

# 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 fifth 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 developed by the Washington World History Project with funding from the National Endowment for the Humanities. It is used in the Washington International School (D.C.), the Oyster School (D.C. Public Schools), the United Nations School (N.Y.), and the Nishimachi International School (Tokyo).

History and geography are taught from Kindergarten to grade 3 through good stories: folk tales, legends, myths, accounts of historical events, and biographies. 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 introduces new vocabulary and basic cultural knowledge. Each year there are stories from all around the world and the United States, and in grade 1 to 3 there are also specific regions of concentration. These regions are the Americas and Europe in first grade, Africa and the Middle East in second grade, and Asia and the Americas in third grade. The third or fourth grade history program includes a unit on Princeton history. Activities and discussions promote understanding of the history, government, daily life, culture, economy and geography of the various regions.

The transition from stories to a more detailed and factual study of history occurs during fourth grade. Here students read biographies, study Native Americans, and study the history and geography of the United States and the role of New Jersey in its formation and heritage. Because of our area's rich history, this is a wonderful opportunity for PCS students to study history in a context that is familiar and tangible.

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, China, and

India; the seventh grade begins circa 500 A.D. and carries the narrative through the explorations of the fifteenth century; and the eighth grade completes the narrative up to the modern age. A unit on civics is part of the seventh- or 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.

PCS students learn geography in conjunction with their study of history. The geographic concepts and learning outcomes are from the *Guidelines for Geographic Education* prepared by the Joint Committee on Geographic Education of the National Council for Geographic Education and The Association of American Geographers. Map skills start with simple location and advance to interpretation of coordinates, elevations, economic and climatic data, etc. These mapping skills promote geometric concepts such as scale, coordinate systems, and two-dimensional projections of three-dimensional objects.

## 6.2 New Jersey Core Curriculum Content Standards in Social Studies

The Princeton Charter School History and Geography curriculum complies with the New Jersey Core Curriculum Content Standards in Social Studies. These standards are listed below, together with some examples of activities associated with each standard.

**Standard 6.1** *All students will learn democratic citizenship and how to participate in the constitutional system of government of the United States.*

As students learn about the world's peoples and their history, they learn about different forms of government, including the government of the United States. By the end of grade 4, students have studied the Bill of Rights; participated in a voting process; and learned that the government taxes its citizens and businesses to provide such services as public schools, roads, and the protection of the people. By the end of grade 8, students learn about the three branches of the United States government: the executive, the legislative, and the judiciary. As part of their studies they examine the creation of a law of wide public interest and follow it through the legislative process.

**Standard 6.2** *All students will learn democratic citizenship through participation in the humanities, including all forms of aesthetic expression.*

By the end of grade 4, students have read stories and viewed artwork from different historical and social settings all over the world. By the end of grade 8, students are able to analyze and interpret literature and art works from around the world.

**Standard 6.3** *All students will acquire historical understanding of political ideas, forces, and institutions throughout the history of New Jersey, the United States, and the world.*

**Standard 6.4** *All students will acquire historical understanding of societal ideas and forces throughout the history of New Jersey, the United States, and the world.*

**Standard 6.5** *All students will acquire historical understanding of varying cultures throughout the history of New Jersey, the United States, and the world.*

**Standard 6.6** *All students will acquire historical understanding of economic ideas and forces throughout the history of New Jersey, the United States, and the world.*

From Kindergarten through grade 3, students read and listen to stories set in many different times and places all over the world. In grade 4 students focus on the history of North America and of New Jersey in particular. In the course of their studies, students develop appreciation for the similarities and differences among cultures, and a foundation for more formal study of the history, government, society, culture, and economy of different peoples. In grades 5 through 8, students pursue a chronological study of world history including the United States. By the end of grade 8, students are able to analyze and interpret politically significant historical events and their consequences; describe different societies, including their ethical values; discuss the arts and customs of different cultures and analyze their similarities as well as differences; and describe different economic systems and their effects on the daily lives of people.

**Standard 6.7** *All students will acquire geographical understanding by studying the world in spatial terms.*

**Standard 6.8** *All students will acquire geographical understanding by studying human systems in geography.*

**Standard 6.9** *All students will acquire geographical understanding by studying the environments and society.*

Students study the geography of a region concurrently with its history. By the end of grade 4, students use maps and globes to locate places and physical, biological, and human characteristics; understand the effects of geography on economic activity; and identify the consequences of natural and artificial changes in the environment. By the end of grade 8, students are experienced users of maps and other geographical representations, are able to compare and analyze demographic characteristics of populations, and learn about distribution and utilization of renewable and nonrenewable resources throughout the world.

## 6.3 A Course in United States History for Grade Four

### Books and Sources

**Textbook:** *America Will Be*, Houghton Mifflin

### Selected Primary Sources

*The Mayflower Compact*

*A Letter from Columbus*

*The Articles of Confederation*

Paine, *African Slavery*

Paine, *Common Sense*

Lincoln, *The Gettysburg Address*

*Declaration of the Causes and Necessity of Taking Up Arms*

*The 1754 Albany Plan of Union*

*The Paris Peace Treaty*

Henry, *Give Me Liberty or Give Me Death*

*The First Virginia Charter*

*The 1629 Charter of the Massachusetts Bay*

*Resolutions of the Stamp Act*

### Historical Novels (in conjunction with the Language Arts curriculum)

Speare, *The Sign of the Beaver*

Brink, *Caddie Woodlawn*

Forbes, *Johnny Tremain*

Collier and Collier, *My Brother Sam is Dead*

Wilder, *Little House* (series)

Latham, *Carry on Mr. Bowditch*

### Biographies:

Landmark series

### Calendar: (units from *America Will Be*)

September: Unit 1, "The U.S.: Past and Present"

October: Unit 2, "Exploring and Settling America"

November: Unit 3, "Life in the English Colonies"

December: project #1

January: Unit 4, "The Struggle for Independence"

February: Unit 5, “Life in a Growing Nation”

March: project #2

April: Unit 6, “A Nation in Conflict”

May: Unit 7, “Toward the Modern Age”

June: Review and Final Evaluation

### **New Jersey Fourth Grade Standards and the PCS Fourth Grade History Curriculum:**

- 6.1:** *U.S. Constitution:* This standard will be met chiefly in Unit 4, “The Struggle for Independence.” Students will read selected portions of the U. S. Constitution, the Articles of Confederation, and Paine’s *Common Sense*. In Units 5 through 7, students will examine selected amendments to the Constitution within their historical context. Students will also examine the role of the Supreme Court as interpreter of the Constitution.
- 6.2:** *Aesthetic Expression:* This standard will be met through studying art and architecture, from all periods in U.S. history, as primary sources in the study of history. The study of drama, and dramatic recreations of historic events will be employed to meet this standard.
- 6.3:** *U.S. History:* Settlement and Colonial Period (to 1763) Revolution and National Period (to 1820) Civil War and Reconstruction (to 1870) Industrialization and the World Wars (to 1945) Modern Era This standard corresponds with the general structure of *America Will Be*, the textbook used by the PCS fourth grade.
- 6.4:** *Social Institutions:* This standard will be met chiefly through the study of the family and the nature of family dynamics as it is presented through the novels read in the PCS fourth grade history class. In conjunction with standards 6.5 and 6.6, students will examine the differences and similarities of family structures in various cultural contexts, and how economic factors affect families.
- 6.5:** *Ethnicity and Customs:* Ethnicity and customs will form part of the subject matter of Unit 2, “Exploring and Settling America,” and Unit 7, “Toward the Modern Age.” In Unit 2, students will study the different culture groups that came (or were brought as slaves or servants) to the New World, as well as the long established native populations. In Unit 7, students will study the various waves of immigration that occurred from the second half of the nineteenth century, and that continues into modern times.
- 6.6:** *Economy:* The nature and impact of economy will be highlighted in several areas of the fourth grade history course: in particular, in the study of colo-

nialism; plantation life; war (the Revolution, Civil War, and the World Wars); industrialization.

- 6.7:** *Geography:* This standard will be met through utilizing maps (and teaching students the proper use of maps) in all units of the textbook, *America Will Be*.
- 6.8:** *Population Growth and Movement:* This standard will be emphasized in the study of the westward movement of the American population in the mid and late nineteenth century (Unit 5).
- 6.9:** *Environment and the Impact of Human Communities:* This standard will be emphasized as part of the study of industrialization in the modern era.

### **Outcomes**

As a learning process, the PCS fourth grade history curriculum is directed toward the following outcomes:

- 1.** the students' acquisition of a "vocabulary" of historical facts (places, events, chronologies);
- 2.** the development of the students ability to interpret, in written form, historical facts;
- 3.** the development of the student's ability to recognize primary historical sources and to utilize these sources in an intelligent fashion.

Toward this end, the teacher will employ the following strategies:

- 1.** Present, at the beginning of each class week, a brief set of (approximately five to ten) historical facts; these facts will then be presented on the basis of one to two facts per day. The facts will be reiterated throughout the year toward the goal of establishing a cumulative factual base.
- 2.** Develop the student's ability to compose short interpretive essays. The process of writing these essays will follow the same pattern throughout the school year: the essay topic will be presented in class in second week of the unit. The following Monday, students will construct rough outlines and "idea sheets." In the last week of the unit students will compose in class three to five paragraph essays (one to one and a half pages in length). In the early part of the year, students unable to compose essays will be expected to complete detailed outlines. By the second half of the school year, all students will compose essays.
- 3.** Develop the student's ability to recognize primary sources, and the ability to understand how primary sources are used by historians to construct "narratives" of the past.

**Progress indicators:**

1. Acquisition of facts will be tested through short answer and multiple choice tests.
2. Essays will be graded for content as well as for facility of expression and correct use of language.
3. Students will create a portfolio in which a record of work with primary sources will be compiled.

**Detailed Syllabus:**

**September, Unit 1** “Thinking about America and Thinking about History” (18 to 27 days)

**Suggested essay topic:** write a family history that explores your family’s ethnic background (employ primary sources: interviews, diaries, pictures, etc.). What is unique about your family?

**General comments:** There are two major themes presented in this unit of AWB: the nature of American diversity (America as a “pluralistic” society); the nature of historical enquiry (understanding the distinction between primary and secondary sources in the study of history). A theme worth pursuing here is that while there are many differences separating Americans, there are still many things that unite us (these may be as simple as watching a football game, or a certain TV show, or as complex as the abstract notion of being an being an American).

**Possible project:** A time capsule that will be opened at the end of the year, and also by next year’s fourth grade class (getting students to think about primary sources and how historians are sometimes controlled by the data at hand).

**October, Unit 2** “Exploring and Settling America” (22 to 32 days)

**Suggested essay topic:** Compare the English settlements in Virginia (Jamestown and Roanoke) with the settlement at Plymouth. Why did the settlements in Virginia fail, while the settlement at Plymouth succeed? Compare the governments of the settlements and the motivations of the colonists.

**General comments:** There are two major themes presented in this unit of AWB: the nature of the indigenous population; early European settlements in America. The section on indigenous populations focuses on the concept of the distinctiveness of discrete American Indian cultures. The section on early European settlements elucidates some of the motives of the European colonists and examines the harshness of life in America.

**Possible Project:** Take a walk in a wooded area and think about the difficulties early colonists faced as they built and attempted to sustain their settlements. Chart out a settlement. How would you protect yourself against the weather? where would you get food? How would you communicate and establish a relationship with the native population?

**November, Unit 3** “Life in the English Colonies” (21 to 31 days)

**Suggested Essay Topic:** What factors created the Southern dependence on slavery? What factors kept the North from a slave economy? Do you think the Puritans would ever have adopted slavery?

**General comments:** This unit focuses on the three main English colonial areas: Virginia (the “South”), with its slave economy, Massachusetts with its Puritan roots, and the Middle Colonies with its mixture of many cultures. These chapters contain considerable material on the respective economies of these areas. There is a brief discussion of the Salem Witch trials that should be supplemented with outside materials.

**Possible Project:** Re-enactment of the Salem Witch Trials.

**December: My Brother Sam is Dead**

**General comments:** Foremost in *My Brother Sam is Dead* is the exploration of the motives that lead individuals to fight—or, not to fight—in wars. These motives are depicted as complex, depicted not in terms of a clear right and wrong, but through degrees of shading that expose right and wrong to be relative concepts. Thus, what seems “right” in considering issues of family allegiance—e.g., in the context of *My Brother Sam is Dead*, a decision not to fight in the war—may appear “wrong” when played out in the larger arena of allegiance to a nation. Significant secondary themes in *My Brother Sam is Dead* are the nature of a war economy and strain war places on family life. Students should explore the specific question of whether the “ends justified the means” in the case of the Revolution.

**Possible Project:** Plot out the progress of the Revolution with charts and diagrams showing numbers of soldiers, numbers killed, etc.

**January, Unit 4** “The Struggle for Independence” (18 to 27 days)

**Suggested Essay Topic:** Create a political cartoon reflecting this time period. Write a brief descriptive essay that explains the cartoon.

**General comments:** This section represents the conflict with Britain as one part of a larger series of world events. This represents one of the most appealing aspects of AWB, and should be a point of emphasis in this unit. The nature of the world economy is an important topic in

understanding the American Revolution. Although the colonists placed a great emphasis on their “freedom” (and other related motifs: e.g., “no taxation without representation”) from the standpoint of the world economy that the British controlled, in the end Britain probably gave into the colonialists’ wishes because it was the least expensive option. Students should also attend carefully to the language of the Declaration of Independence, presented in this section. Is it entirely “truthful,” or, does it seem to exaggerate the nature of British rule in the colonies?

**Possible Project:** (1) Find out what happened to some of the major non-American figures of the Revolution: General Cornwallis? The Marquis de Lafayette? Find out if Americans from this period influenced the course of European thought and history. (2) Hold a constitutional convention; write a constitution for your “society” (i.e., classroom).

#### **February, Unit 5** “Life in a Growing Nation” (23 to 35 days)

**Suggested Essay Topic:** Write an argument for strong central government (half the class); write an argument for weak central government (half the class). Conduct a debate.

**General Comments:** Students should explore some of the conflicts that plagued the early nation (e.g., the Federalists vs. the Republicans). However, students should also be made aware that these conflicts pale in the face of conflicts faced by other post-revolutionary governments (e.g., as in France). In this unit students should begin to explore in a detailed fashion the geography of the United States, following, for example, the Lewis and Clark expedition. The fate of the Indians— in particular, their progressive marginalization— is an important topic for exploration in this unit.

**March** During this month students will have an opportunity to work on projects and to “catch up” with missed work.

#### **April, Unit 6** “A Nation in Conflict” (21 to 31 days)

**General Comments:** In this unit students should pay particular attention to the economic causes of the Civil War.

#### **May, Unit 7** “Toward the Modern Age” (25 to 33 days)

**General Comments:** Immigration and industrialization are primary themes in this unit. Students should explore their interrelationship, and their fate in modern America. This exploration should lead students to understand the various factors affecting immigration. From a world perspective

immigration in America represents a unique aspect of the American experience. Yet, immigration in America is not a single phenomenon, but one that has changed with time and circumstance.

## **6.4 A Course in Human History for Grades Five Through Eight**

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.

Princeton Charter is following Cycle Two: A Narrative of Human History, outlined below.

### **A Narrative of Human History**

#### **Course One: Human History to 500 B.C.**

- I.** Introduction to the Course
  - A.** Time and Dates
  - B.** Primary Sources
  - C.** Archaeology
  - D.** Early People
  - E.** The Beginning of Farming
- II.** South West Asia and North Africa to c. 500 B.C.
  - A.** The Sumerians
  - B.** The Babylonians, Assyrians, and Persians
  - C.** The Hebrews
  - D.** The Egyptians
  - E.** Geography - information about the geographic features of this area is divided among the various topics.
- III.** India to c. 500 B.C
  - A.** Geographic Features

- B. The Indus Valley People
  - C. The Early Aryans
  - D. The Ganges Valley People
  - E. The Beginning of Buddhism
- IV. China to c. 221 B.C.
- A. Geographic Features
  - B. The Shang Dynasty
  - C. The Chou Dynasty
  - D. Scholars and Philosophers
- V. Europe: The Aegean World to c. 700 B.C.
- A. Geographic Features
  - B. The Minoans in Crete
  - C. The Mycenaeans in Greece
- VI. The Americans to c. 300 B.C.
- A. Geographic Features
  - B. The Earliest Inhabitants
  - C. The Beginning of Agriculture
  - D. Geographic Features of Mexico and Central America (Mesoamerica)
  - E. The Olmecs

**Course Two: Human History, c. 500 B.C. to c. 500 A.D.**

- I. Europe, South West Asia, and North Africa c. 700 B.C. to c. 600 A.D.
- A. Persia
  - B. Greece
    - 1. City States
    - 2. Greek Civilization
    - 3. Alexander and the Hellenistic World
  - C. Rome
    - 1. The Etruscans
    - 2. The Republic
    - 3. The Empire
    - 4. The Beginning of Christianity
    - 5. The Decline of Rome
  - D. Early Byzantium
- II. India - 322 B.C. to 535 A.D.
- A. The Mauryan Empire

- B. Hindu Philosophy (including South Indian culture)
- C. The Gupta Empire
- D. Northern Invasions
- III.** China - 221 B.C. to 907 A.D.
  - A. Ch'in and Han Dynasties
  - B. Disunity and the Coming of Buddhism
  - C. Sui and Tang Dynasties
- IV.** The Americas - c. 300 B.C. to c. 850 A.D.
  - A. The Mayans
  - B. The Teotihuacanos

**Course Three: Human History, c. 500 A.D. to c. 1500 A.D.**

- I.** South West Asia and North Africa - c. 600 to c. 1500 A.D.
  - A. Mohammed and the Spread of Islam
  - B. Islamic Civilizations
  - C. Byzantium
  - D. The Seljuks and the Ottomans
- II.** South and South East Asia
  - A. India (535 - 1526 A.D.)
    - 1. The Rajputs
    - 2. The Coming of Islam
    - 3. Central and Southern Kingdoms
  - B. South East Asia (c. 100 - 1600 A.D.)
    - 1. Hindu and Buddhist Kingdoms and Empires
    - 2. The Coming of Islam
- III.** East Asia
  - A. China (907 to 1644 A.D.)
    - 1. The Sung Dynasty
    - 2. The Mongol Invasion and the Yuan Dynasty
    - 3. The Ming Dynasty
  - B. Japan (c. 300 to c. 1500 A.D.)
    - 1. Geographic Features of Japan
    - 2. Early Japanese History
    - 3. The Nara and the Heian Periods
    - 4. The Development of Feudalism
- IV.** Europe, including Russia - c. 500 to c. 1500 A.D.

- A. The Impact and Consequences of Invasions
  - B. The Role of the Church
  - C. Feudalism and the Manorial System
  - D. The Interaction with Islam
  - E. The Rise of Cities
  - F. The Italian Renaissance
- V. Sub-Saharan Africa - c. 700 to 1500 A.D.
- A. African Kingdoms
  - B. The Coming of Islam
- VI. The Americas - c. 950 to 1500 A.D.
- A. The Aztecs
  - B. The Incas
  - C. North American Indians

**Course Four Human History c. 1500 A.D. to c. 2000 A.D.**

- I. Europe, including Russia
- A. The Beginning of Modern Europe
    1. The Growth of the Nation States
    2. The Reformation and the Counter Reformation
    3. Explorations and the Expansion of Europe
    4. The Scientific Revolution and Enlightenment
  - B. The French Revolution and Napoleon
  - C. Europe 1815 to 1914
    1. Industrialization
    2. Social and Political Reform
    3. Nationalism and Imperialism
  - D. The Twentieth Century
- II. South West Asia
- A. Persia
  - B. The Ottoman Empire
  - C. The Twentieth Century
  - D. Geography
- III. East Asia and the Pacific
- A. China: The Manchu Dynasty to 1911
  - B. Japan: The Tokugawa and Meiji Eras
  - C. Foreign Empires in the Pacific



## 6.5 Student Outcomes in History

### History and Geography Outcomes: Grade Three

Through their study of folk tales and of the Princeton Community, third grade students will:

#### Government

- Identify the basic forms of “government” found in the family and village in traditional societies
- Distinguish between those who govern a community and those who are governed in a community
- “Read” a map
- Draw a map of some aspect of the Princeton community (school, home, etc.)
- Identify key elements of local governance (mayor, township/borough council) in their own community.

#### Humanities and Aesthetic Expression

- Discuss the aesthetic dimensions of clothing and understand that consumer goods such as clothes and tools are designed for both utilitarian and aesthetic purposes
- Retell a folktale they have studied
- Describe the historical context of a Princeton building, noting some element of its architectural significance

#### Political Ideas, Forces, and Institutions

- Describe the role of a “representative” in government

#### Societies

- Distinguish between different types of societies in the stories they read/listen and
- Explain the main social relations between groups living in these different societies

#### Cultures

- Learn about a significant non-U.S. holiday such as Divali (India) or the Chinese New Year

#### Economic Ideas and Forces

- Learn about barter, trade, and the significance of markets in traditional cultures

- Describe the cultivation of rice

## **Geography**

- Use more than one map of the areas they study
- Interpret and use map scales
- Use a children’s atlas
- Make a map of a familiar place: the classroom, the playground, or the school
- Locate the countries and the important cities of the areas they study on a globe and on a world map
- 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.
- Learn and use the following geographic terms: 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 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

### **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 (slave, indentured servant, land speculator, etc.) that immigrated to America in the Colonial period
- 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

### **Cultures**

- 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

### **Economic Ideas and Forces**

- Examine the economy of the Plantation emphasizing, in particular, the institution of slavery
- 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

### **Geography**

- Learn to use and make standard maps of the United States
- 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; Island; Peninsula; Strait; Sea/Ocean/Lake/River; Mountain/Valley/Desert/Tundra/Plains; Rainforest; Temperate zone; Poles; Hemisphere; Time zones

## **History and Geography Outcomes: Grade Five**

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

### **Government**

- Describe the code of Hammurabi
- Explain that only people of equal status were granted similar protections under the code

### **Humanities and Aesthetic Expression**

- Describe the main features of the story of Gilgamesh
- Locate the story of Gilgamesh within the framework of world literature and describe its continued appeal to those who hear/read the tale
- Retell the story of Theseus and the minotaur
- 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

### **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, and China
- 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

### **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 effected society

### **Geography**

- Explain how the flooding of the Nile and the storms of Mesopotamia effected 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

### **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

#### **Humanities and Aesthetic Expression**

- Discuss how the poetry of ancient China and ancient India reveal information about people's lives at the time
- 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, Ionian, 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

### **Political Ideas, Forces, and Institutions**

- Describe and distinguish between the different types of political systems found throughout Greek and Roman history

### **Societies**

- Describe the caste system of ancient India
- Describe the social status of citizens, women, and slaves in the ancient Greek and Roman worlds
- 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, th “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 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

#### **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

#### **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

#### **Societies**

- Describe the class system of medieval Europe
- Compare the roles of women in medieval Europe in the world of Islam

#### **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

## **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
- 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

## **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
- Understand modern ideologies of government and their origins, especially: Marxism, communism, and the Russian Revolution; totalitarianism and utopianism; fascism and the Nazis; nationalism
- Discuss the causes, issues, and results of WWI and WWII, including the League of Nations and the United Nations; and causes and circumstances of the Cold War

### **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

### **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
- Describe the contributions of important inventors and inventions: Watt, Edison, the Wright brothers

### **Culture and Aesthetic Expression**

- Describe key figures in the Enlightenment including Voltaire, Locke, Smith, Hume
- 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

### **Comparative social, political, economic developments, Asia and Africa**

- China and Japan: 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

## 6.6 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.

## 6.7 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 objective 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.

Children learn map skills from the book *Map Essentials* 1, National Geographic, 2001.

## 6.8 History and Geography: Grade Two

In grade two, 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. After an introduction to stories from all over the world, the specific areas of concentration are: the Middle East and Africa. 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;
- to develop children's knowledge and appreciation of the similarity and diversity of the world's peoples and places; and
- to develop the skills and attitudes children need for the further study of history and geography at later levels.

These objective 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 which 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 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 about map projections;

- Learn about map symbols;
- Learn about the cardinal directions and how to orient maps in relation to them;
- Make a map of a familiar place: the classroom, the playground, or the school;
- Begin to learn about map scales;
- 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 between cities and villages in pictures.

Children learn map skills from the book *Map Essentials 2*, National Geographic, 2001.

## 6.9 History and Geography: Grade Three

In grade three, history and geography are taught through folk tales, legends, myths, accounts of historical events, and biographies. Stories are read aloud and students read additional stories independently. Reading and listening to these stories builds a child's sense of the world as a community and introduces new vocabulary and basic cultural knowledge. The areas of concentration include: Asia (East Asia, South Asia, and Southeast Asia); Native Americans from South America and North America, and Princeton History. Major geographical features affecting people's lives are studied as stories are read from each region.

The objectives of the program are:

- to develop each child's knowledge and appreciation of the world's stories;
- to develop each child's knowledge and appreciation of the similarity and diversity of the world's peoples and places;
- to begin to learn about the history of the United States through the study of Princeton history; and
- to develop the skills and attitudes children need for the further study of history and geography at later levels.

These objective will be met through the following components:

**Folk Literature** - 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 which 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.

**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:

- Learn about map scales;
- Outline maps and trace maps occasionally;
- Begin to use more than one map of the places they are studying;
- Use simplified atlases published for children;
- 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.

Children learn map skills from the book *Map Essentials 3*, National Geographic, 2001.

## 6.10 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, 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;
- 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.

**Exploring and Settling America:** Native Americans; Spanish, French, and English explorers; early European settlements.

**Life in the English Colonies:** Comparison of life in the New England, middle, and southern colonies; the different economies of these regions.

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

**Life in a Growing Nation:** Early Struggles and expansions; the Lewis and Clark expedition; the fate of the native population.

**New Jersey State History:** Geography of New Jersey: regions, resources, climate; Native Americans: the Lenni Lanape; European explorers and settlers; The American revolution; Modern New Jersey; New Jersey government and economy.

### Books:

Textbook: *United States History*, Houghton Mifflin, 2005.

Textbook: *New Jersey Studies*, Houghton Mifflin, 2005.

Atlas: *The Nystrom Desk Atlas*, Nystrom.

Almanac: *The World Almanac for Kids*, World Almanac Books.

*Sarah Morton’s Day*, Kate Waters.

*Samuel Eaton's Day*, Kate Waters.

**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, 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.

## 6.11 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.

### United States History Course Content

**A Nation in Conflict:** Building tensions leading up to the Civil War; economic causes of the war between the states; the Civil War and reconstruction.

**Toward the Modern Age:** Immigration; industrialization.

### Human History Course Content

**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; early humans; the beginning of farming.

**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; technological advances include irrigation and extensive use of wheeled vehicles.

**The Babylonians, Assyrians, 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 Emperors 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 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.

**The Americas to circa 300 B.C.:** Geographic features of the Americas; the earliest inhabitants; the Olmecs; the origin of corn.

**Books:**

Textbook: *United States History*, Houghton Mifflin, 2005.

Readings: *Human History to 500 B.C.*, Washington World History Project.

Atlas: *The Nystrom Desk Atlas*, Nystrom.

**Homework:** Students have reading assignments as preparation or follow-up for class. Activities include analytical writing, creative writing, 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.

## 6.12 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

**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; the culture and learning of classical India.

**China to 221 B.C.:** 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; Buddhism comes to China; invention and technology; medicine.

**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.

**Greece to 148 B.C.:** City-states; Solon, Cleisthenes, and Pericles; ships and trade; the Persian wars; legends and myths; art and architecture; the Olympic games; the Peloponnesian wars; Alexander the Great; the Roman invasions.

**Rome to 476 A.D.:** the Etruscans; the Punic wars; the Republic; the Empire; art and architecture; daily life; government; the army; the decline of Rome.

**Books:**

*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.

### 6.13 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

**Medieval Civilizations:** The world of Islam; Mohammed; the rise of Islam; Islamic civilizations; the African kingdoms of Ghan, Mali, and Songhai; trade; Sundiata; the Middle Ages in Europe; knights; the feudal system; the culture, and government of Medieval Europe; the crusades; the Magna Carta; the Mongols; Genghis Khan; Kublai Khan.

**The Renaissance:** The beginnings of the Renaissance in Italy; the Medici of Florence, the Pope in Rome; the merchants of Venice; Machiavelli; women in the Renaissance; Leonardo da Vinci; Brunelleschi, Donatello, and Botticelli; Michelangelo; Raphael; Van Eyck, Durer, and Bruegel; music in the Renaissance; Cervantes; Shakespeare; Gutenberg; Martin Luther and the Reformation; the Counter Reformation, Galileo.

**The Age of Exploration:** Explorers of the ancient world; the Vikings; the Portuguese Explorers; Christopher Columbus; Ferdinand Magellan; John and Sebastian Cabot; Francis Drake; Jacques Cartier; Henry Hudson; James Cook.

**United States Civics:** The Constitutional Convention; the Virginia and New Jersey plans; the Constitution; the Bill of Rights; the legislative, executive, and judicial branches; the legislative process; political parties; the rights and responsibilities of citizenship.

**Books:**

*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.

## 6.14 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:** The spread of democratic ideals for society and politics; the Enlightenment; the American and French Revolutions; industrialization; the rise of capitalism; the rise of Romanticism and the spread of nationalism; the beginnings of communism; the rise of Imperialism; Existentialism (seen in rise of individualism in art and literature); the age of social revolutions, world wars, and the cold war; the demise of Colonialism.

### Books:

*World History: Connections to Today*, Prentice Hall.

Atlas: *The Nystrom Desk Atlas*, Nystrom.

*The Industrial Revolution*, James A. Corrick.

*Night*, Elie Wiesel.

*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. 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.