

Hamilton Township School District

Social Studies Curriculum



Social Studies Curriculum Committee

Teachers of Hamilton Township School District
Joseph C. Shaner Elementary School
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I. INTRODUCTION

Philosophy

It is the goal of the Hamilton Township School District Social Studies curriculum to teach students the knowledge, skills, and attitudes necessary to understand their world and to appreciate the American experience in relation to the world at large. The curriculum promotes the interdisciplinary connections among the four social studies disciplines of civics, history, economics, and geography. In an effort to support students' abilities to apply their skills and knowledge as responsible citizens, the curriculum embraces a problem-solving approach to enable students to develop the habits of mind needed to critically analyze important issues in their world. To achieve this outcome, as outlined in the New Jersey Core Curriculum Content Standards, students must:

- Acquire a basic understanding and appreciation of American traditions and values based on knowledge of history and of the development and functioning of the American constitutional system of government;
- Develop critical thinking skills which enable them to function as lifelong learners and to examine and evaluate issues of importance to all Americans;
- Acquire basic literacy in the core disciplines of social studies and have the basic understanding needed to apply this knowledge to their lives as citizens;
- Understand world history as the context for United States history and as a record of the great civilizations and cultures of the past and present; and
- Participate in activities that enhance the common good and increase the general welfare.

Overview

The New Jersey Core Curriculum Content Standards

The New Jersey Core Curriculum Content Standards include six Social Studies standards, each of which has a number of strands followed by cumulative progress indicators within the following specific grade level clusters: K-2; 3-4; 5-8; and 9-12. The standards and their associated strands are as follows:

6.1 Social Studies Skills:

This standard focuses on teaching students to utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography, and economics.

6.2 Civics

- 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

- A. The Birth of Civilization to 1000 BCE (BC)*
- B. Early Human Societies to 55 CE (AD)*
- C. Expanding Zones of Exchange and Interaction to 1400 CE (AD)*
- 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/New Jersey History

- A. Family and Community Life*
- B. State and Nation*
- C. Many World 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

A. Economic Literacy

B. Economics and Society

6.6. Geography

A. The World in Spatial Terms

B. Places and Regions

C. Physical Systems

D. Human Systems

E. Environment and Society

The Social Studies Cumulative Progress Indicator Matrix

A comprehensive matrix indicating the grade levels at which each cumulative progress indicator is addressed was created to show the developmental continuum of social studies skills and knowledge taught from grades kindergarten through grade eight. Students study the basic concepts of time, location, distance, and relationships across the four social studies disciplines in an effort to distinguish fact from fiction and to understand cause and effect. This interdisciplinary approach provides opportunities for students to explore the social studies from an inquiry-based perspective and to practice research skills using both primary and secondary source documents.

**II. SOCIAL STUDIES
CUMULATIVE PROGRESS
INDICATOR MATRIX K-8**