



The American Republic

Since 1877

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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>Looking Back...</i> 496-497, 740-741 Teacher Wraparound Edition: A 741; AC 570; C 496, 741; CPC 496; F 496; IMI 495; PC 495; WE 741</p>
<p>2. Formulate questions and hypotheses from multiple perspectives, using multiple sources.</p>	<p>Student Edition: <i>Different Viewpoints</i> 113, 646-647, 778-779 <i>Critical Thinking Skillbuilder</i> 359, 470, 818, 855, 880 Teacher Wraparound Edition: T 359, 470, 855</p>
<p>3. Gather, analyze, and reconcile information from primary and secondary sources to support or reject hypotheses.</p>	<p>Student Edition: <i>Critical Thinking Skillbuilder</i> 359, 470, 818, 855, 880 Teacher Wraparound Edition: T 359, 470, 818, 855, 880</p>

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4. Examine source data within the historical, social, political, geographic, or economic context in which it was created, testing credibility and evaluating bias.	Student Edition: <i>Critical Thinking</i> 174-175 #26 <i>Critical Thinking Skillbuilder</i> 385, 525, 818 Teacher Wraparound Edition: CTA 46, 62; ICA 85, 164; PA 81; RS 104
5. Evaluate current issues, events, or themes and trace their evolution through historical periods.	Student Edition: <i>Looking Back...</i> 496-497, 740-741 Teacher Wraparound Edition: A 741; AC 570; C 496, 741; CPC 496; F 496; IMI 495; PC 495; WE 741
6. Apply problem-solving skills to national, state, or local issues and propose reasoned solutions.	Student Edition: <i>Critical Thinking Skillbuilder</i> 739 Teacher Wraparound Edition: CTA 46, 78, 137, 139, 149, 165, 330; ICA 339; RS 75
7. Analyze social, political, and cultural change and evaluate the impact of each on local, state, national, and international issues and events.	Student Edition: 757-759, 765-766, 862-864 <i>Profiles in History</i> 750 Teacher Wraparound Edition: C 752, 766; CLA 754; ETC 751; ICA 756; RC 862
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: 558, 718-719, 785, 865-866 <i>Critical Thinking Skillbuilder</i> 385, 525, 818 <i>An American Story</i> 718 Teacher Wraparound Edition: FYI 559; ICA 559, 841
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: 111-112, 122-124, 162, 841 <i>Checks and Balances</i> 123 <i>Section Assessment</i> 842 #5 Teacher Wraparound Edition: DP 125; E 115; ICA 124; RC 112, 162, 842

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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 advice and consent process, and the use of litmus tests).	Student Edition: 841, 899-900 <i>Section Assessment 842 #5</i> <i>Reading Check 900</i>
3. Analyze how individual responsibility and commitment to law are related to the stability of American society.	Teachers can use these references to discuss this standard in the classroom setting. Student Edition: 128-129 <i>Constitution Handbook Assessment 129 #3</i>
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: 110-114, 122-123, 152-153 <i>Section Assessment 115 #3, 159 #6</i> <i>Competing National Visions 155</i> Teacher Wraparound Edition: DI 114; ICA 124; RC 112, 155
5. Discuss how participation in civic and political life can contribute to the attainment of individual and public good.	Teachers can use these references to discuss this standard in the classroom setting. Student Edition: 128-129 <i>Constitution Handbook Assessment 129 #3</i>
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.	Teachers can use these references in the classroom setting to discuss the influence of parties on policy. Student Edition: 155, 157, 192-193 <i>Competing National Visions 155</i> <i>Geography Skills 158</i> <i>Section Assessment 159 #6</i> <i>Major American Political Parties Since 1789 193</i> Teacher Wraparound Edition: E 159; RC 155
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.	Teachers can use these references in the classroom setting to discuss polling techniques, purposes, and influence. Teacher Wraparound Edition: DI 908; FYI 136; ICA 841

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B. American Values and Principles	
<p>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.</p>	<p>Student Edition: 108-115, 152-153 <i>Section Assessment 115 #4</i> <i>Writing About History 115</i> Teacher Wraparound Edition: C 115; CTA 112; DI 114; ETC 113; FYI 153; RC 153</p>
<p>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).</p>	<p>This standard, dealing with contemporary issues, can be met during teacher/class discussion.</p>
<p>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.</p>	<p>Student Edition: 143-145, 221-222, 231, 244-248, 253, 269-270, 953 <i>Writing About History 129</i> Teacher Wraparound Edition: C 236; ETC 144</p>
<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: 145, 146, 148, 603, 936-937, 938-939, 950, 952, 954, 957, 960 <i>Constitution Handbook Assessment 129 #6</i></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: 746-752, 753-760, 761-766 <i>Writing About History 129</i> Teacher Wraparound Edition: CTA 750; DT 747; ETC 144, 751; GOA 745; ICA 749</p>

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<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: 350, 355-357 <i>An American Story</i> 353 <i>Section Assessment</i> 358 #4, 358 #6</p> <p>Teacher Wraparound Edition: RT 356</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: 122-124, 129 <i>Checks and Balances</i> 123 <i>Constitution Handbook Assessment</i> 129 #4 <i>Writing About History</i> 129</p> <p>Teacher Wraparound Edition: CC 129, 149; DP 125; RS 122; YDS 124</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: 122-127, 153, 154, 162, 841</p> <p>Teacher Wraparound Edition: CC 129; CTA 127; FYI 122, 127; PH 840; RC 162</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>This standard can be met during teacher/class discussion.</p>
<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: 125-126, 137</p> <p>Teacher Wraparound Edition: CI 137; CTA 137; ETC 126; MJ 137</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>Teachers may use these references in the classroom setting to discuss the nature of political parties.</p> <p>Student Edition: 155, 157, 192-193 <i>Competing National Visions</i> 155 <i>Geography Skills</i> 158 <i>Section Assessment</i> 159 #6 <i>Major American Political Parties Since 1789</i> 193</p> <p>Teacher Wraparound Edition: E 159; RC 155</p>

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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.	Student Edition: 124-125, 375 Teacher Wraparound Edition: ICA 841
D. Citizenship	
1. Evaluate the characteristics needed for effective participation in civic and political life.	Student Edition: 127-129
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.	Student Edition: 121-129, 722-723 <i>Chart Skills</i> 124 Teacher Wraparound Edition: CLA; 128; ETC 142
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.	Student Edition: 127-128 Teacher Wraparound Edition: CTA 143
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).	This standard can be met when teachers direct students with the following references. Student Edition: 753-755, 759-760, 785-787, 787-788, 816-817 Teacher Wraparound Edition: FYI 817; ICA 756; RS 759
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.	Student Edition: 127-129, 800-803, 815-817 <i>Picturing History</i> 801 <i>Profiles in History</i> 809 <i>An American Story</i> 812 <i>Section Assessment</i> 817 #5 Teacher Wraparound Edition: C 810; ICA 803; PH 808; RC 808
E. International Education: Global Challenges, Cultures, and Connections	
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.	Student Edition: 155-156, 835-837, 847-849, 914-916 <i>Section Assessment</i> 159 #4, 837 #4, 837 #5, 837 #6 <i>Analyzing Political Cartoons</i> 836 Teacher Wraparound Edition: CTA 836; RC 156, 837

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<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: 173, 392-397, 399-405, 412-413, 661 <i>Writing About History</i> 397 <i>Causes and Effects of the Cold War</i> 660</p> <p>Teacher Wraparound Edition: C 413; RC 173, 413, 661, 663</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: 647, 662, 900-901, 903-904, 912 <i>Section Assessment</i> 648 #8 <i>Chapter Activities</i> 651 #30 <i>National Geographic</i> 678</p> <p>Teacher Wraparound Edition: CA 647; DI 904</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>Teachers can discuss in the classroom setting the relationship of local, regional, and national issues to these references.</p> <p>Student Edition: 904-905 <i>Writing About History</i> 905, 917 <i>Writing Activity</i> 921</p> <p>Teacher Wraparound Edition: C 905; DI 904; R 905</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: 902-904 <i>Geography & History</i> 824-825 <i>Picturing History</i> 903 <i>Section Assessment</i> 905 #3, 905 #5 <i>Writing About History</i> 905</p> <p>Teacher Wraparound Edition: C 905; DI 904; FYI 825; PH 903</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: 904-905 <i>Writing About History</i> 905, 917 <i>Writing Activity</i> 921</p> <p>Teacher Wraparound Edition: C 905; DI 904; R 905</p>
<p>7. Participate in events to acquire understanding of complex global problems (e.g., Model United Nations, international simulations, field trips to government sites).</p>	<p>Teachers can manage these activities through classroom and extracurricular activities.</p>

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8. Justify an opinion or idea about a global issue while showing respect for divergent viewpoints.	Teachers can meet this standard through classroom discussion.
9. Discuss the impact of technology, migration, the economy, politics, and urbanization on culture.	<p>Teachers can use these references in the classroom setting to discuss these impacts on the particular cultures of Native Americans.</p> <p>Student Edition: 191-192, 297-302, 708-709 <i>Geography Skills</i> 191 <i>An American Story</i> 297 <i>Moment in History</i> 298 <i>Profiles in History</i> 301 <i>Writing About History</i> 302 <i>American Literature</i> 303</p> <p>Teacher Wraparound Edition: C 302; CTA 301; DI 299</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>Teachers can use these references in a classroom setting to discuss the social culture of American colonial and frontier periods, and compare them to modern social cultures.</p> <p>Student Edition: 33-34, 45-47, 48-49, 55, 59, 64, 67 <i>Geography & History</i> 36-37 <i>Comparing European Colonies in the Americas</i> 54</p> <p>Teacher Wraparound Edition: CTA 34; E 340</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).	Teachers can manage these activities through classroom and extracurricular activities.
12. Analyze the impact of communication networks, technology, transportation, and international business on global issues.	<p>Student Edition: 902-905 <i>Geography & History</i> 824-825 <i>Picturing History</i> 903 <i>Section Assessment</i> 905 #3, 905 #5 <i>Writing About History</i> 905</p> <p>Teacher Wraparound Edition: C 905; DI 904; FYI 825; PH 903</p>

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<p>13. Analyze how the media presents cultural stereotypes and images and discuss how this impacts beliefs and behaviors.</p>	<p>Student Edition: 453, 628-629 <i>Picturing History</i> 587 <i>History Through Art</i> 613 Teacher Wraparound Edition: DI 597; FYI 459</p>
<p>14. Connect the concept of universal human rights to world events and issues.</p>	<p>Teachers can use these references in the classroom setting to discuss human rights in regard to world events. Teacher Wraparound Edition: CTA 301; ETC 916; ICA 68</p>
<p>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.</p>	<p>Student Edition: 297-302, 595-600 <i>An American Story</i> 595 <i>The Final Solution</i> 597 <i>Section Assessment</i> 600 #4 Teacher Wraparound Edition: CC 598; CLA 596; CTC 597; FCO 582D; RS 599</p>
<p>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.</p> <hr/> <p>A. Family and Community Life 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>	
<p>1. Discuss how families long ago expressed and transmitted their beliefs and values through oral tradition, literature, songs, and celebrations.</p>	<p>Student Edition: 15, 301-302 <i>American Literature</i> 17 <i>History Through Art</i> 19 <i>African Culture Crosses the Ocean</i> 61 <i>Profiles in History</i> 301 Teacher Wraparound Edition: ICA 15, 61, 300</p>

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<p>2. Compare family life in a community of the past to life in a community of the present.</p>	<p>Teachers may use these references in a classroom setting to discuss family characteristics of colonial and frontier periods, and compare them to modern families.</p> <p>Student Edition: 33-34, 45-47, 48-49, 55, 59, 64, 67 <i>Geography & History</i> 36-37 <i>Comparing European Colonies in the Americas</i> 54</p> <p>Teacher Wraparound Edition: CTA 34; E 340</p>
<p>3. Discuss the reasons why various groups, voluntarily and involuntarily, immigrated to America and New Jersey and describe the problems they encountered.</p>	<p>Student Edition: 60-61, 67-68, 334-335, 336-340 <i>An American Story</i> 336 <i>National Geographic</i> 337</p> <p>Teacher Wraparound Edition: C 340; DI 338; E 340; ETC 63; ICA 339; RS 334, 337</p>
<p>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.</p>	<p>Teacher Wraparound Edition: SLP 9</p>
<p>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.</p>	<p>Teachers can use these references in the classroom setting to discuss common American heritage deriving from disparate world heritages.</p> <p>Student Edition: 60-61, 67-68, 334-335, 336-340 <i>An American Story</i> 336 <i>National Geographic</i> 337</p> <p>Teacher Wraparound Edition: C 340; DI 338; E 340; ETC 63; ICA 339; RS 334, 337</p>

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<p>6. Describe situations in which people from diverse backgrounds work together to solve common problems.</p>	<p>Teachers can use these references regarding the American Revolutionary War to discuss the diverse backgrounds of the participants, and how they worked together to solve the common problem of subjugation.</p> <p>Student Edition: 76-79, 82-85 <i>An American Story</i> 74, 82 <i>Section Assessment 79 #7</i> <i>Writing About History</i> 79 <i>Causes and Effects of the American Revolution</i> 84</p> <p>Teacher Wraparound Edition: C 79; CC 86; ETC 80; R 79; RS 72</p>
<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>	
<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.</p>	<p>Teachers can discuss the Lenape in the classroom setting.</p>
<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>	<p>Student Edition: 82-89, 94-99 <i>Reading Check</i> 79</p> <p>Teacher Wraparound Edition: RC 79</p>
<p>3. Discuss New Jersey's role during the American Revolution.</p>	<p>Student Edition: 96-97 <i>National Geographic</i> 96 <i>Geography Skills</i> 96</p>
<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>	<p>Student Edition: 90-93, 130-149, 943, 948-949, 953, 954, 960</p> <p>Teacher Wraparound Edition: A 93; DCE 92; FYI 93; PA 93</p>

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<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>	<p>Student Edition: 311-312, 695-697 <i>American Inventions</i> 310-311 <i>Reading Check</i> 312 <i>Section Assessment</i> 312 #6 <i>Writing About History</i> 312 <i>Critical Thinking Skillbuilder</i> 313 Teacher Wraparound Edition: C 312; CTL 310; DI 310; ICA 311; WMA 309</p>
<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.</p>	<p>Student Edition: 334-335, 336-340 <i>An American Story</i> 336 <i>National Geographic</i> 337 Teacher Wraparound Edition: C 340; DI 338; E 340; ICA 339; RS 334, 337</p>
<p>7. Describe the population shift from the farm to the city in New Jersey.</p>	<p>Teachers may use these references discussing urbanization and apply them specifically to New Jersey history in the classroom setting.</p> <p>Student Edition: 341-345 <i>Reading Check</i> 343 <i>National Geographic</i> 344 <i>Section Assessment</i> 345 #6 Teacher Wraparound Edition: ICA 344; RC 343</p>
<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: 966 <i>Battle Cry of Freedom</i> 931 <i>Alone and Far Removed</i> 935 <i>The Star-Spangled Banner</i> 951 Teacher Wraparound Edition: E 99, 340; ETC 121; ICA 51, 61</p>

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<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>	
<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: 25-28, 30, 34-35, 42-44 <i>Why It Matters</i> 26-27 <i>Unforeseen Consequences</i> 27 <i>Reading Check</i> 45 Teacher Wraparound Edition: C 28, 47; CC 43</p>
<p>2. Trace the major land and water routes of the explorers.</p>	<p>Student Edition: <i>National Geographic</i> 27, 43, 63 Teacher Wraparound Edition: DI 26</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: 15-16, 20-21, 30-35 <i>American Literature</i> 17 <i>Profiles in History</i> 33 <i>Critical Thinking</i> 39 #34, 39 #36 <i>Chapter Activities</i> 39 #38 Teacher Wraparound Edition: C 23; FYI 33; HTA 31; ICA 33</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: 23, 27, 30-34 <i>Section Assessment</i> 35 #5, 35 #6 <i>Geography & History</i> 36-37 <i>Reviewing Key Facts</i> 38 #30, 38 #31, 38 #32 <i>Critical Thinking</i> 39 #36 Teacher Wraparound Edition: DI 26</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>Teachers can discuss the Lenape in the classroom setting.</p>

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<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: 12-16 <i>National Geographic</i> 14 <i>Picturing History</i> 16 <i>Reading Check</i> 16 <i>Section Assessment</i> 16 #5, 16 #6, 16 #7 <i>Writing About History</i> 16 <i>American Literature</i> 17 Teacher Wraparound Edition: E 16; ICA 15; R 16</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: 15-16, 20-21, 23 <i>American Literature</i> 17 <i>Profiles in History</i> 33 Teacher Wraparound Edition: C 23, 28, 35; ICA 33; MD 37; PIH 33</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: 23, 60-61, 102, 183-185, 200, 211 <i>Reading Check</i> 61 <i>African Culture Crosses the Ocean</i> 61 <i>Profiles in History</i> 185 Teacher Wraparound Edition: ICA 200; RC 103</p>
<p>D. Colonization and Settlement (1585-1763)</p>	
<p>Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:</p>	
<p>1. Analyze the major issues of the colonial period, including European hegemony over North America and mercantilism and trade.</p>	<p>Student Edition: 45-46, 59-60, 65-66, 74-79 <i>Section Assessment</i> 47 #5, 69 #5 <i>Reading Check</i> 66 <i>Causes and Effects of Tensions With Britain</i> 78 Teacher Wraparound Edition: C 79; DI 76; ICA 77</p>
<p>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.</p>	<p>Student Edition: 23, 56, 59, 60-61, 63, 64, 67-68 <i>Unforeseen Consequences</i> 27 Teacher Wraparound Edition: C 64; ETC 63; RC 61</p>

STANDARDS	PAGE REFERENCES
<p>3. Analyze the cultural reactions and survival techniques used by enslaved Africans to maintain their family structure, culture, and faith.</p>	<p>Student Edition: 23, 60-61, 102, 183-185, 200, 211 <i>Reading Check</i> 61 <i>African Culture Crosses the Ocean</i> 61 <i>Profiles in History</i> 185 Teacher Wraparound Edition: ICA 200; RC 103</p>
<p>4. Analyze the political, religious, social, and economic institutions that emerged in colonial New Jersey.</p>	<p>Student Edition: 54-55, 63, 66 <i>Section Assessment</i> 64 #3 <i>Picturing History</i> 101</p>
<p>5. Discuss Spanish exploration, settlement, and missions in the American Southwest.</p>	<p>Student Edition: 30-34 <i>Profiles in History</i> 33 <i>Section Assessment</i> 35 #6 <i>Geography & History</i> 36-37 <i>Reviewing Key Facts</i> 38 #30, 38 #31 Teacher Wraparound Edition: CTA 34; FYI 33; MD 37; T 36</p>
<p>E. Revolution and the New Nation (1754-1820)</p>	
<p>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.</p>	<p>Student Edition: 76-79, 82-85 <i>An American Story</i> 74, 82 <i>Section Assessment</i> 79 #7 <i>Writing About History</i> 79 <i>Causes and Effects of the American Revolution</i> 84 Teacher Wraparound Edition: C 79; CC 86; ETC 80; R 79; RS 72</p>
<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: 95, 101, 102-103 <i>Reading Check</i> 103 <i>National Geographic</i> 103 Teacher Wraparound Edition: FYI 102; RC 103</p>

STANDARDS	PAGE REFERENCES
<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: 95, 97 <i>The Opposing Sides</i> 95 <i>Section Assessment</i> 99 #5 <i>Writing About History</i> 99 Teacher Wraparound Edition: RC 99</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: 85-89, 94-99 <i>National Geographic</i> 86, 96 <i>Section Assessment</i> 99 #4, 99 #7 <i>Reviewing Key Facts</i> 118 Teacher Wraparound Edition: CTA 98; GOA 73; RC 87</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: 96-97 <i>Geography Skills</i> 96 <i>Picturing History</i> 101</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: 108-115, 157 <i>What If...</i> 88-89 <i>Profiles in History</i> 109 <i>Chapter Activities</i> 119 #40 Teacher Wraparound Edition: DI 114</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: 155, 157, 192-193 <i>Competing National Visions</i> 155 <i>National Geographic</i> 158 <i>Section Assessment</i> 159 #6 <i>Major American Political Parties Since 1789</i> 193 Teacher Wraparound Edition: E 159; RC 155, 159</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: 153-156 <i>An American Story</i> 152 <i>Picturing History</i> 153 <i>Section Assessment</i> 159 #4, 159 #5 <i>Writing About History</i> 159 Teacher Wraparound Edition: DI 154; FYI 154; RC 153, 155, 156</p>
<p>9. Describe the origin and development of the political parties, the Federalists, and the Democratic Republicans (1793-1801).</p>	<p>Student Edition: 155, 157, 192-193 <i>Competing National Visions</i> 155 <i>National Geographic</i> 158 <i>Section Assessment</i> 159 #6 <i>Major American Political Parties Since 1789</i> 193 Teacher Wraparound Edition: E 159; RC 155, 159</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: 164-167 <i>National Geographic</i> 166 <i>Section Assessment</i> 167 #6 Teacher Wraparound Edition: C 167; CTA 165</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: 163-164, 187-188, 191-192, 202-209 <i>Geography & History</i> 168-169 <i>National Geographic</i> 191, 203, 208 Teacher Wraparound Edition: C 193; CTA 208; DI 163</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>Teachers may discuss topics specific to New Jersey in the antebellum period. Student Edition: 179-180</p>

STANDARDS	PAGE REFERENCES
<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: 194-201 <i>Reading Check</i> 195, 199 <i>Profiles in History</i> 197 <i>Section Assessment</i> 201 #3, 201 #4, 201 #5 Teacher Wraparound Edition: CP 195; CTA 198; DC 199; DI 196; FYI 197</p>
<p>G. Civil War and Reconstruction (1850-1877)</p>	
<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>Teachers may discuss elements of the Civil War specific to New Jersey in the classroom setting. Student Edition: 244-248, 249-255, 257-263 Teacher Wraparound Edition: C 255</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: 266-271, 272-275 <i>Why It Matters</i> 268-269 <i>Reading Check</i> 268, 269, 271 <i>Section Assessment</i> 271 #2, 271 #3 Teacher Wraparound Edition: C 271; CTA 270; DI 268; FYI 267</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>Teachers may discuss New Jersey’s role in the post-Civil War era in the classroom setting.</p>
<p>H. The Industrial Revolution (1870-1900)</p>	
<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: 319-323, 326-331 <i>American Inventions</i> 310-311 <i>You’re the Historian</i> 324-325 <i>Critical Thinking</i> 332-333 #32 Teacher Wraparound Edition: D 312; DI 310; F 324; FCO 306D; ICA 311; PA 325</p>

STANDARDS	PAGE REFERENCES
<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: 308-312, 314-318, 326-331 <i>National Geographic</i> 309, 317, 329 <i>Reading Check</i> 311, 312 <i>Picturing History</i> 315 Teacher Wraparound Edition: C 318; ICA 317</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: 274-277, 380-384, 964 <i>Reading Check</i> 274 <i>Writing Activity</i> 281 <i>Section Assessment</i> 384 #4, 384 #5 Teacher Wraparound Edition: C 384; ICA 383; RC 383; RS 381</p>
<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: 308-312, 314-317, 320-322 <i>Reading Check</i> 309, 311 <i>National Geographic</i> 309 <i>Section Assessment</i> 312 #4, 312 #5, 318 #5 <i>Critical Thinking</i> 332 #31 Teacher Wraparound Edition: C 312</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: 399-405 <i>An American Story</i> 399 <i>History Through Art</i> 400 <i>Reading Check</i> 401 <i>National Geographic</i> 402 <i>Section Assessment</i> 405 #4, 405 #5, 405 #6 <i>You're the Historian</i> 406-407 Teacher Wraparound Edition: FYI 401; RC 396; RS 400</p>

STANDARDS	PAGE REFERENCES
<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: 392-397, 955 <i>Graph Skills</i> 393 <i>Picturing History</i> 394 <i>Reading Check</i> 394, 395, 397 <i>Section Assessment</i> 397 #6 <i>Writing About History</i> 397</p> <p>Teacher Wraparound Edition: FCO 390D; GOA 391</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: 409, 412-413 <i>Reading Check</i> 413</p> <p>Teacher Wraparound Edition: FYI 412; RC 413</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: 418-425 <i>Reading Check</i> 420, 425 <i>Profiles in History</i> 422 <i>Geography Skills</i> 423 <i>National Geographic</i> 424 <i>Section Assessment</i> 425 #5, 425 #6</p> <p>Teacher Wraparound Edition: DI 424; R 425; RS 419</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: 392-397, 399-405, 408-413 <i>Picturing History</i> 394, 404 <i>Writing About History</i> 405, 413 <i>Why It Matters</i> 410-411 <i>Section Assessment</i> 413 #4, 413 #6</p> <p>Teacher Wraparound Edition: C 397, 413</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: 448-455, 456-461, 464-468 <i>National Geographic</i> 451, 466-467 <i>Section Assessment</i> 455 #7 <i>An American Story</i> 464</p> <p>Teacher Wraparound Edition: C 455; CTA 468; DI 450; FCO 446D; RS 454</p>

STANDARDS	PAGE REFERENCES
5. Explore and evaluate the role of New Jersey industry in World War I.	Teachers may discuss the specific role of New Jersey in WWI in the classroom setting.
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.	Student Edition: 468-469, 956 <i>Practicing Skills</i> 477 Teacher Wraparound Edition: CTA 468; RC 469
7. Discuss the ratification of the Versailles Treaty and United States non-participation in the League of Nations.	Student Edition: 468-469 <i>Section Assessment</i> 469 #3 <i>Practicing Skills</i> 477 <i>Writing Activity</i> 477 Teacher Wraparound Edition: C 469; CTA 468; E 469
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.	Student Edition: 471-475, 482-488, 492-495, 498-502 <i>Picturing History</i> 499, 500 <i>American Literature</i> 503 Teacher Wraparound Edition: C 488; ICA 501; RS 499
9. Discuss the working conditions in the Paterson silk mills and the strike of 1913.	Teachers may discuss the Paterson silk mills in the classroom setting.
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).	Student Edition: 328-331, 442, 501 <i>Profiles in History</i> 328 <i>National Geographic</i> 329 <i>Reading Check</i> 331 <i>Linking Past & Present</i> 441 <i>Section Assessment</i> 442 #2 Teacher Wraparound Edition: CTA 330; PH 383; PIH 382
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.	Student Edition: 301-302 <i>Profiles in History</i> 301 <i>Section Assessment</i> 302 #7 Teacher Wraparound Edition: ICA 300

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: 534 <i>Section Assessment 534 #2</i> <i>Reviewing Key Facts 548 #16</i>
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: 556-562, 567-569 <i>Different Viewpoints 543</i> <i>The First New Deal 561</i> <i>Section Assessment 569 #4</i> Teacher Wraparound Edition: C 562; DC 543; E 569; FCO 550D; GOA 551; RC 569
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.	Teachers can discuss specifics of the New Deal in New Jersey in the classroom setting. Student Edition: 566-567 <i>The Second New Deal 567</i>
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: 558-559, 567-568, 569, 576-577 <i>The First New Deal 561</i> <i>Section Assessment 562 #4, 569 #2, 569 #5</i> Teacher Wraparound Edition: C 569; DI 558; RC 559, 569

STANDARDS	PAGE REFERENCES
<p>5. Compare and contrast key events and people involved with the causes, course, and consequences of World War II, including:</p> <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 	<p>Student Edition: 589-594, 595-600, 601-606, 618-623, 631-637, 640-648 <i>Striking Back</i> 619 <i>National Geographic</i> 620-621 <i>Geography & History</i> 638-639 Teacher Wraparound Edition: C 637, 648; DI 603</p>
<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: 601-606, 612-617, 625-630, 645-647 <i>An American Story</i> 601 <i>Analyzing Political Cartoons</i> 602 <i>National Geographic</i> 604-605 <i>Different Viewpoints</i> 646-647 Teacher Wraparound Edition: CLA 619; ICA 647; RC 606, 617</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>Teachers can discuss specifics of New Jersey's role in WWII in the classroom setting. Student Edition: 617 <i>Profiles in History</i> 596</p>

STANDARDS	PAGE REFERENCES
K. Postwar Years (1945-1970s)	
<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>Teachers can use these references in a classroom setting to discuss how post-WWII policies were the direct result of lessons learned post-WWI.</p> <p>Student Edition: 647-648, 655-657 <i>Section Assessment</i> 648 #8</p> <p>Teacher Wraparound Edition: ICA 647</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: 692-697, 698-703, 706-710 <i>Why It Matters</i> 690-691 <i>Graph Skills</i> 694 <i>TV Nation</i> 699 <i>Fact Fiction Folklore</i> 700</p> <p>Teacher Wraparound Edition: CLA 699; MAP 685; TTA 580</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>Teachers may discuss post-WWII New Jersey trends in the classroom setting.</p>
<p>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>	<p>Student Edition: 654-658, 659-665 <i>Section Assessment</i> 658 #5, 665 #3, 665 #4, 665 #5 <i>Different Viewpoints</i> 664</p> <p>Teacher Wraparound Edition: CC 661; RC 658, 665; YDS 661</p>
<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>	<p>Student Edition: 675-679, 686-691, 718-723 <i>Picturing History</i> 679 <i>Major Decisions of the Warren Court</i> 722</p> <p>Teacher Wraparound Edition: C 680, 691; CO 676; R 691, RC 677</p>

STANDARDS	PAGE REFERENCES
<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>	<p>Student Edition: 746-752, 753-760, 761-766, 806-810, 816-817 <i>Profiles in History</i> 750 <i>Picturing History</i> 758, 763 <i>An American Story</i> 812 Teacher Wraparound Edition: C 766; FCO 744D; GOA 745</p>
<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>	<p>Teachers can discuss post-WWII immigration policies in the classroom and the effects in New Jersey. Student Edition: 815 <i>Graph Skills</i> 815 Teacher Wraparound Edition: ICA 815</p>
<p>L. Contemporary America (1968-present)</p>	
<p>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>	<p>Teachers can use these references in the classroom setting to discuss current domestic and international issues. Student Edition: 832-837, 842, 843-849, 867-871, 881-886 <i>Section Assessment</i> 837 #5, 849 #6 <i>Writing About History</i> 849 Teacher Wraparound Edition: C 871; CTA 836, 885</p>
<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>	<p>Teachers can discuss contemporary New Jersey trends and issues in the classroom setting.</p>
<p>3. Describe the growth of the technology and pharmaceutical industries in New Jersey.</p>	<p>Teachers can discuss contemporary New Jersey trends and issues in the classroom setting.</p>
<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: 806-810, 812-817, 860-864, 902-904 <i>Picturing History</i> 813 <i>Section Assessment</i> 905 #2, 905 #5 Teacher Wraparound Edition: FYI 815; RC 815, 864</p>

STANDARDS	PAGE REFERENCES
<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: 882-885, 900-901, 911-917 <i>Geography Skills</i> 882 <i>National Geographic</i> 883 <i>Picturing History</i> 901 <i>Section Assessment</i> 917 #4, 917 #6 <i>Writing About History</i> 917 Teacher Wraparound Edition: C 901</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: 815-816 <i>Graph Skills</i> 815 <i>Section Assessment</i> 817 #7, 864 #7 <i>National Geographic</i> 863 Teacher Wraparound Edition: C 864; ICA 815</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: 815-816; 877-878 Teacher Wraparound Edition: CLA 813; FYI 877; ICA 877</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: 76-77, 376, 440, 522, 862-863, 886, 897 <i>Linking Past & Present</i> 246 Teacher Wraparound Edition: ICA 863; LPP 246; RC 441</p>
<p>2. Describe the purposes of social security and Medicare.</p>	<p>Student Edition: 569, 735-737 <i>Section Assessment</i> 569 #5, 738 #5, 738 #6 <i>Major Great Society Programs</i> 736 <i>Reviewing Key Facts</i> 742 #16 <i>Critical Thinking</i> 742 #18 Teacher Wraparound Edition: C 569; ETC 737; RC 569</p>

STANDARDS	PAGE REFERENCES
<p>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.</p>	<p>Teachers can discuss the use of Gross National Product (GNP) as an approximation for GDP in the classroom setting.</p> <p>Student Edition: 308-309, 720-721, 844-845, 867-868, 869 <i>Reading Check</i> 845, 846 <i>Graph Skills</i> 870 <i>Section Assessment</i> 871 #1</p> <p>Teacher Wraparound Edition: CLA 866</p>
<p>4. Identify entrepreneurs in the community and describe the risks and rewards of starting a new business.</p>	<p>Student Edition: 310, 892-893 <i>Profiles in History</i> 834, 895 <i>Picturing History</i> 893</p> <p>Teachers can use these references in the classroom setting to discuss local entrepreneurship.</p>
<p>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.</p>	<p>Student Edition: 522, 867, 868, 885, 897 <i>Section Assessment</i> 524 #3 <i>Writing About History</i> 524</p> <p>Teacher Wraparound Edition: CLA 866; ICA 884; RC 868, 869</p>
<p>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.</p>	<p>Student Edition: 522, 543-544, 630, 720-721, 867, 869 <i>Section Assessment</i> 630 #5, 871 #1 <i>Graph Skills</i> 870</p> <p>Teacher Wraparound Edition: ICA 884</p>
<p>7. Analyze the impact of supply and demand on market adjustments and prices (e.g., real estate and interest rates).</p>	<p>Teachers can use these references in the classroom setting to discuss the impact of supply and demand on market adjustments and prices.</p> <p>Student Edition: 309, 310, 519-520, 897 <i>Picturing History</i> 520 <i>Economics and History</i> 527</p> <p>Teacher Wraparound Edition: C 520; ICA 846; RC 310</p>

STANDARDS	PAGE REFERENCES
8. Define basic terms associated with international trade such as imports, exports, quotas, embargoes, tariffs, and free trade.	<p>Student Edition: 164, 171, 190, 310-311, 520, 534, 844, 848, 902-904 <i>Section Assessment 905 #2</i></p> <p>Teacher Wraparound Edition: R 905</p>
9. Compare and contrast forms of insurance that protect individuals from loss or damage (e.g., life, property, health, disability, personal liability, bank deposits).	<p>Teachers can use these references as starting points for classroom discussion of other forms of insurance.</p> <p>Student Edition: 569, 558-559</p> <p>Teacher Wraparound Edition: DI 558; YDS 558</p>
10. Explain how changes in exchange rates impact the purchasing power of people in the United States and other countries.	<p>Teachers can discuss exchange rates in the classroom setting.</p>
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).	<p>Teachers can use these references to compare and contrast in the classroom setting.</p> <p>Student Edition: 440-441, 522, 531-533, 534 <i>Section Assessment 312 #5, 442 #3, 442 #4</i> <i>National Geographic 440</i> <i>Picturing History 903</i></p> <p>Teacher Wraparound Edition: RC 532</p>
2. Evaluate international trade principles and policies.	<p>Student Edition: 164, 171, 848, 902-904 <i>Section Assessment 905 #2, 905 #4, 905 #5, 905 #6</i></p> <p>Teacher Wraparound Edition: PH 903; R 905; RC 904</p>
3. Analyze labor and environmental issues affecting American citizens raised by economic globalization and free trade pacts.	<p>Student Edition: 902-904 <i>Geography & History 824-825</i> <i>Picturing History 903</i> <i>Section Assessment 905 #3, 905 #5</i> <i>Writing About History 905</i></p> <p>Teacher Wraparound Edition: C 905; DI 904; FYI 825; PH 903</p>

STANDARDS	PAGE REFERENCES
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.	<p>Student Edition: 310, 315, 320, 321-322, 374-375 <i>Section Assessment</i> 312 #4, 323 #6</p> <p>Teacher Wraparound Edition: PH 439; RC 310; USST 439</p>
5. Analyze the importance of economic issues to politics and be able to distinguish the economic views of different political parties.	<p>Student Edition: 153-154, 171, 438-439, 522, 720-721, 867-868 <i>Chart Skills</i> 155 <i>Picturing History</i> 439</p> <p>Teacher Wraparound Edition: RC 155, 721</p>
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.	<p>Student Edition: 533-534, 875-876, 892-895, 902-904 <i>Geography & History</i> 824-825 <i>Technology & History</i> 894 <i>Picturing History</i> 903 <i>Section Assessment</i> 905 #3, 905 #5 <i>Writing About History</i> 905</p> <p>Teacher Wraparound Edition: CC 532</p>
7. Compare and contrast the causes and consequences of discrimination in markets, employment, housing, business, and financial transactions.	<p>Student Edition: 340, 380-381, 457, 459 <i>Reading Check</i> 340 <i>Section Assessment</i> 340 #6</p> <p>Teacher Wraparound Edition: C 340, 384; RC 381, 459</p>
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.	<p>Student Edition: 904</p>
9. Describe how clearly defined and enforced property rights (e.g., copyright laws, patents) are essential to a market economy.	<p>Teachers can discuss this topic in the classroom setting.</p>

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 <i>Technology Skillbuilder</i> 547 Teacher Wraparound Edition: CC 2; T 547</p>
<p>2. Use maps of physical and human characteristics of the world to answer complex geographical questions.</p>	<p>Student Edition: <i>Geography Skills</i> 96, 103, 591 <i>National Geographic</i> 402, 466-467, 600 Teacher Wraparound Edition: CM 3; DC 541; DI 450; FYI RA20</p>
<p>3. Analyze, explain, and solve geographical problems using maps, supporting technologies, and other graphical representations.</p>	<p>Student Edition: 1 <i>Geography Skills</i> 537 <i>Why It Matters</i> 558-559 <i>National Geographic</i> 604-605 <i>World Geography Connection</i> 606 Teacher Wraparound Edition: CLA 6; CTA 7; CTM 97; DI 410; FCO 550D</p>
<p>4. Use geographic tools and technologies to pose and answer questions about spatial distributions and patterns on Earth.</p>	<p>Student Edition: <i>Element 1</i> 4 <i>Element 2</i> 4 <i>Geography & History</i> 346-347 <i>World Geography Connection</i> 469 <i>Geography and History</i> 477, 609 <i>Geography Skills</i> 485 <i>Social Studies Skillbuilder</i> 624 <i>National Geographic</i> 627 Teacher Wraparound Edition: CLA 1, 3</p>

STANDARDS	PAGE REFERENCES
<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>Element 4 5</i> <i>Geography and History</i> 361 <i>Why It Matters</i> 410-411 <i>World History Connection</i> 412 <i>National Geographic</i> 451</p> <p>Teacher Wraparound Edition: C 7; CCG 103; E4 5; E6 5; ETC 346</p>
B. Places and Regions	
<p>1. Analyze and compare the functions and spatial arrangements of cities both locally and globally.</p>	<p>Student Edition: 342-343, 707-708 <i>The Technology of Urbanization</i> 342 <i>Geography & History</i> 346-347, 872-873</p> <p>Teacher Wraparound Edition: C 873; CS 872; CUP 873; ETC 346; MG 346; PO 872</p>
<p>2. Evaluate how human interaction with the physical environment shapes the features of places and regions.</p>	<p>Student Edition: <i>Element 4 5</i> <i>Element 5 5</i> <i>Geography & History</i> 872-873</p> <p>Teacher Wraparound Edition: CC 347; CUP 873; E4 5; E5 5; PO 872</p>
<p>3. Analyze why places and regions are important factors to individual and social identity.</p>	<p>Teachers can use these references in the classroom setting to discuss social-regional identification.</p> <p>Student Edition: 627, 862-863 <i>Element 2 4</i></p> <p>Teacher Wraparound Edition: C 864; E2 4</p>
C. Physical Systems	
<p>1. Assess relationships between soil, climate, plant, and animal life and how this impacts the distribution of ecosystems.</p>	<p>Teachers can meet this standard through discussion in the classroom setting.</p>
<p>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.</p>	<p>Student Edition: 819-822, 905 <i>An American Story</i> 819 <i>Section Assessment</i> 823 #5, 905 #3</p> <p>Teacher Wraparound Edition: C 905; CC 347; CTM 821; ICA 822</p>

STANDARDS	PAGE REFERENCES
D. Human Systems	
1. Analyze the impact of human migration on physical and human systems.	<p>Student Edition: 336-340, 341-345, 707-708, 862 <i>Geography & History</i> 346-347 <i>Geography and History</i> 507 <i>National Geographic</i> 863</p> <p>Teacher Wraparound Edition: AI 346; B 707; CC 347; PH 707</p>
2. Explain the spatial-technological processes of cultural convergence (cultural adaptations over distances) and divergence (separating effects of cultural diffusion over distances).	<p>Teachers can meet this standard through discussion in the classroom setting.</p> <p>Student Edition: 862-863</p>
3. Analyze the historic movement patterns of people and their goods and their relationship to economic activity.	<p>Student Edition: 336-340, 341-345, 707-708, 862 <i>Geography & History</i> 346-347 <i>Geography and History</i> 507 <i>National Geographic</i> 863</p> <p>Teacher Wraparound Edition: AI 346; B 707; CC 347; PH 707</p>
4. Analyze the processes that change urban areas.	<p>Student Edition: 342-343, 707-708 <i>The Technology of Urbanization</i> 342 <i>Geography & History</i> 346-347, 872-873</p> <p>Teacher Wraparound Edition: C 873; CS 872; CUP 873; ETC 346; MG 346; PO 872</p>
5. Analyze how cooperation and conflict influence the control of economic, political, and social entities on Earth.	<p>Teachers can use these references to discuss this topic in the classroom setting.</p> <p>Student Edition: 310, 315, 320, 321-322, 374-375 <i>Section Assessment</i> 312 #4, 323 #6</p> <p>Teacher Wraparound Edition: PH 439; RC 310; USST 439</p>
E. Environment and Society	
1. Discuss the global impacts of human modification of the physical environment (e.g., the built environment).	<p>Student Edition: 819-822, 905 <i>An American Story</i> 819 <i>Section Assessment</i> 823 #5, 905 #3</p> <p>Teacher Wraparound Edition: C 905; CC 347; CTM 821; ICA 822</p>

STANDARDS	PAGE REFERENCES
2. Discuss the importance of maintaining biodiversity.	Teachers can meet this standard through discussion in the classroom setting.
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.	<p>Student Edition: 819-822, 905 <i>An American Story</i> 819 <i>Section Assessment</i> 823 #5, 905 #3</p> <p>Teacher Wraparound Edition: C 905; CC 347; CTM 821; ICA 822</p>
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.	<p>Student Edition: 336-340, 341-345, 707-708, 862 <i>Geography & History</i> 346-347 <i>Geography and History</i> 507 <i>National Geographic</i> 863 <i>Picturing History</i> 903</p> <p>Teacher Wraparound Edition: AI 346; B 707; CC 347; PH 707</p>
5. Evaluate policies and programs related to the use of local, national and global resources.	<p>Student Edition: 902-904 <i>Geography & History</i> 824-825 <i>Picturing History</i> 903 <i>Section Assessment</i> 905 #3, 905 #5 <i>Writing About History</i> 905</p> <p>Teacher Wraparound Edition: C 905; DI 904; FYI 825; PH 903</p>
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.	<p>Teachers can use these references in the classroom setting to discuss the need for respect and management of resources.</p> <p>Student Edition: 819-822, 905 <i>Section Assessment</i> 905 #3 <i>Writing About History</i> 905</p> <p>Teacher Wraparound Edition: C 905; DI 821; DT 820; ICA 822; RC 822, 905</p>
7. Describe how and why historical and cultural knowledge can help to improve present and future environmental maintenance.	<p>Student Edition: 819-822; 905</p> <p>Teacher Wraparound Edition: C 905; FYI 820, 821; ICA 822</p>

STANDARDS	PAGE REFERENCES
<p>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).</p>	<p>Teachers may use these references in the classroom setting to discuss the environmental impact of technological change.</p> <p>Student Edition: 311-312, 695-697 <i>American Inventions</i> 310-311 <i>Reading Check</i> 312 <i>Section Assessment</i> 312 #6 <i>Writing About History</i> 312 <i>Critical Thinking Skillbuilder</i> 313</p> <p>Teacher Wraparound Edition: C 312; CTL 310; DI 310; ICA 311; WMA 309</p>