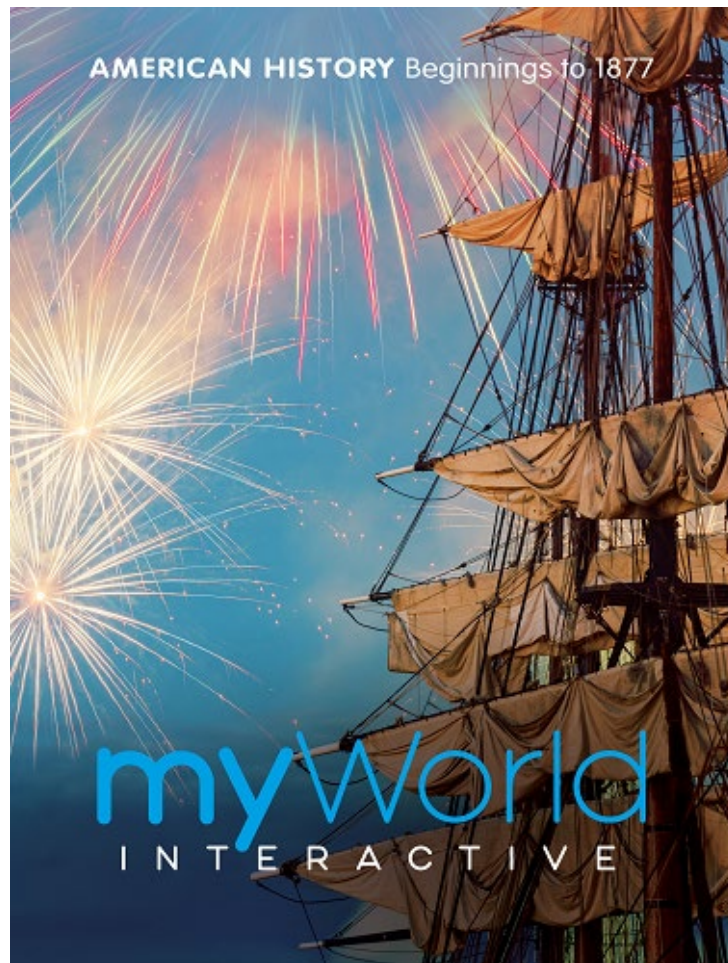


A Correlation of
myWorld Interactive American History
Beginnings to 1877 ©2019



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, Beginnings to 1877, ©2019 to the 2020 New Jersey Student Learning Standards – Social Studies

Introduction

This document demonstrates how *myWorld Interactive American History Beginnings to 1877* ©2019 meets the 2020 New Jersey Student Learning Standards 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.

SE = Student Edition

TE = Teacher Edition

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

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.....	39
Curriculum Development: Integration of 21st Century Skills and Themes and Interdisciplinary Connections	39
Twenty-first century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).....	40
Amistad Law: N.J.S.A. 18A 52:16A-88	40
Holocaust Law: N.J.S.A. 18A:35-28	40
LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35.....	41
6.3: Active Citizenship in the 21st Century	41

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, Beginnings to 1877, ©2019
to the 2020 New Jersey Student Learning Standards – Social Studies**

2020 New Jersey Student Learning Standards Social Studies	myWorld Interactive American History Beginnings to 1877, ©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>

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, Beginnings to 1877, ©2019
to the 2020 New Jersey Student Learning Standards – Social Studies**

<p align="center">2020 New Jersey Student Learning Standards Social Studies</p>	<p align="center">myWorld Interactive American History Beginnings to 1877, ©2019</p>
<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>

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, Beginnings to 1877, ©2019
to the 2020 New Jersey Student Learning Standards – Social Studies**

2020 New Jersey Student Learning Standards Social Studies	myWorld Interactive American History Beginnings to 1877, ©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>

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, Beginnings to 1877, ©2019
to the 2020 New Jersey Student Learning Standards – Social Studies**

2020 New Jersey Student Learning Standards Social Studies	myWorld Interactive American History Beginnings to 1877, ©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>

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, Beginnings to 1877, ©2019
to the 2020 New Jersey Student Learning Standards – Social Studies**

2020 New Jersey Student Learning Standards Social Studies	myWorld Interactive American History Beginnings to 1877, ©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 p. 64, 66, and 74-75</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, Beginnings to 1877, ©2019
to the 2020 New Jersey Student Learning Standards – Social Studies**

<p align="center">2020 New Jersey Student Learning Standards Social Studies</p>	<p align="center">myWorld Interactive American History Beginnings to 1877, ©2019</p>
<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 and 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>

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, Beginnings to 1877, ©2019
to the 2020 New Jersey Student Learning Standards – Social Studies**

2020 New Jersey Student Learning Standards Social Studies	myWorld Interactive American History Beginnings to 1877, ©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>

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, Beginnings to 1877, ©2019
to the 2020 New Jersey Student Learning Standards – Social Studies**

<p align="center">2020 New Jersey Student Learning Standards Social Studies</p>	<p align="center">myWorld Interactive American History Beginnings to 1877, ©2019</p>
<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>

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, Beginnings to 1877, ©2019
to the 2020 New Jersey Student Learning Standards – Social Studies**

<p align="center">2020 New Jersey Student Learning Standards Social Studies</p>	<p align="center">myWorld Interactive American History Beginnings to 1877, ©2019</p>
<p>Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments.</p>	
<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>

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, Beginnings to 1877, ©2019
to the 2020 New Jersey Student Learning Standards – Social Studies**

2020 New Jersey Student Learning Standards Social Studies	myWorld Interactive American History Beginnings to 1877, ©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: Ge 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>

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, Beginnings to 1877, ©2019
to the 2020 New Jersey Student Learning Standards – Social Studies**

<p align="center">2020 New Jersey Student Learning Standards Social Studies</p>	<p align="center">myWorld Interactive American History Beginnings to 1877, ©2019</p>
<p>Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.</p>	
<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 Howe 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, Beginnings to 1877, ©2019
to the 2020 New Jersey Student Learning Standards – Social Studies**

2020 New Jersey Student Learning Standards Social Studies	myWorld Interactive American History Beginnings to 1877, ©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>

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, Beginnings to 1877, ©2019
to the 2020 New Jersey Student Learning Standards – Social Studies**

<p align="center">2020 New Jersey Student Learning Standards Social Studies</p>	<p align="center">myWorld Interactive American History Beginnings to 1877, ©2019</p>
<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>

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, Beginnings to 1877, ©2019
to the 2020 New Jersey Student Learning Standards – Social Studies**

<p align="center">2020 New Jersey Student Learning Standards Social Studies</p>	<p align="center">myWorld Interactive American History Beginnings to 1877, ©2019</p>
<p>A national economy includes studying the changes in the amounts and qualities of human capital, physical capital, and natural resources.</p>	
<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, Beginnings to 1877, ©2019
to the 2020 New Jersey Student Learning Standards – Social Studies**

<p align="center">2020 New Jersey Student Learning Standards Social Studies</p>	<p align="center">myWorld Interactive American History Beginnings to 1877, ©2019</p>
<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: 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>

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, Beginnings to 1877, ©2019
to the 2020 New Jersey Student Learning Standards – Social Studies**

<p align="center">2020 New Jersey Student Learning Standards Social Studies</p>	<p align="center">myWorld Interactive American History Beginnings to 1877, ©2019</p>
<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: 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>

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, Beginnings to 1877, ©2019
to the 2020 New Jersey Student Learning Standards – Social Studies**

<p align="center">2020 New Jersey Student Learning Standards Social Studies</p>	<p align="center">myWorld Interactive American History Beginnings to 1877, ©2019</p>
<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, 37-378 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, Beginnings to 1877, ©2019
to the 2020 New Jersey Student Learning Standards – Social Studies**

2020 New Jersey Student Learning Standards Social Studies	myWorld Interactive American History Beginnings to 1877, ©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>

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, Beginnings to 1877, ©2019
to the 2020 New Jersey Student Learning Standards – Social Studies**

<p align="center">2020 New Jersey Student Learning Standards Social Studies</p>	<p align="center">myWorld Interactive American History Beginnings to 1877, ©2019</p>
<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 he 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>

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, Beginnings to 1877, ©2019
to the 2020 New Jersey Student Learning Standards – Social Studies**

<p align="center">2020 New Jersey Student Learning Standards Social Studies</p>	<p align="center">myWorld Interactive American History Beginnings to 1877, ©2019</p>
<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>

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, Beginnings to 1877, ©2019
to the 2020 New Jersey Student Learning Standards – Social Studies**

<p align="center">2020 New Jersey Student Learning Standards Social Studies</p>	<p align="center">myWorld Interactive American History Beginnings to 1877, ©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>

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, Beginnings to 1877, ©2019
to the 2020 New Jersey Student Learning Standards – Social Studies**

<p align="center">2020 New Jersey Student Learning Standards Social Studies</p>	<p align="center">myWorld Interactive American History Beginnings to 1877, ©2019</p>
<p>Historical events and developments are shaped by social, political, cultural, technological, and economic factors.</p>	
<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, Beginnings to 1877, ©2019
to the 2020 New Jersey Student Learning Standards – Social Studies**

<p align="center">2020 New Jersey Student Learning Standards Social Studies</p>	<p align="center">myWorld Interactive American History Beginnings to 1877, ©2019</p>
<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>

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, Beginnings to 1877, ©2019
to the 2020 New Jersey Student Learning Standards – Social Studies**

<p align="center">2020 New Jersey Student Learning Standards Social Studies</p>	<p align="center">myWorld Interactive American History Beginnings to 1877, ©2019</p>
<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>

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, Beginnings to 1877, ©2019
to the 2020 New Jersey Student Learning Standards – Social Studies**

2020 New Jersey Student Learning Standards Social Studies	myWorld Interactive American History Beginnings to 1877, ©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. 	<p>This standard is outside of the scope of the program.</p>
<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</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</p> <p>Realize Digital Resources: Topic 4>Lesson 7>Interactive Chart: Voting Responsibly</p>
<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</p> <p>Realize Digital Resources: Topic 4>Lesson 7>Interactive Chart: Voting Responsibly</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</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, Beginnings to 1877, ©2019
to the 2020 New Jersey Student Learning Standards – Social Studies**

<p align="center">2020 New Jersey Student Learning Standards Social Studies</p>	<p align="center">myWorld Interactive American History Beginnings to 1877, ©2019</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>
<p align="center">Civics, Government, and Human Rights: Processes and Rules</p>	
<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: 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?, 48-449</p> <p>Realize Digital Resources: Topic 4>>Lesson 7>Interactive Chart: Voting Responsibly</p>
<p align="center">Civics, Government and Human Rights: Human and Civil Rights</p>	
<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: SE/TE: What Fundamental Liberties Does the Bill of Rights Ensure?, 238-240</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</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, Beginnings to 1877, ©2019
to the 2020 New Jersey Student Learning Standards – Social Studies**

2020 New Jersey Student Learning Standards Social Studies	myWorld Interactive American History Beginnings to 1877, ©2019
<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>
<p>Civics, Government and Human Rights: Civic Mindedness</p>	
<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</p>
<p>Geography, People and the Environment: Spatial Views of the World</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>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</p> <p>Realize Digital Resources: Topic 5>Lesson 5>Interactive Map: Indian Lands Lost by 1810 Topic 6>Lesson3>Interactive Map: Selected Native American Groups, 1820; Interactive Map: The Trail of Tears Topic 6>Lesson 7>Interactive Map: The Growth of the West to 1860</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, Beginnings to 1877, ©2019
to the 2020 New Jersey Student Learning Standards – Social Studies**

<p align="center">2020 New Jersey Student Learning Standards Social Studies</p>	<p align="center">myWorld Interactive American History Beginnings to 1877, ©2019</p>
<p>Geography, People and the Environment: Human Population Patterns</p> <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 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 Topic 6>Lesson 6>Interactive Map: Early American Music and Literature</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, Beginnings to 1877, ©2019
to the 2020 New Jersey Student Learning Standards – Social Studies**

<p align="center">2020 New Jersey Student Learning Standards Social Studies</p>	<p align="center">myWorld Interactive American History Beginnings to 1877, ©2019</p>
<ul style="list-style-type: none"> Relationships between humans and environments impact spatial patterns of settlement and movement. 	<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</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</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>
<p>Geography, People and the Environment: Human Environment Interaction</p>	
<ul style="list-style-type: none"> Cultural patterns and economic decisions influence environments and the daily lives of people. 	<p>This standard is outside of the scope of the program.</p>
<ul style="list-style-type: none"> The physical and human characteristics of places and regions are connected to human identities and cultures. 	<p>This standard is outside of the scope of the program.</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, Beginnings to 1877, ©2019
to the 2020 New Jersey Student Learning Standards – Social Studies**

2020 New Jersey Student Learning Standards Social Studies	myWorld Interactive American History Beginnings to 1877, ©2019
Geography, People and the Environment: Global Interconnections	
<ul style="list-style-type: none"> • Cultural and environmental practices impact the geography of an area. 	<p>This standard is outside of the scope of the program.</p>
<ul style="list-style-type: none"> • The environmental characteristics of places and production of goods influences the spatial patterns of world trade. 	<p>For opportunities to address this standard please see: SE/TE: Geography Skills: Colonial Trade from the Chesapeake Area, 146</p> <p>Realize Digital Resources: Topic 6> Lesson 2>Interactive Map: Tariffs and Trade</p>
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.. 	<p>For opportunities to address this standard please see: SE/TE: New Ways to Produce Goods, 410-411</p>
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 	<p>For opportunities to address this standard please see: SE/TE: New Ways to Produce Goods, 410-411 The Role of Market Forces, 412-413</p>
<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: SE/TE: New Ways to Produce Goods, 410-411 The Role of Market Forces, 412-413</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: SE/TE: The Market Economy and the Industrial Revolution, 412-413 The Role of Market Forces, 412-413</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: SE/TE: Promoting a Free Market Economy, 287 New Ways to Produce Goods, 410-411</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, Beginnings to 1877, ©2019
to the 2020 New Jersey Student Learning Standards – Social Studies**

2020 New Jersey Student Learning Standards Social Studies	myWorld Interactive American History Beginnings to 1877, ©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
<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
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. 	This standard is outside of the scope of the program.
<ul style="list-style-type: none"> • Economic globalization occurs with cross-border movement of goods, services, technology, information, and human, physical, and financial capital. 	This standard is outside of the scope of the program.
<ul style="list-style-type: none"> • Economic policies require an analysis of policies that influence trade among individuals and businesses in different countries. 	For opportunities to address this standard please see: 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
<ul style="list-style-type: none"> • Economic interdependence is impacted by increased specialization and trade. 	This standard is outside of the scope of the program.

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, Beginnings to 1877, ©2019
to the 2020 New Jersey Student Learning Standards – Social Studies**

2020 New Jersey Student Learning Standards Social Studies	myWorld Interactive American History Beginnings to 1877, ©2019
History, Culture, and Perspectives: Continuity and Change	
<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 Analyze Timelines, 220 Analyze Images, 266 Analysis Skills: Construct a Timeline, 329 Analyze Images, 351 Lesson Check #6, 367 Reading Check 399 Analyze Images, 401 Analyze Images, 429 Lesson Check #6, 442 Analyze Images, 491 Analyze Timelines, 505 Reading Check, 576</p> <p>Realize Digital Resources: Topic 5>Lesson 6>21st Century Skill: Sequence: Video; 21st Century Skill: Sequence: Quick Reference Fillable Active Journal, pp. 52, 66, 72, 76, 93, 104, 130, 158, 184, 201, 210</p>
<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: 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</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>

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, Beginnings to 1877, ©2019
to the 2020 New Jersey Student Learning Standards – Social Studies**

<p align="center">2020 New Jersey Student Learning Standards Social Studies</p>	<p align="center">myWorld Interactive American History Beginnings to 1877, ©2019</p>
<p>• Historical events may have single, multiple, and direct and indirect causes and effects.</p>	<p>SE/TE: Reading Check, 140, 147, 152 Lesson Check #3, 163 Analysis Skills: Distinguish Cause and Effect, 224 Get Ready to Read, 261, 304 Analyze Images, 275 What Were the Causes of the War of 1812?, 307-309 Analyze Charts: The War of 1812, 309 Analyze Images, 327 Lesson Check #3, 328 Topic 5 Assessment #5, 331 Get Ready to Read, 337, 383, 392 Causes of Jacksonian Democracy, 345 Analyze Charts: Benefits of the American System, 371 Manifest Destiny, 392 Analyze Images: Causes of the Mexica-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 Reding Check 529 Analyze Images, 530 Causes and Effects of Reconstruction, 553-554 Topic 9 Review: Causes and Effects of Reconstruction, 580</p> <p>Realize Digital Resources: 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 Fillable Active Journal, pp. 64, 66, 135, 140, 180</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, Beginnings to 1877, ©2019
to the 2020 New Jersey Student Learning Standards – Social Studies**

<p align="center">2020 New Jersey Student Learning Standards Social Studies</p>	<p align="center">myWorld Interactive American History Beginnings to 1877, ©2019</p>
<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</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</p>
<p align="center">History, Culture, and Perspectives: Understanding Perspectives</p>	
<ul style="list-style-type: none"> • An individual’s perspective is impacted by one’s background and experiences. 	<p>For opportunities to address this standard please see:</p> <p>SE/TE:</p> <p>The Elastic Clause, 230-231 Child Labor, 416</p>
<ul style="list-style-type: none"> • Perspectives change over time. 	<p>SE/TE:</p> <p>The Elastic Clause, 230-231 Child Labor, 416</p>
<ul style="list-style-type: none"> • Historical contexts and events shaped and continue to shape people’s perspectives. 	<p>SE/TE:</p> <p>Analysis Skills: Detect Historical Points of View, 291</p>
<ul style="list-style-type: none"> • The perspectives of people in the present shape interpretations of the past. 	<p>For opportunities to address this standard please see:</p> <p>SE/TE:</p> <p>The Elastic Clause, 230-231 Child Labor, 416</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, Beginnings to 1877, ©2019
to the 2020 New Jersey Student Learning Standards – Social Studies**

<p align="center">2020 New Jersey Student Learning Standards Social Studies</p>	<p align="center">myWorld Interactive American History Beginnings to 1877, ©2019</p>
<p align="center">History, Culture, and Perspectives: Historical Sourcing and Evidence</p>	
<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: Quest Inquiries: 132, 196, 260, 336, 408, 478, 550 Primary Sources: John and Abigail Adams, Letters, 153 Primary Sources: Thomas Paine: <i>Common Sense</i>, 177 Primary Sources: Thomas Jefferson, Virginia Stature of Religious Freedom, 216 Lesson Check #6, 222 Primary Sources: Federalist and Antifederalist Writings, 223 Primary Sources: Hamilton and Madison Disagree, 253 Lesson Check #6, 279 Primary Sources: William Clark and Meriweather Lewis, Journals, 302 Primary Sources: Tenskwatawa, The Prophet, Speech, 315 Primary Sources: McGuffey Readers, 451 Primary Sources: James Fenimore Cooper, “The Chainbearer,” 464 Primary Source: John Quincy Adams, Speech on Independence Day, 348 Analysis Skills: Distinguish Verifiable from Unverifiable Information, 382 Primary Sources: Frederick Douglass, “What the Black Man Wants,” 564</p>
<ul style="list-style-type: none"> • Examining historical sources may answer questions but may also lead to more questions 	<p>SE/TE: Quest Inquiries: 132, 196, 260, 336, 408, 478, 550</p>
<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: 132, 196, 260, 336, 408, 478, 550 Analysis Skills: Detect Historical Points of View, 291 Analysis Skills: Distinguish Verifiable from Unverifiable Information, 382</p>
<p align="center">History, Culture, and Perspectives: Claims and Argumentation</p>	
<ul style="list-style-type: none"> • Historians analyze claims within sources for perspective and validity. 	<p>SE/TE: Quest Inquiries: 132, 196, 260, 336, 408, 478, 550 Analysis Skills: Detect Historical Points of View, 291 Analysis Skills: Distinguish Verifiable from Unverifiable Information, 382</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, Beginnings to 1877, ©2019
to the 2020 New Jersey Student Learning Standards – Social Studies**

2020 New Jersey Student Learning Standards Social Studies	myWorld Interactive American History Beginnings to 1877, ©2019
Historians develop arguments using evidence from multiple relevant historical sources.	SE/TE: Quest Inquiries: 132, 196, 260, 336, 408, 478, 550 Analysis Skills: Detect Historical Points of View, 291 Analysis Skills: Distinguish Verifiable from Unverifiable Information, 382
Social Studies Practices	
1: Developing Questions and Planning Inquiry	SE/TE: Quest Inquiries: 132, 196, 260, 336, 408, 478, 550
2: Gathering and Evaluating Sources	SE/TE: Quest Inquiries: 132, 196, 260, 336, 408, 478, 550
3: Seeking Diverse Perspectives	SE/TE: Quest Inquiries: 132, 196, 260, 336, 408, 478, 550
4: Developing Claims and Using Evidence	SE/TE: Quest Inquiries: 132, 196, 260, 336, 408, 478, 550
5: Presenting Arguments and Explanations	SE/TE: Quest Inquiries: 132, 196, 260, 336, 408, 478, 550
6: Engaging in Civil Discourse and Critiquing Conclusions	SE/TE: Quest Inquiries: 132, 196, 260, 336, 408, 478, 550
7: Taking Informed Action	SE/TE: Quest Inquiries: 132, 196, 260, 336, 408, 478, 550
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.	This standard is outside of the scope of the program.
2. District boards of education shall integrate into the curriculum 21st century themes and skills (N.J.A.C. 6A:8-3.1(c)).	This standard is outside of the scope of the program.

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, Beginnings to 1877, ©2019
to the 2020 New Jersey Student Learning Standards – Social Studies**

<p align="center">2020 New Jersey Student Learning Standards Social Studies</p>	<p align="center">myWorld Interactive American History Beginnings to 1877, ©2019</p>
<p>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.</p>	
<p>Amistad Law: N.J.S.A. 18A 52:16A-88</p>	
<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</p>
<p>Holocaust Law: N.J.S.A. 18A:35-28</p>	
<p>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>For opportunities to address this standard please see: SE/TE: American Indian Removal, 362-365 Southern American Indians on the Trail of Tears, 365-367</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, Beginnings to 1877, ©2019
to the 2020 New Jersey Student Learning Standards – Social Studies**

2020 New Jersey Student Learning Standards Social Studies	myWorld Interactive American History Beginnings to 1877, ©2019
LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35	
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.	This standard is outside of the scope of the program.
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.	
6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.	For opportunities to address this standard please see: SE/TE: Quest Civic Discussion Inquiry: Senate Representation, 196
Governments have different structures which impact development (expansion) and civic participation.	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 TE only History Background, 243 Realize Digital Resources: Topic 4>Lesson 5>Interactive Chart: The Federal System
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.

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, Beginnings to 1877, ©2019
to the 2020 New Jersey Student Learning Standards – Social Studies**

2020 New Jersey Student Learning Standards Social Studies	myWorld Interactive American History Beginnings to 1877, ©2019
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: Topic 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.
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).	For opportunities to address this standard please see: SE/TE: Free Speech, Press, Religious Freedom, 238-239 Quick Activity, 240 Realize Digital Resources: Topic 4>Lesson 6>Quick Activity: Explore Free Speech; Interactive Gallery: The First Amendment

©2021 Savvas Learning Company LLC.

SE = Student Edition

TE = Teacher Edition

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