

**HAMPTON BOROUGH PUBLIC SCHOOL**

**SOCIAL STUDIES  
CURRICULUM GUIDE**

**KINDERGARTEN THROUGH EIGHTH GRADE**

Adopted: November 17, 2009

**HAMPTON BOROUGH PUBLIC SCHOOL**

**SOCIAL STUDIES  
CURRICULUM GUIDE  
K-8**

**ACKNOWLEDGEMENTS**

**Board of Education**

**William Peterson, President**

**Timothy Reeve, Vice-President**

**Kimberly Donnenberg**

**Gina Sharkey**

**Cheryl Drzewoszewski**

**Chief School Administrator**

**Joanna Hughes**

**Board Secretary/Business Administrator**

**Robert Sulvinski**

**Social Studies Curriculum Committee**

**Barbara Fuentes**

**Michael Jones**

**Susan Hunt**

**TABLE OF CONTENTS**

Affirmative Action Statement.....4  
Special Education Statement.....4  
Purpose/Rationale.....5  
NCSS Curriculum Standards for Social Studies.....6  
NJ Core Curriculum Content Standards.....7  
Statement of Intent.....8  
Skill area definitions.....9  
Standards and Strands.....10

**SOCIAL STUDIES**

Kindergarten Objectives & Skills.....12  
First Grade Objectives & Skills.....14  
Second Grade Objectives & Skills.....16  
Third Grade Objectives & Skills.....18  
Fourth Grade Objectives & Skills.....21  
Fifth Grade Objectives & Skills.....24  
Sixth Grade Objectives & Skills.....28  
Seventh Grade Objectives & Skills.....31  
Eighth Grade Objectives & Skills.....34

AFFIRMATIVE ACTION STATEMENT

It is the policy of the Board of Education to provide equal employment and educational opportunities regardless of race, color, creed, religion, sex, ancestry, national origin, place of residence, social or economic condition, or non-applicable handicap.

Affirmative Action Office:

Alice Burtnick  
c/o Hampton School  
32-41 South Street  
Hampton, NJ 08827  
(908) 537-4101

ADAPTATIONS FOR SPECIAL EDUCATION STATEMENT

Although this curriculum guide has been developed for general education delivery, the knowledge, skills, attitudes, and behaviors identified are appropriate for the special education pupils in Hampton Public School. Modifications necessary to accommodate the education needs of individual pupil's handicaps will be described in the Individualized Educational Program (IEP). They are on file at:

Office of Special Services  
c/o Hampton School  
32-41 South Street  
Hampton, NJ 08827  
(908) 537-4101

### **PURPOSE/RATIONALE**

It is the goal of the Hampton Borough School Social Studies Curriculum to prepare independent, lifelong learners who understand the fundamental principles of American democracy and the responsibilities of citizenship; make informed decisions about local, national, and international issues and challenges; and actively participate in a global society.

In order to carry out the purpose of social studies education, the Hampton Borough School social Studies program focuses on the following goals, adapted from the Mission Statement and Goals of Hampton Borough School, New Jersey Social Studies Core Course Proficiencies, and the New Jersey Social Studies Curriculum Content Standards.

1. Development of thinking, writing, and speaking skills essential to effective decision making and problem solving.
2. Understanding of the common elements of culture and appreciation of cultural diversity.
3. Understanding of political principles and systems to encourage civic participation in a democratic society.
4. Understanding and appreciation of the interdependence of peoples and nations in a global society
5. Understanding of how human beings view themselves and others, individually and in groups.
6. Understanding of historical methods, divergent perspectives and interpretation, cause and effect relationships, change and continuity, and turning points.
7. Understanding of economic principles and systems within a global context.
8. Geographic understanding, including an informal spatial view of the world and the interrelationship of humans and their environments.
9. Understanding the obstacles and conflicts that prevent effective communication and cooperation among cultures and societies.
10. Recognition of the responsibility of government and individuals for the protection of human rights.

All curricula at Hampton Borough School are aligned to state and national standards, integrated with other disciplines with emphasis on literacy, and enhanced through various forms of technology.

**NCSS CURRICULUM STANDARDS FOR SOCIAL STUDIES**

Social studies programs should include experiences that provide for the study of:

- Culture
- Time, Continuity, and Change
- People, Places, and Environment
- Individual Development and Identity
- Individuals, Groups, and Institutions
- Power, Authority, and Governance
- Production, Distribution, and Consumption
- Science, Technology, and Society
- Global Connections
- Civic Ideals and Practices

NJ CORE CURRICULUM CONTENT STANDARDS

**SOCIAL STUDIES**

- 6.1 **SOCIAL STUDIES SKILLS:** All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography and economics
- 6.2 **CIVICS:** All students will know, understand, and appreciate the values and principles of American democracy and the rights, responsibilities, and roles of a citizen in the nation and the world.
- 6.3 **WORLD HISTORY:** All students will demonstrate knowledge of world history in order to understand life and events in the past how they relate to the present and future.
- 6.4 **UNITED STATES AND NEW JERSEY HISTORY:** All students will demonstrate knowledge of United States and New Jersey history in order to understand life and events in the past and how they relate to the present and future.
- 6.5 **ECONOMICS:** All students will acquire an understanding of key economic principles.
- 6.6 **GEOGRAPHY:** All students will apply understanding knowledge of spatial relationships and other geographic skills to understand human behavior in relation to the physical and cultural environment.

## **STATEMENT OF INTENT**

Hampton Borough School's Social Studies Curriculum identifies and focuses upon a core set of concepts essential to the understanding of social studies content.

1. Conflict and Cooperation: war, political groups, gender, prejudice, and holocaust.
2. Movement and Social Change: migration, immigration, population, agriculture, and urbanization
3. Democracy and Government: civics and economic decisions and policies
4. Culture: humanities, family, community
5. Economic and Technological Change: communication, transportation, invention, and the industrial age
6. Global Connections: current events, communication technology, interdependency

## **SKILL AREA DEFINITIONS**

Social studies pulls together the study of civics, history, economics, and geography. Combining such diverse disciplines lends itself to the creation of an instructional program essential life skills, content knowledge, and process skills.

**Content knowledge:** The social studies program is founded on the best scholarship in political science, history, economics, geography, and related disciplines. Students will use this knowledge of cultures, historical periods, economic forces, geographical references, and political factors in their comprehension, analysis, and interpretation of the material encompassed by this curriculum.

**Process skills:** Through the exploration of social science disciplines and related activities, students will develop essential skills in the areas of reading, writing, reference, critical thinking, graphic analysis, research, information literacy, and technology.

**Social Skills:** Through the exploration of social science disciplines and related activities, students will develop the interpersonal and affective skills necessary to become responsible, empathetic, committed, and concerned individuals who can effectively resolve conflicts, solve problems, appreciate different cultures, express convictions, and actively participate in a democratic society.

## **SOCIAL STUDIES STANDARDS AND STRANDS**

- 6.1 **SOCIAL STUDIES SKILLS:** All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography and economics
- 6.2 **CIVICS:** All students will know, understand, and appreciate the values and principles of American democracy and the rights, responsibilities, and roles of a citizen in the nation and the world.
- A. Civic Life, Politics, and Government
  - B. American Values and Principles
  - C. The Constitution and American Democracy
  - D. Citizenship
  - E. International Education: Global Challenges, Cultures, and Connections.
- 6.3 **WORLD HISTORY:** All students will demonstrate knowledge of world history in order to understand life and events in the past how they relate to the present and future.
- A. The Birth of Civilization to 1000 BCE
  - B. Early Human Societies to 500 CE
  - C. Expanding Zones of Exchange and Interaction to 1400 CE
  - D. The Age of Global Encounters (1400-1750)
  - E. The Age of Revolutionary Change (1750-1914)
  - F. The Era of the Great Wars (1914-1945)
  - G. The Modern World (1945-1979)
  - H. Looking to the Future (1980-present)
- 6.4 **UNITED STATES AND NEW JERSEY HISTORY:** All students will demonstrate knowledge of United States and New Jersey history in order to understand life and events in the past and how they relate to the present and future.
- A. Family and Community Life
  - B. State and Nation
  - C. Many Worlds meet (to 1620)
  - D. Colonization and Settlement (1585-1763)
  - E. Revolution and the New Nation (1754-1820)
  - F. Expansion and Reform (1801-1861)
  - G. Civil War and Reconstruction (1850-1877)
  - H. The Industrial Revolution (1870-1900)
  - I. The Emergence of Modern America (1890-1930)
  - J. The Great Depression and World War II (1929-1945)
  - K. Postwar Years (1945-1970)
  - L. Contemporary America (1968-present)

6.5 ECONOMICS: All students will acquire an understanding of key economic principles.

- A. Economic Literacy
- B. Economics and Society

6.6 GEOGRAPHY: All students will apply understanding knowledge of spatial relationships and other geographic skills to understand human behavior in relation to the physical and cultural environment

- A. The World in Spatial Terms
- B. Places and Regions
- C. Physical Systems
- D. Human Systems
- E. Environment and Society

<b>KINDERGARTEN SOCIAL STUDIES</b>				
<b>OBJECTIVES AND SKILLS BEING A GOOD CITIZEN</b>	<b>NJCCCS</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Learning how to follow rules	6.2.2	X		
Learning how to work together	6.2.2.A	X		
Obeying safety signs	6.2.2.B	X		
Identifying safety signs	6.2.2.B			
Taking responsibility for my actions	6.4.4.A			
<b>OBJECTIVES AND SKILLS LEARNING ABOUT MY COUNTRY</b>	<b>NJCCCS</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Identifying the U.S. flag	6.2.2.B	X		
Identifying the map of the United States	6.2.2.E	X		
Identifying the current president	6.2.2.C	X		
Recite the Pledge of Allegiance	6.2.2.B	X		
Identify some presidents of the past	6.2.2.C	X		
Identify some American holidays	6.4.2.B	X		
<b>OBJECTIVES AND SKILLS CHANGES OVER TIME</b>	<b>NJCCCS</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Name the four seasons	6.1.2.A	X		
Relate to activities in different seasons	6.1.4.A	X		
<b>OBJECTIVES AND SKILLS COMMUNITY WORKERS</b>	<b>NJCCCS</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Identify the workers in a school	6.2.2.C	X		
Identify the workers in the community	6.2.2.D	X		
Appreciate what goods and services families buy or use	6.5.2.B1	X		
Figure out how students can help the environment	6.6.2.E	X		
<b>OBJECTIVES AND SKILLS WHERE WE LIVE</b>	<b>NJCCCS</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Identify different types of neighborhoods	6.6.2.A	X		
Identify landforms and environment	6.6.2.E	X		
Compare and contrast locations of people, place, and environment	6.6.2.A	X		

***I***=Introduce

***D***=Develop

***M***=Master

Recognize natural and human characteristics of the region	6.6.2.B.1 6.6.2.B.2			
Identify features of a city and a suburb	6.6.2.B.1 6.6.2.B.2	X		
Identify a farm community	6.6.2.B.1 6.6.2.B.2	X		
Compare and contrast urban and rural	6.6.2.B.1 6.6.2.B.2	X		
Read a globe	6.6.2.A.3	X		
Identify symbols on a map	6.6.2.A.3	X		
Identify the 12 months of the year	6.6.2.E.2	X		
Recognize different types of weather	6.6.2.E.2	X		
<b>OBJECTIVES AND SKILLS IMPORTANT EVENTS &amp; PROPLE IN THE U.S. PAST</b>	<b>NJCCCS</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Identify U.S. holidays	6.1.2.A	X		
Identify how families obtained food & water in the past	6.1.4.A	X		
Compare and contrast how life in the past differs from that in the present	6.4.2.A	X		
Understand the concept of ancestors	6.5.2.A.1	X		
Realize the importance of current events	6.5.2.A.2	X		

***I***=Introduce

***D***=Develop

***M***=Master

<b>GRADE 1 SOCIAL STUDIES</b>				
<b>Building upon knowledge and skills gained in preceding grades, by the end of Grade 1, students will:</b>				
<b>OBJECTIVES AND SKILLS RULES AND LAWS</b>	<b>NJCCCs</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Recognize the need for rules at home, in school, and in the community	6.2.2.A.1		X	
Realize the consequences of not having rules	6.2.2.A.2 6.2.2.A.4 6.2.2.A.5		X	
Identify community and state leaders	6.2.2.C.1	X		
Learn how voting is a way of making choices and decisions	6.2.2.A.3		X	
<b>OBJECTIVES AND SKILLS WHERE PEOPLE LIVE</b>	<b>NJCCCS</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Locate one's community, state, and country on a map	6.6.2.A.1		X	
Identify landforms and bodies of water on a map	6.6.2.A.3		X	
Construct a simple map with symbols	6.6.2.A.3		X	
Explain the difference between maps and globes	6.6.2.A.3	X		
Describe the physical characteristics of places & regions	6.6.2.B.1	X		
Describe the human characteristics of places & regions	6.6.2.D.1 6.6.2.D.2	X		
Discuss how and where people live affects shelter and transportation	6.6.2.D.1	X		
Use North, South, East, West directions to locate places on a map	6.6.2.A.3	X		
Provide examples of natural resources	6.6.2.E.1		X	
Explain the need for conservation and recycling	6.5.2.A.2		X	
Describe how people adapt to the environment to meet their needs	6.5.2.A.2	X		
<b>OBJECTIVES AND SKILLS EARLY UNITED STATES HISTORY</b>	<b>NJCCCS</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Discuss how and why early settlers came to the U.S.	6.4.2.A.3		X	
Recognize the U.S. flag and its symbolic meaning	6.2.2.B.1		X	
Know and understand the symbols of the United States	6.2.2.B.1	X		
Identify some national landmarks	6.4.2.B.4	X		

***I***=Introduce

***D***=Develop

***M***=Master

Understand the significance of national holidays	<b>6.4.2.B.3</b>		<b>X</b>	
Achievements of famous people	<b>6.4.2.B.2</b>		<b>X</b>	
<b>OBJECTIVES AND SKILLS OUR CHANGING WORLD</b>	<b>NJCCCS</b>	<b>I</b>	<b>D</b>	<b>M</b>
Compare and contrast daily life with that of the past	<b>6.4.2.A.3</b>		<b>X</b>	
Compare and contrast how people communicate today and long ago	<b>6.4.2.A.4</b>	<b>X</b>		
Compare and contrast schools now and long ago	<b>6.4.2.A.3</b>	<b>X</b>		
<b>OBJECTIVES AND SKILLS ALL ABOUT PEOPLE (CULTURES)</b>	<b>NJCCCS</b>	<b>I</b>	<b>D</b>	<b>M</b>
Recognize Native Americans as first Americans	<b>6.4.4.B.1</b>		<b>X</b>	
Recognize the elements of culture	<b>6.2.2.E.2</b>		<b>X</b>	
Recognize that immigrants come from other countries to the U.S.	<b>6.4.4.A.3</b>	<b>X</b>		
Compare cultures	<b>6.2.2.E.2</b>	<b>X</b>		
Recognize families in different cultures meet needs in different ways	<b>6.2.2.E.2</b>	<b>X</b>		
<b>OBJECTIVES AND SKILLS GOODS &amp; SERVICES</b>	<b>NJCCCS</b>	<b>I</b>	<b>D</b>	<b>M</b>
Distinguish between goods and services	<b>6.5.2.2.A.3</b>	<b>X</b>		
Understand how money is used to purchase goods	<b>6.5.2.A.3</b>	<b>X</b>		
Identify the different kinds of work people do	<b>6.5.2.A.3</b>		<b>X</b>	
Understand why people work	<b>6.5.2.A.3</b>		<b>X</b>	
Understand the purpose of saving money and why it is important	<b>6.5.2.A.4</b>	<b>X</b>		
Identify the kind of work people do in communities	<b>6.5.2.B.1</b>		<b>X</b>	

**I=Introduce**

**D=Develop**

**M=Master**

<b>GRADE 2 SOCIAL STUDIES</b>				
<b>Building upon knowledge and skills gained in preceding grades, by the end of Grade 2, students will:</b>				
<b>OBJECTIVES AND SKILLS GOVERNING THE PEOPLE</b>	<b>NJCCCS</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Explain the citizens' rights and responsibilities at home, school, and in the community	6.2.2.A.3		X	
Recognize the need for rules and laws	6.2.2.A.1		X	
Understand the concepts of freedom and bravery	6.2.2.B.1	X		
Identify patriotic elements in a song	6.2.2.B.1	X		
Understand how government helps citizens through services paid for with taxes	6.2.4.A.3	X		
Describe the voting process	6.2.4.D.1	X		
Describe the three branches of the U.S. government	6.2.4.A.3	X		
Identify the importance of the constitution	6.2.2.C	X		
Compare and contrast functions of local, state, and national governments	6.2.4.A.3		X	
<b>OBJECTIVES AND SKILLS THE WORLD AROUND US</b>	<b>NJCCCS</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Recognize a map grid is a tool to find the location of a place	6.6.2.A.2		X	
Locate one's community, state, and country on a map or globe	6.6.2.A.1		X	
Identify the countries that comprise North America	6.6.4.A.5	X		
Identify oceans and continents on a map or globe	6.6.2.A.1	X		
Identify major landforms and bodies of water	6.6.4.A.6	X		
Identify weather and seasons	6.6.2.E.2		X	
Compare and contrast weather & climate in different areas	6.6.2.E.2		X	
Recognize hemispheres, equator, and poles on a map or globe	6.6.4.A.6	X		
Recognize the unique features of a region	6.6.2.B.2	X		
<b>OBJECTIVES AND SKILLS USING OUR RESOURCES</b>	<b>NJCCCS</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Understand that natural resources are things that people use and come from nature	6.6.2.E.1	X		

***I***=Introduce

***D***=Develop

***M***=Master

Identify how people use natural resources	6.6.2.E.1		X	
Identify why people choose to live in certain places (climate, landforms, location, etc.)	6.5.4.A.2		X	
Explain how transportation and communication have changed over time	6.6.2.D.1	X		
<b>OBJECTIVES AND SKILLS PEOPLE LONG AGO</b>	<b>NJCCCS</b>	<b>I</b>	<b>D</b>	<b>M</b>
Understand the concepts of past, present, and future	6.1.2.A.2		X	
Recognize Native Americans as the first Americans	6.4.2.B.2		X	
Identify colonies and settlers	6.4.4.A.5		X	
Understand that voting is an important freedom	6.2.2.A.3		X	
Read a timeline	6.2.4.D.1	X		
Identify certain holidays related to U.S. history	6.2.2.E.1		X	
Identify important people related to U.S. independence	6.4.2.B.1	X		
<b>OBJECTIVES AND SKILLS A WORLD OF MANY PEOPLE</b>	<b>NJCCCS</b>	<b>I</b>	<b>D</b>	<b>M</b>
Identify features of a culture	6.2.2.E.2		X	
Compare and contrast cultures	6.4.4.A.5		X	
Understand that the U.S. is comprised of many cultures	6.1 6.2		X	
Understand the concept of immigration	6.4.4.B.6		X	
Identify reasons why immigrants came to the U.S.	6.4.4.A.2	X		
Explain how families can be same and different	6.4.4.A.1		X	
<b>OBJECTIVES AND SKILLS PEOPLE IN THE MARKETPLACE</b>	<b>NJCCCS</b>	<b>I</b>	<b>D</b>	<b>M</b>
Identify and explain the role of producer and consumer	6.5.4.A.6 6.5.4.A.1	X		
Understand various occupations	6.5.2.B.1		X	
Understand the concept of supply and demand	6.5.4.A.5	X		
Recognize that raw materials are used to make products	6.5.4.A.4		X	
Identify the difference between consumable and non-consumable goods	6.5.2.A.1		X	
Understand why countries trade with other countries	6.5.4.A.4	X		

**I=Introduce**

**D=Develop**

**M=Master**

<b>GRADE 3 Social Studies</b>				
<b>Building upon knowledge and skills gained in preceding grades, by the end of Grade 3, students will:</b>				
<b>OBJECTIVES AND SKILLS SOCIAL STUDIES</b>	<b>NJCCCS</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Explain how present events are connected to the past	<b>6.1.2.1</b>	<b>X</b>	<b>X</b>	
Apply terms related to time including years, decades, centuries, and generations	<b>6.1.2.2</b>	<b>X</b>	<b>X</b>	
Locate sources for the same information (e.g., weather forecast on TV, the Internet, or in a newspaper)	<b>6.1.2.3</b>	<b>X</b>	<b>X</b>	<b>X</b>
Organize events in a timeline	<b>6.1.2.4.</b>			
Distinguish between eyewitness account and a secondary account of an event	<b>6.1.2.5</b>	<b>X</b>	<b>X</b>	
Distinguish fact from fiction	<b>6.1.2.6</b>	<b>X</b>	<b>X</b>	
<b>OBJECTIVES AND SKILLS CIVICS</b>	<b>NJCCCS</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Describe the characteristics of an effective rule or law	<b>6.2.4.A.1</b>	<b>X</b>		
Differentiate between power and authority	<b>6.2.4.2</b>			
Recognize that government exists at the community, state, and federal levels	<b>6.2.4.A.3</b>		<b>X</b>	
Explain the significance of symbols of American values and beliefs, i.e. Statue of Liberty, Statue of Justice, American Flag, and the National Anthem	<b>6.2.4.B.2</b>	<b>X</b>	<b>X</b>	
Evaluate the importance of traditions, values, and beliefs which form a common American heritage in an increasingly diverse American society	<b>6.2.4.B.4</b>	<b>X</b>	<b>X</b>	
Discuss how governmental bodies make decisions and explain the impact of those decisions on school and community life	<b>6.2.4.C.2</b>	<b>X</b>		
Explain that a citizen is a legally recognized member of the U.S. with rights and responsibilities such as voting in elections and serving on juries	<b>6.2.4.D.2</b>	<b>X</b>	<b>X</b>	
Describe the significant characteristics of an effective citizen and discuss ways to influence public policy	<b>6.2.4.D.2</b>	<b>X</b>	<b>X</b>	
Explain that the world is divided into many nations consisting of territory and people with their own government, languages, and laws	<b>6.2.4.E.1</b>	<b>X</b>	<b>X</b>	

***I***=Introduce

***D***=Develop

***M***=Master

Identify current issues that may have a global impact and discuss ways to address them	6.2.4.E.5	X		
<b>OBJECTIVES AND SKILLS UNITED STATES &amp; NEW JERSEY HISTORY</b>	<b>NJCCCS</b>	<b>I</b>	<b>D</b>	<b>M</b>
Explain that Americans have come from different parts of the world and have a common American heritage, in addition to the heritage of their countries of origin	6.4.4.A.5	X	X	
Describe the situations in which people from diverse backgrounds work together to solve common problems	6.4.4.A.6	X	X	
Discuss the reasons why the Revolutionary Leaders fought for independence (e.g. George Washington, Thomas Jefferson, Benjamin Franklin, Governor Livingston, etc.)	6.4.4.B.2	X		
Describe the population shift from the farm to the city in New Jersey	6.4.4.B.7	X	X	
Discuss the value of the American national heritage, including the historical preservation of primary documents, buildings, places of memory, and significant artifacts	6.4.4.B.8	X	X	
<b>OBJECTIVES AND SKILLS ECONOMICS</b>	<b>NJCCCS</b>	<b>I</b>	<b>D</b>	<b>M</b>
Distinguish between goods and services	6.5.4.A.1	X	X	
Distinguish between a want and a need and explain how to choose needed goods and services	6.5.4.A.4	X	X	
Discuss how natural, human, and capital resources are used to produce goods and to provide services.	6.5.4.A.4	X		
Define consumers as buyers and producers as workers and sellers	6.5.4.A.6	X	X	
Explain that people can improve their ability to earn income by gaining new knowledge, skills, and experiences	6.5.4.A.7	X	X	
Describe how to earn and save money in order to purchase a needed or desired item	6.5.4.A.8	X	X	
<b>OBJECTIVES AND SKILLS GEOGRAPHY</b>	<b>NJCCCS</b>	<b>I</b>	<b>D</b>	<b>M</b>
Use physical and political maps to identify locations and spatial relationships of places within local and nearby communities	6.6.4.A.1	X	X	
Describe and demonstrate different ways to measure distance	6.6.4.A.2	X	X	
Estimate distances between two places on a map using a	6.6.4.A.3	X	X	

**I=Introduce**

**D=Develop**

**M=Master**

Hampton Public School Social Studies Curriculum 2009--20

scale of miles				
Identify the major cities of New Jersey, the United States, and the World	<b>6.6.4.A.4</b>	<b>X</b>	<b>X</b>	
Identify the major countries, continents, bodies of water, and mountain ranges of the world	<b>6.6.4.A.6</b>	<b>X</b>	<b>X</b>	
Identify the physical and human characteristics of places and regions in New Jersey and the United States	<b>6.6.4.B.1</b>	<b>X</b>	<b>X</b>	
Explain changes in places and regions over time and the consequences of those changes	<b>6.6.4.B.2</b>	<b>X</b>	<b>X</b>	
Describe the geography of New Jersey	<b>6.6.4.B.3</b>	<b>X</b>	<b>X</b>	
Discuss factors involved in the development of cities	<b>6.6.4.B.4</b>	<b>X</b>		
Describe the basic components of the Earth's physical systems; including landforms, water, erosion, weather, and climate; and discuss their impact on human development	<b>6.6.4.C.1</b>	<b>X</b>		
Describe the development of transportation and communication networks in NJ and the U.S.	<b>6.6.4.D.1</b>	<b>X</b>		
Differentiate between living and non-living natural resources	<b>6.6.4.E.1</b>	<b>X</b>	<b>X</b>	
Explain the nature, characteristics of renewable and non renewable resources	<b>6.6.4.E.2</b>	<b>X</b>		

***I***=Introduce

***D***=Develop

***M***=Master

<b>GRADE 4 Social Studies</b>				
<b>Building upon knowledge and skills gained in preceding grades, by the end of Grade 3, students will:</b>				
<b>OBJECTIVES AND SKILLS SOCIAL STUDIES</b>	<b>NJCCCS</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Explain how present events are connected to the past	<b>6.1.4.A.1</b>	<b>X</b>	<b>X</b>	<b>X</b>
Locate sources for the same information	<b>6.1.4.A.2</b>	<b>X</b>	<b>X</b>	<b>X</b>
Apply terms related to time, including years, decades, centuries, and generations	<b>6.1.4.A.3</b>	<b>X</b>	<b>X</b>	<b>X</b>
Organize events in a timeline	<b>6.1.4.A.4</b>	<b>X</b>	<b>X</b>	
Distinguish between eyewitness account and a secondary account of an event	<b>6.1.4.A.5</b>	<b>X</b>	<b>X</b>	<b>X</b>
<b>OBJECTIVES AND SKILLS CIVICS</b>	<b>NJCCCS</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Describe the characteristics of an effective rule or law	<b>6.2.4.A.1</b>	<b>X</b>	<b>X</b>	<b>X</b>
Recognize that government exists at the community, state, and federal levels	<b>6.2.4.A.3</b>		<b>X</b>	<b>X</b>
Recognize national, state, and local legislators and government officials and explain how to contact them for help or to express an opinion	<b>6.2.4.A.4</b>	<b>X</b>	<b>X</b>	<b>X</b>
Identify the fundamental values and principles of American democracy as expressed in the Pledge of Allegiance, the Declaration of Independence, the United States Constitution, the Bill of Rights, and the first New Jersey Constitution	<b>6.2.4.B.1</b>	<b>X</b>	<b>X</b>	<b>X</b>
Describe how American values and beliefs, such as equality of opportunity, fairness to all, equal justice, separation of church and state, and the right guaranteed by the United States Constitution and the Bill of Rights contribute to the continuation and improvement of American democracy	<b>6.2.4.B.3</b>	<b>X</b>	<b>X</b>	
Discuss how governmental bodies make decisions and explain the impact of those decisions on school and community life	<b>6.2.4.C.2</b>	<b>X</b>	<b>X</b>	
Delineate the respective roles of the three branches of the federal and state governments	<b>6.2.4.C.4</b>	<b>X</b>	<b>X</b>	
Explain that a citizen is a legally recognized member of the United States with rights and responsibilities (e.g. voting in elections and serving on juries)	<b>6.2.4.D.1</b>	<b>X</b>	<b>X</b>	<b>X</b>

***I***=Introduce

***D***=Develop

***M***=Master

Describe the process by which immigrants can become United States citizens	6.2.4.D.3	X	X	X
Identify current issues that may have a global impact (e.g. pollution, diseases, etc.) and discuss ways to address them	6.2.4.E.5	X	X	X
Use technology to learn about students and their families in other countries through classroom links, email, and Internet research.	6.2.4.E10	X	X	
<b>OBJECTIVES AND SKILLS UNITED STATES &amp; NEW JERSEY HISTORY</b>	<b>NJCCCS</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Discuss the reasons why various groups, voluntarily and involuntarily, immigrated to America and New Jersey and describe the problems they encountered	6.4.4.A.3	X	X	
Explain that Americans have come from different parts of the world and have a common American heritage, in addition to the heritage of the countries of origin	6.4.4.A.5	X	X	
Compare the major early culture of the Lenape that existed in the region that became new Jersey prior to contact with the Europeans	6.4.4.B.1	X	X	X
Discuss the reasons why the Revolutionary Leaders fought for independence (e.g. George Washington, Thomas Jefferson, Benjamin Franklin, Governor Livingston, etc.)	6.4.4.B.2	X	X	X
Discuss New Jersey's role during the American Revolution	6.4.4.B.3	X	X	X
Identify major documents and symbols in New Jersey and American history, including the Mayflower Compact, the Declaration of Independence, the United States Constitution, the New Jersey State Seal, and Martin Luther King Jr.'s "I Have a Dream" speech	6.4.4.B.4	X	X	X
Identify and discuss major scientific discoveries and inventions, the scientists and inventors who developed them, and their impact on life today (e.g. Thomas Edison, etc.)	6.4.4.B.5	X	X	X
Discuss the experiences of immigrants who came to the United States and New Jersey, including reasons for immigrating, experiences at Ellis Island, and working and living conditions in America	6.4.4.B.6	X	X	X
Describe the population shift from the farm to the city in New Jersey	6.4.4.B.7	X	X	X
Discuss the value of the American national heritage, including:	6.4.4.B.8	X	X	X

***I***=Introduce

***D***=Develop

***M***=Master

<ul style="list-style-type: none"> <li>Diverse folklore and cultural contributions from new Jersey and other regions in the United States</li> </ul>	<b>6.4.4.B.8</b>	<b>X</b>	<b>X</b>	
<ul style="list-style-type: none"> <li>History and values celebrated in American songs, symbols, slogans, and major holidays.</li> </ul>	<b>6.4.4.B.8</b>	<b>X</b>	<b>X</b>	<b>X</b>
<ul style="list-style-type: none"> <li>Historical preservation of primary documents, building, places of memory, and significant artifacts</li> </ul>	<b>6.4.4.B.8</b>	<b>X</b>	<b>X</b>	
<b>OBJECTIVES AND SKILLS ECONOMICS</b>	<b>NJCCCS</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Explain the three functions of money in the economy: <ul style="list-style-type: none"> <li>Medium of exchange (e.g., buying)</li> <li>Measure of value (e.g., price comparison)</li> <li>Store of value (e.g., saving)</li> </ul>	<b>6.5.4.A.3</b>	<b>X</b>	<b>X</b>	<b>X</b>
Describe how to earn and save money in order to purchase a needed or desired item.	<b>6.5.4.A.8</b>	<b>X</b>	<b>X</b>	<b>X</b>
Explain that some essential goods and services are provided by the government (i.e., roads, schools, parks, police, and fire protection)	<b>6.5.4.B.1</b>	<b>X</b>	<b>X</b>	<b>X</b>
Describe products and services that are developed, manufactured, or grown in New Jersey	<b>6.5.4.B.2</b>	<b>X</b>	<b>X</b>	<b>X</b>
<b>OBJECTIVES AND SKILLS GEOGRAPHY</b>	<b>NJCCCS</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Describe and demonstrate different ways to measure distance	<b>6.6.4.A.1</b>	<b>X</b>	<b>X</b>	<b>X</b>
Identify the major cities of New Jersey, the United States, and the world	<b>6.6.4.A.4</b>	<b>X</b>	<b>X</b>	<b>X</b>
Identify the major countries, continents, bodies of water, and mountain ranges of the world	<b>6.6.4.A.5</b>	<b>X</b>	<b>X</b>	<b>X</b>
Locate time zones, latitude, longitude, and the global grid	<b>6.6.4.A.6</b>	<b>X</b>	<b>X</b>	<b>X</b>
Identify the physical and human characteristics of places and regions in New Jersey and the United States	<b>6.6.4.B.1</b>	<b>X</b>	<b>X</b>	<b>X</b>
Describe the geography of New Jersey	<b>6.6.4.B.3</b>	<b>X</b>	<b>X</b>	<b>X</b>
Discuss factors involved in the development of cities	<b>6.6.4.B.4</b>	<b>X</b>	<b>X</b>	<b>X</b>
Differentiate between living and non-living resources	<b>6.6.4.E.1</b>	<b>X</b>	<b>X</b>	<b>X</b>
Explain the nature characteristics and distribution of renewable and non-renewable resources	<b>6.6.4.E.2</b>	<b>X</b>	<b>X</b>	<b>X</b>

***I***=Introduce

***D***=Develop

***M***=Master

<b>GRADE 5 Social Studies</b>				
<b>Building upon knowledge and skills gained in preceding grades, by the end of Grade 3, students will:</b>				
<b>OBJECTIVES AND SKILLS SOCIAL STUDIES</b>	<b>NJCCCS</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Analyze how events happen over time	<b>6.1.8.A1</b>	<b>X</b>	<b>X</b>	
Use critical thinking skills to interpret events, recognize bias, point of view, and context	<b>6.1.8.A.2</b>	<b>X</b>	<b>X</b>	
Assess the credibility of primary and secondary sources	<b>6.1.8.A.3</b>	<b>X</b>	<b>X</b>	
Analyze data in order to see persons and events in context	<b>6.1.8.A.4</b>	<b>X</b>	<b>X</b>	
Examine current issues, events, or themes, and relate them to past events	<b>6.1.8.A.5</b>	<b>X</b>	<b>X</b>	
Formulate questions based on information needs	<b>6.1.8.A.6</b>	<b>X</b>	<b>X</b>	
Use effective strategies for locating information	<b>6.1.8.A.7</b>	<b>X</b>	<b>X</b>	
Compare and contrast competing interpretations of current and historical events	<b>6.1.8.A.8</b>	<b>X</b>	<b>X</b>	
Interpret events considering continuity and change, the role of chance, oversight, and error, and changing interpretations by historians	<b>6.1.8.A.9</b>	<b>X</b>	<b>X</b>	
Distinguish fact from fiction by comparing sources about figures and events with fictionalized characters and events	<b>6.1.8.A.10</b>	<b>X</b>	<b>X</b>	
Summarize information in written, graphic, and oral formats	<b>6.1.8.A.11</b>	<b>X</b>	<b>X</b>	
<b>OBJECTIVES AND SKILLS CIVICS</b>	<b>NJCCCS</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Describe the underlying values and principles of democracy and distinguish these from authoritarian forms of government	<b>6.2.8.A.2</b>	<b>X</b>	<b>X</b>	
Explain the benefits, costs, and conflicts of a diverse nation	<b>6.2.8.D4</b>	<b>X</b>		
Analyze ways in which nation-states interact with one another through trade, diplomacy, cultural exchanges, treaties or agreements, humanitarian aid, economic incentives and sanctions, and the use or threat of military force	<b>6.2.8.E.1</b>	<b>X</b>		

***I***=Introduce

***D***=Develop

***M***=Master

<b>OBJECTIVES AND SKILLS WORLD HISTORY</b>	<b>NJCCCS</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
<b>THE BIRTH OF CIVILIZATION TO 1,000 BCE</b>				
Describe the physical and cultural changes that shaped the earliest human communities as revealed through scientific methods	<b>6.3.8.A.1</b>	<b>X</b>		
Describe how environmental conditions impacted the development of different human communities (e.g., population centers, impact of the last Ice Age)	<b>6.3.8.A.2</b>	<b>X</b>		
<b>EARLY HUMAN SOCIETIES TO 500 CE</b>				
Describe the development of the Mayan civilization from agricultural community to an urban civilization, including the influence of the environment on agricultural methods, water utilization, and herding methods.	<b>6.3.8.B.10</b>	<b>X</b>	<b>X</b>	
Describe the significant features of Mayan civilization, including the locations of Mayan city-states, road systems, and sea routes, the role and status of elite men and women in Mayan society and their portrayal in Mayan architecture, the role of religion and ceremonial games in Mayan culture, and the structure and purpose of the Mayan pyramids.	<b>6.3.8.B.11</b>	<b>X</b>		
<b>EXPANDING ZONES OF EXCHANGE AND INTERACTION TO 1400 CE</b>				
Analyze the relationships between Mesoamerican and Andean societies, including:	<b>6.3.8.C.5</b>	<b>X</b>		
• The growth of urban societies and urban planning	<b>6.3.8.C.5</b>	<b>X</b>		
• Religions and rituals	<b>6.3.8.C.5</b>	<b>X</b>		
• Governing structure and economy	<b>6.3.8.C.5</b>	<b>X</b>		
• The construction of the Mesoamerican calendar	<b>6.3.8.C.5</b>	<b>X</b>		
• Similarities in agriculture, societal structures, and artisan crafts	<b>6.3.8.C.5</b>	<b>X</b>		
<b>OBJECTIVES AND SKILLS UNITED STATES AND NEW JERSEY HISTORY</b>	<b>NJCCCS</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Compare and contrast historic Native American groups of the West, southwest, Northwest, Arctic and sub-Arctic, Great Plains, and Eastern Woodland regions at the beginning of European exploration	<b>6.4.8.C.6</b>	<b>X</b>		

***I***=Introduce

***D***=Develop

***M***=Master

<b>OBJECTIVES AND SKILLS ECONOMICS</b>	<b>NJCCCS</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Discuss the economic growth of a nation in terms of increasing productivity, investment in physical capital, and investment in human capital	<b>6.5.8.A.5</b>	<b>X</b>		
Describe how private industry acquires material and energy resources, provides jobs, raises financial capital, manages production processes, and markets goods and services that create wealth in order to meet consumer and industrial requirements	<b>6.5.8.A.6</b>	<b>X</b>		
Compare and contrast the characteristics of the three basic economic systems: traditional or barter and trade, market capitalism, and command (e.g., communism)	<b>6.5.8.A.8</b>	<b>X</b>		
Compare and contrast various careers, examining educational requirements and costs, salary and benefits, longevity, impact on society and the economy, and demand	<b>6.5.8.B.4</b>	<b>X</b>		
<b>OBJECTIVES AND SKILLS GEOGRAPHY</b>	<b>NJCCCS</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Distinguish among the distinct characteristics of maps, globes, graphs, charts, diagrams, and other geographical representations, and the utility of each in solving problems	<b>6.6.8.A.1</b>	<b>X</b>	<b>X</b>	
Translate maps into appropriate spatial graphics to display geographical information	<b>6.6.8.A.2</b>	<b>X</b>		
Explain the spatial concepts of relative and absolute location and distance	<b>6.6.8.A.3</b>	<b>X</b>	<b>X</b>	
Use geographic tools and technologies to pose and answer questions about spatial distributions and patterns on Earth	<b>6.6.8.A.5</b>	<b>X</b>	<b>X</b>	
Distinguish among the major map types, including physical, political, topographic, and demographic	<b>6.6.8.A.6</b>	<b>X</b>	<b>X</b>	
Explain the distribution of major human and physical features at country and global scales	<b>6.6.8.A.7</b>	<b>X</b>	<b>X</b>	
Use thematic maps to describe places (e.g., patterns of population, diseases, rainfall, etc.)	<b>6.6.8.A.8</b>	<b>X</b>	<b>X</b>	
Compare and contrast the physical and human characteristics of places in regions in New Jersey, the United States, and the world	<b>6.6.8.B.1</b>	<b>X</b>	<b>X</b>	
Describe how regions change over time	<b>6.6.8.B.2</b>	<b>X</b>	<b>X</b>	
Compare the natural characteristics used to define a region	<b>6.6.8.B.3</b>	<b>X</b>	<b>X</b>	

***I***=Introduce

***D***=Develop

***M***=Master

Explain how regional systems are interconnected (e.g., watersheds, trade, transportations systems, etc.)	<b>6.6.8.B.4</b>	<b>X</b>	<b>X</b>	
Describe the types of regions and the influence and effects of region labels including: <ul style="list-style-type: none"> <li>• Formal regions: school districts, states, etc.</li> <li>• Functional regions: marketing area of a newspaper, fan base of a sport team, etc.</li> <li>• Perceptual regions: the Bible Belt, the Riviera in southern France, etc.</li> </ul>	<b>6.6.8.B.7</b>	<b>X</b>		
Describe how the physical environment affects life in different regions (e.g., population density, architecture, transportation systems, industry, building materials, land use, recreation, etc.)	<b>6.6.8.C.5</b>	<b>X</b>		
Discuss how technology affects the ways in which people perceive and use places and regions	<b>6.6.8.D.1</b>	<b>X</b>		
Analyze demographic characteristics to explain reasons for variations between populations	<b>6.6.8.D.2</b>	<b>X</b>		
Compare the patterns and processes of past and present human migration	<b>6.6.8.D.6</b>	<b>X</b>		
Describe how physical and human characteristics of regions change over time	<b>6.6.8.D.8</b>	<b>X</b>	<b>X</b>	
Compare and contrast various ecosystems and describe their interrelationship and interdependence	<b>6.6.8.E.4</b>	<b>X</b>		
Describe world, national, and local patterns of resource distribution and utilization, and discuss the political and social impact	<b>6.6.8.E.5</b>	<b>X</b>		

<b>GRADE 6 Social Studies</b>				
<b>Building upon knowledge and skills gained in preceding grades, by the end of Grade 3, students will:</b>				
<b>OBJECTIVES AND SKILLS SOCIAL STUDIES</b>	<b>NJCCCS</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Analyze how events happen over time	<b>6.1.8.A1</b>	<b>X</b>	<b>X</b>	
Use critical thinking skills to interpret events, recognize bias, point of view, and context	<b>6.1.8.A.2</b>	<b>X</b>	<b>X</b>	
Assess the credibility of primary and secondary sources	<b>6.1.8.A.3</b>	<b>X</b>	<b>X</b>	
Analyze data in order to see persons and events in context	<b>6.1.8.A.4</b>	<b>X</b>	<b>X</b>	
Examine current issues, events, or themes, and relate them to past events	<b>6.1.8.A.5</b>	<b>X</b>	<b>X</b>	
Formulate questions based on information needs	<b>6.1.8.A.6</b>	<b>X</b>	<b>X</b>	
Use effective strategies for locating information	<b>6.1.8.A.7</b>	<b>X</b>	<b>X</b>	
Distinguish fact from fiction by comparing sources about figures and events with fictionalized characters and events	<b>6.1.8.A.10</b>	<b>X</b>	<b>X</b>	
Summarize information in written, graphic, and oral formats	<b>6.1.8.A.11</b>	<b>X</b>	<b>X</b>	
<b>OBJECTIVES AND SKILLS CIVICS</b>	<b>NJCCCS</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Discuss the characteristics of democratic governments	<b>6.2.8.A.3</b>	<b>X</b>	<b>X</b>	
Explain the benefits, costs, and conflicts of a diverse nation	<b>6.2.8.D4</b>	<b>X</b>		
Analyze ways in which nation-states interact with one another through trade, diplomacy, cultural exchanges, treaties or agreements, humanitarian aid, economic incentives and sanctions, and the use or threat of military force	<b>6.2.8.E.1</b>	<b>X</b>		
<b>OBJECTIVES AND SKILLS WORLD HISTORY</b>	<b>NJCCCS</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
<b>THE BIRTH OF CIVILIZATION TO 1,000 BCE</b>				
Describe the physical and cultural changes that shaped the earliest human communities as revealed through scientific methods	<b>6.3.8.A.1</b>	<b>X</b>	<b>X</b>	
Describe how environmental conditions impacted the development of different human communities	<b>6.3.8.A.2</b>	<b>X</b>	<b>X</b>	<b>X</b>

***I***=Introduce

***D***=Develop

***M***=Master

Hampton Public School Social Studies Curriculum 2009--29

Compare and contrast the economic, political, and environmental factors that led to the development of major ancient civilizations	6.3.8.A.3	X	X	X
Explain the historical context, origins, beliefs, and moral teachings of the major world religions and philosophies	6.3.8.B.1	X	X	X
Describe the political framework of Athenian society and its influence on modern society	6.3.8.B.2	X	X	
Describe the social and political characteristics of the Greek city-states	6.3.8.B.3	X	X	X
Describe the significant contributions of Classic Greek to Western Civilization	6.3.8.B.4	X	X	
Discuss the cultural influences of Greek, Egypt, Persia, and India on Mediterranean cultures through assimilation, conquest, migration, and trade	6.3.8.B.5	X	X	X
Discuss the origins and framework of Roman Society	6.3.8.B.6	X	X	X
Describe the political and social framework of Roman Society	6.3.8.B.6	X	X	X
Analyze how shifts in political framework of Roman society impacted expansion of the Empire and affected the Empire.	6.3.8.B.8	X	X	X
Discuss the political events that may have contributed to the decline of the Roman Empire	6.3.8.B.9	X	X	X
Discuss how Western civilization arose from a synthesis of Christianity and classical Greco-Roman civilization with the cultures of northern European peoples	6.3.8.C.1	X	X	X
Discuss the spread of Islam in southwest Asia, Mediterranean region, and Northern Africa	6.3.8.C.2	X	X	X
Analyze the rise of the West African Empires	6.3.8.C.4	X	X	
Explain the medieval origins of constitutional government in England	6.3.8.C.6	X	X	
Discuss the evolution of significant events that shaped European medieval society	6.3.8.C.7	X	X	X
Describe the significant contributions of the Renaissance and the Reformation to European Society	6.3.8.D.2	X	X	
<b>OBJECTIVES AND SKILLS ECONOMICS</b>	<b>NJCCCS</b>	<i>I</i>	<i>D</i>	<i>M</i>
Economic literacy	6.5.8.A.1-9	X	X	
Economics and society	6.5.8.B,1-7	X	X	

***I***=Introduce

***D***=Develop

***M***=Master

<b>OBJECTIVES AND SKILLS GEOGRAPHY</b>	<b>NJCCCS</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Distinguish among the characteristics of maps, globes, graphs, charts, diagrams, and other geographical representations.	<b>6.6.8.A.1</b>	<b>X</b>	<b>X</b>	
Describe and demonstrate different ways to measure distance	<b>6.6.8.A.2</b>		<b>X</b>	<b>X</b>
Identify distances between two places on a map using a scale of miles	<b>6.6.8.A.3</b>		<b>X</b>	<b>X</b>
Identify major countries, continents, bodies of water, and mountain ranges of the world	<b>6.6.8.A.5</b>		<b>X</b>	<b>X</b>
Locate time zones, latitude, longitude, and the global grid	<b>6.6.8.A.6</b>	<b>X</b>	<b>X</b>	<b>X</b>
Explain changes in places and regions over time and the consequences of those changes	<b>6.6.8.B.2</b>		<b>X</b>	<b>X</b>
Discuss the factors involved in the development of cities	<b>6.6.8.B.4</b>		<b>X</b>	<b>X</b>
Physical systems identified	<b>6.6.8.C.1</b>	<b>X</b>	<b>X</b>	<b>X</b>
Human systems and interactions identified	<b>6.6.8.D.1-8</b>	<b>X</b>	<b>X</b>	<b>X</b>
Environment and society identified	<b>6.6.E.1-7</b>	<b>X</b>	<b>X</b>	<b>X</b>

***I***=Introduce

***D***=Develop

***M***=Master

<b>GRADE 7 Social Studies</b>				
<b>Building upon knowledge and skills gained in preceding grades, by the end of Grade 3, students will:</b>				
<b>OBJECTIVES AND SKILLS SOCIAL STUDIES</b>	<b>NJCCCS</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Discuss the sources, purposes, and importance of law in the preservation of individual rights and common good	<b>6.1.8.A.1</b>	<b>X</b>	<b>X</b>	
Describe the underlying values and principles of democracy and distinguish these from authoritarian forms of government	<b>6.1.8.A.2</b>	<b>X</b>	<b>X</b>	
Describe the processes of local government	<b>6.1.8.A.2</b>	<b>X</b>	<b>X</b>	<b>X</b>
<b>OBJECTIVES AND SKILLS CIVICS</b>	<b>NJCCCS</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Analyze how certain values including individual rights, the common good, self-government, justice, equality, and free inquiry are fundamental to American public life	<b>6.2.8.B.1</b>	<b>X</b>	<b>X</b>	
Describe representative government and explain how it works to protect the majority and minority	<b>6.2.8.B.2</b>	<b>X</b>	<b>X</b>	<b>X</b>
Describe the continuing struggle to bring all groups of Americans into the mainstream of society with liberties	<b>6.2.8.B.3</b>	<b>X</b>	<b>X</b>	
Discuss the major principles of the United States Constitution	<b>6.2.8.C.1</b>	<b>X</b>	<b>X</b>	<b>X</b>
Compare and contrast the purpose, organization, functions, and interactions of the legislative, executive, and judicial branches of government	<b>6.2.8.C.2</b>	<b>X</b>	<b>X</b>	<b>X</b>
Discuss the roles of political parties in American democratic system`	<b>6.2.8.C.3</b>	<b>X</b>	<b>X</b>	<b>X</b>
Research contemporary issues of the constitutional rights of American citizens	<b>6.2.8.C.6</b>	<b>X</b>	<b>X</b>	
Citizenship	<b>6.2.8.D.1-5</b>	<b>X</b>	<b>X</b>	<b>X</b>
International education: Global Challenges, Cultures, and Connections	<b>6.2.8.E.1-13</b>	<b>X</b>	<b>X</b>	<b>X</b>
<b>OBJECTIVES AND SKILLS UNITED STATES AND NEW JERSEY HISTORY</b>	<b>NJCCCS</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Discuss trans-Atlantic slave trade and its impact on Africa	<b>6.3.8.D.6</b>	<b>X</b>	<b>X</b>	<b>X</b>
Discuss the impact of the American Revolution on global political thought	<b>6.3.8.F.1</b>	<b>X</b>	<b>X</b>	<b>X</b>

***I***=Introduce

***D***=Develop

***M***=Master

Compare the major early culture of the Lenape that existed in the region that became New Jersey prior to contact with Europeans	<b>6.4.8.B.1</b>	<b>X</b>	<b>X</b>	<b>X</b>
Discuss the factors that stimulated European overseas exploration between the 15 <sup>th</sup> and 17 <sup>th</sup> centuries	<b>6.4.8.C.1</b>	<b>X</b>	<b>X</b>	<b>X</b>
Compare the political, social, economic and religious systems of Africans, Europeans, and Native Americans in the western hemisphere after 1492	<b>6.4.8.C.7</b>	<b>X</b>	<b>X</b>	<b>X</b>
Describe the migration of the ancestors of the Lenape Indians and their culture at the time of contact with the Europeans	<b>6.4.8C.5</b>	<b>X</b>	<b>X</b>	<b>X</b>
Analyze the cultures and interactions of the peoples in the Americas, Western Europe, and Africa after 1450 including transatlantic slave trade	<b>6.4.8.C.7</b>	<b>X</b>	<b>X</b>	<b>X</b>
Discuss how millions of Africans retained their humanity, families, and their cultures during enslavement	<b>6.4.8.C.8</b>	<b>X</b>	<b>X</b>	<b>X</b>
Analyze the political, social, and cultural characteristics of the English colonies	<b>6.4.8.D.1</b>	<b>X</b>	<b>X</b>	<b>X</b>
Describe the political, religious, social, and economic institutions that emerged in colonial America	<b>6.4.8.D.2</b>	<b>X</b>	<b>X</b>	<b>X</b>
Explain the differences in the colonization of the Americas by major European powers	<b>6.4.8.D.3</b>	<b>X</b>	<b>X</b>	<b>X</b>
Examine the interactions between Native Americans and European settlers	<b>6.4.8.D.4</b>	<b>X</b>	<b>X</b>	<b>X</b>
Describe Native American resistance to colonization	<b>6.4.8.D.5</b>	<b>X</b>	<b>X</b>	<b>X</b>
Discuss the background and major issues of the American Revolution	<b>6.4.8.E.1</b>	<b>X</b>	<b>X</b>	<b>X</b>
Identify major events of the Revolution	<b>6.4.8.E.2</b>	<b>X</b>	<b>X</b>	<b>X</b>
Identify major British and American leaders and describe their roles in key events	<b>6.4.8.E.3</b>	<b>X</b>	<b>X</b>	<b>X</b>
Explain New Jersey's critical role in the American Revolution	<b>6.4.8.E.4</b>	<b>X</b>	<b>X</b>	<b>X</b>
Revolution and the New Nation	<b>6.4.8.E.1-5</b>	<b>X</b>	<b>X</b>	<b>X</b>
Discuss the political and philosophical origins of the Constitution and its implementation in the 1790s	<b>6.4.8.E.5</b>	<b>X</b>	<b>X</b>	<b>X</b>
Describe and map territorial expansions and settlement of the frontier during the 1700s	<b>6.4.8.E.6</b>	<b>X</b>	<b>X</b>	<b>X</b>
Analyze the causes and consequences of continuing conflict with Native Americans	<b>6.4.8.E.7</b>	<b>X</b>	<b>X</b>	<b>X</b>

***I***=Introduce

***D***=Develop

***M***=Master

<b>OBJECTIVES AND SKILLS ECONOMICS</b>	<b>NJCCCS</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Economic literacy	<b>6.5.8.A.1-9</b>	<b>X</b>	<b>X</b>	
Economics and society	<b>6.5.8.B.1-7</b>	<b>X</b>	<b>X</b>	
<b>OBJECTIVES AND SKILLS GEOGRAPHY</b>	<b>NJCCCS</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
The world in spatial terms	<b>6.6.8.A.1-11</b>	<b>X</b>	<b>X</b>	
Places and regions	<b>6.6.8.B.1-7</b>	<b>X</b>	<b>X</b>	
Physical systems	<b>6.6.8.C.1-5</b>	<b>X</b>	<b>X</b>	
Environment and safety	<b>6.6.8.E.1-7</b>	<b>X</b>	<b>X</b>	

***I***=Introduce

***D***=Develop

***M***=Master

<b>GRADE 8 Social Studies</b>				
<b>Building upon knowledge and skills gained in preceding grades, by the end of Grade 3, students will:</b>				
<b>OBJECTIVES AND SKILLS SOCIAL STUDIES</b>	<b>NJCCCS</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Analyze how events are related over time	6.1.8.A.1		X	
Examine current issues, events, or themes and relate them to past events	6.1.8.A.5		X	
Compare and contrast competing current and historical events	6.1.8.A.8		X	
Interpret events considering continuity and change	6.1.8.A.9		X	
Distinguish fact from fiction	6.1.8.A.10		X	
Interpret and recognize bias, point of view, and context	6.1.8.A.2	X		
Analyze credibility of primary and secondary sources	6.1.8.A.3-4		X	
Formulate questions based on information needs	6.1.8.A.6		X	
Effective strategies for locating information	6.1.8.A.7		X	
Summarize information	6.1.8.A.11			X
<b>OBJECTIVES AND SKILLS CIVICS</b>	<b>NJCCCS</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Discuss sources, purposes, and functions of law and rules for individual rights and common good	6.2.8.A.1		X	
Describe underlying values and principles of democracy and distinguish these from authoritarian governments	6.2.8.A.2		X	X
Discuss the major characteristics of democratic governments	6.2.8.A.3			X
Describe the processes of local government	6.2.8.A.4			X
Discuss examples of domestic and foreign policies that affect Americans	6.2.8.A.5		X	
Explain non-governmental organizations' influence on all levels of government	6.2.8.A.6		X	
Analyze American values	6.2.8.B.1		X	
Describe the continuing struggle to bring all groups of Americans into the mainstream (i.e. Susan B. Anthony, Frederick Douglass, etc.)	6.2.8.B.3	X	X	X
Discuss the role of political parties in American democratic system candidates to election	6.2.8.C.3		X	

***I***=Introduce

***D***=Develop

***M***=Master

Discuss the major historical and contemporary conflicts over U. S. constitutional principles	6.2.8.C.5		X	
Research contemporary issues involving constitutional rights of American citizens	6.2.8.C.6		X	
Discuss the rights and responsibilities of American citizens: laws, taxes, jury duty, and voting	6.2.8.D.1		X	
Discuss how the rights of an American may be in conflict with another	6.2.8.D.2		X	
Describe major conflicts that have arisen from diversity and how they were resolved	6.2.8.D.3		X	X
Explain the benefits, costs, and conflicts of a diverse nation	6.2.8.D.4		X	
Discuss basic contemporary issues involving personal, political, and economic rights	6.2.8.D.5		X	
Analyze ways in which nation-states interact with one another	6.2.8.E.1		X	
Analyze how the life, culture, economics, politics, and media of the U.S. impact on the rest of the world	6.2.8.E.7		X	
Discuss factors that lead to the breakdown of order among nation-states and the consequences of that breakdown	6.2.8.E.2		X	
Compare and contrast the powers of the Constitution given to Congress, the President, the foreign relations committee, and federal judiciary regarding foreign affairs	6.2.8.E.3		X	
Evaluate current U.S. foreign policy issues and strategies and their impact on the nation and on the world	6.2.8.E.4		X	
Discuss the purposes and functions of international organizations and the role of the United States	6.2.8.E.5	X	X	
Describe how one's heritage includes personal history and experiences, culture, customs, and family background	6.2.8.E.6	X	X	X
Discuss how global challenges are interrelated	6.2.8.E.7	X	X	
Discuss the impact of the Internet and technology on global communications	6.2.8.E.11	X	X	
Discuss the impact of stereotyping on relationships, achievements, and life goals	6.2.8.E.12	X	X	X
Analyze how prejudice and discrimination may lead to genocide and acts of violence and/or subjugation	6.2.8.E.13	X	X	

**I=Introduce**

**D=Develop**

**M=Master**

<b>OBJECTIVES AND SKILLS WORLD HISTORY</b>	<b>NJCCCS</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Discuss the ideas that shaped the French Revolution	<b>6.3.8.E.1</b>	<b>X</b>	<b>X</b>	<b>X</b>
Discuss the spread of revolutionary ideas through the Napoleonic period	<b>6.3.8.E.1</b>	<b>X</b>	<b>X</b>	
Analyze how the industrial revolution affected the American way of life	<b>6.3.8.E.1-2</b>	<b>X</b>	<b>X</b>	<b>X</b>
Analyze the democratic and social reforms (17-50-1914), i.e., women’s rights	<b>6.3.8.E.1</b>	<b>X</b>		
Trace the growth of independence movements and rejection of colonialism and its effects on American relations	<b>6.3.8.E.2</b>	<b>X</b>		
Discuss the events that shaped the revolution in Russia and their effects on Russian rule	<b>6.3.8.E.2 6.3.8.F.1</b>	<b>X</b>	<b>X</b>	
Recognize propaganda and Nationalism efforts in Russian and American politics	<b>6.3.8.F.1</b>	<b>X</b>	<b>X</b>	<b>X</b>
Analyze the rise of totalitarian government in Russia	<b>6.3.8.F.2</b>	<b>X</b>	<b>X</b>	<b>X</b>
Analyze the effects of the fall of the Weimar Republic and the rise of Nazism and European anti-Semitism resulting in the Holocaust and its impact on Jewish life and culture	<b>6.3.8.F.2</b>	<b>X</b>	<b>X</b>	<b>X</b>
Analyze 21 <sup>st</sup> century genocides	<b>6.3.8.F.2</b>	<b>X</b>	<b>X</b>	<b>X</b>
<b>OBJECTIVES AND SKILLS UNITED STATES AND NEW JERSEY HISTORY</b>	<b>NJCCCS</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Describe the political, economic, and social changes in New Jersey and American society preceding the Civil war	<b>6.4.8.F.1</b>	<b>X</b>	<b>X</b>	<b>X</b>
Discuss American cultural, religious, and social reform movements in the antebellum period	<b>6.4.8.F.2</b>	<b>X</b>	<b>X</b>	<b>X</b>
Explain the concept of manifest Destin and its relationship to westward expansion	<b>6.4.8.F.3</b>	<b>X</b>	<b>X</b>	<b>X</b>
Explain the characteristics of internal improvements with canal systems in America	<b>6.4.8.F.5</b>	<b>X</b>	<b>X</b>	
Compare political interests and views regarding the War of 1812	<b>6.4.8.F.7</b>	<b>X</b>	<b>X</b>	<b>X</b>
Discuss sectional compromises associated with the westward expansion of slavery	<b>6.4.8.F.8</b>	<b>X</b>	<b>X</b>	<b>X</b>
Describe and map the continuing territorial expansion and settlement of the frontier including new territories and effects on Native Americans, the Louisiana Purchase, the Lewis and Clark Expedition, and the California Gold Rush	<b>6.4.8.F.9</b>	<b>X</b>	<b>X</b>	<b>X</b>

***I***=Introduce

***D***=Develop

***M***=Master

Understand the institution of slavery in the United States, resistance to it, and New Jersey's role in the Underground Railroad	6.4.8.F.11	X	X	Z
Explain the major events, issues, and personalities of the American Civil War	6.4.8.G.1	X	X	X
Analyze different points of view in regard to New Jersey's role in the Civil War	6.4.8.G2 6.4.8.F.2	X	X	X
Discuss the Dawes Act of 1887—attempt to assimilate Native Americans by converting tribal lands to individual ownership, and its impact on Native Americans	6.4.8.G5	X	X	X
<b>OBJECTIVES AND SKILLS ECONOMICS</b>	<b>NJCCCS</b>	<b>I</b>	<b>D</b>	<b>M</b>
Discuss the economic growth of a nation in terms of increasing productivity, investment in physical capital and in human capital	6.5.8.A.1-9	X	X	
Describe how inventions and innovations have improved standards of living over the course of history	6.5.8.B.4	X	X	X
Analyze and give examples of how business and industry influence the buying decisions of consumers through advertising	6.5.8.B.6	X	X	X
<b>OBJECTIVES AND SKILLS GEOGRAPHY</b>	<b>NJCCCS</b>	<b>I</b>	<b>D</b>	<b>M</b>
The world in spatial terms	6.6.8.A.1-11	X	X	X
Places and regions	6.6.8.B.1-7	X	X	X
Physical systems	6.6.8.C.1-5	X	X	X
Human systems	6.6.8.D.1-8	X	X	X
Environment and safety	6.6.8.E.1-7	X	X	X

**I=Introduce**

**D=Develop**

**M=Master**