

Princeton Charter School

6 *History and Geography Curriculum*

6.1 **History and Geography Program Overview**

Princeton Charter School teaches history, geography, and social studies, from Kindergarten through the eighth grade. Children are introduced to history through stories and by second grade embark upon more serious study. The emphasis is on political, economic, geographic, cultural, and technological forces which have shaped the history of the world and of the United States. As demonstrated by the progress indicators in the Charter, the curriculum follows the guidelines of the New Jersey Core Curriculum Content Standards for Social Studies.

The PCS history curriculum was originally developed by the Washington World History Project with funding from the National Endowment for the Humanities¹.

History and geography are taught from Kindergarten to grade 2 through stories: folk tales, legends, myths, accounts of historical events, and biographies with emphasis on a variety of perspectives. These form an introduction to the beliefs and traditions of many cultures. The stories are read aloud to the youngest classes and introduce children to dramatic expression and public speaking. Reading and listening to these stories builds a child's sense of the world as a community, and their places in it, and introduces new vocabulary and basic cultural knowledge. Each year there are stories from all around the world and the United States, and in grade K and 1 there are also specific regions of concentration. "These regions are the Americas and Europe in first grade, Africa and Asia. In second grade students study the geography, climate, and landforms, people, and natural resources of the State of New Jersey. They learn how these factors influence how people have lived in the past and how they still live today. Students study the original people of New Jersey with an understanding of a shared history. Students use maps, in digital and paper form, to better understand the locations of the four regions of New Jersey and their geographic elements. Throughout the curriculum, students come to the understanding that people must respect the environment, culture, and people where they live.

In the third grade, students learn about geography, the US regions and the fifty states and capitals. They study the resources and economy, the land and climate and the people of each region of the United States. The Northeast region of the United States includes a unit in New Jersey. The role of Princeton in

¹ A curriculum in world history for children from ages 4 through 17 was developed by the World History Project at the Washington International School, supported by a grant from the U.S. National Endowment for the Humanities. The project was directed by Dorothy Goodman, Ph.D., then Head of the Washington International School. The authors included historians and teachers who worked with university consultants and with teachers in the school. The curriculum was intended for use in schools throughout the world, particularly international schools.

The curriculum is in three cycles. Cycle One (for children ages 4 to 9) introduces children to history through stories. Cycle Two (for children ages 10 to 14) consists of four, one-year courses in world history organized roughly chronologically. Cycle Three (for students ages 14 to 17) is a set of courses which deal with comparative studies and themes in world history. Cycle Three also includes the two-year syllabus for the International Baccalaureate.

the Revolutionary war is studied. Activities and discussions promote understanding of the geography of the world, history, government, daily life, culture, economy and geography, including climate change of the various regions.

In fourth grade, we study and investigate the beginnings of early migration into North America through the Bering Straits, pre colonial Indigenous history, Age of Exploration, Colonization, American Revolution, The Early Republic, Migration of various populations into the West, followed by The Civil War and end with Reconstruction.. The students use primary evidence, read biographies, study and research Native Americans, and other cultures that have influenced the formation of the USA. We study and analyze historical sources and data through many lenses, look at the causes and effects of all these events in US History. With particular attention to the development of the USA as we know it today. In keeping with the Charter guidelines, the 4th grade students write a Milestone where they research and write a biographical essay.

Starting with fifth grade, the students pursue a chronological study of world history and geography. The fifth grade studies civilizations up to approximately 500 B.C., including Mesopotamia, North Africa, China, India, and Mediterranean civilizations; the sixth grade does a chronological survey from 500 B.C. to 500 A.D., again on a world-wide basis, including classical Greece, Rome, Byzantine Empire, Islam, and Japan; the seventh grade begins circa 500 A.D. and carries the narrative through the explorations of the fifteenth century, the Enlightenment, and the Revolution and Constitution.

The eighth grade completes the global narrative up to the modern age. A unit on civics is part of the seventh- and eighth-grade history program. As they study the history of each region, the students analyze the interdependency between political and cultural developments and the physical environment. As part of the history curriculum, and at all grade levels, students are introduced to our system of government, along with others in the world. Historical thinking, reading, and writing skills are emphasized in addition to history content.

Geography: PCS students learn geography in conjunction with their study of history. Map skills start with simple location and advance to interpretation of coordinates, elevations, economic and climatic data, etc. Human interaction with the environment is also incorporated into geography study. In 2020 New Jersey introduced Climate Change education into the social studies standards. Climate change education is incorporated into the curriculum in grades 5-8.

6.2 New Jersey Core Curriculum Content Standards in Social Studies

Link - [NJ Social Studies Standards PDF](#)

The Princeton Charter School History and Geography curriculum complies with the New Jersey Core Curriculum Content Standards in Social Studies. These standards (listed below) are Updated NJ Student Learning Standards as of 2020.

U.S. History

America in the World: All students will acquire the knowledge and skills to think analytically about how

past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. Standard 6.1 U.S. History: America in the World applies to grades K–12; at the K–2 and 3–5 levels, content is organized by disciplinary concepts.

World History/Global Studies

All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. Standard 6.2 World History/Global Studies applies only to grades 5–12; at both the 5–8 and 9–12 levels, content organized by era.

Active Citizenship in the 21st Century

All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. Standard 6.3 Active Citizenship in the 21st Century applies to grades K–12; at the K–2 and 3–5 levels content is organized by disciplinary concepts.

6.3 History and Geography Outcomes

History and Geography Outcomes: Grade Three

Government

- Understand the role of British governance over the colonies.
- Identify the three branches of the United States government.
- Describe the role of each branch.
- Understand the purpose of having three branches.
- Describe the reasons for having a government.
- Understand the current government of New Jersey

Humanities and Aesthetic Expression

- Describe the Native American groups of each region of the United States.
- Discuss the differing perspectives between the Native American groups and the colonists.
- Understand the use of natural resources used in the infrastructure of Native American communities of the United States.
- Understand the evolution of the regions of the United States from a mainly agrarian society to industrialization including the impact of immigration.

Political Ideas, Forces, and Institutions

- Describe the representation of the colonists under British rule.
- Describe the viewpoints of the colonists leading up to the Revolutionary War.
- Identify the differences between the patriots and loyalists and explain why the viewpoints were

different.

Societies

- Describe the characteristics of the societies within America during the colonial period including Native Americans, early settler groups, immigrants, and community leaders.
- Understand the characteristics of the Native American nations and the relationships between societies.
- Recognize the difference in social status between Native Americans and colonists.

Cultures

- Recognize the roles and responsibilities of family members of the cultures studied.
- Recognize the importance of education in each culture and how it was used to promote positive change.
- Identify the cultural heritage of each region of the United States and its impact on foods celebrations, music, language and viewpoints.

Economic Ideas and Forces

- Recognize the role of natural resources in the development of the economy for each geographic region of the United States.
- Describe how the economy of each region is affected by its climate, landforms, and waterways.
- Understand basic concepts such as factors of production, consumers vs. producers, and supply and demand.

Geography

- Learn to recognize the intermediate points of a map.
- Understand the use of tools for reading a map
- Describe the differences between maps and globes.
- Examine the four regions of the United States.
- Learn the fifty states, capitals, abbreviations and geographical locations.
- Learn the major waterways of the United States.
- Utilize a variety of maps to identify the location and physical features differentiating one region from another.
- Identify the evolution of New Jersey from colony to state with 21 counties.

History and Geography Outcomes: Grade Four

Through their study of United States History, fourth grade students will be able to:

Government

- Describe the ideals of representative government as presented in the Declaration of Independence
- Distinguish between the Articles of Confederation and the Constitution and their central ideas

regarding government

- Identify the three branches of government—executive, judicial, and legislative
- Distinguish between the two Houses of Congress
- Describe the electoral process as it applies to the federal government
- Identify the Bill of Rights and discuss its meaning for the citizens of the United States
- Understand the role of Presidents in shaping the USA today, through the study of Early Republic Presidents.
- Understand the roles of citizenship.

Humanities and Aesthetic Expression

- Identify the basic American values (hard work, democracy, equal opportunity, the American “melting pot”) found in American folk literature
- Learn about the characteristics of the people who made America what it is today
- Understand that buildings that public building conform to certain aesthetic norms
- Understand how architectural styles reflect the needs of the American people in different times and places

Political Ideas, Forces, and Institutions

- Describe the political groups, and their representative viewpoints, extant in colonial America (Revolutionary period)
- Describe the viewpoints of the Federalists and the Anti-Federalists
- Describe the viewpoints of the Republicans and the Democrats in the Civil War period

Societies

- Describe the characteristics of the different social types (Enslave, indentured servant, land speculator, etc.) that immigrated to America in the Colonial period. Focus on Irish, German and Chinese immigrants in early developments in the USA.
- Describe the life and social situation of African-Americans: under slavery; under the Jim Crow laws; during the Civil Rights movement
- Describe the different “waves” of immigrants: Cause and effects.

Cultures

- Learn about the different cultural/ethnic groups that have emigrated to the United States Starting from Early migration to about the 1900's.
- Learn about the different cultural/ethnic groups that have emigrated to the United States
- Learn about the cultures of Africa out of which the U. S. slave population was drawn
- Learn about the customs and values of the indigenous peoples who inhabited the Americas before the arrival of Europeans
- Learn about the development of cultures within the New World as it grows and develops into an independent country.

Economic Ideas and Forces

- Examine the economies after early Migration , with Age of Exploration economies as factors that led to Colonization.

- Examine the economy of the Plantation emphasizing, in particular, the institution of slavery. Compare the economies of Northern Colonies to those of Middle and Southern Colonies.
- Learn about the national debt caused by the Revolution, and learn the solution proposed by Alexander Hamilton
- Examine the rise of industrialization and understand its effect on the American economy
- Examine the economic reliance within the entire world . The transition from being an Isolationist country to that of a superpower and its relation to the nations in the world.

Geography

- Learn to use and make standard maps of the United States and Europe.
 - learn to distinguish and utilize political and physical representations
 - Learn to use globes and to understand projections
 - Learn and use the following geographic terms: Latitude; Longitude; Continent; Equator; Landform; Country; State; City/Village/Town; Capitol; Is-
 - landforms: Peninsula; Strait; Sea/Ocean/Lake/River; Mountain/Valley/Desert/Tundra/Plains; Rainforest; Temperate zone; Poles; Hemisphere; Time zones
 - Learn the impact and effects of Geography, land formations, land natural resources to the development of a nation in all areas: formation of societies, war, economies, trading, culture, boundaries, governments, immigration.
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History and Geography Outcomes: Grade Five

Through their study of ancient civilizations, fifth grade students will be able to

Government

- Compare and contrast different ancient governments and ways in which power was centered and recorded.
- Explain that only people of equal status were granted similar protections under the code
- Describe the nature of power and government for major river valley civilizations.
- Describe the code of Hammurabi

Humanities and Aesthetic Expression

- Understand how social, economic, and technological forces are harnessed in the creation of monumental architecture
- Understand that monumental architecture serves both practical and aesthetic functions
- Examine artifacts and make conclusions about the people who made them as an archaeologist.
- Identify and describe the purpose and legacy of ancient texts (including sacred texts) and stories including, but not limited to the Epic of Gilgamesh, the Ramayana and Mahabharata, the Vedas, The Hebrew Bible, Confucius' Analects; the story of the Buddha

Political Ideas, Forces, and Institutions

- Explain that the characteristics of civilization are: cities, food surplus, division of labor, complicated government, monumental buildings, and writing
- Compare and contrast the organizations of city-states and empires

Societies

- Discuss social status in the ancient world emphasizing the distinction between the status of the ruler and the ruled (“kings and commoners”) in the ancient civilizations of Egypt, Mesopotamia, China, and India and ways this was represented in architecture and art.
- Explain how we know about life in a Minoan palace-city
- Describe the Indian caste system and discuss how the castes are both “independent” and “interdependent” in the context of Indian civilization

Cultures

- For the cultures studied, describe the types of food eaten; major festivals; religious practices and beliefs; the types of houses lived in; the types of employment; systems of education; recreational activities; other aspects of culture as determined by the existence of significant historical evidence
- Within each region students make connections to how certain cultural traditions are practiced here in the United States today. We specifically reference celebrations of holidays like Holi and Diwali, Hanukkah and Passover, Chinese spiritual traditions. Students are welcome to share with the class the various legacies of their ancestral cultures.
- The fifth grade curriculum includes the study of the origins of Judaism, Hinduism, Buddhism, Confucianism, Daoism in addition to other ancient spiritual beliefs.

Economic Ideas and Forces

- Explain how the division of labor arises as a necessary part of city cultures
- Describe importance of markets in the cities of the ancient world
- Describe how technological advances such as irrigation and wheeled vehicles affected society
- Explore the origins and impact of the Silk Road trade routes.
- Explain the impact of particular goods and resources like barley, silk, copper, cedar, and gold on ancient civilizations.

Geography

- Explain how the flooding of the Nile and the storms of Mesopotamia affected ancient civilizations
- Discuss the harnessing of the rivers in Egypt, Mesopotamia, India, and China
- Describe the Indian Monsoon and its effect on the society and economy of India
- Explain the consequences of the deforestation of ancient Egypt
- Distinguish between the environments of North and South China
- Make and use time-lines
- Use and make standard maps of the areas studied
- Distinguish and utilize political and physical representations
- Use globes and projections

- Use the following geographic terms properly: Latitude; Longitude; Continent; Equator; Landform; Country; State; City/Village/Town; Capitol; Island; Peninsula; Strait; Sea/Ocean/Lake/River; Mountain/Valley/Desert/Tundra/Plains; Rainforest; Temperate zone; Poles; Hemisphere; Time zones
 - Address prehistoric climate change (Ice Ages) and ancient climate change (Indus River Valley decline). Students will explain how changing climate affected people in the past and compare and contrast that with modern day climate change.
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History and Geography Outcomes: Grade Six

Through their study of classical civilizations, sixth-grade students will be able to:

Government

- Describe the structure of the government of the dynasties and kingdoms of ancient China;
- Identify the major political institutions found under Athenian Democracy and the Roman Republic
- Describe the progression of events that resulted in the dissolution of kingship in Greece and Rome
- Describe which individuals were eligible for citizenship in Athens and who was a citizen in Rome and what the responsibilities and rights of citizenship were
- Understand why Rome fell in the west but continued in the east for another thousand years. How was the Byzantine Empire influenced by Greco-Roman ideas and how it was different. Also, the significance of the Great Schism.
- Japan's geography, and ancient culture - shoguns, samurai, Heian Court
- Regions of Africa, how they were governed, what they traded.

Humanities and Aesthetic Expression

- Identify and describe the major figures in Greek and Roman mythology
- Recognize the importance of mythology in Greek and Roman thought
- Identify the major forms and representative pieces of Greek and Roman architecture (e.g., Doric, Ionic, and Corinthian columns; the agora; the Colossus of Rhodes; etc.)
- Describe how Roman building projects (e.g., roads, aqueduct) contributed to the governance of the Roman Empire
- Islamic Art/architecture
- African storytellers

Political Ideas, Forces, and Institutions

- Describe and distinguish between the different types of political systems found throughout Greek and Roman, Byzantine Empire, Islamic Empire, and Japan.

Societies

- Describe the social status of citizens, women, and slaves in the ancient Greece, Rome, Middle

East, Byzantine, and Japan

- describe the organization and function of the Roman army

Cultures

- Compare the major beliefs of the followers of Confucius, Buddha, and Lao Tzu (Taoism)
- Explain the roles of the gods in the ancient Greek and Roman cultures
- Describe the funeral and burial practices of the civilizations studied
- Describe typical houses lived in and foods eaten by the cultures studied and explain the evidence for their knowledge
- Explain the origin of the Olympic games
- Describe the types of employment; systems of education; recreational activities; other aspects of culture as determined by the existence of significant historical evidence

Economic Ideas and Forces

- Describe the cultivation of silkworms, the production of silk, and the “silk road”
- Identify and describe major technological inventions originating in China
- Discuss how the expansion of the Roman empire, the “Pax Romana,” and the systems of roads increased trade and interaction among the peoples of the time

Geography

- Map the expansions of the political boundaries of the governments studied
- Discuss the harnessing of the rivers in India, and China, and the building of the Roman aqueducts
- Distinguish between the environments of North and South China
- Use and make standard maps of the areas studied
- Distinguish and utilize political and physical representations
- Use globes and projections
- Use the following geographic terms properly: Latitude; Longitude; Continent; Equator; Landform; Country; State; City/Village/Town; Capitol; Island; Peninsula; Strait; Sea/Ocean/Lake/River; Mountain/Valley/Desert/Tundra/Plains; Rainforest; Temperate zone; Poles; Hemisphere; Time zones

History and Geography Outcomes: Grade Seven

Through their study of medieval civilizations, the Age of Exploration, and the Renaissance, Enlightenment, and Civics seventh-grade students will be able to:

Government

- Identify the major components of the feudal system
- Describe the rights and responsibilities of the different feudal classes
- Understand how the Enlightenment influenced government in Europe and the United States

Humanities and Aesthetic Expression

- Discuss the history and development of medieval weaponry
- Learn how medieval castles were constructed and gain an understanding of their function in the

medieval world

- Recognize the building and decorative arts of medieval Islam, mosques/domes
- Understand the importance of faith in Medieval Art and be able to contrast that with the art that emerged during the Renaissance
- Architecture of Western Europe specifically castles and cathedrals

Political Ideas, Forces, and Institutions

- Describe the political organization of the feudal system
- Recognize the role played by the church in the formation of medieval kingdoms and “empires.”
- Describe the political organization of the Byzantine Empire
- Absolutism in Europe contrasted with the limited monarchy in England
- Enlightenment influences throughout Europe and on the Declaration of Independence and the Constitution.

Societies

- Describe the class system of medieval Europe
- Compare the roles of women in medieval Europe in the world of Islam
- New social structure that emerged in the Americas after Europeans and Africans arrived.
Continued attention to gender roles and expectations.

Cultures

- Describe the major tenets of Islam
- Describe the role of the Christian church in the lives of the people of medieval Europe

Economic Ideas and Forces

- Examine the economy of the manorial system in medieval Europe
- How the crusades affected demand for goods and in Europe
- The Age of Exploration’s influence on global trade (Asia/Southeast Asia/India) and pulled countries toward colonization in the Americas, West Indies, Africa, India, and southeast Asia.
And, the consequences of all of this.

United State Civics

Through their study of United State Civics, seventh- and eighth-grade students will be able to:

- Describe the ideals of representative government as presented in the Declaration of Independence
- Discuss the central ideas of the United States Constitution and how the Constitution is amended.
- Identify and describe the rights protected in the Bill of Rights
- Describe the roles of the three branches of government: the executive, the judiciary, and the legislative
- Describe how a bill becomes a law
- Understand the balance between states rights and the need for a strong central government

- Describe the structure of the government of New Jersey including the local municipalities
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History and Geography Outcomes: Grade Eight

Through their study of history up to the modern era, eighth-grade students will be able to:

Western Government, Political Ideas, Forces, and Institutions

- Describe major events in English and American history that led to the development of democratic institutions and constitutional forms of government
- Discuss the contribution of the French Revolution to western political ideas
- Explain the causes and impact of Revolutions in the Americas including the Haitian Revolution; Mexican Wars of Independence; Revolution for Independence in South America
- Understand modern ideologies of government and their origins, especially: Marxism, communism, and the Russian Revolution; totalitarianism and utopianism; fascism and the Nazis
- Explain the power of nationalism to both unify and divide; explain the connection between nationalism and imperialism and both World Wars.
- Discuss the causes, issues, and results of World War I and World War II, including the League of Nations and the United Nations; Analyze how change and progress happened over time, considering the work of individuals, social movements (equality, abolition, distribution of power, end of feudal systems, etc...)

Economic Developments

- Discuss the main factors in and consequences of the expansion of Europe and European imperialism/colonialism, including the slave trade (Africa and the Americas), the significance of disease, demographic consequences, social, economic impact
- Describe the origins, course, and spread of the Industrial Revolution
- Impact of the Industrial Revolution on the environment and subsequent exploitation of natural resources.

Development of Modern Science

- Describe the contributions of important figures in the evolution of modern science including: Galileo, Newton, Darwin, Einstein, Watson, Curie
- Discuss the development of modern medicine and control of disease, and describe the contributions of Pasteur, Lister, Salk; make connections to disease control and pandemics today.
- Describe the contributions of important inventors and inventions: Watt, Edison, the Wright brothers, among many others.

Culture and Aesthetic Expression

- Compare the differences between Classicism, Romanticism, and Impressionism in art and music, and demonstrate knowledge of modern artists and musician
- Recognize the major literary figures of 19th and 20th century Europe and North America, e.g. Tolstoy, Goethe, Dickens, Austin, Twain, Wordsworth
- Discuss the evolution and impact of mass media and entertainment, including movies and pop music

- Analyze government propaganda techniques.
- Examine ways in which art and media was used to criticize and promote government actions (i.e. analysis of political cartoons and propaganda)
- Discuss the transfer and taking of artifacts in the early 20th century during the Era of New Imperialism

Comparative social, political, economic developments, Asia and Africa

- China and Japan: explain the difference in experience with Western imperialists between China & Japan; explain differences in government, economy; traditional vs. communist China; Japanese imperialism; modern relations between China and Japan.
- Understand the role of Mao Tse Tung
- India: British imperialism, Gandhi; the caste system; modern government and its problems; relations with Pakistan
- Middle East: the Ottoman Empire and its disintegration; the impact of WWI; Arab nationalism; 19th century Zionism, the foundation of Israel, the Arab- Israeli conflict
- Africa: before and after colonialism; the impact of the slave trade on society, culture, economy; modern independence movements; South Africa and apartheid
- Consider the response to foreign colonial powers from the perspective of those in Africa, Asia, and the Americas during the era of new imperialism.
- Explain ways in which people resisted imperialist powers in both small and large ways.

6.4 Course Descriptions

History and Geography: Kindergarten

In kindergarten, history time is story time, with history and geography taught through folk tales, legends, myths, accounts of historical events, and maps. The teacher reads stories aloud every day, and children may also read stories independently. Listening to and reading these stories builds a child's sense of the world as a community and introduces new vocabulary and basic cultural knowledge. Major geographical features affecting people's lives are studied as stories are read from each region.

The objectives of the program are to:

- develop children's knowledge and appreciation of the world's stories;
- develop children's knowledge and appreciation of the similarity and diversity of the world's peoples and places; and
- learn the continents of Earth.

Stories - A collection of folk literature from around the world has been assembled in the school library. Reading these folk stories provides the focus for the study of people's lives in many places and at many times.

Geography

- *Continents and Maps*, Pearson Learning and Core Knowledge Foundation.

History and Geography: Grade One

In grade one, history time is story time, with history and geography taught through folk tales, legends, myths, accounts of historical events, and biographies. The teacher reads stories aloud every day, and children may also read stories independently. Listening to and reading these stories builds a child's sense of the world as a community and introduces new vocabulary and basic cultural knowledge. In addition to an introduction to stories from all over the world, there are many stories from Europe. Major geographical features affecting people's lives are studied as stories are read from each region.

The objectives of the program are to:

- develop children's knowledge and appreciation of the world's stories;
- develop children's knowledge and appreciation of the similarity and diversity of the world's peoples and places; and
- develop the skills and attitudes children need for the further study of history and geography at later levels.

These objectives will be met through the following three components:

Stories - A collection of folk literature from around the world has been assembled in the school library. Reading these folk stories provides the focus for the study of people's lives in many places and at many times. As a story is read, class discussion draws attention to aspects of the story or illustrations which give information about everyday things, daily life, geographic features, values, customs and festivals, art and architecture, or government. Sometimes there might be evidence that allows one story to be placed at a specific time, or at a time relative to another story the class has read previously.

Studies of people in a region - In learning about how people live in these regions, students will touch on most of the following:

Geographic features - major land and water forms; climate; cities, towns, villages, and farms; plants and animals.

Everyday things - houses; food; clothes; buildings; transportation.

Daily lives - children's activities (school, toys, games) and feelings; activities of other family members; ways of making a living; ways of producing, buying, and selling things.

Languages and stories - values and religion; customs, holidays, and festivals; art and architecture.

Geographic knowledge and skills - Students use maps and globes to develop geographic knowledge and skills. In the course of the year, students:

- learn that there are many kinds of maps;
- recognize color conventions and other symbols on maps
- begin to learn about map projections;
- participate in making a map of a familiar place, such as the classroom, the playground, or the school;
- develop the ability to do the following with reference to the regions they study:
 - locate them on a world map and globe;
 - locate some of the countries and major cities on a world map and globe;
 - locate some of the major land and water forms of each region in a simple atlas published for children;

- describe the climate of each region in general terms;
 - name and describe some of the plants and animals in each region; and
 - distinguish among cities, villages, and farms in pictures.
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History and Geography: Grade Two

Students study the geography, climate, and landforms, people, and natural resources of the State of New Jersey. They learn how these factors influence how people have lived in the past and how they still live today. Students study the original people of New Jersey with an understanding of a shared history. Students use maps, in digital and paper form, to better understand the locations of the four regions of New Jersey and their geographic elements. Throughout the curriculum, students come to the understanding that people must respect the environment, culture, and people where they live.

The objectives of the program are:

- Students will develop domain specific vocabulary by learning words needed for geographical, social, environmental, and historical studies.
- Skills in visual literacy are strengthened by teaching students how not to just look at graphs, globes, maps, historical images, diagrams, and charts, but to learn how to read them for comprehension.
- Students learn how to compare and contrast using a Venn Diagram and T charts for visual perception.
- Students will understand the features of nonfiction text. Using these features will help them become better readers of text, employing close reading strategies for meaning and understanding.

These objective will be met through the following units of study:

- Unit 1: New Jersey Databank. Study the state seal and other New Jersey symbols.
- Unit 2: New Jersey Geography. Study the geography, climate, and landforms, and natural resources of the State of New Jersey.
- Unit 3: First People. Research the Lenape Indians and learn about their houses, clothing games, and beliefs.
- Unit 4: Exploration and Settlement. Discover how Europeans settled New Jersey, learn about colonial life.
- Unit 5: Famous People from New Jersey. Research famous historical figures, artists, writers, performers, and sports players from New Jersey.

Texts and Material:

- *New Jersey Studies*, Houghton Mifflin Social Studies, 2005
- *New Jersey*, Scholastic, Children's Press, 2014
- *The Lenape or Delaware Indians*, Herbert C. Kraft & Seton Hall University Museum, 1991
- The New Jersey State Museum, see website.
- Selected biographies and supporting reference materials.

- Digital Sources of Native American artifacts
 - The study of New Jersey includes biographies, primary sources, and artifact
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History and Geography: Grade Three

In grade three, the transition from stories to a more detailed and factual study of history occurs. Students are introduced to classroom note-taking using the Roman Numeral outline model. Students study the geography, climate, and landforms, and natural resources of the United States by region. They learn how these factors influence how people live and their economic pursuits. Activities and discussions promote an understanding of the history, government, daily life, culture and economy of each region. Students learn the states in each region and the characteristics that distinguish one from another with particular focus on New Jersey. Here there is study of state and local government, and the responsibilities of citizenship both as a state and world citizen. There is a unit on Princeton history and its role in the Revolutionary War. Students also study the original people of each region of the United States. Throughout their studies, students employ the skills of using maps and globes to better understand the relative location of a region, state, and their geographic elements. Students learn the 50 state names, capitals, postal abbreviations, and geographic locations.

In grade three, students study the geography, climate, landforms, natural resources, and the economy of the United States by region. They learn how these factors influence how people live, along with their economic pursuits. Students study state and local governments, and the responsibilities of democratic citizenship. Particular attention is paid to Princeton history and its role in the Revolutionary War. Students also study the original people of each region of the United States with a review of the Lenni Lenape, the original people of New Jersey. Throughout their studies, students employ the skills of using maps and globes to better understand the relative location of a region, state, and their geographic elements. Throughout their studies, students learn the fifty state names, capitals, postal abbreviations, and geographic locations.

The third grade history curriculum outcomes are as follows:

1. The students' acquisition of vocabulary used in the various branches within the study of human society and how the vocabulary is used within their lives.
2. The development of students' ability to read and interpret visuals including: graphs, globes, maps, historical images, diagrams, and charts.
3. The development of students' ability to use a timeline graphic to interpret information regarding events, places, and their respective chronologies. Students will learn to use timelines to understand relationships between different geographical locations, and how their chronological events may impact each other.
4. The development of students' ability to identify primary and secondary sources and the benefits and limitations of each.
5. The students' development and application of critical thinking and citizenship skills by considering point of view, making considerate decisions, and resolving conflicts.
6. The development of students' acceptance and appreciation of diverse cultures.

Course Content

- Unit 1: Geography of the United States- Overview of the land and regions of the United States; weather and climate of the United States; regions and resources; people and the land
- Unit 2: Americans and Their History - America and Europe; A New Nation; Growth and Civil War; The United States Becomes a World Power
- Unit 3: Government in the United States - Roles of the three branches of government
- Unit 4: The Nation's Economy
- Unit 5: Regions: The Northeast - Exploring the Land and Climate; Resources and Economy; People of the Northeast
- Unit 6: Regions: The Southeast - Exploring the Land and Climate; Resources and Economy; People of the Southeast
- Unit 7: Regions: The Midwest - Exploring the Land and Climate; Resources and Economy; People of the Midwest
- Unit 8: Regions: the Southwest - Exploring the Land and Climate; Resources and Economy; People of the Southwest
- Unit 9: Regions: The West - Exploring the Land and Climate; Resources and Economy; People of the West
- Unit 10: New Jersey / Princeton - Exploring the Resources and Economy of New Jersey. Examining the role of Trenton and Princeton in the Revolutionary war.

Princeton History

- Field trips to historic sites;
- Famous Princetonians who affected the course of history;
- Princeton in the Revolutionary era.

Geographic knowledge and skills

Students use maps and globes to develop geographic knowledge and skills. In the course of the year, students:

- What is Geography?
- Geography vocabulary.
- Maps and Globes
- Parts of a Map
- Map skills
- Types of maps
- Physical geography of the world and USA.
- Communities.
- Continents and Oceans.
- Countries and Nations
- Learn about map scales;
- Outline maps and trace maps;
- Begin to use more than one map of the places they are studying;
- Use simplified atlases;
- Make a map of a familiar place: the classroom, the playground, or the school;

- Develop the ability to do the following with reference to the regions they study:
 - Locate them on a world map and globe;
 - Locate some of the countries and major cities on a world map and globe;
 - Locate some of the major land and water forms of each region in a simple atlas published for children;
 - Describe the climate of each region in general terms;
 - Name and describe some of the plants and animals in each region; Distinguish between cities and villages in pictures.

Texts and Material

- States and Regions, Houghton Mifflin Social Studies, 2005
 - New Jersey Studies, Houghton Mifflin Social Studies, 2005
 - Online resources : WWW.GLOBALLYTAUGHT.COM
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History and Geography: Grade Four

This course is an introduction to the history and geography of the United States and New Jersey, including the political, economic, cultural, geographical and technological forces which have shaped the course of events. During the year, students will compare their own lives with the lives of people in the periods studied. The curriculum is directed toward the following outcomes:

- the student's acquisition of a "vocabulary" of historical and geographical facts (people, places, events, chronologies);
- the development of the student's ability to think, imagine, and communicate – especially in writing – about the lives of the people they study; about what decisions were made, and how these decisions shaped the country as we know it today.
- the development of the student's ability to recognize primary historical sources, and to understand how primary sources are used by historians to construct "narratives" of the past.

Course Content

The U.S.: Past and Present: What historians study; map skills; the distinction between primary and secondary sources; the nature of American diversity. Historical concepts like time lines, chronology, cause and effect and terms: bias, primary evidence, secondary evidence.

The Constitution: Study of civics and the creation of the Constitution. Students present to grades K-5

The Native Americans: In depth study of the culture, diversity and life of the Early Settlers (Indigenous peoples), as they settled in the Americas. How Geography, climate and resources shaped where they settled, and why. the outcomes of these decisions

Exploring and Settling America: Native Americans; Spanish, French, and English and other European explorers; early European settlements. Why, where, what, who, when. Impact of the Age of Exploration and settling in the New Lands, in the USA and Europe.

Life in the English Colonies: Comparison of life in the New England, Middle, and Southern Colonies; the

different economies of these regions. Discuss the impact geography had on the economies of the Colonies. Discuss and examine the differences and similarities between these regions. Cause and Effect of how these regions led to the development of important events in US history.

The Struggle for Independence: The conflict with Britain as one part of a larger series of world events; the American Revolution; Causes, events and effects of; the founding of the government of the new nation.

Early Republic: The impact of the Constitution and Bill of Rights.; How the early Presidents shaped the USA today! Cause and effects. The idea of connections of ideas and how the New World Developed because of the many decisions made by the Early Presidents; Understand the impact of Manifest Destiny; Monroe Doctrine; Abolition of Slavery; War of 1812; foreign policies;

Life in a Growing Nation: Early struggles and expansions; Causes of movement by the many groups. Immigrants as well as Americans, Mexicans, Texans, Native Americans.the impact of Lewis and Clark expedition; the fate of the native population. The Indian Removal Acts (in John Quincy Adams Presidency)

The Civil War: Causes, the Battles, and aftermath. Building of a new nation after the Civil War. The impact of the war on the different populations. How did the Results of the Civil war lead to the many movements throughout history?

Reconstruction: The building of a united country: States vs Federal: Development of the USA economies; Industrial Revolution .

Texts and Materials:

- The Clever Teacher: [The Clever Teacher - US History Activities and lesson plans](#)
- Text: Social Studies: *United States History*: Houghton Mifflin: 2005
- Atlas: *The Nystrom Desk Atlas*, Nystrom.
- Almanac: *The World Almanac for Kids*, World Almanac Books.
- *Sarah Morton's Day*, Kate Waters.
- Biographies: Who was series
- Field Trips: Pennsbury Manor; Historic Philadelphia(proposed) ; Ellis Island (joint 8th and 4th proposed).

Homework: Students have reading assignments as preparation or follow-up for class; they also read biographies and historical fiction. Homework activities include analytical writing, creative writing, making time-lines, writing essays, completing assignments, and using maps.

Tests and Major Projects: Tests are given at the ends of units. Projects include simple research reports, projects, posters, presentations, book reports, and dramatizations.

Grading: Homework, quizzes, tests, participation in discussions, major projects, and presentations. Opportunities for revision of written work will be given.

History and Geography: Grade Five

In grade five, students complete their study of United States history, and embark on a four-year, roughly chronological study of world history and geography. The first year covers civilizations up to approximately 500 B.C. and includes the study of the political, economic, cultural, and technological forces that have shaped the course of events. The general objectives for students are to develop knowledge of the human story to 500 B.C. and skill in thinking, imagining, and communicating—especially in writing—about how people lived during this period. The curriculum is directed toward developing the students’:

- knowledge of historical and geographical facts (people, places, events, chronologies);
- ability to describe the lives of the various peoples they have learned about, and to relate the lives of people in antiquity to their own lives today;
- ability to compare the portion of the human story they are studying with portions they studied previously;
- recognition of primary historical sources, and understanding of how primary sources are used by historians to construct “narratives” of the past; and
- skill with maps and time-lines.

Human History Course Content - Human History up to approximately 500 B.C.

Introduction to the Course: The tools of historians and archaeologists; how to construct and to use time-lines constructed; primary sources and how historians use them, Archaeology; early people & populating the world; the beginning of farming.

South West Asia and North Africa to c. 500 B.C.: Geography - information about the geographic features of this area is divided among the various topics

- **The Sumerians:** The characteristics of civilization are: cities, a food surplus, division of labor, complicated government, monumental buildings, and writing; daily life in Ur; the city-state form of government; techno- logical advances include irrigation and extensive use of wheeled vehicles.
- **The Babylonians, Assyrians, Phoenicians, and Persians:** Why were empires formed; how were the empires different from city-states; daily life in the Babylonian empire; Hammurabi’s laws; the Assyrian empire; the Persian Em- perors Cyrus and Darius; daily life; continuity and change.
- **The Egyptians:** How did the Nile affect the lives of the Egyptians; how was Egyptian life similar to, and different from, life in ancient Mesopotamia; what were the artistic achievements of the Egyptians; the gods of Egypt; Hatshepsut; Thutmose III; Akhnaton; the treasures of Tutankhamon.
- **The Nubians:** Explore Nubian archaeology and compare & contrast Nubian society from Egyptian.
- **The Hebrews:** The Bible as a primary source; the Exodus; Saul, David, and Solomon; the Babylonian captivity; life in Palestine; the influence of religious ideas.
- **The Minoans and Mycenaeans:** Life in a Minoan palace-city; Theseus and the Minotaur; the importance of trade; life in Mycenaean city-states; the labors of Heracles; the Trojan wars.

India to c. 500 B.C: Geographic Features, The Indus Valley People, The Early Aryans, The Ganges Valley People, The Beginning of Buddhism and Hinduism, The Maurya & Gupta Empires

China to c. 221 B.C.: Geographic Features, The Shang Dynasty, The Zhou Dynasty, The Qin Dynasty, the Han Dynasty (including the Silk Road), Origins of Confucianism and Daoism Scholars and Philosophers

Europe: The Aegean World to c. 700 B.C.: Geographic Features, The Minoans in Crete, The Mycenaeans in Greece

The Americans to c. 300 B.C.: Geographic Features of the Americas, The Earliest Inhabitants, The Beginning of Agriculture, Geographic Features of Mexico and Central America (Mesoamerica), The Olmecs, the origin of corn.

Texts and Materials

- Textbook: Pearson *My World History*, 2012.
- Atlas: *The Nystrom Desk Atlas*, Nystrom
- A number of supplemental primary source and secondary source documents are used in class.

Homework: Students may have reading assignments as preparation or follow-up for class, or questions to answer.

Tests and Major Projects/Essays: Tests are given at the ends of units. Projects include simple research reports. Students are often asked to explain information in paragraphs. At the end of the year students complete the course Milestone- a five paragraph essay in which they compare and contrast two of the civilizations we've studied this year.

Grading: Homework, quizzes, tests, participation in discussions, projects, and presentations. Opportunities for revision of written work will be given.

History and Geography: Grade Six

This course is the second year of a four-year, roughly chronological study of world history and geography. The course covers Asian civilizations to circa 500 A.D. and ancient Greece and Rome. Emphasis is on the study of the political, economic, cultural, and technological forces that have shaped the course of events. The general objectives for students are to develop knowledge of the human story to circa 500

A. D. and skill in thinking, imagining, and communicating — especially in writing — about how people lived during this period. The curriculum is directed toward developing the students':

- knowledge of historical and geographical facts (people, places, events, chronologies);
- ability to describe the lives of the various peoples they have learned about, and to relate the lives of people in antiquity to their own lives today;
- ability to compare the portion of the human story they are studying with portions they studied previously;
- recognition of primary historical sources, and understanding of how primary sources are used by historians to construct "narratives" of the past; and
- skill with maps and time-lines.

Course Content - Human History, c. 500 B.C. to c. 500 A.D.

India to 322 B.C.: Geographic features of the Indian subcontinent; Indus valley civilizations; the coming of the Aryans; the Rig Veda; the caste system; the Ramayana; the Mahabharata; Buddhism.

India from 322 B.C. to 480 A.D. The Mauryan Empire; the Gupta Empire; society; villages, towns, and cities; Hinduism; Northern Invasions; the culture and learning of classical India.

China 221 B.C. to 907 A.D.: Geographic features; the earliest Chinese; life in the Shang Dynasty; the poet Ch'u Yuan; life in the Chou dynasty; Confucius and other philosophers.

China from 221 B.C. to 500 A.D.: The Chi'in empire; the Han dynasty; sericulture and the silk road; the Hsiung-nu; the three kingdoms; Disunity and the Coming of Buddhism; Sui and Tang Dynasties

Japan to 1603 A.D.: Geographic features of Japan; Prince Shotoku; the Nara Period; the Heian period; the Kamakura period; Kublai Khan and the Mongols; Ashikaga and the Daimyo; the Samurai.

Europe, South West Asia, and North Africa c. 700 B.C. to c. 600 A.D.: Geographic features; Persia; Greece - City States, Greek Civilization, Alexander and the Hellenistic World; Rome - The Etruscans, The Republic, The Empire, The Beginning of Christianity, The Decline of Rome, Early Byzantium

The Americas - c. 300 B.C. to c. 850 A.D.: Geographic features; The Mayans; The Teotihuacanos

Texts and Materials

- *A Course in Human History to c. 500 A.D.:* China; India; Japan, the Washington World History Project.
- *The Greeks*, Roy Burrell.
- *Heroes, Gods and Monsters of the Greek Myths*, Bernard Evslin.
- *The Romans*, Roy Burrell.
- *Aeneas: Virgil's Epic Retold for Young Readers*, Emily Frenkel. Atlas: The Nystrom Desk Atlas, Nystrom.

Homework: Students have reading assignments as preparation or follow-up for class. Homework activities include reading, analytical writing, creative writing, and making and using maps.

Tests and Major Projects: Tests are given at the ends of units. Projects include simple research reports, book reports, and dramatizations.

Grading: Homework, quizzes, tests, participation in discussions, major projects, and presentations. Opportunities for revision of written work will be given.

History and Geography: Grade Seven

This course is the third year of a four-year, roughly chronological study of world history and geography. This portion of the course covers civilizations from circa 500 A.D. to circa 1500 A.D. and includes the study of the political, economic, cultural, and technological forces which have shaped the course of events. The general objectives for students are to develop knowledge of the human story and skill in thinking, imagining, and communicating — especially in writing — about how people lived during this period. The curriculum is directed toward developing the students':

- knowledge of historical and geographical facts (people, places, events, chronologies);
- ability to describe the lives of the various peoples they have learned about, and to relate the lives of people in antiquity to their own lives today;

- ability to compare the portion of the human story they are studying with portions they studied previously;
- recognition of primary historical sources, and understanding of how primary sources are used by historians to construct “narratives” of the past; and
- skill with maps and time-lines.

Course Content - Human History, c. 500 A.D. to c. 1500 A.D.

South West Asia and North Africa - c. 600 to c. 1500 A.D.: Mohammed and the Spread of Islam; Islamic Civilizations; Byzantium; The Seljuks and the Ottomans

South and SouthEast Asia:

- India (535 - 1526 A.D.) The Rajputs, The Coming of Islam, Central and Southern Kingdoms
- South East Asia (c. 100 - 1600 A.D.) Hindu and Buddhist Kingdoms and Empires, The Coming of Islam

East Asia

- China (907 to 1644 A.D.): The Sung Dynasty; The Mongol Invasion, and the Yuan Dynasty, The Ming Dynasty
- Japan (c. 300 to c. 1500 A.D.) Geographic Features of Japan, Early Japanese History, The Nara and the Heian Periods, The Development of Feudalism

Europe, including Russia - c. 500 to c. 1500 A.D.; The Impact and Consequences of Invasions; The Role of the Church; Feudalism and the Manorial System; The Interaction with Islam; The Rise of Cities; The Italian Renaissance; The Beginning of Modern Europe-The Reformation and the Counter Reformation, Explorations and the Expansion of Europe, The Scientific Revolution and Enlightenment

Sub-Saharan Africa - c. 700 to 1500 A.D.: African Kingdoms, The Coming of Islam

The Americas - c. 950 to 1500 A.D.: The Aztecs, The Incas, North American Indians

Texts and Materials

- *Medieval Civilization*, The Educational Research Council.
- *Rats, Bulls, and Flying Machines: A History of the Renaissance and Reformation*, Core Knowledge Foundation.
- *The Age of Exploration*, Sarah Flowers.
- *The Constitution*, Warren E. Burger.
- *Atlas: The Nystrom Desk Atlas*, Nystrom.

Homework: Students have reading assignments as preparation or follow-up for class. Homework activities include reading, analytical writing, creative writing, and making and using maps.

Tests and Major Projects: Tests are given at the ends of units. Projects include simple research reports, book reports, and dramatizations.

Grading: Homework, quizzes, tests, participation in discussions, major projects, and presentations.

Opportunities for revision of written work will be given.

History and Geography: Grade Eight

This course is the fourth year of a four-year, roughly chronological study of world history and geography. This portion of the course covers the founding of the United States government to the modern era, and includes the study of the political, economic, cultural, and technological forces that have shaped the course of events. The general objectives for students are to develop knowledge of the human story and skill in thinking, imagining, and communicating — especially in writing — about how people lived during this period. The curriculum is directed toward developing the students’:

- knowledge of historical and geographical facts (people, places, events, chronologies);
- ability to describe the lives of the various peoples they have learned about, and to relate the lives of people in antiquity to their own lives today;
- ability to compare the portion of the human story they are studying with portions they studied previously;
- recognition of primary historical sources, and understanding of how primary sources are used by historians to construct “narratives” of the past; and
- skill with maps and time-lines.

Course Content - Modern World History - 1700 A.D. to c. 1940

The spread of democratic ideals for society and politics; students continue exploring the impact of the Enlightenment and American Revolution (address in Grade Seven) and begin the year studying the French Revolution, Haitian Revolution, and wars of independence in Central and South America. The course continues with the Industrial Revolution, the rise of capitalism; the rise of Romanticism and the spread of nationalism; the beginnings of communism; the rise of Imperialism; the age of social revolutions, world wars and the Holocaust.

During their 8th grade year students embark on a study of revolutions, progress, power and leadership during much of the 19th century and early 20th century. Throughout the year students also study geography and engage in civic lessons. A thematic question links each unit. Historical thinking and writing skills are also emphasized. Eighth grade students visit Washington D.C. in celebration of their civics education.

The French Revolution and Napoleon

Revolutions in the Americas

- Haitian Revolution
- Wars for independence in Central & South America
 - Abolition of slavery in Haiti and South America

Industrial Revolution

- Scientific advancements

- Fossil fuel dependence & climate change today
- Child labor & working conditions
- Urbanization

Nationalism & Imperialism

- Africa prior to Colonization & during Imperialism (specific events include the Berlin Conference; colonization in the Congo & genocide; Southern Africa; Ethiopia's successful resistance)
- China & Imperialism (Qing Dynasty)
- Japan & Imperialism (Tokugawa Shogunate & Meiji Era)
- Imperialism in India & Mughal Empire
- Imperialism in Southeast Asia
- American Imperialism in the Americas & Beyond
- Nationalism, Imperialism & Russia (Russification & pogroms against Russian Jews; defeat in the Russo-Japanese War; early revolutionary activity)

U.S. History & Civics

- Immigration to the U.S. (Irish Potato Famine; Chinese Exclusion Act)
- Indian Removal Act & Trail of Tears
- American Civil War & Reconstruction (in summary, emphasis on Reconstruction Acts)
 - Emphasis on Frederick Douglass & antislavery actions; 13th, 14th, and 15th Amendments.
 - Civics lesson on how the 14th Amendment in particular has been questioned and applied by the Supreme Court historically and recently.

World War I - Including the Armenian Genocide

Russian Revolution

Europe in the 1930s - setting the stage for World War II & the Holocaust

Texts and Materials

A significant number of documents are used daily in class. This list is not included here. Students explore history as historians using primary sources and a variety of secondary sources. The textbook is meant to provide a summary and help students review.

- *World History: Connections to Today*, Prentice Hall. Atlas: The Nystrom Desk Atlas, Nystrom.
- *The Industrial Revolution*, James A. Corrick.
- Excerpts from *Night*, Elie Wiesel.
- Excerpts from *All Quiet on the Western Front*, Erich Maria Remarque.

Homework

Students have reading assignments as preparation or follow-up for class. Homework activities include reading, analytical and creative writing, and map skills

Tests and Major Projects

Tests are given at the ends of units. Major projects include an Industrial Revolution themed project; a presentation and essay is prepared for the D.C. Civics Trip; a milestone essay is completed in the World

War I unit.

Grading

Homework, quizzes, tests, participation in discussions, major projects, and presentations. Opportunities for revision of written work will be given.