, 97; CP 95; DI 34

STANDARDS	PAGE REFERENCES
5. Evaluate policies and programs related to the use of local, national and global resources.	Student Edition: 472, 558-559, 565, 939-943 <i>Geography & History</i> 560-561 Teacher Wraparound Edition: C 559
6. Analyze the human need for respect for and informed management of all resources (sustainability), including human populations, energy, air, land, and water to insure that the earth will support future generations.	Student Edition: 472, 558-559, 565, 939-943 <i>Geography & History</i> 560-561 Teacher Wraparound Edition: C 559
7. Describe how and why historical and cultural knowledge can help to improve present and future environmental maintenance.	Student Edition: 939-943 <i>Critical Thinking</i> 943 #5 <i>Writing About History</i> 943 Teacher Wraparound Edition: ICA 942
8. Delineate and evaluate the environmental impact of technological change in human history (e.g., printing press, electricity and electronics, automobiles, computer, and medical technology).	Student Edition: <i>Geography & History</i> 666-667 <i>Technology & History</i> 252, 798, 942 <i>Writing About History</i> 943 Teacher Wraparound Edition: T 666; TH 798, 942