

A Correlation of
myWorld Interactive American History
Survey Edition, ©2019



to the
2020 New Jersey Student Learning Standards
Social Studies

U.S. History: America in the World
by the End of Grade 8

**A Correlation of myWorld Interactive, American History, Survey Edition, ©2019
to the 2020 New Jersey Student Learning Standards for Social Studies, U.S. History**

Introduction

This document demonstrates how *myWorld Interactive, American History Survey Edition*, ©2019 meets the 2020 New Jersey Student Learning Standards for Social Studies. Correlation page references are to the Student Edition, Teacher Edition, and Realize digital resources.

myWorld Interactive American History encourages students to explore their world, expand their thinking, and engage their college, career, and civic awareness. Built in partnership with educators, the curriculum applies the latest research and technology to create a program that is flexible and easily adapts to every classroom. Using print and digital materials to maximize learning and classroom time, students explore the world while learning core social studies standards and enhancing their literacy skills.

- **Interactive Student Worktext** encourages writing, drawing, and highlighting to support self-motivated learning.
- **Jumpstart Activities** spark interest and connect lesson content with students' knowledge and ideas.
- **Project-Based Quests** engage students in rich inquiry experiences throughout each chapter.
- **Biographies** model important citizenship skills and tie-in real world applications.
- **myWorld Interactive Activity Guide** provides extended activities, quick activities, and Readers Theater to vary the learning and teaching experience.

myWorld Interactive American History provides students with multiple opportunities to connect, investigate, synthesize, and demonstrate their understanding of the content. Students develop into informed, active, responsible citizens who can make a difference now.

Table of Contents

6.1: U.S. History: America in the World	
6.1.3: Revolution and the New Nation (1754–1820s)	4
6.1.4: Expansion and Reform (1801–1861)	13
6.1.5: Civil War and Reconstruction (1850–1877)	21
Disciplinary Concepts	28
Social Studies Practices.....	47
Curriculum Development: Integration of 21st Century Skills and Themes and Interdisciplinary Connections	48
Twenty-first century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).....	49
Amistad Law: N.J.S.A. 18A 52:16A-88	54
Holocaust Law: N.J.S.A. 18A:35-28	55
LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35.....	56
6.3: Active Citizenship in the 21st Century	56

**A Correlation of myWorld Interactive, American History, Survey Edition, ©2019
to the 2020 New Jersey Student Learning Standards for Social Studies, U.S. History**

2020 New Jersey Student Learning Standards Social Studies, U.S. History	myWorld Interactive American History Survey Edition, ©2019
6.1: U.S. History: America in the World	
6.1.3: Revolution and the New Nation (1754–1820s)	
Political and civil institutions impact all aspects of people’s lives.	
<p>6.1.8.CivicsPI.3.a: Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.</p>	<p>SE/TE: Quest Civic Discussion Inquiry: Senate Representation, 196 The Federalists and Antifederalists Debate, 217–219 Analyzing Primary Sources, 223 Analyzing Primary Sources, 253 How did Washington Shape the American Presidency?, 261–262 What Issues Divide Hamilton and Jefferson?, 274–275 Lesson Check #3, 279 What Were the Alien and Sedition Acts?, 283–285 How Did Jefferson Redefine Government?, 286–288 Landmark Supreme Court Cases, 288–290 Lesson Check #3–5, 290 Topic 5 Assessment #2 and #13, 331</p> <p>TE Only: Differentiated Instruction Advanced, 218 History Background, 219 Active Classroom, 219 Discussion Board, 222 History Background, 288</p> <p>Realize Digital Resources: Topic 4>Lesson 4>Quest: Discussion: Senate Representation Topic 4>Lesson 4>Interactive Chart: Federalists Versus Antifederalists; Interactive Primary Source: The Federalist No. 78; Interactive Primary Source: The Federalist No. 78: Primary Source: Federalist and Anti-Federalist Writings Topic 5>Lesson 1>Video: Securing the New Government Topic 5>Lesson 2>Quick Activity: Take Sides; Interactive Gallery: Early American Leaders; Interactive Chart: Jefferson's Goals and Policies Topic 5>Lesson 3>Video: John Topic 5>Lesson 4>Video: Jefferson's Presidency</p>

**A Correlation of myWorld Interactive, American History, Survey Edition, ©2019
to the 2020 New Jersey Student Learning Standards for Social Studies, U.S. History**

2020 New Jersey Student Learning Standards Social Studies, U.S. History	myWorld Interactive American History Survey Edition, ©2019
<p>6.1.8.CivicsPI.3.b: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.</p>	<p>SE/TE: First Comes the Preamble, 225–227 Seven Basic Principles, 227–229 Analyze Charts: Separation of Powers, 228</p> <p>Realize Digital Resources: Topic 4>Lesson 5>Interactive Chart: The Federal System</p>
<p>6.1.8.CivicsPI.3.c: Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.</p>	<p>SE/TE: Constitutional Amendment, 237–238 What Fundamental Liberties Does the Bill of Rights Ensure?, 238–40 Analyze Images, 242 Civic Virtue, Citizenship, and Democratic Values, 249–251 Responsible Citizenship, 251–252 Political Parties Take Shape, 276–277 Analyze Charts: Functions and Responsibilities of a Free Press, 277 Newspapers Influence Public Opinion, 278 Who Opposed Abolitionists, 448–449</p>
<p align="center">Governments have different structures which impact development (expansion) and civic participation.</p>	
<p>6.1.8.CivicsPI.3.d: Use data and other evidence to determine the extent to which demographics influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.</p>	<p>SE/TE: Quest Civic Discussion Inquiry, 196 Disagreements Over Government, 206 Quest Connections, 206 The Great Compromise, 206–207 Analyze Images: Virginia and New Jersey Plans, 207 Lesson Check #1, 209 Quest Findings, 254</p> <p>TE Only: Determine Point of View, 206</p> <p>Realize Digital Resources: Topic 4>Lesson2>Interactive Chart: The Great Compromise Topic 4>Fillable Active Journal: A Constitution for the United States pp. 78–85</p>

**A Correlation of myWorld Interactive, American History, Survey Edition, ©2019
to the 2020 New Jersey Student Learning Standards for Social Studies, U.S. History**

2020 New Jersey Student Learning Standards Social Studies, U.S. History	myWorld Interactive American History Survey Edition, ©2019
Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions.	
<p>6.1.8.CivicsPD.3.a: Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.</p>	<p>SE/TE: Disagreements Over Government, 206 Quest Connections, 206 The Great Compromise, 206–207 The Three-Fifths Compromise, 207–208 The Convention Comes to a Conclusion, 208–209 Analyze Images: The Three-Fifths Compromise, 208 Lesson Check #2, 209 The Federalists and Antifederalists Debate, 217–219 Analyzing Primary Sources, 223</p> <p>Realize Digital Resources: Topic 4>Lesson 2>Interactive Chart: The Great Compromise Topic 4>Lesson 4>Interactive Chart: Federalists Versus Antifederalists; Interactive Primary Source: The Federalist No. 78; Interactive Primary Source: The Federalist No. 78: Primary Source: Federalist and Anti-Federalist Writings Topic 4>Fillable Active Journal: A Constitution for the United States, p. 88</p>
The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.	
<p>6.1.8.CivicsDP.3.a: Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.</p>	<p>For opportunities to address this standard please see: SE/TE: Belief in Freedom, 182–183 What Caused Conflict in Ohio?, 304–307 Declaration of independence, 582–583</p> <p>Realize Digital Resources: Topic 3>Lesson 4>Video: The Declaration of Independence; Interactive Gallery: Interactive Declaration of Independence</p>
Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.	
<p>6.1.8.CivicsHR.3.a: Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic (i.e., Alien and Sedition Acts).</p>	<p>SE/TE: What Were the Alien and Sedition Acts?, 283–285 Topic 5 Assessment #2, 331</p>

**A Correlation of myWorld Interactive, American History, Survey Edition, ©2019
to the 2020 New Jersey Student Learning Standards for Social Studies, U.S. History**

2020 New Jersey Student Learning Standards Social Studies, U.S. History	myWorld Interactive American History Survey Edition, ©2019
Social and political systems have protected and denied human rights (to varying degrees) throughout time.	
<p>6.1.8.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.</p>	<p>SE/TE: The Cotton Kingdom and Slavery, 432 How Did the North and West Promote Slavery?, 432 Analyze Images, 432 Reliance on Plantation Agriculture, 433-435 Analyze Data: Southern Dependence on Agriculture, 434 Geography Skills: Agriculture in the South, 1860, 435 Quest Connection, 435</p> <p>TE Only: Differentiated Instruction: Below Level, 432</p> <p>Realize Digital Resources: Topic 7>Lesson3>3-D Model: The Cotton Gin</p>
<p>6.1.8.CivicsHR.3.c: Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.</p>	<p>SE/TE: Quest Document-Based Writing Inquiry, 408 Quest Connections: 429, 435, 445,</p> <p>Realize Digital Resources: Topic 7>Quest: DBQ: Slavery and Abolition Topic 7>Lesson4>Video: Abolitionism: Quick Activity: Abolitionists Speak Out; Interactive Chart: Opposing Views on Slavery</p>
Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.	
<p>6.1.8.GeoSV.3.a: Use maps and other geographic tools to construct an argument on the impact of geography on the developments and outcomes of the American Revolution including New Jersey's pivotal role.</p>	<p>SE/TE: A Surprise Attack Leads to Victory, 173–174 Geography Skills: Key Battles of the Revolutionary War, 175 Explaining the American Victory, 187 Geography Skills: Battle of Yorktown, 185 Topic 3 Assessment #15–17, 191</p> <p>TE Only: Identify Patterns, 175</p>

**A Correlation of myWorld Interactive, American History, Survey Edition, ©2019
to the 2020 New Jersey Student Learning Standards for Social Studies, U.S. History**

2020 New Jersey Student Learning Standards Social Studies, U.S. History	myWorld Interactive American History Survey Edition, ©2019
Economic decision making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals.	
6.1.8.EconET.3.a: Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.	For opportunities to address this standard please see: SE/TE: Concerns Over Debt and Currency, 200 How Did Economic Problems Lead to Change?, 202–203
Chronological sequencing helps us understand the interrelationship of historical events.	
6.1.8.HistoryCC.3.a: Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.	<p>SE/TE: Quest Project-Based Learning Inquiry: Choosing Sides, 132 Get Ready To Read, 142 Conflict Over Land, 142–143 Quick Activity, 143 How did the Proclamation of 1763 Fuel Resentment?, 143–144 Geography Skills: Westward Movement in Defiance of the Proclamation of 1763, 144 How Did Mercantilism Affect Taxation and Cause Resentment?, 144–145 How Did the Stamp Act Anger Colonists?, 145–147 Quest Connection, 146 How Did Colonists React to the Townshend Acts?, 147–149 The Boston Massacre, 150–152 An American Identity Develops, 152 Lesson Check #1–5, 152 The Boston Tea Party, 154–156 How Did George III Strike Back at Boston?, 156–159 The Battles of Lexington and Concord, , 159–161 Visual Review: Major Events Leading the Declaration of Independence, 190 Topic 3 Assessment #7 and #13, 191</p> <p>TE Only: Differentiated Instruction, 144 History Background, 145</p> <p>Realize Digital Resources: Topic 3>Lesson 2>Video: The Rights of the Colonists; Interactive Chart: Crisis on the Frontier Topic 3>Lesson 3>Video: The Boston Tea Party Topic 3>Fillable Active Journal: The Revolutionary Era pp. 64, 66, 74–75</p>

**A Correlation of myWorld Interactive, American History, Survey Edition, ©2019
to the 2020 New Jersey Student Learning Standards for Social Studies, U.S. History**

2020 New Jersey Student Learning Standards Social Studies, U.S. History	myWorld Interactive American History Survey Edition, ©2019
<p>6.1.8.HistoryCC.3.b: Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.</p>	<p>SE/TE: How Did Alexander Hamilton Deal with the National Debt?, 263–265 How Did Americans React to the French Revolution?, 268–271 How Did Politics Divide Americans?, 273–274 What Issues Divided Hamilton and Jefferson?, 274–276 Political Parties Take Shape, 276–279 Lesson Check #3–4, 279 Topic 5 Assessment #9</p> <p>TE Only: History Background, 219 Active Classroom, 276 Active Classroom, 278</p> <p>Realize Digital Resources: Topic 5>Lesson 2>Video: The Origin of Political Parties; Quick Activity: Take Sides; Interactive Gallery: Early American Leaders Topic 5>Fillable Active Journal: The Early Republic pp. 116, 118</p>
<p>Historical events and developments are shaped by social, political, cultural, technological, and economic factors.</p>	
<p>6.1.8.HistoryCC.3.c: Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.</p>	<p>SE/TE: What Caused Conflict in Ohio?, 304–307 Geography Skills: American Indian Lands, 305 Topic 5 Assessment #17–18, 331</p> <p>Realize Digital Resources: Topic 5>Lesson 5>Interactive Map: Indian Lands Lost by 1810</p>

**A Correlation of myWorld Interactive, American History, Survey Edition, ©2019
to the 2020 New Jersey Student Learning Standards for Social Studies, U.S. History**

2020 New Jersey Student Learning Standards Social Studies, U.S. History	myWorld Interactive American History Survey Edition, ©2019
Political, economic, intellectual, social and cultural circumstances and ideas both change and stay the same over time.	
<p>6.1.8.HistoryCC.3.d: Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.</p>	<p>SE/TE: The Articles of Confederation, 198–200 Weaknesses of the Confederation, 200–201 Lesson Check #3 and #5, 203 The Federalists and the Antifederalists Debate, 217–219 Visual Review: Comparing the Articles of Confederation and the Constitution, 254</p> <p>TE Only: Active Classroom, 201</p> <p>Realize Digital Resources: Topic 4>Lesson 1> Interactive Chart: Problems and Effects of the Articles of Confederation</p>
Historical contexts and events shaped and continue to shape people’s perspectives.	
<p>6.1.8.HistoryUP.3.a: Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.</p>	<p>SE/TE: What Steps Did Colonial Leaders Take Toward Independence?, 168–169 The Declaration of Independence, 170–171 Lesson Check #1, 176 Answerable to the People, 213 The Bill of Rights, 221–222 Declaration of independence, 582–583</p> <p>Realize Digital Resources: Topic 3>Lesson 4>Video: The Declaration of Independence; Quick Activity: Edit the Declaration; Interactive Gallery: Interactive Declaration of Independence</p>

**A Correlation of myWorld Interactive, American History, Survey Edition, ©2019
to the 2020 New Jersey Student Learning Standards for Social Studies, U.S. History**

2020 New Jersey Student Learning Standards Social Studies, U.S. History	myWorld Interactive American History Survey Edition, ©2019
<p>6.1.8.HistoryUP.3.b: Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.</p>	<p>SE/TE: Primary Sources: John and Abigail Adams, Letters, 153 Get Ready To Read, 178 How Did Women Contribute to the War Effort?, 180–181 Biography: Phyllis Wheatley, 181 How did African Americans Serve in the War?, 181–183 Analyze Graphs: African Americans and the Revolution, 182 American Indians Choose Sides, 183 Topic 3 Assessment #9 and #11, 191</p> <p>TE Only: Active Classroom, 182</p>
<p>6.1.8.HistoryUP.3.c: Analyze how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America from multiple perspectives.</p>	<p>SE/TE: Geography Skills: Treaty of Paris, 1783, 187 Foreign Countries Promote Their Own Interests, 201 President Washington’s Foreign Policy, 270–271 What Caused Conflict in Ohio?, 304–307</p>
<p>Examining historical sources may answer questions but may also lead to more questions.</p>	
<p>6.1.8.HistorySE.3.a: Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.</p>	<p>SE/TE: Washington Leads the Patriots, 162 Washington Forces the British out of Boston, 166–167 A Surprise Attack Leads to Victory, 173–174 The British Are Trapped at Yorktown, 185–186 Explaining the American Victory, 187–188 A Remarkable Group, 204–205 How Did Washington Shape the American Presidency?, 261–262 President Washington’s Foreign Policy, 270–271 Washington Defends Neutrality, 271–272 Lesson Check #1, 272</p>

**A Correlation of myWorld Interactive, American History, Survey Edition, ©2019
to the 2020 New Jersey Student Learning Standards for Social Studies, U.S. History**

2020 New Jersey Student Learning Standards Social Studies, U.S. History	myWorld Interactive American History Survey Edition, ©2019
Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments.	
<p>6.1.8.HistorySE.3.b: Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.</p>	<p>SE/TE: Quest Project-Based Learning Inquiry, 132 Analyze Political Cartoons, 148 Analyze Images, 150 Primary Sources: John and Abigail Adams, Letters, 153 Analyze Images, 155 Lesson Check #5, 163 Analysis Skills: Compare Different Points of View, 164 Analyze Images, 171 Primary Sources: Thomas Paine, <i>Common Sense</i>, 177 Primary Sources: Thomas Jefferson, Virginia Statute for Religious Freedom, 219 Primary Sources: Federalist and Antifederalist Writings, 223</p> <p>TE Only: History Background, 145</p> <p>Realize Digital Resources: Topic 3>Lesson 4>Quick Activity: Edit the Declaration Topic 3>Fillable Active Journal: The Revolutionary Era pp. 57–58 Topic 4>Fillable Active Journal: A Constitution for the United States, pp. 80, 82–83</p>

**A Correlation of myWorld Interactive, American History, Survey Edition, ©2019
to the 2020 New Jersey Student Learning Standards for Social Studies, U.S. History**

2020 New Jersey Student Learning Standards Social Studies, U.S. History	myWorld Interactive American History Survey Edition, ©2019
6.1.4: Expansion and Reform (1801–1861)	
The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.	
<p>6.1.8.CivicsDP.4.a: Research and prioritize the most significant events that led to the expansion of voting rights during the Jacksonian period.</p>	<p>SE/TE: Get Ready to Read, 337 Democracy Expands, 337–339 Analyze Images: Class in America, 338 Analyze Images, 339 A Bitter Campaign, 343 Causes of Jacksonian Democracy, 346 Effects of Jacksonian Democracy, 346 Lesson Check #1, 347 Topic 6 Assessment #1, 403</p> <p>TE Only: History Background, 344</p> <p>Realize Digital Resources: Topic 6>Lesson1>Interactive Timeline: Changing Voting Rights in Early America</p>

**A Correlation of myWorld Interactive, American History, Survey Edition, ©2019
to the 2020 New Jersey Student Learning Standards for Social Studies, U.S. History**

2020 New Jersey Student Learning Standards Social Studies, U.S. History	myWorld Interactive American History Survey Edition, ©2019
Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.	
<p>6.1.8.CivicsHR.4.a: Examine sources from a variety of perspectives to describe efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.</p>	<p>SE/TE: Quest: Document-Based Writing Inquiry, 408 Get Ready To Read, 443 What Form Did Early Opposition to Slavery Take?, 443–444 How Did Abolitionism Gain Momentum?, 444–448 Quest Connection, 445 Interpret Images, 445 Northerners Against Abolition, 448 Southerners Defend Slavery Against the North, 448–449 Analysis Skills: Update an Interpretation, 450 Primary Sources: McGuffey Readers, 451 Get Ready to Read, 452 The Era of Reform, 452–454 Social Reform Movements, 454–456 What Impact Did Reformers Have on Education?, 456–458 Early Calls for Women’s Rights, 458–459 How Did the Women’s Movement Start?, 460–461 Women Gain Opportunities, 461–463</p> <p>TE Only: Differentiated Instruction: Advanced, 450 History Background, 454 Differentiated Instruction, 456 Differentiated Instruction, 460</p> <p>Realize Digital Resources: Topic 7>Quest: DBQ: Slavery and Abolition Topic 7>Lesson 4>Video: Abolitionism; Quick Activity: Abolitionists Speak Out; Interactive Chart: Opposing Views on Slavery; Primary Source: The McGuffey Readers Topic 7>Lesson 5>Video: The Seneca Falls Convention; Quick Activity: An Echo Across Time; Interactive Gallery: Changes in American Schools; Interactive Primary Source: Declaration of Sentiments and Resolutions Topic 7>Fillable Active Journal: Society and Culture Before the Civil War pp. 160–167</p>

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol >indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive, American History, Survey Edition, ©2019
to the 2020 New Jersey Student Learning Standards for Social Studies, U.S. History**

2020 New Jersey Student Learning Standards Social Studies, U.S. History	myWorld Interactive American History Survey Edition, ©2019
Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.	
<p>6.1.8.GeoSV.4.a: Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans.</p>	<p>SE/TE: American Indians and the Frontier, 360–362 Geography Skills: Native American Groups, 1820; 361 American Indian Removal, 362–365 Geography Skills: The Trail of Tears, 1831–1858, 365 Southern American Indians on the Trail of Tears, 365–367 Lesson Check #3, 367</p> <p>Realize Digital Resources: Topic 6>Lesson3>Interactive Map: Selected Native American Groups, 1820; Interactive Map: The Trail of Tears</p>
Economic decision making involves setting goals and identifying the resources available to achieve those goals.	
<p>6.1.8.EconET.4.a: Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.</p>	<p>SE/TE: The Bank War, 352–355 Analyze Charts: Functions of the Second Bank, 353</p> <p>TE Only: Connection: English/Language Arts, 354</p> <p>Realize Digital Resources: Interactive Chart: Disagreements Over the Bank</p>

**A Correlation of myWorld Interactive, American History, Survey Edition, ©2019
to the 2020 New Jersey Student Learning Standards for Social Studies, U.S. History**

2020 New Jersey Student Learning Standards Social Studies, U.S. History	myWorld Interactive American History Survey Edition, ©2019
<p>6.1.8.EconET.4.a: Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.</p>	<p>SE/TE: Get Ready To Read, 292 The Louisiana Purchase, 292–294 How Did Americans Explore These New Lands?, 295–298 Geography Skills: Louisiana Purchase, 1803, 295 Geography Skills: Route of Lewis and Clark, 296 Geography Skills: Routes of Zebulon Pike, 298 Lesson Check #3, 302 Topic 5 Assessment #6 and #10, 331 Opportunities and Challenges, 369–370</p> <p>TE Only: Curriculum Connection: Economics, 293 Differentiated Instruction: Advanced, 294</p> <p>Realize Digital Resources: Topic 5>Lesson 4>Interactive Map: Expansion and Exploration Topic 6> Introduction: The Age of Jackson and Westward Expansion>Interactive Topic Map: Westward Expansion of the United States</p>

**A Correlation of myWorld Interactive, American History, Survey Edition, ©2019
to the 2020 New Jersey Student Learning Standards for Social Studies, U.S. History**

2020 New Jersey Student Learning Standards Social Studies, U.S. History	myWorld Interactive American History Survey Edition, ©2019
A national economy includes studying the changes in the amounts and qualities of human capital, physical capital, and natural resources.	
<p>6.1.8.EconNE.4.a: Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.</p>	<p>SE/TE: Geography Skills: Roads and Canals, 1820–1850, 370 Technology Speeds Transportation, 371–372 The National Road, 372 Movement Changes the West and the Nation, 373–374 Lesson Check #2–3, 374 Topic 6 Assessment #6, 403 A Network of Railroads, 423–424 Geography Skills: Expansion of U.S. Railroads, 1850–1860, 423 What Were Yankee Clippers?, 424 How Did Railroads Advance the Market Revolution?, 424–425 Lesson Check #3, 430</p> <p>TE Only: Differentiated Instruction, 372</p> <p>Realize Digital Resources: Topic 6>Lesson 4>Interactive Gallery: New Transportation Methods; Interactive Gallery: New Technology: The Steamboat; Interactive Map: The Erie Canal Topic 7>Lesson 2> Interactive Gallery: The Steam Locomotive</p>

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol >indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive, American History, Survey Edition, ©2019
to the 2020 New Jersey Student Learning Standards for Social Studies, U.S. History**

2020 New Jersey Student Learning Standards Social Studies, U.S. History	myWorld Interactive American History Survey Edition, ©2019
<p>6.1.8.EconNE.4.b: Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted.</p>	<p>SE/TE: Daily Life in Factory Towns, 414–417 How Did Cities Expand?, 417–418 New Inventions, 418–420 Lesson Check #4, 420 What Changes Did the Age of Steam Bring?, 422–425 How Did Workers Respond to Challenges?, 425–427 Eli Whitney Invents the Cotton Gin, 431–432 Analyze Images, 432</p> <p>TE Only: Differentiated Instruction, 426</p> <p>Realize Digital Resources: Topic 7>Lesson 1>Interactive Timeline: New Inventions Improve Life Topic 7>Lesson 3>Interactive 3-D Model: The Cotton Gin</p>
<p>Historical events and developments are shaped by social, political, cultural, technological, and economic factors.</p>	
<p>6.1.8.HistoryCC.4.a: Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.</p>	<p>For opportunities to address this standard please see:</p> <p>SE/TE: How Was a Stable Economy Created After the War?, 319–321 The Whig Party, 341–342 The Democratic Party, 342 Anger Over Tariffs, 350–351 Nations Compete, 377 Geography Skills: Explorers of the Far West, 1807–1850 Conflict With the Mexican Government, 387–388 The United States Considers Annexation, 390–391 Analyze Images: Should the United State Annex Texas, 391 The Mexican-American War, 394–396</p>

**A Correlation of myWorld Interactive, American History, Survey Edition, ©2019
to the 2020 New Jersey Student Learning Standards for Social Studies, U.S. History**

2020 New Jersey Student Learning Standards Social Studies, U.S. History	myWorld Interactive American History Survey Edition, ©2019
<p>6.1.8.HistoryCC.4.b: Explain the growing resistance to slavery and New Jersey’s role in the Underground Railroad.</p>	<p>For opportunities to address this standard please see:</p> <p>SE/TE: Quest Document-Based Writing Inquiry, 408 How Did Enslaved African Americans Resist Their Enslavement?, 441–442 Get Ready to Read, 443 What Form Did Early Opposition to Slavery Take?, 443–444 How Did Abolitionism Gain Momentum?, 444–448 Quest Connection, 445 Geography Skills: The Underground Railroad, 447</p> <p>TE Only: Differentiated Instruction: Advanced, 444 History Background, 445</p> <p>Realize Digital Resources: Topic 7>Lesson 4>Interactive Chart: Opposing Views on Slavery; Interactive Map: The Underground Railroad</p>

**A Correlation of myWorld Interactive, American History, Survey Edition, ©2019
to the 2020 New Jersey Student Learning Standards for Social Studies, U.S. History**

2020 New Jersey Student Learning Standards Social Studies, U.S. History	myWorld Interactive American History Survey Edition, ©2019
<p>6.1.8.HistoryCC.4.c: Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.</p>	<p>SE/TE: Primary Source, 283 Negotiations for Louisiana, 293 Primary Source, 294 Topic 5 Review and Assessment, 330–331 Why Did Americans Move West?, 368–370 Expanded Territories, 370 In Search of New Land, 375–377 The Far West Fur Trade, 377–378 Americans Colonize Texas, 386–387 Quest Connections, 386 Conflict With the Mexican Government, 387–388 Issues Facing the New Country, 389–390 The United States Considers Annexation, 390–391 Geography Skills, 390 Analyze Images: Should the United State Annex Texas, 391 Manifest Destiny, 392–394 Analyze Images: Roots of Manifest Destiny, 393 The Mexican-American War, 394–396 Analyze Images: Causes of the Mexican-American War, 394 Geography Skills: The Mexican-American War, 1846–1848, 395 Mormons Settle the Mexican Cession, 397 The 31st State, 397–399 Topic 6 Review and Assessment, 402–403</p> <p>TE Only: Differentiated Instruction: Advanced, 396</p> <p>Realize Digital Resources: Topic 6>Lesson 6>Interactive Timeline: Texas: From Settlement to Statehood Topic 6>Lesson 7>Interactive Map: The Growth of the West to 1860</p>
<p>6.1.8.HistoryCC.4.d: Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted.</p>	<p>SE/TE: Primary Source, 398 The Effects of Migration to California, 400–401 How Did Ethnic Minorities Fae in the North?, 427–428 A Reaction Against Immigrants, 428–429</p> <p>Realize Digital Resources: Topic 6>Lesson 7> Interactive Gallery: The People of California</p>

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol >indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive, American History, Survey Edition, ©2019
to the 2020 New Jersey Student Learning Standards for Social Studies, U.S. History**

2020 New Jersey Student Learning Standards Social Studies, U.S. History	myWorld Interactive American History Survey Edition, ©2019
6.1.5: Civil War and Reconstruction (1850–1877)	
Historical events may have single, multiple, direct and indirect causes and effects.	
<p>6.1.8.HistoryCC.5.a: Prioritize the causes and events that led to the Civil War from different perspectives.</p>	<p>For opportunities to address this standard please see:</p> <p>SE/TE: The Missouri Compromise, 479–480 How did Western Expansion Increase Tensions?, 480–481 California Reignites the Slavery Debate, 482–484 A Compromise Holds the Union Together, 484–486 A Book Sways the North Against Slavery, 486–487 Lesson Check #4, 487 Slavery in Kansas and Nebraska, 489–490 Violent Clashes in Kansas, 491–492 Violence Over Slavery Breaks Out in the Senate, 493 How Did Dred Scott Affect the Nation?, 493–494 The Republican Party Forms, 494–495 John Brown Fights Slavery, 498–499 Lesson Check #1–6, 499 A Move Toward Civil War, 502–503 The Outbreak of War, 504–506 Analyze Timelines: Events Leading Up to the Civil War, 505 Topic 8 Review: Major Events Leading to the War, 544 Topic 8 Assessment #2, #6, #8, #10, and #13; 545</p> <p>TE Only: English Language Learners, 502–503</p> <p>Realize Digital Resources: Topic 8>Lesson 1>Video: Compromise; Interactive Cartoon: The Fugitive Slave Act; Interactive Gallery: Uncle Tom’s Cabin; Primary Source: Harriet Beecher Stowe, Uncle Tom’s Cabin Topic 8>Lesson 2>Video: Bleeding Kansas; Interactive Gallery: The Effects of the Kansas-Nebraska Act; Interactive Gallery: The Dred Scott Case Topic 8>Fillable Active Journal: Sectionalism and Civil War, p. 196</p>

**A Correlation of myWorld Interactive, American History, Survey Edition, ©2019
to the 2020 New Jersey Student Learning Standards for Social Studies, U.S. History**

2020 New Jersey Student Learning Standards Social Studies, U.S. History	myWorld Interactive American History Survey Edition, ©2019
<p>6.1.8.HistoryCC.5.b: Analyze critical events and battles of the Civil War from different perspectives.</p>	<p>SE/TE: Lincoln Faces War, 505–506 Early Battles, 514–517 Victories in the East for Confederate Forces, 518 Union Success in the West, 519 Lesson Check #1–2 and #4–5, 519 Lincoln’s Emancipation Proclamation, 520–522 Why Did African Americans Fight for the Union?, 523–524 Other Challenges in the North and South, 526–527 The Union Captures Vicksburg, 533–534 A Union Victory at Gettysburg, 534–535 Lincoln Delivers the Gettysburg Address, 536–537 The Union Advances into the South, 537–538 How Did the War Come to an End?, 541–542 Lesson Check #1–4, 543 Topic 8 Review: Key Events of the Civil War, 544 Topic 8 Assessment #4–#5 and #7, 545</p> <p>TE Only: Active Classroom, 527 History Background, 528</p> <p>Realize Digital Resources: Topic 8>Lesson 4>Interactive Map: The Union’s Strategies to Win the Civil War; Interactive Timeline: Early Battles of the Civil War Topic 8>Lesson 5>Video: The Emancipation Proclamation; Primary Source: Abraham Lincoln, Emancipation Proclamation Topic 8>Lesson 6>Video: The Civil War Ends; Interactive Map: The Battle of Vicksburg; 3-D Model: The Battle at Gettysburg; Interactive Map: Key Battles of the Civil War Topic 8>Fillable Active Journal: Sectionalism and Civil War pp. 186–193</p>

**A Correlation of myWorld Interactive, American History, Survey Edition, ©2019
to the 2020 New Jersey Student Learning Standards for Social Studies, U.S. History**

2020 New Jersey Student Learning Standards Social Studies, U.S. History	myWorld Interactive American History Survey Edition, ©2019
<p>6.1.8.HistoryCC.5.c: Assess the human and material costs of the Civil War in the North and South.</p>	<p>SE/TE: Interactive: The Hardships of Soldiers, 524 Primitive Medical Technology, 525 War Devastates the Southern Economy, 528–529 Analyze Images, 528 How Did the War Affect the Northern Economy?, 529 Analyze Images, 540 A New Chapter for the United States, 542–543 Analyze Graphs: Costs of the Civil War, 542 Topic 8 Assessment #12, 545 Effects of the Civil War, 551–553 Quest Connections, 552 Lesson Check #3, 557 Rebuilding the South’s Economy, 571</p> <p>Realize Digital Resources: Topic 9> Lesson 1>Interactive Graph: The Downfall of the Southern Economy</p>
<p>Historical contexts and events shaped and continue to shape people’s perspectives.</p>	
<p>6.1.8.HistoryUP.5.a: Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.</p>	<p>SE/TE: The Thirteenth Amendment Changes Life in the United States, 556 Lesson Check #3, 557 The Fourteenth Amendment, 560 The Fifteenth Amendments, 563 Lesson Check #1, 563 Jim Crow Laws Separate Whites and African Americans, 577 Topic 9 Assessment #1 and #10, 581</p>
<p>6.1.8.HistoryUP.5.b: Examine the roles of women, African Americans, and Native Americans in the Civil War.</p>	<p>SE/TE: Why Did African Americans Fight for the Union?, 523–524 An Opportunity for Freedom, 524 Biography: Mary Edwards Walker, 529 Women Contribute to the War Effort, 530 Analyze Images, 530</p> <p>TE Only: Curriculum Connection: English/Language Arts, 524</p>

**A Correlation of myWorld Interactive, American History, Survey Edition, ©2019
to the 2020 New Jersey Student Learning Standards for Social Studies, U.S. History**

<p align="center">2020 New Jersey Student Learning Standards Social Studies, U.S. History</p>	<p align="center">myWorld Interactive American History Survey Edition, ©2019</p>
<p>6.1.8.HistpryUP.5.c: Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.</p>	<p>For opportunities to address this standard please see: SE/TE: Quest Project-Based Learning Inquiry: A Lincoln Website, 478 Lincoln’s Emancipation Proclamation, 520–522 Primary Sources: Abraham Lincoln, The Emancipation Proclamation, 531 Quest Connection, 531 Lincoln Delivers the Gettysburg Address, 536–537 Quest Findings, 544</p> <p>Realize Digital Resources: Topic 8>Lesson 5>Primary Source: Abraham Lincoln, Emancipation Proclamation</p>

**A Correlation of myWorld Interactive, American History, Survey Edition, ©2019
to the 2020 New Jersey Student Learning Standards for Social Studies, U.S. History**

2020 New Jersey Student Learning Standards Social Studies, U.S. History	myWorld Interactive American History Survey Edition, ©2019
Historical events and developments are shaped by social, political, cultural, technological, and economic factors.	
<p>6.1.8.HistoryCC.5.d: Assess the role of various factors that affected the course and outcome of the Civil War (i.e., geography, natural resources, demographics, transportation, leadership, and technology).</p>	<p>SE/TE: Strengths and Weaknesses of the North and South, 507–509 Analyze Graphs: Economic Development in the North & South, 508 Lesson Check #6, 511 The Union Strategy, 513 The Confederate Strategy, 514 Geography Skills: Civil War in the East, 1852–1863, 515 The Blockade and the Ironclads, 516 Union Success in the West, 519 Modern War Technology, 524–525 Primitive Medical Technology, 525 The Siege of Vicksburg, 534 Sheridan Spreads Destruction in the Shenandoah, 538 Grant Targets Vicksburg, 533–534 The Battle Begins, 534–535 A Disastrous Decision for the Confederacy, 535–536 General Grant Takes Charge, 537 Sherman’s March to the Sea, 538 Contrasting Ideas of Liberty and Union, 539–540</p> <p>TE Only: Curriculum Connection: Science, 536</p> <p>Realize Digital Resources: Topic 8>Lesson 4>Interactive Map: The Union's Strategies to Win the Civil War Topic 8>Lesson >Interactive Map: The Battle of Vicksburg; Interactive 3-D Model: The Battle of Gettysburg</p>

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol >indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive, American History, Survey Edition, ©2019
to the 2020 New Jersey Student Learning Standards for Social Studies, U.S. History**

2020 New Jersey Student Learning Standards Social Studies, U.S. History	myWorld Interactive American History Survey Edition, ©2019
<p>6.1.8.HistoryCC.5.e: Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.</p>	<p>SE/TE: Lincoln’s Plan for Reconstruction, 553 President Johnson’s Reconstruction Plan, 556–557 Lesson Check #1, 557 Continuing Conflict Over Reconstruction, 558–559 The Radical Reconstruction Congress, 559–560 New Rules for the South, 560–561 Analyze Charts: Rival Plans for Reconstruction, 561</p> <p>TE Only: History Background, 554</p> <p>Realize Digital Resources: Topic 9>Lesson 1>Interactive Gallery: Lincoln and Reconstruction</p>
<p>6.1.8.HistoryCC.5.f: Analyze the economic impact of Reconstruction on the South from different perspectives.</p>	<p>SE/TE: Topic 8 Assessment #9, 545 Quest Civic Discussion Inquiry: The End of Reconstruction, 550 Causes and Effects of Reconstruction, 553–554 How Did Political Problems Slow Progress?, 569–570 Taxation and Voting Rights, 570 Economic Problems in the South, 570–572 Lesson Check #3 and #5, 572 Quest Connections, 577 How Did the South Rebuild Its Economy?, 578–579 Analyze Graphs: Industrial Growth in the New South, 578</p> <p>Realize Digital Resources: Topic 9> Lesson 1>Interactive Graph: The Downfall of the Southern Economy Topic 9> Lesson 3>Interactive Chart: The Cycle of Poverty Topic 9> Lesson 4>Interactive Map: Change in Southern Industry</p>

**A Correlation of myWorld Interactive, American History, Survey Edition, ©2019
to the 2020 New Jersey Student Learning Standards for Social Studies, U.S. History**

2020 New Jersey Student Learning Standards Social Studies, U.S. History	myWorld Interactive American History Survey Edition, ©2019
<p>6.1.8.HistoryCC.5.g: Construct an argument that prioritizes the causes and events that led to the Civil War using multiple sources from different perspectives.</p>	<p>For opportunities to address this standard, please see:</p> <p>SE/TE: The Missouri Compromise, 479–480 How did Western Expansion Increase Tensions?, 480–481 California Reignites the Slavery Debate, 482–484 A Compromise Holds the Union Together, 484–486 A Book Sways the North Against Slavery, 486–487 Lesson Check #4, 487 Slavery in Kansas and Nebraska, 489–490 Violent Clashes in Kansas, 491–492 Violence Over Slavery Breaks Out in the Senate, 493 How Did Dred Scott Affect the Nation?, 493–494 The Republican Party Forms, 494–495 John Brown Fights Slavery, 498–499 Lesson Check #1–6, 499 A Move Toward Civil War, 502–503 The Outbreak of War, 504–506 Analyze Timelines: Events Leading Up to the Civil War, 505 Topic 8 Review: Major Events Leading to the War, 544 Topic 8 Assessment #2, #6, #8, #10, and #13; 545</p> <p>TE Only: English Language Learners, 502–503</p> <p>Realize Digital Resources: Topic 8>Lesson 1>Video: Compromise; Interactive Cartoon: The Fugitive Slave Act; Interactive Gallery: Uncle Tom’s Cabin; Primary Source: Harriet Beecher Stowe, Uncle Tom’s Cabin Topic 8>Lesson 2>Video: Bleeding Kansas; Interactive Gallery: The Effects of the Kansas-Nebraska Act; Interactive Gallery: The Dred Scott Case Topic 8>Fillable Active Journal: Sectionalism and Civil War, p. 196</p>

**A Correlation of myWorld Interactive, American History, Survey Edition, ©2019
to the 2020 New Jersey Student Learning Standards for Social Studies, U.S. History**

2020 New Jersey Student Learning Standards Social Studies, U.S. History	myWorld Interactive American History Survey Edition, ©2019
Disciplinary Concepts	
Civics, Government, and Human Rights: Civic and Political Institutions	
<ul style="list-style-type: none"> • Political and civic institutions impact all aspects of people's lives. 	This standard is outside of the scope of the program.
<ul style="list-style-type: none"> • Governments have different structures which impact development (expansion) and civic participation. 	<p>SE/TE: The Legislative Branch—Congress, 229–232 The Executive Branch—The President, 232–233 The Judicial Branch—The Supreme Court, 233–235 State Government, 242–245 What Responsibilities Do Local Governments Have?, 245 Government Support, 590–591 Government Regulation of Business, 674 Increasing the Government's Role in the Economy, 685–686 Quest: Document-Based Writing Inquiry The Role of Government in the Economy, 782 Smaller Federal Government, 966 Why Was the Stimulus Controversial?, 1021</p> <p>TE Only: History Background, 243</p> <p>Realize Digital Resources: Topic 4>Lesson 5>Interactive Chart: The Federal System</p>
Civics, Government, and Human Rights: Participation and Deliberation	
<ul style="list-style-type: none"> • Civic participation and deliberation are the responsibility of every member of society. 	<p>SE/TE: Civic Virtue, Citizenship, and Democratic Values, 249–250 Responsible Citizenship, 251–252 Analysis Skills: Political Participation, 993</p> <p>TE Only: History Background, 759 Differentiated Instruction, 993</p> <p>Realize Digital Resources: Topi 4>Lesson 7>Interactive Chart: Voting Responsibly 21st Century Skills Tutorials>Political Participation</p>

**A Correlation of myWorld Interactive, American History, Survey Edition, ©2019
to the 2020 New Jersey Student Learning Standards for Social Studies, U.S. History**

2020 New Jersey Student Learning Standards Social Studies, U.S. History	myWorld Interactive American History Survey Edition, ©2019
<ul style="list-style-type: none"> Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions. 	<p>SE/TE: Civic Virtue, Citizenship, and Democratic Values, 249–250 Responsible Citizenship, 251–252 Analysis Skills: Political Participation, 993</p> <p>Realize Digital Resources: Topic 4>Lesson 7>Interactive Chart: Voting Responsibly 21st Century Skills Tutorials>Political Participation</p>
Civics, Government, and Human Rights: Democratic Principles	
<ul style="list-style-type: none"> The United States' system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law, and of opportunity, justice, and property rights. 	<p>SE/TE: First Comes the Preamble, 225–227 Seven Basic Principles, 227–229 Quest: Document-Based Writing Inquiry The Role of Government in the Economy, 782 Smaller Federal Government, 966 Why Was the Stimulus Controversial?, 1021</p>
<ul style="list-style-type: none"> The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments. 	<p>SE/TE: What Did Americans Learn from the Roman Republic?, 210–211 How Did English Documents Influence the Framers?, 212 What American Traditions Did the Framers Draw On?, 213 The Influence of the Enlightenment, 214–215 Lesson Check #1–4, 215</p> <p>TE Only: History Background, 213</p> <p>Realize Digital Resources: Topic 4>Lesson 3>Interactive Timeline: Influences on the Constitution; Interactive Gallery: Two Treatises of Government</p>

**A Correlation of myWorld Interactive, American History, Survey Edition, ©2019
to the 2020 New Jersey Student Learning Standards for Social Studies, U.S. History**

2020 New Jersey Student Learning Standards Social Studies, U.S. History	myWorld Interactive American History Survey Edition, ©2019
Civics, Government, and Human Rights: Processes and Rules	
<ul style="list-style-type: none"> In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy. 	<p>For opportunities to address this standard please see:</p> <p>SE/TE: New Amendments, 221–222 Constitutional Amendment, 237–238 Responsible Citizenship, 251–252 What Form Did Early Opposition to Slavery Take?, 443–444 How Did Abolitionism Gain Momentum?, 444–448 Who Opposed the Abolitionists?, 448–449 Quest: Document-Based Writing Inquiry The Role of Government in the Economy, 782 Smaller Federal Government, 966 Why Was the Stimulus Controversial?, 1021</p> <p>Realize Digital Resources: Topic 4>Lesson 7>Interactive Chart: Voting Responsibly</p>
Civics, Government and Human Rights: Human and Civil Rights	
<ul style="list-style-type: none"> Human and civil rights include political, social, economic, and cultural rights 	<p>For opportunities to address this standard please see:</p> <p>SE/TE: What Fundamental Liberties Does the Bill of Rights Ensure?, 238–240 Analyze Charts: Civil Rights and the Supreme Court, 920</p>
<ul style="list-style-type: none"> Social and political systems have protected and denied human rights (to varying degrees) throughout time.. 	<p>SE/TE: What Fundamental Liberties Does the Bill of Rights Ensure?, 238–240 Political Changes In the South, 574–575 New Restrictions on African American Rights, 576–578 Why Did Other Minorities Fight for Equality?, 929–932 The Women’s and Gay Rights Movements, 933–935 The United States Constitution: Amendments, 1064–1071</p>
<ul style="list-style-type: none"> Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights. 	<p>SE/TE: Unalienable Human Rights, 170 John Locke, 214</p>

**A Correlation of myWorld Interactive, American History, Survey Edition, ©2019
to the 2020 New Jersey Student Learning Standards for Social Studies, U.S. History**

2020 New Jersey Student Learning Standards Social Studies, U.S. History	myWorld Interactive American History Survey Edition, ©2019
Civics, Government and Human Rights: Civic Mindedness	
<ul style="list-style-type: none"> The well-being of a democracy depends upon informed and effective participation of individuals committed to civility, compromise, and toleration of diversity. 	<p>SE/TE: Responsible Citizenship, 251–252 Analysis Skills: Political Participation, 993</p> <p>Realize Digital Resources: 21st Century Skills Tutorials>Political Participation</p>
Geography, People and the Environment: Spatial Views of the World	
<ul style="list-style-type: none"> Geospatial technologies and representations help us to make sense of the distribution of people, places, and environments and spatial patterns across Earth’s surface. 	<p>There are numerous instances of using geospatial representations throughout the book. For examples, see:</p> <p>SE/TE: Geography Skills: North America in 1753, 134 Geography Skills: Key Battles of the Revolutionary War, 175 Geography Skills: Electoral College Votes, 2012–2020, 233 Geography Skills: Route of Lewis and Clark, 296 Geography Skills: The War of 1812, 313 Geography Skills: Election of 1828, 343 Geography Skills: North America in 1830, 379 Geography Skills: Agriculture in the South, 1860, 435 Geography Skills: Kansas-Nebraska Act, 1854, 490 Geography Skills: Civil War in the East, 1862–1863, 515 Geography Skills: Election of 1876, 575 Geography Skills: Cattle Trails, 599 Geography Skills: Chicago Neighborhood, 659 Geography Skills: Expanding Boston, 664 Geography Skills: The Vote for Women, 689 Geography Skills: World Imperialism, 1914, 720 Geography Skills: U.S. Expansion in the Pacific, 1857–1898, 723 Geography Skills: The Spanish-American War in Cuba, 1898, 732 Geography Skills: The Panama Canal, 1903–1914, 738 Geography Skills: U.S. Actions in the Caribbean, 1898–1916, 741 Geography Skills: Europe at War, 1914–1918, 747 Geography Skills: Key Battles Involving Americans, 1918, 763 Geography Skills: Europe after WWI, 1919, 772 Geography Skills: The Great Migration, 1910–1940, 810</p>

**A Correlation of myWorld Interactive, American History, Survey Edition, ©2019
to the 2020 New Jersey Student Learning Standards for Social Studies, U.S. History**

2020 New Jersey Student Learning Standards Social Studies, U.S. History	myWorld Interactive American History Survey Edition, ©2019
<p>Continued:</p> <ul style="list-style-type: none"> • Geospatial technologies and representations help us to make sense of the distribution of people, places, and environments and spatial patterns across Earth’s surface. 	<p>Continued:</p> <p>Geography Skills: Tennessee Valley Authority Dams Built, 1933–1939, 827</p> <p>Geography Skills: The Dust Bowl, 835</p> <p>Geography Skills: German Advances, 1938–1939, 857</p> <p>Geography Skills: Axis versus Allies World Map, July 1940, 859</p> <p>Geography Skills: Pacific Theater, 1942, 876</p> <p>Geography Skills: World War II in Europe, 1942–1945, 878</p> <p>Geography Skills: The Iron Curtain, 1949, 895</p> <p>Geography Skills: Germany Divided, 1945–1949, 897</p> <p>Geography Skills: The Korean War, 1950–1953, 900</p> <p>Geography Skills: Cold War Alliances, 1959, 903</p> <p>Geography Skills: Migration to the Sunbelt, 1950s, 912</p> <p>Geography Skills: Cuban Missile Crisis, 1961–1962, 939</p> <p>Geography Skills: The Vietnam War, 1964–1973, 943</p> <p>Geography Skills: Israel and the Middle East, 989</p> <p>Geography Skills: Iraq Regions and Ethnic Groups, 1005</p> <p>Geography Skills: Israel and the Palestinian Territories, 1010</p> <p>Realize Digital Resources:</p> <p>Topic 5>Lesson 5>Interactive Map: Indian Lands Lost by 1810</p> <p>Topic 6>Lesson3>Interactive Map: Selected Native American Groups, 1820; Interactive Map: The Trail of Tears</p> <p>Topic 6>Lesson 7>Interactive Map: The Growth of the West to 1860</p> <p>Topic 10>Lesson 1>Interactive Map: The Transcontinental Railroad</p> <p>Topic 12>Lesson 1>Interactive Map: U.S. Expansion in the Pacific, 1867-1899</p> <p>Topic 14>Lesson 2>Interactive Map: Axis and Allied Nations in Europe, 1939-1942</p> <p>Topic 15>Lesson 1>Interactive Map: Early Cold War Alliances</p> <p>Topic 16>Lesson 2>Interactive Map: Shifting Alliances in Europe</p>

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol >indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive, American History, Survey Edition, ©2019
to the 2020 New Jersey Student Learning Standards for Social Studies, U.S. History**

2020 New Jersey Student Learning Standards Social Studies, U.S. History	myWorld Interactive American History Survey Edition, ©2019
Geography, People and the Environment: Human Population Patterns	
<ul style="list-style-type: none"> The diffusion of ideas and cultural practices are impacted by the movement of people and advancements in transportation, communication, and technology. 	<p>SE/TE: Geography Skills: Roads and Canals, 1820–1850, 370 Technology Speeds Transportation, 371–372 The National Road, 372 Movement Changes the West and the Nation, 373–374 Lesson Check #2–3, 374 The Effects of Migration to California, 400 Topic 6 Assessment #6, 403 A Network of Railroads, 423–424 Geography Skills: Expansion of U.S. Railroads, 1850–1860, 423 What Were Yankee Clippers?, 424 How Did Railroads Advance the Market Revolution?, 424–425 Lesson Check #3, 430 Analysis Skills: Interpret Thematic Maps, 573 Immigration and Domestic Migration, 644 African American Migration, 644 Urban Migration, 758–759 International Migration, 759 Geography Skills: The Great Migration, 1910–1940, 810 The Great Migration, 811 The New Suburbs, 910–911 Moving South, 911 Geography Skills: Migration to the Sunbelt, 1950s, 912 Assessment #10, 957</p> <p>TE Only: Differentiated Instruction, 372 Curriculum Connection: Visual and Performing Arts Border Music, 695</p> <p>Realize Digital Resources: Topic 6>Lesson 4>Interactive Gallery: New Transportation Methods; Interactive Gallery: New Technology: The Steamboat; Interactive Map: The Erie Canal Topic 7>Lesson 2> Interactive Gallery: The Steam Locomotive Topic 6>Lesson 6>Interactive Map: Early American Music and Literature Topic 11>Lesson 1>Interactive Chart: Immigration, 1870-1910</p>

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol >indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive, American History, Survey Edition, ©2019
to the 2020 New Jersey Student Learning Standards for Social Studies, U.S. History**

2020 New Jersey Student Learning Standards Social Studies, U.S. History	myWorld Interactive American History Survey Edition, ©2019
<p>• Relationships between humans and environments impact spatial patterns of settlement and movement.</p>	<p>SE/TE: Geography Skills: Westward Movement in Defiance of the Proclamation of 1763, 144 Geography Skills: Louisiana Purchase, 1803, 295 Geography Skills: Route of Lewis and Clark, 296 American Indian Removal, 362–365 The Oregon Trail, 378–381 Geography Skills: North America in 1830, 379 Geography Skills: The Trail of Tears, 1831–1858, 365 Geography Skills: Expansion of U.S. Railroads, 1850–1860, 423 Interpret Thematic Maps, 573 Geography Skills: The Underground Railroad, 447 The New Suburbs, 910–911 Moving South, 911 Geography Skills: Migration to the Sunbelt, 1950s, 912</p> <p>Realize Digital Resources: Topic 5>Lesson 4>Interactive Map: Expansion and Explorations Topic 5>Lesson 5>Interactive Map: Indiana Lands Lost by 1810 Topic 6>Lesson 5>Interactive Map: The Oregon Trail</p>
<p>Global changes in population distribution patterns affect changes in land use in particular places.</p>	<p>SE/TE: Geography Skills: Westward Movement in Defiance of the Proclamation of 1763, 144 Geography Skills: American Indian Lands, 305 Geography Skills: Growth of the United States to 1853, 396 The Effects of Migration to California, 400–401 Analyze Images, 414 Geography Skills: Agriculture in the South, 1860, 435 The New Suburbs, 910–911 Moving South, 911 Geography Skills: Migration to the Sunbelt, 1950s, 912</p> <p>Realize Digital Resources: Topic 6>Lesson 7> Interactive Maps: The Growth of the West to 1860 Topic 6>Lesson 7>Interactive Gallery: The People of California</p>

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol >indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive, American History, Survey Edition, ©2019
to the 2020 New Jersey Student Learning Standards for Social Studies, U.S. History**

2020 New Jersey Student Learning Standards Social Studies, U.S. History	myWorld Interactive American History Survey Edition, ©2019
Geography, People and the Environment: Human Environment Interaction	
<ul style="list-style-type: none"> • Cultural patterns and economic decisions influence environments and the daily lives of people. 	This standard is outside of the scope of the program.
<ul style="list-style-type: none"> • The physical and human characteristics of places and regions are connected to human identities and cultures. 	This standard is outside of the scope of the program.
Geography, People and the Environment: Global Interconnections	
<ul style="list-style-type: none"> • Cultural and environmental practices impact the geography of an area. 	This standard is outside of the scope of the program.
<ul style="list-style-type: none"> • The environmental characteristics of places and production of goods influences the spatial patterns of world trade. 	For opportunities to address this standard, please see: SE/TE: Geography Skills: Colonial Trade from the Chesapeake Area, 146 How Did a Worldwide Economy Develop?, 1015 Realize Digital Resources: Topic 6> Lesson 2>Interactive Map: Tariffs and Trade
Economics, Innovation and Technology: Economic Ways of Thinking	
<ul style="list-style-type: none"> • Economic decision-making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals. 	For opportunities to address this standard, please see: SE/TE: New Ways to Produce Goods, 410–411 Creating a National Railroad Network, 592–595
Economics, Innovation and Technology: Exchange and Markets	
<ul style="list-style-type: none"> • People voluntarily exchange goods and services when all parties expect to gain as a result of the trade 	For opportunities to address this standard, please see: SE/TE: New Ways to Produce Goods, 410–411 The Role of Market Forces, 412–413 How Did Railroads Deal With Competition?, 595–597 Labor Faces Challenges, 635–638 What Caused a World Economic Crisis?, 1018–1020

**A Correlation of myWorld Interactive, American History, Survey Edition, ©2019
to the 2020 New Jersey Student Learning Standards for Social Studies, U.S. History**

2020 New Jersey Student Learning Standards Social Studies, U.S. History	myWorld Interactive American History Survey Edition, ©2019
<ul style="list-style-type: none"> Buyers and sellers interact in competitive markets based on prices that reflect scarcity of goods and services in the market. 	<p>For opportunities to address this standard, please see:</p> <p>SE/TE: New Ways to Produce Goods, 410–411 The Role of Market Forces, 412–413 How Did Railroads Deal With Competition?, 595–597 What Led to the Rise of Corporations and Banks?, 624–625 Labor Faces Challenges, 635–638 Promoting Competition, 674 Encouraging Fair Business Practices, 681–682 Increasing the Government’s Role in the Economy, 685–686 Protecting Competition, 686 What Caused a World Economic Crisis?, 1018–1020</p>
<ul style="list-style-type: none"> Markets exist to facilitate the exchange of goods and services 	<p>For opportunities to address this standard, please see:</p> <p>SE/TE: The Market Economy and the Industrial Revolution, 412–413 The Role of Market Forces, 412–413 Labor Faces Challenges, 635–638 What Caused a World Economic Crisis?, 1018–1020</p>
<ul style="list-style-type: none"> Competition among sellers and buyers exists in specific markets 	<p>For opportunities to address this standard, please see:</p> <p>SE/TE: Promoting a Free Market Economy, 287 New Ways to Produce Goods, 410–411 How Did Railroads Deal With Competition?, 595–597 What Led to the Rise of Corporations and Banks?, 624–625 Promoting Competition, 674 Encouraging Fair Business Practices, 681–682 Increasing the Government’s Role in the Economy, 685–686 Protecting Competition, 686</p> <p>TE Only: History Background: Import Tariffs, 816</p>

**A Correlation of myWorld Interactive, American History, Survey Edition, ©2019
to the 2020 New Jersey Student Learning Standards for Social Studies, U.S. History**

2020 New Jersey Student Learning Standards Social Studies, U.S. History	myWorld Interactive American History Survey Edition, ©2019
Economics, Innovation and Technology: National Economy	
<ul style="list-style-type: none"> • A national economy includes studying the changes in the amounts and qualities of human capital, physical capital, and natural resources. 	For opportunities to address this standard, please see: SE/TE: The Panic of 1837, 356–357 The Bank War, 352–355 The Panic of 1893, 596 What Led to the Rise of Corporations and Banks?, 624–625 Labor Faces Challenges, 635–638 What Led to the Crash?, 813–814 A Series of Economic Problems, 816 An Energy Crisis, 965
<ul style="list-style-type: none"> • The production and consumption of goods and services influence economic growth, well-being, and quality of life 	For opportunities to address this standard, please see: SE/TE: The Panic of 1837, 356–357 What Led to the Crash?, 813–814 A Series of Economic Problems, 816 An Energy Crisis, 965
Economics, Innovation and Technology: Global Economy	
<ul style="list-style-type: none"> • The global economy is the system of trade and industry across the world that has emerged due to globalization. 	SE/TE: How Did a Worldwide Economy Develop?, 1015–1018 What Caused a World Economic Crisis?, 1018–1020
<ul style="list-style-type: none"> • Economic globalization occurs with cross-border movement of goods, services, technology, information, and human, physical, and financial capital. 	SE/TE: How Did a Worldwide Economy Develop?, 1015–1018 What Caused a World Economic Crisis?, 1018–1020

**A Correlation of myWorld Interactive, American History, Survey Edition, ©2019
to the 2020 New Jersey Student Learning Standards for Social Studies, U.S. History**

2020 New Jersey Student Learning Standards Social Studies, U.S. History	myWorld Interactive American History Survey Edition, ©2019
<ul style="list-style-type: none"> Economic policies require an analysis of policies that influence trade among individuals and businesses in different countries. 	<p>For opportunities to address this standard, please see:</p> <p>SE/TE: How Did Alexander Hamilton Deal with the National Debt?, 263–265 How Did Hamilton Create a Stable Economy?, 266 A New Tax Leads to Rebellion, 266–268 How Was a Stable Economy Created after the War?, 319–321 A Series of Economic Problems, 816 What Caused a World Economic Crisis?, 1018–1020 How Did Railroads Help the Nation Expand?, 597 A Weak Recovery, 1020–1022</p> <p>TE Only: History Background: Import Tariffs, 816</p>
<ul style="list-style-type: none"> Economic interdependence is impacted by increased specialization and trade. 	<p>For opportunities to address this standard, please see:</p> <p>SE/TE: A Series of Economic Problems, 816 How Did a Worldwide Economy Develop?, 1015–1018</p>
<p>History, Culture, and Perspectives: Continuity and Change</p>	
<ul style="list-style-type: none"> Chronological sequencing helps us understand the interrelationship of historical events. 	<p>SE/TE: What Happened and When, 130–131, 194–195, 258–259, 334–335, 406–407, 476–477, 548–549, 584–585, 650, 692–692, 714–715, 746–747, 780, 846–847, 890–891, 960–961, 998–999 Analyze Timelines: Voting for Ratification, 220 Analysis Skills: Construct a Timeline, 329 Analyze Images: Milestones in the States’ Rights Debate, 351 Lesson Check #6, 367 Reading Check: Sequence 399 Analyze Images, 401 Analyze Images, 429 Lesson Check #6, 442 Analyze Images, 491 Analyze Timelines: Events Leading Up to the Civil War, 505 Reading Check, 576 Analysis Skills Analyze Sequence, Causation, and Correlation, 662 Reading Check: Sequence, 681 Reading Check: Sequence, 754</p>

**A Correlation of myWorld Interactive, American History, Survey Edition, ©2019
to the 2020 New Jersey Student Learning Standards for Social Studies, U.S. History**

2020 New Jersey Student Learning Standards Social Studies, U.S. History	myWorld Interactive American History Survey Edition, ©2019
<p>Continued:</p> <ul style="list-style-type: none"> • Chronological sequencing helps us understand the interrelationship of historical events. 	<p>Continued:</p> <p>Analyze Images: The First Red Scare, 808 Analyze Charts: Events Leading to Global Economic Collapse, 1919–1930, 816 Analyze Images, 822 Analyze Timelines: Timeline of U.S. Entry into World War II, 861 Lesson Check #6, 872 Analyze Timelines: The Second Red Scare, 905 Reading Check: Sequence, 922 Reading Check: Sequence, 955 Analyze Charts: The Soviet Union Dissolves, 977 Lesson Check #4, 979 Analyze Images: Nuclear Proliferation, 1940–Present, 982 Lesson Check #5, 1022</p> <p>TE Only:</p> <p>Reading Check: Sequence, 616 Active Classroom, 732 Sequence Events, 742 Differentiated Instruction, 818 Differentiated Instruction, 835 Differentiated Instruction, 890 Sequence Events, 918 Sequence Events, 938 Sequence Events, 943 Sequence Events, 951 Sequence Events, 952 Sequence Events, 989</p> <p>Realize Digital Resources:</p> <p>Topic 5>Lesson 6>21st Century Skill: Sequence: Video; 21st Century Skill: Sequence: Quick Reference Fillable Active Journal, pp. 52, 62, 66, 72, 76, 93, 104, 124, 130, 151, 156, 158, 182, 184, 201, 206, 210, 232, 258, 284, 301, 312, 331, 337, 340, 357, 359, 361, 362, 378, 380, 390, 402, 407, 410, 422, 423</p>

**A Correlation of myWorld Interactive, American History, Survey Edition, ©2019
to the 2020 New Jersey Student Learning Standards for Social Studies, U.S. History**

2020 New Jersey Student Learning Standards Social Studies, U.S. History	myWorld Interactive American History Survey Edition, ©2019
<ul style="list-style-type: none"> • Political, economic, social, and cultural factors both change and stay the same over time. 	<p>Continuity and Change are addressed throughout the program. For examples see:</p> <p>SE/TE: Geography Skills: Treaty of Paris 187 How Did Economic Problems Lead to Change?, 202 Analysis Skills: Identify Sources of Continuity, 246 Analyze Images, 327 Topic 5 Assessment #6 and #12, 331 Get Ready to Read, 349, 360, 368 Reading Check, 417 Analyze Image, 417 New Inventions, 418 Analysis Skills, Detecting Changing Patterns, 421 Lesson Check #4, 530 Topic 9 Assessment #6, 581 Desegregating Schools, 919 Why Did Other Minorities Fight for Equality?, 929–932 The Women’s and Gay Rights Movements, 933–935</p> <p>Realize Digital Resources: Topic 4>Lesson 6>21st Century Skill: Identify Trends: Video; 21st Century Skill: Identify Trends: Quick Reference Topic 9>Lesson 4>Interactive Map: Change in Southern Industry</p>

**A Correlation of myWorld Interactive, American History, Survey Edition, ©2019
to the 2020 New Jersey Student Learning Standards for Social Studies, U.S. History**

2020 New Jersey Student Learning Standards Social Studies, U.S. History	myWorld Interactive American History Survey Edition, ©2019
<ul style="list-style-type: none"> Historical events may have single, multiple, and direct and indirect causes and effects. 	<p>Cause and Effect are addressed throughout the program. For examples see:</p> <p>SE/TE:</p> <p>Lesson Check #3, 163 Analysis Skills: Distinguish Cause and Effect, 224 What Were the Causes of the War of 1812?, 307–309 Analyze Charts: The War of 1812, 309 Lesson Check #3, 328 Topic 5 Assessment #5, 331 Causes of Jacksonian Democracy, 345 Manifest Destiny, 392 Analyze Images: Causes of the Mexican-American War, 394 Quest Connection, 394 Analysis Skills: Detecting Changing Patterns, 421 Limited Southern Industry, 434 Lesson Check #3, 442 The Era of Reform, 452 The Second Great Awakening and Its Causes, 453 Causes Leading to War, 503 Causes and Effects of Reconstruction, 553–554 Topic 9 Review: Causes and Effects of Reconstruction, 580 Topic 9 Assessment #8 and #9, 580 Geography Skills: Cattle Trails, 599 Reading Check: Identify Cause and Effect, 609 Reading Check: Identify Cause and Effect, 615 Analyze Diagrams: Andrew Carnegie & Vertical Integration, 624 Analyze Charts: and Effects of Trusts, 628 Topic 10 Assessment #10, 647 Analysis Skills Analyze Sequence, Causation, and Correlation, 662 Lesson Check #3 and #4, 668 Lesson Check #5, 686 Reading Check: Identify Cause and Effect, 701 Analyze Graphs, American Foreign Trade, 1865–1915, 721 Reading Check: Identify Cause and Effect, 739 Lesson Check #5, 767 Topic 12 Assessment #8, 777 Reading Check: Identify Cause and Effect, 788 Reading Check: Identify Cause and Effect, 811 Lesson Check #5, 812 Reading Check: Identify Cause and Effect, 864 Lesson Check #5, 872 Reading Check: Identify Cause and Effect, 910</p>

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive, American History, Survey Edition, ©2019
to the 2020 New Jersey Student Learning Standards for Social Studies, U.S. History**

2020 New Jersey Student Learning Standards Social Studies, U.S. History	myWorld Interactive American History Survey Edition, ©2019
<p>Continued:</p> <ul style="list-style-type: none"> • Historical events may have single, multiple, and direct and indirect causes and effects. 	<p>Continued:</p> <p>Lesson Check #4, 927 Reading Check: Identify Cause and Effect, 953 Topic 17 Assessment #8, 1045 Assessment #1, 1047</p> <p>TE Only:</p> <p>Distinguish Cause and Effect, 683 Identify Cause and Effect, 720 Active Classroom, 786 Differentiated Instruction, 818 Identify Cause and Effect, 895 Differentiated Instruction, 896 Curriculum Connection: English/Language Arts, 1016 Identify Cause and Effect, 1035</p> <p>Realize Digital Resources:</p> <p>Topic 4>Lesson 4>21st Century Skill: Analyze Cause and Effect: Video; 21st Century Skill: Analyze Cause and Effect: Quick Reference Topic 7>Lesson 4>Analysis Skill: Detect Changing Patterns Topic 12>Lesson 4>Interactive Chart: Chain of Events, 1914 Topic 15>Lesson 1>Interactive Chart: Cold War -- Cause and Effect Fillable Active Journal, pp. 19, 64, 66, 135, 140, 153, 180, 196, 220, 242, 271, 329, 335, 352, 372</p>

**A Correlation of myWorld Interactive, American History, Survey Edition, ©2019
to the 2020 New Jersey Student Learning Standards for Social Studies, U.S. History**

2020 New Jersey Student Learning Standards Social Studies, U.S. History	myWorld Interactive American History Survey Edition, ©2019
<ul style="list-style-type: none"> • Historical events and developments are shaped by social, political, cultural, technological, and economic factors. 	<p>References to events and developments shaped by social, political, cultural, technological, and economic factors occur throughout the text. For examples, see:</p> <p>SE/TE:</p> <p>The Importance of the Ohio River, 133–134 How Did the Proclamation of 1763 Fuel Resentment?, 143–144 How Did Mercantilism Affect Taxation and Cause Resentment?, 144–145 The Influence of the Enlightenment, 214–215 A New Tax Leads to Rebellion, 266–268 Regional Impacts of Tariffs, 320 The Bank War, 352–355 Technology Speeds Transportation, 371–372 The Effects of Migration to California, 400–401 A New American Art Style, 465–466 Ranching Affects Settlement Patterns, 600–601 Farming Spreads Across the Plains, 601–602 Lesson Check #2, 609 Why Did People Immigrate?, 653–654 Changes at Home, 758–759 Lesson Check #4–#5, 760 A Renaissance in Harlem, 801–803 How Did FDR Fight the Depression?, 823–824 New Discoveries, 1023–1024 Responding to Environmental Challenges, 1024–1027 What Are Some Advances in Biology and Medicine?, 1028–1032 Lesson Check, 1032</p> <p>Realize Digital Resources:</p> <p>Topic 4>Lesson 1> Interactive Gallery: New Transportation Methods; Interactive Gallery: New Technology: The Steamboat Topic 6>Lesson 7>Interactive Gallery: The People of California Topic 7>Lesson 6>Interactive Gallery: Painting America Topic 17>Lesson 3>Interactive Gallery: Technology in the 21st Century</p>

**A Correlation of myWorld Interactive, American History, Survey Edition, ©2019
to the 2020 New Jersey Student Learning Standards for Social Studies, U.S. History**

2020 New Jersey Student Learning Standards Social Studies, U.S. History	myWorld Interactive American History Survey Edition, ©2019
History, Culture, and Perspectives: Understanding Perspectives	
<ul style="list-style-type: none"> • An individual's perspective is impacted by one's background and experiences. 	For opportunities to address this standard, please see: SE/TE: The Elastic Clause, 230–231 Child Labor, 416 Desegregating Schools, 919 Why Did Other Minorities Fight for Equality?, 929–932 The Women's and Gay Rights Movements, 933–935
<ul style="list-style-type: none"> • Perspectives change over time. 	SE/TE: The Elastic Clause, 230–231 Child Labor, 416 Desegregating Schools, 919 Why Did Other Minorities Fight for Equality?, 929–932 The Women's and Gay Rights Movements, 933–935
<ul style="list-style-type: none"> • Historical contexts and events shaped and continue to shape people's perspectives. 	SE/TE: Analysis Skills: Detect Historical Points of View, 291 Desegregating Schools, 919 Why Did Other Minorities Fight for Equality?, 929–932 The Women's and Gay Rights Movements, 933–935
<ul style="list-style-type: none"> • The perspectives of people in the present shape interpretations of the past. 	For opportunities to address this standard please see: SE/TE: The Elastic Clause, 230–231 Child Labor, 416 Desegregating Schools, 919 Why Did Other Minorities Fight for Equality?, 929–932 The Women's and Gay Rights Movements, 933–935

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive, American History, Survey Edition, ©2019
to the 2020 New Jersey Student Learning Standards for Social Studies, U.S. History**

2020 New Jersey Student Learning Standards Social Studies, U.S. History	myWorld Interactive American History Survey Edition, ©2019
History, Culture, and Perspectives: Historical Sourcing and Evidence	
<ul style="list-style-type: none"> • Historical sourcing and evidence are based on a review of materials and sources from the past. 	<p>SE/TE:</p> <p>Find and Use Credible Sources, ELA 12 Lesson Check #8, 38 Lesson Check #6, 222 Lesson Check #6, 279 Analysis Skills: Detect Historical Points of View, 291 Analysis Skills: Distinguish Verifiable from Unverifiable Information, 382 Lesson Check #5, 563 Lesson Check #7, 629 Lesson Check #5, 668 Lesson Check #6, 678 Lesson Check #6, 796 Lesson Check #6, 803</p> <p>Quest Inquiries: 6, 54, 132, 196, 260, 336, 408, 478, 550, 586, 652, 716, 782, 848, 892, 962, 1000</p> <p>Primary Sources (examples) Primary Sources: John and Abigail Adams, Letters, 153 Primary Source: Thomas Jefferson, Virginia Stature of Religious Freedom, 216 Primary Source: Hamilton and Madison Disagree, 253 Primary Source: Tenskwatawa, The Prophet, Speech, 315 Primary Source: James Fenimore Cooper, “The Chainbearer,” 464 Primary Source Chief Joseph, “I Will Fight No More Forever”, 620 Primary Source: Paul Laurence Dunbar, “We Wear the Mask”, 709 Primary Source: Woodrow Wilson, The Fourteen Points, 775 Primary Source: Franklin Roosevelt, Fireside Chat on Banking. 833 Primary Source: Jean Faulk, Homefront Narrative, 873 Primary Source: Martin Luther King, Jr., “I Have a Dream”, 928 Primary Source: Nelson Mandela, “Glory and Hope”, 992 Primary Source: Barack Obama, Second Inaugural Address, 1043</p>

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive, American History, Survey Edition, ©2019
to the 2020 New Jersey Student Learning Standards for Social Studies, U.S. History**

2020 New Jersey Student Learning Standards Social Studies, U.S. History	myWorld Interactive American History Survey Edition, ©2019
<p>Continued:</p> <ul style="list-style-type: none"> • Historical sourcing and evidence are based on a review of materials and sources from the past. 	<p>Continued:</p> <p>TE Only:</p> <p>21st Century Skills Tutorials>Analyze Primary and Secondary Sources: Interpret Sources</p>
<ul style="list-style-type: none"> • Examining historical sources may answer questions but may also lead to more questions 	<p>SE/TE:</p> <p>Analysis Skills: Detect Historical Points of View, 291</p> <p>Analysis Skills: Distinguish Verifiable from Unverifiable Information, 382</p> <p>Quest Inquiries: 6, 54, 132, 196, 260, 336, 408, 478, 550, 586, 652, 716, 782, 848, 892, 962, 1000</p> <p>Primary Sources (examples):</p> <p>Primary Source Thomas Paine, Common Sense, 177</p> <p>Primary Source Federalist and Antifederalist Writings, 223</p> <p>Primary Source William Clark and Meriwether Lewis, Journals. 303</p> <p>Primary Source John Quincy Adams, Speech on Independence Day, 348</p> <p>Primary Source McGuffey Readers, 451</p> <p>Primary Source Harriet Beecher Stowe, Uncle Tom’s Cabin, 488</p> <p>Primary Source Emancipation Proclamation, Abraham Lincoln, 531</p> <p>Primary Source Quotations from Thomas Edison, 645</p> <p>Primary Source Willa Cather, The Immigrant Experience, 661</p> <p>Primary Source Theodore Roosevelt, The Rough Riders, 736</p> <p>Primary Source Langston Hughes, “The Negro Speaks of Rivers” and “My People”, 804</p> <p>Primary Source Franklin D. Roosevelt, “Day of Infamy” Speech, 865</p> <p>Primary Source Levittown, New York, 914</p> <p>Primary Source Ronald Reagan, “Tear Down This Wall”, 980</p> <p>Primary Source George W. Bush, 9/11 Address to the Nation, 1013</p> <p>TE Only:</p> <p>Differentiated Instruction, 1034</p> <p>Realize Digital Resources:</p> <p>21st Century Skills Tutorials>Analyze Primary and Secondary Sources: Interpret Sources</p>

**A Correlation of myWorld Interactive, American History, Survey Edition, ©2019
to the 2020 New Jersey Student Learning Standards for Social Studies, U.S. History**

2020 New Jersey Student Learning Standards Social Studies, U.S. History	myWorld Interactive American History Survey Edition, ©2019
<ul style="list-style-type: none"> Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments. 	<p>SE/TE: Quest Inquiries: 6, 54, 132, 196, 260, 336, 408, 478, 550, 586, 652, 716, 782, 848, 892, 962, 1000 Analysis Skills: Detect Historical Points of View, 291 Analysis Skills: Distinguish Verifiable from Unverifiable Information, 382</p> <p>TE Only: 21st Century Skills Tutorials>Analyze Primary and Secondary Sources: Interpret Sources</p>
History, Culture, and Perspectives: Claims and Argumentation	
<ul style="list-style-type: none"> Historians analyze claims within sources for perspective and validity. 	<p>SE/TE: Quest Inquiries: 6, 54, 132, 196, 260, 336, 408, 478, 550, 586, 652, 716, 782, 848, 892, 962, 1000 Analysis Skills: Detect Historical Points of View, 291 Analysis Skills: Distinguish Verifiable from Unverifiable Information, 382</p>
<p>Historians develop arguments using evidence from multiple relevant historical sources.</p>	<p>SE/TE: Quest Inquiries: 6, 54, 132, 196, 260, 336, 408, 478, 550, 586, 652, 716, 782, 848, 892, 962, 1000 Analysis Skills: Detect Historical Points of View, 291 Analysis Skills: Detect Historical Points of View, 291 Analysis Skills: Distinguish Verifiable from Unverifiable Information, 382</p>
Social Studies Practices	
<p>1: Developing Questions and Planning Inquiry</p>	<p>SE/TE: Quest Inquiries: 6, 54, 132, 196, 260, 336, 408, 478, 550, 586, 652, 716, 782, 848, 892, 962, 1000</p>
<p>2: Gathering and Evaluating Sources</p>	<p>SE/TE: Quest Inquiries: 6, 54, 132, 196, 260, 336, 408, 478, 550, 586, 652, 716, 782, 848, 892, 962, 1000</p>
<p>3: Seeking Diverse Perspectives</p>	<p>SE/TE: Quest Inquiries: 6, 54, 132, 196, 260, 336, 408, 478, 550, 586, 652, 716, 782, 848, 892, 962, 1000</p>
<p>4: Developing Claims and Using Evidence</p>	<p>SE/TE: Quest Inquiries: 6, 54, 132, 196, 260, 336, 408, 478, 550, 586, 652, 716, 782, 848, 892, 962, 1000</p>

**A Correlation of myWorld Interactive, American History, Survey Edition, ©2019
to the 2020 New Jersey Student Learning Standards for Social Studies, U.S. History**

2020 New Jersey Student Learning Standards Social Studies, U.S. History	myWorld Interactive American History Survey Edition, ©2019
5: Presenting Arguments and Explanations	SE/TE: Quest Inquiries: 6, 54, 132, 196, 260, 336, 408, 478, 550, 586, 652, 716, 782, 848, 892, 962, 1000
6: Engaging in Civil Discourse and Critiquing Conclusions	SE/TE: Quest Inquiries: 6, 54, 132, 196, 260, 336, 408, 478, 550, 586, 652, 716, 782, 848, 892, 962, 1000
7: Taking Informed Action	SE/TE: Quest Inquiries: 6, 54, 132, 196, 260, 336, 408, 478, 550, 586, 652, 716, 782, 848, 892, 962, 1000
Curriculum Development: Integration of 21st Century Skills and Themes and Interdisciplinary Connections District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLs, according to N.J.A.C. 6A:8-2.	
1. District boards of education shall include interdisciplinary connections throughout the K-12 curriculum.	There are numerous interdisciplinary connection features in the text. For examples, please see: TE Only: Curriculum Connection: Mathematics, 12 Curriculum Connection: Science, 33 Curriculum Connection: English/Language Arts , 143 Curriculum Connection: Economics, 293 Curriculum Connection: Mathematics, 296 Curriculum Connection: Visual And Performing Arts, 322 Curriculum Connection: Visual And Performing Arts, 448 Curriculum Connections: English/Language Arts, 494 Curriculum Connection: Environmental Education, 596 Curriculum Connection: Economics, 626 Curriculum Connection: Science, 738 Curriculum Connection: Music, 817 Curriculum Connection: Art, 830 Curriculum Connection: Literature, 839 Curriculum Connection: English/Language Arts, 943 Connection: Science, 1029

**A Correlation of myWorld Interactive, American History, Survey Edition, ©2019
to the 2020 New Jersey Student Learning Standards for Social Studies, U.S. History**

2020 New Jersey Student Learning Standards Social Studies, U.S. History	myWorld Interactive American History Survey Edition, ©2019
<p>2. District boards of education shall integrate into the curriculum 21st century themes and skills (N.J.A.C. 6A:8-3.1(c). Twenty-first century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3). “Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility. Twenty-first century themes and skills are integrated into all content standards areas. Please see sample citations:</p>	
Global awareness:	<p>SE/TE: How Did a Worldwide Economy Develop?, 1015–1018 What Caused a World Economic Crisis?, 1018–1020 A Networked World, 1029–1032</p>
Financial literacy:	<p>SE/TE: Analysis Skills: Conduct a Cost-Benefit Analysis, 669</p>
Economic literacy:	<p>SE/TE: Analysis Skills: Interpret Economic Performance, 359 Analysis Skills: Conduct a Cost-Benefit Analysis, 669</p> <p>Realize Digital Resources: Social Studies Core Concepts>Economics Core Concepts Social Studies Core Concepts> Personal Finance Core Concepts</p>

**A Correlation of myWorld Interactive, American History, Survey Edition, ©2019
to the 2020 New Jersey Student Learning Standards for Social Studies, U.S. History**

2020 New Jersey Student Learning Standards Social Studies, U.S. History	myWorld Interactive American History Survey Edition, ©2019
Business literacy:	<p>SE/TE:</p> <p>Analysis Skills: Interpret Economic Performance, 359</p> <p>Analysis Skills: Conduct a Cost-Benefit Analysis, 669</p> <p>Realize Digital Resources:</p> <p>Social Studies Core Concepts>Economics Core Concepts>Economics Core Concepts: Money Management</p> <p>Social Studies Core Concepts> Personal Finance Core Concepts</p>
Civic literacy:	<p>SE/TE:</p> <p>Analysis Skills: Be an Informed Citizen, 26</p> <p>Analysis Skills: Make a Difference, 915</p> <p>Analysis Skills: Political Participation, 993</p> <p>Realize Digital Resources:</p> <p>21st Century Skills Tutorials>Being an Informed Citizen; Make a Difference; Paying Taxes; Political Participation; Serving on a Jury; Voting</p> <p>Social Studies Core Concepts>Government and Civics Core Concepts</p> <p>Social Studies Reference Center>Constitution Day Resources</p>
Learning and innovation literacy:	<p>Realize Digital Resources:</p> <p>21st Century Skills Tutorials>Generate New Ideas; Innovate</p>
Creativity and innovation:	<p>SE/TE:</p> <p>Students have many opportunities to develop creativity and innovation completing the Quest Inquiry activities. See: Quest Inquiries: 6, 54, 132, 196, 260, 336, 408, 478, 550, 586, 652, 716, 782, 848, 892, 962, 1000</p> <p>Realize Digital Resources:</p> <p>21st Century Skills Tutorials>Generate New Ideas; Innovate</p>

**A Correlation of myWorld Interactive, American History, Survey Edition, ©2019
to the 2020 New Jersey Student Learning Standards for Social Studies, U.S. History**

2020 New Jersey Student Learning Standards Social Studies, U.S. History	myWorld Interactive American History Survey Edition, ©2019
Critical thinking and problem solving:	<p>SE/TE:</p> <p>Students practice critical thinking and problem-solving skills while completing Quest Inquiry activities. See: Quest Inquiries: 6, 54, 132, 196, 260, 336, 408, 478, 550, 586, 652, 716, 782, 848, 892, 962, 1000</p> <p>Students learn about critical thinking in the English-Language Arts Handbook. Please see: Analyze Informational Text, ELA 1 Evaluate Arguments, ELA 2 Analyze Visuals, ELA 3 Analyze Primary and Secondary Sources, ELA 4– ELA 5 Support Your Analyses with Evidence, ELA 6</p> <p>Students use critical thinking and communication skills in Analysis Skills throughout the book. For examples, please see: Analysis Skills: Compare Different Points of View, 164 Analysis Skills: Distinguish Cause and Effect, 224 Analysis Skills: Distinguish Verifiable from Unverifiable Information, 382 Analysis Skills: Detect Changing Patterns, 421 Analysis Skills: Distinguish Essential from Incidental Information, 565 Analysis Skills: Analyze Sequence, Causation, and Correlation, 662 Analysis Skills: Distinguish Real News from “Fake News”, 1014</p> <p>Realize Digital Resources: 21st Century Skills Tutorials>Analyze Cause and Effect; Analyze Data and Models; Analyze Images; Analyze Media Content; Analyze Political Cartoons; Analyze Primary and Secondary Sources; Ask Questions; Categorize; Compare and Contrast; Compare Viewpoints; Consider and Counter Opposing Arguments; Develop Cultural Awareness; Distinguish Between Fact and Opinion; Draw Conclusions; Draw Inferences; Evaluate Existing Arguments; Evaluate Web Sites; Generalize; Identify Bias; Identify Evidence; Identify Main Ideas and Details; Identify Trends; Interpret Sources; Sequence ; Solve Problems; Summarize; Support Ideas With Evidence; Synthesize; Use Content Clues</p>

**A Correlation of myWorld Interactive, American History, Survey Edition, ©2019
to the 2020 New Jersey Student Learning Standards for Social Studies, U.S. History**

2020 New Jersey Student Learning Standards Social Studies, U.S. History	myWorld Interactive American History Survey Edition, ©2019
Communication and collaboration:	<p>SE/TE: Using the Writing Process, ELA 7– ELA 8 Write an Argument, ELA 9 Write Informative or Explanatory Essays, ELA 10 Write Narrative Essays, ELA 11 Find and Use Credible Sources, ELA 12–ELA 13 Write Research Papers, ELA 14 Discuss Your Ideas, ELA 15 Give an Effective Presentation, ELA 16 Effective Listening, 1</p> <p>TE Only: English Language Learners, Bridging, 379 English Language Learners, Expanding, 1019 Differentiated Instruction, Below Level, 1025</p> <p>Realize Digital Resources: 21st Century Skills Tutorials>Compromise; Create a Research Hypothesis; Develop a Clear Thesis; Give an Effective Presentation; Participate in a Discussion or Debate; Publish Your Work; Work in Teams; Write a Journal Entry; Write an Essay</p>
Information, media, and technology skills:	<p>SE/TE: Students develop information, media, and technology skills while completing Quest Inquiry activities. See: Quest Inquiries: 6, 54, 132, 196, 260, 336, 408, 478, 550, 586, 652, 716, 782, 848, 892, 962, 1000</p> <p>Realize Digital Resources: 21st Century Skills Tutorials>Create Charts and Maps; Create Databases; Evaluate Web Sites; Read Charts, Graphs, and Tables; Read Physical Maps; Read Special Purpose Maps; Search for Information on the Internet</p>

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol >indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive, American History, Survey Edition, ©2019
to the 2020 New Jersey Student Learning Standards for Social Studies, U.S. History**

2020 New Jersey Student Learning Standards Social Studies, U.S. History	myWorld Interactive American History Survey Edition, ©2019
Life and career skills:	<p>Realize Digital Resources: Social Studies Core Concepts>Economics Core Concepts>Economics Core Concepts: Money Management Social Studies Core Concepts> Personal Finance Core Concepts</p>
Initiative and self-direction:	<p>SE/TE: Students develop initiative and self-direction skills while completing Quest Inquiry activities. See: Quest Inquiries: 6, 54, 132, 196, 260, 336, 408, 478, 550, 586, 652, 716, 782, 848, 892, 962, 1000</p>
Social and cross-cultural skills:	<p>Realize Digital Resources: 21st Century Skills Tutorials>Share Responsibility; Work in Teams</p>
Productivity and accountability:	<p>SE/TE: Students develop productivity and accountability skills while completing Quest Inquiry activities. See: Quest Inquiries: 6, 54, 132, 196, 260, 336, 408, 478, 550, 586, 652, 716, 782, 848, 892, 962, 1000</p>
Leadership and responsibility:	<p>SE/TE: Students develop leadership and responsibility skills while completing Quest Inquiry activities. See: Quest Inquiries: 6, 54, 132, 196, 260, 336, 408, 478, 550, 586, 652, 716, 782, 848, 892, 962, 1000</p>

**A Correlation of myWorld Interactive, American History, Survey Edition, ©2019
to the 2020 New Jersey Student Learning Standards for Social Studies, U.S. History**

2020 New Jersey Student Learning Standards Social Studies, U.S. History	myWorld Interactive American History Survey Edition, ©2019
Amistad Law: N.J.S.A. 18A 52:16A-88	
<p>Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.</p>	<p>SE/TE: What Was Daily Life Like in the Early Republic?, 326–328 Limits on Suffrage, 339 African Americans Face Discrimination, 429–430 What Was Life Like for African Americans in the South?, 437–439 Slavery in the South, 439–441 How Did Enslaved African Americans Resist Their Enslavement?, 441–442 African American Abolitionists, 445 Expanding Education for African Americans, 457 Analyze Images, 469 Why Did African Americans Fight for the Union?, 523–524 Problems in the South, 552–553 The Freedom’s Bureau Addresses Economic and Social Needs, 554 Political Problems and a New President, 562–563 African Americans, 567–568 Freedmen Have Limited Opportunities, 570–571 Poverty in the South, 571–572 Analysis Skills: African American Migration, 1866–1877, 573 New Restrictions on African American Rights, 576–578 African Americans Move West, 603 What Did the Morrill Acts Do?, 604–605 African American Migration, 664 Discrimination - African Americans, 692–694 “Play Ball!”, 702 Government-Funded Schools, 704 Victory in Cuba, 731–732 Urban Migration, 758–759 The Military Expands, 755–756 African American Soldiers, 763–764 A Renaissance in Harlem, 801–804 Biography:5 Things to Know About Zora Neale Hurston, 804 Lesson Check #5, 804 Racial Tensions Rise, 810–811 African Americans Face Hard Times, 837 Fighting a War Abroad and Discrimination at Home, 869–871 Lesson Check #3, 872 Get Ready to Read, 916 Why Did Discrimination Continue?, 916–918 The Legal Struggle for Equality, 918–919</p>

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol >indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive, American History, Survey Edition, ©2019
to the 2020 New Jersey Student Learning Standards for Social Studies, U.S. History**

<p align="center">2020 New Jersey Student Learning Standards Social Studies, U.S. History</p>	<p align="center">myWorld Interactive American History Survey Edition, ©2019</p>
<p>Continued: Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.</p>	<p>Continued: What Caused Montgomery Bus Boycott? 919–922 Analyze Charts: Civil Rights and the Supreme Court, 920 A Continuing Crusade for Equality, 923–927 Analyze Graphs: Unemployment, by Race, 1950–1970, 926 Lesson Check, 927 Primary Source: Martin Luther King, Jr., “I Have a Dream”, 928</p> <p>TE Only: Common Misconceptions: Tuskegee Airmen, 871 History Background: The Kerner Commission, 925</p> <p>Realize Digital Resources: Topic 11>Lesson 5>Interactive Timeline: African American Reform Movement, 1895–1915 Topic 13>Lesson 3>Interactive Gallery Key Figures of the Harlem Renaissance Topic 15>Lesson 4>Interactive Gallery Nonviolent Strategies in the Civil Rights Movement</p>
<p>Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.</p>	<p>SE/TE: American Indian Removal, 362–365 Southern American Indians on the Trail of Tears, 365–367 Broken Promises, 613–615 Conflict in the West Continues, 616–617 Longing for a Lost Way of Life, 617–618 American Indian Policy Reform, 619 Lesson Check #1–#5, 619 The Holocaust, 884–885 Lesson Check #3 and #5, 885</p> <p>TE Only: Differentiated Instruction, 884</p> <p>Realize Digital Resources: Topic 14>Lesson 4>Interactive Gallery: Holocaust Aftermath and Remembrance</p>

**A Correlation of myWorld Interactive, American History, Survey Edition, ©2019
to the 2020 New Jersey Student Learning Standards for Social Studies, U.S. History**

2020 New Jersey Student Learning Standards Social Studies, U.S. History	myWorld Interactive American History Survey Edition, ©2019
LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35	
<p>A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.</p>	<p>For opportunities to address this standard please see: SE/TE: The Women’s and Gay Rights Movements, 933–935</p>
6.3: Active Citizenship in the 21st Century	
Civics, Government, and Human Rights: Civic and Political Institutions	
Political and civil institutions impact all aspects of people’s lives.	
<p>6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.</p>	<p>For opportunities to address this standard, please see: SE/TE: Quest Civic Discussion Inquiry: Senate Representation, 196 Quest Civic Discussion Inquiry: High-Speed Rail, 586 Quest Document-Based Inquiry: The Role of Government in the Economy, 782</p>
<p>Governments have different structures which impact development (expansion) and civic participation.</p>	<p>SE/TE: The Legislative Branch—Congress, 229–232 The Executive Branch—The President, 232–233 The Judicial Branch—The Supreme Court, 233–235 State Government, 242–245 What Responsibilities Do Local Governments Have?, 245 Government Support, 590–591 Encouraging Fair Business Practices, 681–682 Increasing the Government’s Role in the Economy, 685–686 Protecting Competition, 686 Making Economic Reforms, 825–827 Social Security, 829 The Federal Government Protects Civil Rights, 925</p> <p>TE Only: History Background, 243</p> <p>Realize Digital Resources: Topic 4>Lesson 5>Interactive Chart: The Federal System</p>

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol >indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive, American History, Survey Edition, ©2019
to the 2020 New Jersey Student Learning Standards for Social Studies, U.S. History**

2020 New Jersey Student Learning Standards Social Studies, U.S. History	myWorld Interactive American History Survey Edition, ©2019
6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).	This standard is outside of the scope of the program.
6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.	This standard is outside of the scope of the program.
6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people’s lives and share with individuals who might benefit from this information.	This standard is outside of the scope of the program.
Civics, Government, and Human Rights: Participation and Deliberation	
Civic participation and deliberation are the responsibility of every member of society.	
6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.	This standard is outside of the scope of the program.
6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.	This standard is outside of the scope of the program.
Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions.	
6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.	For opportunities to address this standard, please see: SE/TE: Civic Virtue, Citizenship, and Democratic Values, 249–250 Responsible Citizenship, 251–252 Realize Digital Resources: Topi 4>Lesson 7>Interactive Chart: Voting Responsibly
Civics, Government, and Human Rights: Democratic Principles	
The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.	
6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.	This standard is outside of the scope of the program.

**A Correlation of myWorld Interactive, American History, Survey Edition, ©2019
to the 2020 New Jersey Student Learning Standards for Social Studies, U.S. History**

2020 New Jersey Student Learning Standards Social Studies, U.S. History	myWorld Interactive American History Survey Edition, ©2019
<p>6.3.8.CivicsDP.2: Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions).</p>	<p>For opportunities to address this standard, please see: SE/TE: Free Speech, Press, Religious Freedom, 238–239 Quick Activity, 240 What Were the Alien and Sedition Acts?, 283–285</p> <p>Realize Digital Resources: Topic 4>Lesson 6>Quick Activity: Explore Free Speech; Interactive Gallery: The First Amendment</p>

©2021 Savvas Learning Company LLC.