

COURSE OF STUDY

SOCIAL STUDIES DEPARTMENT

I. SOCIAL STUDIES

A. Courses Offered:

1. Social Studies K-6th Grade
2. World History and Ohio History – 7th Grade
3. United State History (Time Frame: Beginning to Reconstruction) 8th Grade
4. World Geography - 9th Grade
5. United States History – (Time Frame: Reconstruction to Present) 10th Grade
6. 6. American Government - 12th Grade
7. Economics – 12th Grade
8. PSO United States History Survey Course (10th – 12th Grade)

II. PHILOSOPHY OF SOCIAL STUDIES

We believe that the discipline of social studies provides a record of God’s dealings with mankind and the physical world, both past and present. By carefully examining the events and circumstances surrounding man and his world, students gain the ability to analyze present-day situations and prepare for future decision-making (Genesis 1-4).

We believe that the study of geography reveals God’s design in the creation of the earth. The stewardship of creation has been delegated to man (Genesis 2:15).

We believe that, historically, all nations are related. God expects humans to know about and learn from the international events of the past, because He has directed written records be kept (Deuteronomy 6:9, 10:2, Exodus 17:4).

We believe that good citizenship should be promoted as a vital part of each person’s American experience. A critical examination of America’s political and economic place on the domestic and foreign scene helps foster a sense of spiritual and humanitarian responsibility to the people of other nations (Hebrews 13:17).

We further believe that the goal of every human being is to bring glory to Jesus Christ. When man is studied within a Biblical frame of reference, he can better reflect that glory in daily living. This understanding also better enables students to serve and interact with both God and other individuals in order to be transformed to Christ’s likeness.

III. MAJOR OBJECTIVES OF SOCIAL STUDIES

The Social Studies program will help students:

1. Acquire knowledge of the geographic makeup of the earth as God's creation (Nehemiah 9:6).
2. Examine the historical background of various world cultures with an understanding that all nations are responsible to God (Proverbs 14:34).
3. Value various cultures and ethnic groups, because God is interested in all nations and in persons from those nations (Matthew 28:19-20).
4. Examine and compare contemporary governmental structures realizing that the powers that be are ordained by God (Romans 13:1, 2, 4).
5. Understand the importance of American citizenship and heritage, because love of country and concern for her welfare are natural and encouraged by example and exhortation (I Chronicles 19:13).
6. Compare and contrast world economic systems, taking into account that whatever good things people have are gifts from God (I Timothy 6:17).
7. Acquire the knowledge of the relationship between man's development and his physical environment, because humans are stewards of the land and responsible to care for it (Psalms 8:6).
8. Recognize the sovereignty of God through the development of events; past and present, in as much as God has a plan, for He carries it to completion with history recording its progress (Ephesians 2:7).

**Mansfield Christian School
Early Education
Social Studies Curriculum Guide**

<u>Performance Scale Key</u>		<u>Instructional Method Key</u>					
Introduced		Circle time		Resource Person	Presentation	Individual Book	Recess
Developed		Experiment		Flannel Graph	Field Trip	Story time	Snack time
Reinforced		Centers		Whole Group	Service Project	Show N' Tell	Small Group Work
Not Addressed		Daily Calendar		Homework	Dramatic Play	Class Tour	
Standard	Indicator & Objectives	Performance Scale	Time Frame	Instructional Method	Instructional Activities & Resources	Assessment of Learning	Biblical Integration
History	1. Begin to use the language of time (e.g., day, night, yesterday, today, and tomorrow).	Introduced Developed	Week 1-38	Circle time/ Daily Calendar Time	Days of the Week Song Student completes the daily calendar with the appropriate day of the week	Student Participation	God wants us to know history and learn from it. He expects us to learn from history. Deuteronomy 4: 32-34
		Introduced	Week 19	Circle time/ Experiment	Experiment with light and discuss means of light during the day and night	Student Participation and Attention	
		Introduced	Week 24	Special Daily Activity	Pajama Party – Wear pajamas to school and enjoy activities of the evening in the day	Student Reaction	Creation of day and night Genesis 1:4

		Introduced	Week 28	Whole/Small Group	Teacher presents a time of day and student constructs the time on their individual clock and activity of that time of day is discussed	Student Participation	Creation of sun and moon Genesis 1:20
	2. Label days by function (e.g., school day, stay home day, swim day, field trip day).	Introduced	Weeks 1-38	Whole Group	Daily Calendar Time	Student Participation	Genesis 1 Example of days (creation)
		Introduced	Week 7	Whole Group	Field Trip/ Fire Station	Student Interaction	
		Introduced	Week 9	Whole Group	Field Trip/ Wayne's Market	Student Interaction	
		Introduced	Week 10	Whole Group	Special Week/ Grandparent's Week	Student Interaction	God gives us special people in our lives to love and to care for us
		Introduced	Week 14	Whole Group	Special Trip/ Turkey Trip to Gorman Nature	Student Interaction	
		Introduced	Week 20	Whole Group	Marvelous Mom's Day	Student Interaction	
		Introduced	Week 22	Whole Group	Trip to Nursing Home/ Valentine's Day	Student Participation	Share God's love with others
		Introduced	Week	Whole Group	Valentine's	Student	

		Introduced	23 Week 31	Whole Group	Day Party Field Trip/ Post Office	Participation Student Participation	
		Introduced	Week 35	Whole Group	Field Trip/ Malabar Farm	Student Participation	God made the animals
		Introduced	Week 38	Whole Group	Graduation	Student Participation	
	3. Begin to use or respond to the language of time such as next, before, soon, after, now and later as related to daily schedules and routines.	Introduced	Weeks 1-38	Whole Group	Talk about events of the day	Student Participation	
		Introduced	Weeks 1-38	Whole Group	Teacher shows on clock when it's time for ... or how much time is left for the student to complete an activity	Student Attention and Reaction/Response	You never know when Jesus is coming again – Be ready
		Introduced	Weeks 1-38	Whole Group	The student announces who is first, second, ... to come to school	Student Response	
		Introduced	Weeks 1-38	Center	Sequence Cards/ Variety of Scenarios (Car wash, flower	Teacher Observation	God created an orderly world Eccl. 1:6-7

		Introduced	Week 6	Whole Group	growth, getting ready for school...) When is it time for my dad to come and read?	Student Inquiry	
	4. Share episodes of personal history from birth to present, through personal memorabilia or connected to stories.	Introduced	Week 9	Homework/ Presentation	Parent helped child complete Family info (number of brothers/sisters, rules, chores...) and student presented information	Student Participation	God gave us families to care for us and to love
		Introduced	Week 10	Circle time	Grandparent's Week/ Grandparent's tell childhood stories and activities they do together with their grandchild	Student Participation	Respect and obey those in authority over you
		Introduced	Week 20	Whole Group	Marvelous Mom's Day Moms tell about the joys of being a mom and special events and attributes of their child	Student Participation	Respect and obey those in authority over you
	5. Arrange sequences of	Introduced	Week 20	Whole Group	Marvelous Mom's Day	Student Attentiveness	Psalm 139:14 “(Uniquely)

<p>personal and shared events through pictures, growth charts and other media.</p> <p>6. Share personal family stories and traditions (e.g., photo album put together by family members).</p>	Introduced	Week 23	Whole Group	<p>Mom's show pictures and tell personal stories and events of their child</p> <p>Students sequence the making and giving of a valentine</p>	Teacher Observation	<p>Fearfully and wonderfully made.”</p> <p>God created an orderly world Eccl. 1:6-7</p>
	Introduced	Week 2	Circle time	<p>Students shared stories of camping experiences</p>	Student Participation	
	Introduced	Week 9	Homework	<p>Students presented family information (ex.: rules, chores, etc.)</p>	Student Participation	Children obey your parents
	Introduction	Week 10	Circle time	<p>Grandparents share stories of family events</p>	Student Participation	
	Introduced	Week 20	Circle time	<p>Marvelous Moms Day – Moms talk about childhood memories of their child</p>	Student Participation	God made you special
	Introduced	Week 25	Homework	<p>Students complete a quilt page telling about their family interests</p>	Student Participation	God put you in your family Psalm 139:14 “(Uniquely) Fearfully and

		Introduced	Week 31	Circle time	Students share a favorite vacation	Student Participation	wonderfully made.”
People in Societies	1. Develop a sense of belonging to different groups (e.g., family, group of friends, preschool class, boys or girls).	Introduced	Weeks 1-38	Circle time/ Centers	Certain grouping for lining up first, grouping for weather song, taking turns, etc.	Student Participation	God is interested in all nations and people from those nations. Psalm 96:1-10
		Introduced	Week 6	Story time	Dads come to read	Student Participation	Tower of Babel and division of people groups Genesis 11
		Introduced	Week 9	Circle time	Student talks about family members	Student Participation	Populate the earth Genesis 1:28
		Introduced	Week 20	Circle time	Moms talk about how student fits into the family	Student Participation	
		Introduced	Week 22	Circle time	Learn about Ohio and students being a resident	Student Participation	
		Introduced	Week 26	Field Trip	Students walk the school grounds and pick up litter – developing a sense	Student Participation	We need to care for the earth God made

	2. Demonstrate awareness of different cultures through exploration of family customs and traditions (e.g., exploration of music, food, games, language, dress).	Introduced	Week 10	Center	of pride in school Globe Fun – locate different places and recognize that they have different customs	Student Participation	Genesis 11 Tower of Babel and division of people groups
		Introduced	Week 11	Circle time	Students learn the word “hello” in other languages	Student Participation	
		Introduced	Weeks 13-14	Individual Book	Color and learn about the first Thanksgiving	Completion of Book	Worshipping God is a wonderful freedom we enjoy
		Introduced	Week 20	Circle time	Marvelous Mom’s Day – Talk/Listen about different traditions in different families	Student Participation	
		Introduced	Week 38	Circle time/ Centers	Students learn and enjoys activities of cowboys (western)	Student Participation	
Geography	1. Demonstrate and use terms related to location, direction and distance (e.g., up, down, over,	Introduced	Week 6	Circle time	Read orally the book <u>Detective Dog and the Disappearing Donuts</u> and the children follow the	Student Participation	God distributed land to tribes and nations and is concerned about

	under, front, back, here, there).	Introduced	Week 18	Center	path of the detective (up, over, etc.) Students place a goldfish on, over, under, beside, etc. the penguin on the teacher's command	Student Participation	boundaries. Deuteronomy 2: 5 – 3:2 Jeremiah 27: 6-8
	2. Demonstrate the ways that streets and buildings can be identified by symbols, such as letters, numbers or logos (e.g., street signs, addresses).	Introduced	Week 19	Circle time	Student will enjoy singing and doing the motions to the song <u>Looby Loo</u> Students state the opposite and do worksheet	Student Participation	
		Introduced	Week 22	Circle time/ Center	As detective dog moves through the town hunting donuts we notice street signs and store windows (book – <u>Detective Dog</u>)	Student Participation	
		Introduced	Week 6	Circle time			
		Introduced	Week 29	Field Trip	Class will go to the post office to see the path a letter takes and how the postman knows where a letter should	Student Participation	God gives us all a work to do for Him

		Introduced	Week 36	Activity	go (address) Student tells the teacher his address for the skill ring	Student Participation	
	3. Demonstrate how maps can be useful to finding places (e.g., streets, homes, places to visit).	Introduced	Week 6	Story time	The student hears how detective dog follows a map to lead him on a trail. (Book – <u>Detective Dog</u>)	Student Attention	
		Introduced	Week 10	Center	Students find locations on a globe	Student Participation	We need to tell the world of Jesus’ love
		Introduced	Week 18	Circle time	In our study of winter animals we located Antarctica on the globe	Student Participation	
		Introduced	Week 22	Circle time/ Centers	Weekly study of Ohio and its location in the United States	Student Participation	
		Introduced	Week 28	Whole Group Activity	Students together follow a map of the school grounds that leads them to a “treasure”	Student Participation	Heaven – our greatest treasure.
		Introduced	Week 1-38	Activity	Students are able to find their way to	Student Participation	

					recess (playground) Music, P.E., Dismissal, etc.		
	4. Navigate within familiar environments, such as home, neighborhood or school, under supervision.	Introduced	Week 2	Whole Group Activity	Nature Walk	Student Participation	
		Introduced	Week 4	Whole Group Activity	Bear Hunt – Student followed paw prints to see where they led	Student Participation	
		Introduced	Week 9	Whole Group Activity	Fall Walk – Students noticed changes in the season at school	Student Participation	God changes the Seasons
		Introduced	Week 19	Whole Group Activity	Listen Walk – Student observed sounds around the school	Student Participation	God gives us senses to enjoy His creation
		Introduced	Week 28	Whole Group Activity	Treasure Hunt – Students read a map and follow letter “T” to lead them to a treasure	Student Participation	Heaven is our greatest treasure
		Reinforced	Week 34	Whole Group Activity	“X” Marks the Spot Where will the X lead them?	Student Participation	
	5. Describe and represent the inside	Introduced	Week 1	Whole Group Activity	Friends At School Book – Students	Student Participation	Appreciate and be kind to

	and outside of familiar environments such as home and school (e.g., playground).	Introduced	Week 28	Whole Group Activity	tour the school to meet workers Treasure Hunt – Students read a map and follow letter “T” around the school grounds	Student Participation	friends
		Reinforced	Week 36	Individual Activity	Students illustrate their favorite activity of school	Student Participation	We thank Jesus for MCS
	6. Recognize and name the immediate surroundings of home (e.g., homes, buildings, bridges, hills, woods, lakes) following supervised explorations.	Introduced	Week 2	Whole Group Activity	Nature Walk – Students become familiar with school surroundings while observing nature	Student Participation	
		Introduced	Week 4	Whole Group Activity	Bear Hunt – Students become familiar with school surroundings while following the bear paw prints	Student Participation	
		Introduced	Week 9	Whole Group Activity	Fall Walk – Students become familiar	Student Participation	

		Reinforced	Week 34	Whole Group Activity	with school surroundings X Marks the Spot – Students are reacquainted with school surroundings	Student Participation	
	7. Explore the ways we use natural resources found in our environment (e.g., water to drink, dirt to plant).	Introduced	Week 2	Whole Group Activity	Class walks the school grounds and observes resources found.	Student Participation	Natural resources belong to God.
		Introduced	Week 6	Center	Students “play” in the dirt to find dimes, plant seeds, etc.	Student Participation	Psalm 89: 11 “The heavens are yours, and the earth is yours; everything in the world is yours-you created it all.”
		Introduced	Week 19	Circle time/ Small Group Work	Students work in groups to make living/non-living posters and discuss what is necessary for plants, animals and people to survive.	Student Participation	Genesis 1: 29, 30 God gave plants for eating
Economics	1. Recognize that people have many wants within the context of family and classroom.	Introduced	Week 1-38	Service Projects	“Love Gifts” to adopted Soldier Jordan, giving non-perishable food items to Salvation	Student Participation	Romans 12:13 “Share with God’s people who are in need.”

					Army, and Chapel Offering to Asia's Hope, Trips to nursing homes, etc.		
		Introduced	Week 17	Service Project	Collect hats and mittens for the needy	Student Participation	Romans 12:13
		Introduced	Week 34	Individual Book	Students "read" and color <u>Taking Care of Me</u> Book	Student Participation	
	2. Understand how sharing classroom materials will meet everyone's wants (e.g., turn taking at the water table, distributing crayons equitably).	Introduced	Weeks 1-38	Circle time, Snack time, Centers, Lining up, Games, Show N' Tell, etc.	Students learn to take turns and be "fair" to others	Student Attitude	Believers are stewards over God's possession not independent owners. I Chronicles 29:14-16 I Corinthians 6: 19-20
		Introduced	Week 5	Circle time	Students take turns to hear their name mentioned in the Cookie Jar chant	Student Patience	
		Introduced	Week 20	Group Time	Students take turns sitting in the chair and "talking" during Marvelous Mom's Day	Student Patience	Luke 6:31 "Do to others as you would have them do to you."

	3. Demonstrate an understanding of the concepts of production, distribution and consumption through play (e.g., food from the farm, to the grocery store) and concrete experiences (e.g., food purchased from the store and cooked at home).	Introduced	Week 8	Center	Students sequence the process of egg production	Teacher Observation	God created plants which provided for food Genesis 1:29-30
		Introduced	Week 1-38	Dramatic Play	Students role play housekeeping, play store, doctor, fireman, and other dress up opportunities during dramatic play.	Student Participation	
	4. Obtain things they want (e.g., goods and services) in socially acceptable ways (e.g., verbalizing, turn taking).	Introduced	Weeks 1-38	Field Trips	Class trips to Wayne's Country Market (apples, etc.), Dolce's Sugar Shack (maple syrup), and Post Office	Student Participation Student Participation	Galatians 5:14 "Love your neighbor as yourself."
		Introduced	Weeks 1-38	Centers, Show N' Tell, Snack time, Circle time, etc.	Throughout each day the child has multiple opportunities to share, take turns, ask for seconds, get help to meet needs, etc.		I Timothy 6:18 "Command them to do good and willing to share."

Government	1. Interact with and respond to guidance and assistance in socially accepted way from familiar adults at school and home (e.g., responds to redirection, invites others to play).	Introduced	Weeks 1-38	Recess, Centers, Circle time, etc.	Students have multiple opportunities throughout a day to get along and interact with others and act in a socially acceptable way	Student Attitude	Governments and government officials are to be respected for their position and obeyed. Romans 13:1-7
		Introduced	Week 10	Centers	During Grandparent's Week students had numerous opportunities to interact with grandparents while participating in centers	Student Participation	
	2. Interact with familiar and appropriate adults for assistance, when needed (e.g., family member, teacher, police, firefighter).	Introduced	Week 1	Class Tour/Individual Book	Students color the book <u>Friends at School</u> and tour the school to meet those friends	Student Participation	Be submissive Romans 13:1, Ephesians 5:18, 21-22, Colossians 3:20 I Peter 2:13-23 Appreciate and respect those in authority
		Introduced	Week 6	Center	Students make a "Dr. Kit" and learn the responsibilities of a doctor.	Student Participation	
		Introduced	Week 7	Field Trip	Students visited a fire station and were	Student Participation	Appreciate and respect those in

		Introduced	Week 9	Field Trip	attentive to the firemen and what they had to teach us The class visited Wayne's Country Market being attentive to the guides, etc.	Student Participation	authority Appreciate and respect those in authority
		Introduced	Week 10	Centers	Student interact with grandparents during a special week	Student Participation	Appreciate and respect those in authority
		Introduced	Week 14	Field Trip	Students were led into the fields at Gorman Nature Center as the naturalist talked about wild turkeys and showed where they lived and what they ate	Student Participation	Appreciate and respect those in authority
		Introduced	Week 17	Service Project	Students visited a local nursing home to sing and interact with the residents	Student Participation	Be Jesus with skin – share God's love with others
		Introduced	Week 32	Resource Person	A local veterinarian visited the class and talked about their job. Students had an	Student Participation	We all have a job to do for Jesus

	3. Demonstrate an understanding of the specific roles and responsibilities within a group (e.g., picking up own toys).	Introduced	Weeks 1-38	Centers, Recess, Free play, etc.	opportunity to ask questions and view animals. Students learn their role and responsibility of maintaining a pleasant environment in the classroom.	Student Participation	Jesus wants you to be respectful of others
		Introduced	Week 26	Service Project	Students picked up litter around the school ground in cooperation with the efforts of the Richland Co. Litter Prevention Agency	Student Participation	Care for the earth God made
	4. Recognize the flag of the United States as a symbol of our government.	Introduced	Weeks 1-38	Circle time	Student participate in the resuscitation of the pledges to the American and Christian flags and the Bible at the beginning of each day	Student Participation	Appreciate the land and freedoms God gave us
		Introduced	Week 3	Circle time/ Centers	Students learned about the symbols of America including	Student Participation	

		Introduced	Week 22	Circle time/ Centers	the flag and national bird Students learned about the symbols of Ohio including the flag, bird, flowers, tree, etc.	Student Participation	
	5. Participate in creating and following classroom rules and routines.	Introduced	Week 1	Circle time	Students participated in putting together a class rule book stating: 1. treat others the way you want to be treated and 2. Don't disturb others when they are trying to listen.	Student Participation	Exodus 20:15-17 Ten Commandments Respecting other's property
		Introduced	Weeks 1-38	Circle time, Centers, Snack time, Recess, etc.	Students have an opportunity to follow rules and routines throughout each day	Student Response	Man has dominion over creation Genesis 1:26 Exodus 20:12 "Honor your father and mother..." Proverbs 1:8 "Hear the instruction of

							your father...” Colossians 3:20 “Children, obey your parents in all things, for this is well pleasing to the Lord.”
Citizenship Rights and Responsibilities	1. Demonstrate cooperative behaviors, such as helping, turn taking, sharing, comforting and compromising.	Introduced	Weeks 1-38	Circle time, Centers, Recess, Lining up, Show N’ Tell, Snack, etc.	This is required of students all day long in all activities.	Student Attitude	God wants us to think of others. Galatians 5:15
		Introduced	Week 5	Circle time	Students wait their turn to hear their name in the Cookie Jar chant	Student Patience	“Serve one another in love.” Here is instruction: Unbelievers are watching. I Peter 2:12-20
		Introduced	Week 6	Story time	Students wait their turn to hear their daddy read a story to the class	Student Patience	
		Introduced	Week 10	Centers	Students wait their turn in playing games	Student Patience	Fruit of the Spirit Galatians 5: 22-23
		Introduced	Week	Circle time/	Students wait their	Student	

			11	Centers	turn to Hopscotch, Hula Hoop, Hop the number on the hearts, participate in the hat contest, etc.	Patience	
		Introduced	Week 34	Centers	Students wait their turn in playing Tic Tac Toe	Student Patience	Ephesians 4:32
		Introduced	Weeks 1-38	Circle time	Students problem solve as the teacher reads the weekly "mail" to determine the why? Students determine who is absent for the day.	Student Participation	"Be kind to one another, forgiving one another, just as I have forgiven you."
	2. Engage in problem-solving behavior with diminishing support from adults (e.g., negotiating roles in play, turn taking).	Introduced	Weeks 1-38	Circle time		Student Participation	
		Introduced	Week 10	Centers	Students guess the amount in the guessing jar.	Student Accuracy and Improvement over the week	
		Introduced	Week 18	Science Experiment	Students hypothesize concerning melting ice with different insulators.	Student Participation	
	3. Demonstrate increasing ability to make	Introduced	Weeks 1-38	Centers/ Free play	Students learn the responsibility of cleaning up after	Student Participation	Every person must accept individual

	<p>independent choices and follow-through on plans (e.g., putting toys away, moving from activity to activity)</p> <p>4. Demonstrate awareness of the outcomes of one's own choices (e.g., picking up toys helps create a safe environment).</p>	<p>Introduced</p> <p>Introduced</p> <p>Introduced</p> <p>Introduced</p>	<p>Week 6</p> <p>Week 24</p> <p>Week 26</p> <p>Week 31</p>	<p>Circle time</p> <p>Circle time/ Centers/ Dramatic Play</p> <p>Circle time/ Resource Person/Center</p> <p>Resource Person</p>	<p>themselves</p> <p>Students learn safety rules and consequences concerning dog safety.</p> <p>Students learn the proper care of pets and the consequences when care is neglected in circle time discussion and their individual pet book</p> <p>Students learn from class discussion, Lucky the Ladybug and center activities of sorting about recycling and the outcome of neglect Students learn proper animal care</p>	<p>Student Attentiveness</p> <p>Student Attentiveness and Completion of the book</p> <p>Student Attentiveness and Participation</p>	<p>responsibility Proverbs 20:11 "Even a child is known by his doings."</p>
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					from veterinarian	Student Attentiveness	
Social Studies Skills and Methods	1. Gain information through participation in experiences with objects, media, books and engaging in conversations with peers.	Introduced	Weeks 1-38	Snack time/ Centers	Much dialogue takes place among peers throughout the day during a variety of centers and snack time conversations	Student Participation	Believers don't have the same understanding on every point. Each is to live as unto God and respect others. John 4: 36-38
		Introduced	Weeks 6,7,12,14 22,31,32	Centers	Many informational books were made available for independent learning about dog safety, fire safety, insects, turkeys, octopuses, veterinarians, and cowboys and more.	Student Participation	
		Introduced	Weeks 1-38	Chapel	Visits from missionaries around the world stimulate thinking about life around the world.	Student Participation and Attentiveness	
	2. Begin to make predictions (e.g., guess whether other countries around the world celebrate birthdays).	Introduced	Week 21	Devotions/ Circle time/ Center	Students are challenged to think about Noah's Ark and the smells, sights, and sounds of the experience on the ark through	Student Participation	Mark 13:10 "The gospel must first be preached to all nations." Genesis 8 The Flood

		Introduced	Week 22	Centers	discussion and flannel board Students are informed about state landforms and challenged to think about similarities and differences of landforms in other states	Student Participation	
	3. Represent ideas through multiple forms of language and expression (e.g., drawing, dramatic play, conversation, art media, music, movement, emergent writing).	Introduced	Weeks 1-38	Centers	Through dramatic play, flannel graph, art, drawing, painting, conversation, etc. students learn to express themselves.	Student Participation	
		Introduced	Week 2	Centers	Students express their camping experience through their camping (nature) picture	Student Participation	
		Introduced	Week 8	Centers	Students learn about facial expressions and the attitude conveyed through flannel graph faces	Student Participation	

		Introduced	Week 22	Individual Book	Students explore a variety of occupations and accomplishments of each in their individual occupation book.	Student Completion	
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**Mansfield Christian School
Kindergarten
Social Studies Curriculum Guide**

<u>Performance Scale Key</u>		<u>Instructional Method Key</u>					
Introduced Developed Reinforced Not Addressed							
Standard	Indicator/ Objective	Performance Scale	Time Frame	Instructional Method	Instructional Activity & Resources	Assessment of Learning	Biblical Integration
History	Chronology 1. Recite the days of the week.	Introduce Develop Reinforce	Week 1-38	Songs Participate Read Aloud Session	Calendar Days of the week song Read-alouds ex. The Very Hungry Caterpillar; Cookie's Week	Oral Evaluation; Participation;	God wants us to know History and to learn from it. Deuteronomy 4:32-34
	2. Use vocabulary associated with time to distinguish broad categories of historical time such as long ago, yesterday, today and tomorrow.	Introduce Develop Reinforce	Week 1-38	Participate Independent Writing	Calendar-we discuss daily what is today, yesterday and tomorrow. We write in the morning message activities we are doing today, tomorrow or did yesterday. We write in journals	Oral Evaluation; Participation; Written evaluation;	

	3. Demonstrate understanding of one's own personal life history (e.g., birth, toddler and preschool).	Introduce Develop	Week 1-38	Create Demonstration Independent Writing Participate Interview	daily about the activities we did yesterday, today, or tomorrow. All About Me Posters B week (week 2) Self-portraits of when they were a baby-write "When I was a baby I..." Star of the Week Daily Journal Writing Daily Conversations	Participation; Written Evaluation; Oral Evaluation;	
	Heritage 4. Recognize state and federal holidays and explain their significance.	Introduce Develop	Week 8 Week 12-14 Week 15-17 Week 19	Read Aloud Session Create Songs	Columbus Day- Read aloud "Christopher Columbus". Make a 3 ships crown. Learn the song "1492"	Participation; Observation; Oral Evaluation;	
	5. Listen to and discuss songs, poetry, literature	Introduce Develop	Week 19 Week 23-24	Create/Assemble Songs Read Aloud Performance	Thanksgiving-	Participation; Observation; Oral Evaluation; Simulation;	

	<p>and drama that reflect the cultural heritages of the people of the United States.</p>		<p>Week 30-32 Week 34 Week 37</p>	<p>Songs Read Aloud Session Participate Performance Create</p>	<p>Create a Thanksgiving Book. Read aloud various fiction and non-fiction words; Venn Diagram of Thanksgiving and Long ago; Reader’s theatre; Thanksgiving feast</p> <p>Christmas- Read various stories about Jesus’ birth; Christmas symbols-what they mean and how relate to scripture; Christmas alphabet poem; “What does God want for Christmas”- each day learn a new Bible character that came to the manger;</p>	<p>Participation; Oral Evaluation; Simulation; Observation</p> <p>Oral Evaluation; Participation;</p>	
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				<p>Read Aloud Session Discuss</p> <p>Independent Writing</p> <p>Discuss Independent Writing Create Participate Songs</p>	<p>Christmas Program Read “The Best Christmas Present Ever”- create a Christmas gift-when lift flap a manger with baby Jesus is displayed.</p> <p>Martin Luther King Jr. Day- Read “Martin Luther King Jr.”- Discuss MLK’s dream and speech. Read student book with kids Trace hands- place in a circle around the words “I have a dream”</p> <p>Valentine’s Day- Write what we love; Write love notes to Jesus; Write a special note to a friend-</p>	<p>Written Evaluation</p> <p>Oral Evaluation; Participation; Written Evaluation</p> <p>Participation; Oral Evaluation; Observation;</p>	
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				<p>Read Aloud Session Participate Songs Construct Word Study</p>	<p>pass them out</p> <p>President's Day- Discuss our Presidents George Washington and Abraham Lincoln and why they are important Make three cornered hats Study the penny and quarter Write "If I were President I would..." Sing songs</p> <p>Easter- Read and discuss Jesus' death, burial and resurrection; Resurrection Egg Hunt-make sentences with words found inside Build word family words by connecting onset and rime on the</p>	<p>Participation; Written Evaluation;</p> <p>Oral Evaluation; Participation; Written Evaluation;</p>	
				<p>Participation Independent Writing Read Aloud Session Create</p>			

				<p>Songs Participate Independent Writing Discuss</p>	<p>eggs; Jelly Bean Graphing; Sight word memory on eggs; Make Resurrection bread; Sing Easter songs in Chapel</p> <p>Mother's Day- Plant a flower; Read Various stories about mom; invite moms to a special activity; Brainstorm why mom is special- make class book "My Mom is Special Because..."; Make mother's day gift and card- recipe book</p> <p>Memorial Day- Sing Flag and America Songs- Discuss our veterans and their importance;</p>	
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					Write thank you notes to veterans or those overseas.		
People in Societies	Cultures 1. Identify ways that individuals in the family, school and community are unique and ways that they are the same. Diffusion and traditions utilizing language, stories, folktales, music and the arts.	Introduce Develop	Week 1-38	Create Demonstrate Read Aloud Session Discuss	All About Me Posters; Star of the week; Read various folklores throughout the year such as “Johnny Appleseed” and “Daniel Boone”.	Participation; Oral Evaluation; Observation	God is interested in all nations and in persons from those nations. Psalms 96:1-10
Geography	Location 1. Identify and correctly use terms related to location, direction and distance including: a. Up/Down; b. Over/Under; c. Here/There; d. Front/Back; e. Behind/In front of. 2. Recite home address.	Introduce Develop Reinforce	Week 1-9	Simulate/Act out Manipulatives Create Demonstrate Participation	Children demonstrate the position words; Using work mats, the children will place their teddy bear counter in the position I call; draw pictures following my position directions; act out each position;	Simulation; Participation; Observation;	God distributed land to tribes and nations and is concerned about boundaries. Deuteronomy 2:5-3:2 Jeremiah 27:6-8 Natural resources were created by and belong

	3. Make models and maps representing real places including the classroom.	Introduce Develop Reinforce	Week 1-38	Oral Practice Participate	Have a check list to send home to check each 9 weeks that they are practicing at home with an adult. Have them recite it to you	Participation; Oral Evaluation;	to God. Psalms 89:11
	4. Distinguish between land and water on maps and globes.	Introduce Develop	Week 23-25 35-36	Create Participate Manipulatives Construct/Assemble	Make a classroom map together; Look at state and country maps; Look at the globe and discuss the different continents; Make a globe from a balloon- color in the continents-cut out and glue with guidance on a blue balloon;	Participation; Written Evaluation; Observation;	
	Places and Regions 5. Demonstrate familiarity with the school's layout.	Introduce	Week	Discuss	Students create a	Participation;	

	<p>6. Describe the immediate surroundings of home (e.g., streets, buildings, fields, woods or lakes).</p> <p>Human Environmental Interaction</p> <p>7. Identify key natural resources that are used in the students' daily lives.</p>	<p>Develop</p>	<p>18-20</p>	<p>Participate Manipulatives Create</p>	<p>map of the playground, walking from the room to the cafeteria.</p> <p>Discuss Penguin's Habitat-look at globes to see; Look at globes and discuss the land and water areas; color blue and green on a World and United States Map;</p> <p>Go on a scavenger hunt the first day of school to learn our school; Gingerbread Hunt- see if we can "catch" the gingerbread man by following clues around the</p>	<p>Observation; Oral Evaluation;</p>	
		<p>Introduce Develop Reinforce</p>	<p>Week 1-3; 17</p>	<p>Field Trip</p>		<p>Participation; Observation; Simulation;</p>	
		<p>Introduce Develop Reinforce</p>	<p>Week 7</p>			<p>Participation; Written Evaluation; Simulation</p>	

		Introduce Develop	Week 31-33		<p>school</p> <p>Fire Safety- create a fire evacuation plan at home-create a map of the inside and outside of your home with two separate escape routes and a safe meeting place</p> <p>Gather objects from nature and from inside and sort them as natural or manmade; Discuss our basic needs such as water, food, shelter</p>	Participation; Oral Evaluation; Observation;	
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Economics	Scarcity and Resource Allocation						
	1. Recognize that people have many wants.	Introduce Develop	Week 1-38			Participation; Observation; Oral Evaluation;	Believers are stewards over God's possessions, not independent owners.
	2. Explain how people make decisions in order to satisfy their wants.	Introduce Develop	Week 1-38		Throughout the year I give tickets to those following directions, returning homework and showing good behavior. On Friday, they may use their tickets to purchase goods from the school store. Each group of items has a different value.	Oral Evaluation; Observation; Participation;	I Chronicles 29:14-16 I Corinthians 6:19-20
	Production, Distribution and Consumption						
	3. Identify goods and services.	Introduce Develop	Week 31-33		During Community Helpers Week, Identify each visitors job and whether they provide a good or a service- create a chart	Participation; Observation; Oral Evaluation;	
Government	Role of Government						
	1. Identify	Introduce	Week		Discuss and	Participation;	Government

	<p>authority figures in the home, school and community.</p> <p>2. Recognize symbols of the United States that represent its democracy and values including:</p> <p>a. The national flag;</p> <p>b. The Pledge of Allegiance.</p>	<p>Develop Reinforce</p> <p>Introduce Develop Reinforce</p>	<p>1-38</p> <p>Week 1-38;</p>		<p>make a list/categorize who is in charge at home, school, and the city.</p> <p>Hold the flag each day and recite the pledge of allegiance daily; discuss how we treat the flag and what each symbol represents and why the flag is important to our country.</p>	<p>Oral Evaluation;</p> <p>Simulation; Oral Evaluation; Participation;</p>	<p>and government officials and those that govern you are to be respected for their position and obeyed. Romans 13:1-7</p>
	<p>Rules and Laws</p> <p>3. Identify purposes for having rules and ways that they provide order, security and safety in the home, school and community.</p>	<p>Introduce Develop Reinforce</p>	<p>Week 1-38</p>		<p>Make rules together as a class on the first day of school; Daily discuss the importance of rules and scenarios of what would happen if</p>	<p>Participation; Oral evaluation;</p>	

					we didn't have rules to follow.		
Citizenship Rights and Responsibilities	Participation 1. Participate and cooperate in classroom activities.	Introduce Develop Reinforce	Week 1-38		Observe students actively participating in all lessons.	Observation	Governments and government officials and those that govern you are to be respected for their position and obeyed. Romans 13:1-7
	Rights and Responsibilities 2. Take personal responsibility to follow directions and rules.	Introduce Develop Reinforce	Week 1-38		Each student should follow directions when given and should follow daily procedures without having to be reminded.	Observation	
	3. Demonstrate the ability to make choices and take responsibility for personal actions.	Introduce Develop Reinforce	Week 1-38		Each student should follow all set classroom and school rules daily.	Observation	Unbelievers are watching your behaviors. I Peter 2:12-20 Galatians 5:22-23
	4. Discuss the attributes and actions of a good citizen with emphasis on:	Introduce Develop	Week 1-38		Discuss character words and what they mean in daily devotions. Demonstrate and	Simulation; Oral Evaluation; Observation; Participation;	

	<ul style="list-style-type: none"> a. Trust; b. Respect; c. Honesty; d. Responsibility; e. Fairness; f. Compassion; g. Self-control. 				<p>give examples of each word and when we did/did not show each character trait. Give a chapel award weekly for a student demonstrating the attributes and actions of a good citizen.</p>		
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Mansfield Christian School
1st Grade
Social Studies Curriculum Guide

<u>Performance Scale Key</u>		<u>Instructional Method Key</u>					
I=Introduced D=Developed R=Reinforced NA=Not Addressed		<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> Observation Projects Paragraph Writing </div> <div style="text-align: center;"> Check sheet Reports Weekly Practice </div> </div>					
Standard	Indicator	Performance Scale	Time Frame	Instructional Method	Instructional Resources/Activities	Assessment of Learning	Biblical Integration
History	1. Recite the months of the year.	I, D, and R	Week 1-Week 38	1. Teacher Directed with Whole Class Participation	1. Students will practice saying the months of the year on a weekly basis.	1. Teacher observation	1. God has directed that written records be kept. (Exodus 17:14; Exodus 34:27-28)
	2. Place events from one's own life in chronological order.	I and D	Week 5	1. Teacher Introduction with Class Participation	1. Students will divide a paper into four parts. In each part, they will draw a picture of a part of their life going from being a baby to being in first grade.	1. Teacher will look over pictures.	1. God wants us to know history. (Deuteronomy 1:1-4:2; Joshua 24:1-13)
	3. Distinguish	I and D	Week 3	1. Teacher	1. The teacher will	1. Teacher	1. God has

	<p>among past, present and future.</p> <p>4. Raise questions about how families lived in the past and use photographs, letters, artifacts and books to clarify what is known and what is unknown.</p> <p>5. Compare past and present, near and far, with emphasis on daily life including:</p> <p>a. The roles of men, women and children;</p> <p>b. The identification of basic human needs;</p>	<p>I, D, and R</p> <p>I, D, and R</p>	<p>Week 4</p> <p>Week 11-Week14</p>	<p>Read Aloud with Whole Class Participation</p> <p>1. Teacher Read Aloud with Small Group work</p> <p>1. Native American Unit</p>	<p>read a story that compares past and futures. The teacher will then hold up pictures while students decide if the picture is from the past, present, or future.</p> <p>1. The teacher will read the story <i>Pioneer Families</i> that shows families in the past. In small groups, students will have to look at several pictures and artifacts from the past and make a list of items they know and those they do not.</p> <p>1. All students will participate in a four-week unit focusing on Native American life and how it is similar and different than our lives today.</p>	<p>observation</p> <p>1. Teacher participation check sheet</p> <p>1. Presentation by partners at the end of the four-week unit, covering topics of: men and women's roles,</p>	<p>directed that written records be kept. (Jeremiah 30:2; Luke 1:1-4)</p> <p>1. God has a plan He is carrying to completion; history records the progress of that plan. (Genesis 1:26; Jeremiah 32:37-44)</p> <p>1. God is never taken by surprise; things that happen fit into His plan. (Genesis 45:4-</p>
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	<p>c. Various ways people meet human needs.</p> <p>6. Relate stories of the heroism and the achievements of the people associated with state and federal holidays.</p>	I and D	Week 8, Week 20, and Week 24	1. Teacher Read Aloud with Whole Class Discussions	<p>Foci include: men and women's role, what basic needs are, and how basic needs are fulfilled.</p> <p>1. The teacher will read aloud a story pertaining to individual that is being focused on for the specific holiday (Christopher Columbus, Martin Luther King Jr., Abraham Lincoln, and George Washington). The class will then discuss why these individuals are important and they there is a need to recognize them.</p>	and basic needs.	<p>11; Exodus 4:21-23)</p> <p>1. God expects us to learn from a knowledge of history (2 Chronicles 20:6-13; Daniel 5:18-23)</p>
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People in Societies	1. Describe similarities and differences in the ways different cultures meet common human needs including: a. Food; b. Clothing; c. Shelter; d. Language; e. Artistic expressions.	I, D, and R	Week 15- Week 18	1. Mexico Unit	1. Students will participate in a four-week unit focusing on the differences and similarities between the United States and Mexico. Students will learn the ways the United States and Mexico are similar and different in regards to: food, clothing, shelter, language, and art.	1. Students will create a poster covering the five criteria: food, clothing, shelter, language, and art (half the class will do the United States and the other half Mexico).	1. Believers to not have the same understanding on every point; each is to live as unto God and respect others from different places. (John 4:36-38; Galatians 5:13-15)
	2. Identify cultural practices of a culture on each continent through the study of the folktales, music and art created by people living in that culture.	I, D, and R	Week 19- Week 22	1. World Culture Unit	1. Students will participate in a four-week unit focusing on different cultures around the world. Teacher will use read alouds, pictures, music, and art to decorate the room for each culture. Small groups will keep a poster for the four-week span (on a wall) to keep track of	1. Small groups will present their poster of similarities and differences.	1. Each person must respect the rights and culture of others. (Exodus 20:15-17; Leviticus 19:13)

	3. Describe family and local community customs and traditions.	I and D	Week 2	1. Teacher read aloud and small group work	similarities and differences among the cultures. 1. Teacher will read story <i>Pablo's Tree</i> . Class will have discussion of why the family celebration was so important in the story. Class will also discuss any family traditions they have. Students will then work in small groups to list (or draw) community traditions they can identify.	1. Teacher observation with participation check sheet.	1. God has established for families to have certain traditions. (Mark 7:8; Micah 6:16)
	4. Describe life in other countries with emphasis on daily life, including roles of men, women and children.	I, D, and R	Week 15- Week 18	1. Mexico Unit	1. Students will participate in a four-week unit focusing on the differences and similarities between the United States and Mexico. Students will learn the ways the United States and Mexico	1. Students will make a poster in their small group that represents a certain group of people (one	1. God is concerned about all kinds of people, wherever they live and whatever their status. (Acts 10:34-35; James 2:1-9)

					and similar and different in regards to daily life, including roles of men, women, and children.	group will have men, one group women, and one group children).	
Geography	1. Identify and correctly use terms related to location, direction and distance including: a. Left/Right; b. Near/Far.	D and R	Week 9	1. Teacher Introduction then Play “Hot/Cold” game	1. Teacher will introduce what the words left/right/near/far mean. One student will then go in the hallway while another child hides an object. The other students will then help the hallway student find the object by only using the words: left, right, near, and far.	1. Teacher Observation	1. God gives us directions and we must use them to keep order in the world. (I Corinthians 11:34)
	2. Construct simple maps and	I	Week 7	1. Teacher Modeling and	1. Teacher will show students an example	1. Teacher will look at maps to	1. God distributed

	<p>models using symbols to represent familiar places (e.g., classroom, school or neighborhood).</p> <p>3. Identify and use symbols to locate places of significance on maps and globes.</p> <p>4. Locate the local community, state and the United</p>	<p>I</p> <p>I</p>	<p>Week 8</p> <p>Week 8</p>	<p>Student Drawing Activity</p> <p>1. Whole Class Participation with Giant Map</p> <p>1. Whole Class Coloring Activity</p>	<p>of a school map (fire escape map). Students will then draw a picture of their bedroom using “bedroom symbols.”</p> <p>1. Teacher will put large map out on floor of room. Students will first identify what symbols they can see from the key of the map and others that are not listed. Each student will then get a chance to identify a significant location on the giant map.</p> <p>1. Students will have a small uncolored map in front of them. With the teachers help, they will look at the class map to find Ohio and United</p>	<p>make sure students were using appropriate symbols</p> <p>1. Teacher observation</p> <p>1. Teacher will look over maps to make sure students colored in the correct items and marked</p>	<p>land to tribes and nations, and is concerned about boundaries. (Numbers 34:1-28; Acts 17:26)</p> <p>1. God distributed land to tribes and nations, and is concerned about boundaries. (Jeremiah 27:6-8)</p> <p>1. God originated nations and languages to keep man scattered. (Genesis 10;</p>
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	<p>States on maps or globes.</p> <p>5. Identify and describe the physical features (lake, river, hill, mountain, forest) and human features (town, city, farm, park, playground, house, traffic signs/signals) of places in the community.</p> <p>6. Compare areas within the local community to identify similarities.</p>	<p>I and D</p> <p>I</p>	<p>Week 9</p> <p>Week 9</p>	<p>1. Class T Chart</p> <p>1. Teacher Led Discussion with Pictures</p>	<p>States. They will color these in (two different colors). Students will then use a marker to identify Columbus, Ohio</p> <p>1. Teacher will revisit what a T Chart is and why we use them. As a class, students will work together to fill the right side with physical features, and fill the right side with human features.</p> <p>1. Teacher will show pictures of various locations around Mansfield, Ohio. After each picture, the teacher will put</p>	<p>Columbus with a dot.</p> <p>1. Teacher observation</p> <p>1. Teacher observation of participation</p>	<p>Genesis 11:1-9)</p> <p>1. God controls his creation-i.e., what we commonly call Nature. (Leviticus 26:4-6)</p> <p>1. We are stewards of the land and responsible to care for it. (Genesis 2:15;</p>
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	<p>7. Describe human adaptations to variations in the physical environment including:</p> <ul style="list-style-type: none"> a. Food; b. Clothing; c. Shelter; d. Transportation; e. Recreation. 	I	Week 36	1.Past/Present Matching Activity	<p>the picture on the board and write student descriptions below. At the end, the class will go through and circle similarities.</p> <p>1. Teacher will explain how some places around Mansfield looked different in the past. The students will then have to match the present picture with the past picture of Mansfield.</p>	1. Teacher observation	<p>Psalm 8:6)</p> <p>1. God is concerned about all kinds of people, wherever they live and whatever their status. (Romans 10:12-13; James 2:1-9)</p>
Economics	<p>1. Explain that wants are unlimited and resources are scarce, thereby forcing individuals to make choices.</p>	I and D	Week 23	1. Magazine Activity	<p>1. Teacher will explain what wants are. Students will then have the opportunity to look through magazines and cut out pictures of things they want. These will be glued onto paper. After finishing, the class will discuss how we have to make choices</p>	1. Teacher observation of participation	<p>1. Material goods should not be a goal in life. (Proverbs 15:16; Zepheniah 1:18)</p>

	2. Describe the ways people produce, consume and exchange goods and services in their community.	I and D	Week 23- Week 24	1. Read Aloud	because there is not always enough of items. 1. Teacher will read aloud the story <i>A Country Far Away</i> . Students will then discuss how the two boys produced and consumed goods in their respective countries. 2. Teacher will read <i>Making Up Your Own Mind</i> . Students will then participate in a “mock” flea market where they exchange goods and services for the things they want.	1. Teacher observation 2. Teacher check sheet	1. Work is part of God’s plan for man. (Genesis 1:28; Proverbs 28:19) 1. Lending and borrowing money are connected with freedom for a nation or a person. (Deuteronomy 15:6; Proverbs 22:7)
	3. Explain ways that people may obtain goods and services that they do not produce including the use of money and barter.	I	Week 1-38	2. Class Flea Market Activity	1. Teacher will read story <i>A New Coat for Anna</i> . Students will then discuss how the mother bartered in the story and why	1. Teacher observation	

				<p>1. Read Aloud with Barter Activity</p> <p>2. Class Store</p>	<p>she did it. Each student will be given an item to keep at their seat. They will then have the opportunity to barter with the rest of the class to get the item they really want.</p> <p>2. Students will have daily opportunities to earn “money” to spend at the class store. They will then get the opportunity at the end of the nine weeks to spend any amount of their money they would like.</p>	2. Teacher observation	
Government	1. Recognize the role of authority figures in providing for the safety and security of individuals.	I, D, and R	Week 24-25	1. Two-week Community Helpers Unit	1. Through read alouds and guest speakers, students will learn about community helpers and how they help to keep us safe.	1. Teacher observation	1. Civil authorities are a deterrent to evil, not to good. (Romans 13:3-4; I Peter 2:13-

	<p>2. Explain how voting can be used to make group decisions.</p>	I, D, and R	Week 1-Week 38	1. Classroom Voting	<p>Students will learn why it is important to listen to authority and respect them.</p> <p>1. At beginning of year, the teacher will explain how voting is used to make group decisions so no one feels “cheated.” Teacher will explain this can be done several ways, including: raising hands, writing on paper, etc. Students will practice with pretend issues. Whenever a decision is needed throughout the year, students will have the opportunity to vote.</p>	1. Teacher observation	14)
	<p>3. Recognize symbols of the United States that represent its democracy and values including:</p> <p>a. The bald eagle;</p> <p>b. The White House;</p> <p>c. The Statue of Liberty;</p> <p>d. The national anthem.</p>	I, D, and R	Week 27-Week 28	1. Four-Week United States Unit	<p>1. Students will participate in a United States Unit, with major focus on the symbols of the United States,</p>	1. Teacher will read through student’s paragraphs.	<p>1. The action of believers, even few in number, can change the direction of government. (Genesis 39-50; Daniel 2:46-49)</p> <p>God wants us to learn more about our history and to respect it. (Romans 13:1-</p>

	<p>4. Recognize the need for rules in different settings and the need for fairness in such rules.</p> <p>5. Discuss the consequences of violating rules.</p>	I, D, and R	Week 1-Week 38	1. Daily Recognition of Class and School Rules	<p>including but not limited to: bald eagle, White House, and Statue of Liberty. At the end of the unit, each student will choose a symbol and write a paragraph about why it symbolizes our country.</p> <p>1. The first day of school, the class will write rules together (emphasizing fairness). These rules, along with the school rules, will be reinforced daily.</p>	1. Daily Teacher Reinforcement	7)
		I, D, and R	Week 1-Week 38	1. Daily Recognition of Class and School Rules	1. After writing rules the first day, the teacher and students will discuss the consequences of breaking the rules.	1. Daily teacher reinforcement	<p>Human government and rules were established by God s a means of controlling sinful man. (Genesis 9:5-6; Romans 13:3-4)</p> <p>God is the supreme rules, controlling nations and rulers. (Amos 1-2)</p>

					This will then be reinforced daily.		
Citizenship Rights and Responsibilities	1. Demonstrate the importance of fair play, good sportsmanship, respect for the rights and opinions of others and the idea of treating others the way you want to be treated.	I, D, and R	Week 1-Week 38	1. Daily Teacher Reinforcement	1. Along with writing rules for the classroom, the teacher and students will discuss why it is important to have good sportsmanship because you should always treat others how you want to be treated.	1. Daily teacher reinforcement	Disagreements should be settled quickly and directly between the persons involved. (Genesis 4; Genesis 13)
	2. Demonstrate self-direction in school tasks.	I, D, and R	Week 20-Week 38	1. Weekly Growth in Ability to Work Alone	1. Half-way through the year, students will be given chances to work independently. This will help the students gain self-confidence and pride.	1. Teacher observation and reinforcement	A believer should correct his own life before he attempts to correct others. (Matthew 7:3-5; Galatians 6:1)
	3. Demonstrate	I, D, and R	Week 1-Week 38	1. Daily Recognition of Class Rules	1. After writing class rules, students will learn about being accountable for their actions and that it is not someone else's fault or responsibility.	1. Teacher observation	A believer

	<p>accountability for actions.</p>	<p>I, D, and R</p>	<p>Week 1-Week 38</p>	<p>1. Star Work Bulletin Board</p>		<p>1. Daily teacher reinforcement</p>	<p>should correct his own life before he attempts to correct others. (Matthew 7:3-5; Galatians 6:1)</p>
	<p>4. Demonstrate pride in personal accomplishments.</p>	<p>I, D, and R</p>	<p>Week 1-Week 38</p>	<p>1. Daily Teacher Reinforcement</p>	<p>1. At the beginning of the year, the teacher will set up a special area in the room for Star Work. Throughout the year, students will have the opportunity to place their work underneath their name.</p>		<p>Love and sense of pride are to characterize godly people. (Psalm 133:1-3; Romans 12:10)</p>
	<p>5. Demonstrate citizenship traits including: a. Trustworthiness; b. Fairness; c. Self-control; d. Respect for those in authority.</p>				<p>1. At the beginning of the year, the teacher and students will talk about good traits, including: trustworthiness, fairness, self-control, respect, etc. It will then be reinforced on a daily basis with</p>		<p>Within our limitations, we are to do good to others, and especially to other believers. (Numbers 32; Galatians 6:10)</p>

					positive reinforcement.		
Social Studies Skills and Methods	1. Obtain information about a topic using a variety of oral and visual sources.	I and D	Week 36-Week38	1. Small Student Project	1. Each student will have the opportunity to choose a Native American Tribe to study. They will use books, computers, and the library to help them find information.	1. Teacher observation and looking over sources	God wants us to know history. (Deuteronomy 1:1-4:2; Joshua 24:1-13)
	2. Sequence information.	I, D, and R	Week 1-Week 38	1. Weekly Read Alouds	1. Students will have weekly opportunities to sequence stories that are read. This will be done: orally, with pictures, through plays, etc.	1. Teacher observation	God is a God of order. (Genesis 8:22)
	3. Determine categories for sorting information.	I and D	Week 32	1. Sorting Activities	1. Each day during the week, students will have the opportunity to sort different objects. Students will then have to come up with a reason for why they sorted the way they did.	1. Teacher observation and talking with individual students during sorting time	God is a God or order. (Genesis 8:22)
	4. Identify main ideas from oral, visual and print sources.						

		I,D and R	Week 1-Week 38	1. Weekly Identification Opportunities	1. Students will have weekly opportunities to identify main ideas. This will be done orally, visually, and on their own through small readings.	1. Teacher observation and looking over papers	God has directed that written records be kept. (Jeremiah 30:2; Luke 1:1-4)
	5. Communicate information orally or visually.	I, D, and R	Week 1-Week 38	1. Weekly Sharing Opportunities	1. After finishing group or individual projects, students will have the opportunity to share their information with the class. This can be done through speaking or presenting a picture, song, etc.	1. Teacher observation	God wants us to know history. (Deuteronomy 1:1-4:2; Joshua 24:1-13)
	6. Display courtesy and respect for others in group settings, including: a. Staying on the topic; b. Focusing attention on the speaker.	I, D, and R	Week 1-Week 38	1. Daily Reinforcement of Rules	1. Students will learn to respect and show courtesy towards one another throughout the school year. They will also increase their ability to stay on topic and focus on the speaker.	1. Teacher observation and reinforcement	1. Others are likely to treat us the way we treat them (Matthew 7:2; Matthew 7:12)

Mansfield Christian School
2nd Grade
Social Studies Curriculum Guide

<u>Performance Scale Key</u> I=Introduced NA=Not Addressed D=Developed R=Reinforced		<u>Instructional Method Key</u>					
Standard	Indicator	Performance Scale	Dates	Instructional Method	Instructional Resources	Assessment of Learning	Biblical Integration
History	1. Measure calendar time by days, weeks, months and years.	R	Weeks 1-38	Discuss what each aspect of the calendar is – sing songs, recite poem, etc. to reinforce the information	Science Math Chapter 7 Morning time	Oral Evaluation	Seven Days of Creation Genesis 1-2
	2. List the days of the week and months of the year in order.	R	Weeks 1-38	Play a game using month and day cards Recite a Rhyme	Math Chapter 7 Morning Time	Participation Written Evaluation	Seven Days of Creation Genesis 1-2
	3. Place a series of related events in chronological order on a time line.	D	Weeks 8-11, 22-33	Make a time line and keep a class timeline	Social Studies Chapters 3, 9, 10, 12 Paper, markers, etc. Classroom	Written Evaluation	God wants us to know about history and learn from it Jeremiah 30:2 Revelation 1:11,

	4. Use historical artifacts, photographs, biographies, maps, diaries and folklore to answer questions about daily life in the past.	R	Weeks 1-38	Throughout the school year bring (or let the students bring) different pieces of history from the past.	Timeline Social Studies Chapters 1-12 PowerPoint of pictures from the past	Participation	19 God wants us to know history Deuteronomy 1:1-4:2
	5. Identify the work that people performed to make a living in the past and explain how jobs in the past are similar and/or different from those of today.	D	Weeks 3-10	Provide pictures of the past and present to contrast and compare work in the past.	Social Studies Chapter 6 PowerPoint	Oral Evaluation Participation	Deuteronomy 4:32-34
	6. Identify and describe examples of how science and technology have changed the daily lives of people and compare: a. Forms of communication	D	Weeks 3-10 24-28	Observe Science Fair Surveying Parents and Grandparents Create Venn Diagram with the past and present	Science Ch. on Inquiry and inventions Interview Questions Guest Speakers	Oral Evaluation Completion of the Venn Diagram Participation Question and Answer worksheets	God has a plan for all things. He rules over all 1 Corinthians 15-23-28
			Weeks 3-10 24-28		Weeks 3-10 24-28		

<p>from the past and present; b. Forms of transportation from the past and present.</p> <p>7. Recognize the importance of individual action and character and explain how they have made a difference in others' lives with emphasis on the importance of:</p> <p>a. Social and political leaders in the United States (e.g., George Washington, Thomas Jefferson, Tecumseh, Harriet Tubman, Abraham Lincoln, Sojourner Truth, Susan B. Anthony and Martin Luther King Jr.)</p> <p>b. Explorers, inventors and</p>	D	Weeks 1-38			Social Studies Chapters 1-12		
		Weeks 25-32	Throughout the year read stories of individuals of the past who have made a difference.	Social Studies Chapters 1-12	Question/Answer	Love of country and concern for her welfare, is natural, and are encouraged by example and exhortation Ezra 1:5	
	I	Weeks 25-32	As we study through the weeks, make a continuous time line of these leaders.	Social Studies Chapters 9, 10, 12	Oral Evaluation Participation		
	I		Each group of students will research and share facts about different	Social Studies Chapters 1-12 Resource Books	Presentation Participation		

	scientists (e.g., George Washington Carver, Thomas Edison, Charles Drew, Rachel Carson and Neil Armstrong).			inventors and scientists.			
People in Societies	1. Describe the cultural practices and products of people on different continents.	I	Weeks 15-22	There will be a variety of activities for each country that is studied.	Christmas Around the World packet Continent study	Participation Completed Packet	Others are likely to treat us the way we treat them. Matthew 7:2
	2. Describe ways in which language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.	I	Weeks 15-22	There will be a variety of activities for each country that is studied.	Christmas Around the World packet Study	Participation Completed Packet	God originated nations and languages to keep many scattered Genesis 10
	3. Explain how contributions of different cultures within the U. S.	I	Weeks 15-22	There will be a variety of activities for each country	Christmas Around the World packet Continent	Participation Completed Packet	God is concerned about all kinds of people, wherever

	<p>have influenced our common national heritage.</p> <p>4. Describe the contributions of significant individuals, including artisans, inventors, scientists, architects, explorers and political leaders to the cultural heritage of the USA</p>	I	<p>Weeks 1-38 Mostly weeks 25-32</p>	<p>that is studied.</p> <p>Play a matching game where you will match people up to their accomplishment</p>	<p>Study</p> <p>Social Studies Chapters 1-12 Weekly Readers Non-Fiction Read Aloud Books</p>	<p>Participation Observation Completed worksheets</p>	<p>they live and whatever their status Acts 10:34-35</p> <p>God holds nations accountable for their actions Jeremiah 46</p>
Geography	<p>1. Read and interpret a variety of maps.</p> <p>2. Construct a map that includes a map title and key that explains all symbols that are</p>	I – D	<p>Weeks 20-25</p>	<p>Have a class discussion and investigation of different maps</p> <p>Make a map of the classroom</p>	<p>Social Studies Chapter 5 and Continent/Landform Packet</p> <p>Social Studies Chapter 5</p>	<p>Observation of Participation Completed Packets</p> <p>Completed Map Student can identify and create their own symbols on a map</p>	<p>God is responsible for the contour of the earth Nehemiah 9:6</p> <p>Job 28:9-11</p>

	used.					Observe students reading a map	
	3. Name and locate the continents and oceans.	R	Weeks 20-25	Have a class discussion and investigation of the different continents and oceans	Continent/Landform Packet	Evaluate the student on their ability to locate and label continents and oceans	Job 28:9-11
	4. Describe and locate landforms (plateaus, islands, hills, mountains, valleys) and bodies of water (creeks, ponds, lakes, oceans) in photographs, maps and 3-D models.	D	Weeks 32-36	Have a class discussion and investigation of the different landforms and bodies of water – also research and make a landform out of modeling clay Compare by making a Venn Diagram on the white board or paper	Continent/Landform Packet	Observation Participation Presentation of their landform Evaluation of completed research on their landform of choice	Nehemiah 9:6
	5. Compare how land is used in urban, suburban	D	Weeks 1-3	Discuss types of land List all business	Social Studies Chapter 1	Evaluate students ability to define	Genesis 2:15

	and rural environments. 6. Identify ways in which people have responded to and modified the physical environment such as building roads and clearing land for urban development.	I	Weeks 1-3	and scenery seen on the way to school	Visuals of Mansfield years ago Internet	the 3 types of environments Participation and Oral Evaluation	Genesis 11:1-9
Economics	1. Explain how resources can be used in various ways (e.g., a bushel of corn could be fed to cows, used to make sweetener, or converted to fuel).	D	Weeks 1-10	Make charts of different resources and the many things that are made from them Ex: Corn	Social Studies Chapter 2 & 6	Oral Evaluation Participation Completed class charts	God is the supplier of material needs for those who trust him 2 Chronicles 31:5, 10
	2. Explain how people are both buyers and sellers of goods and services.	D	Weeks 1-10	Discuss jobs and community helpers Write about what we consume	Social Studies Chapter 6 Guest speakers of people from the community journal	Oral Evaluation Participation Completed Writing	The terms of any business deal should be based on the needs of both parties Deut. 24:17

	3. Recognize that most people work in jobs in which they produce a few special goods or services.	I	Weeks 1-10	Discuss jobs and community helpers Write about what we want to be as grown-ups	Social Studies Chapter 1 & 6 Guest Speakers	Observation and participation Completed Writing	Work is part of God's plan Exodus 20:9
	4. Explain why people in different parts of the world earn a living in a variety of ways.	I	Weeks 15-22	Discuss culture and ways people live Listen to speakers Compare countries Chart industries	Christmas Around the World Packet Internet visuals Specials speakers	Observation and Participation Completed Comparison Charts	Whatever good things we have are gifts from God James 1:17
	5. Recognize that money is a generally accepted medium of exchange for goods and services and that different countries use different forms of money.	D	Weeks 15-22	Discuss money Trading Posts Compare how it has changed Design their own piece of money and write about how it could be used	Internet Visuals Special Speakers Money from Around the world Classroom Money system	Observation and Participation Completed money design	Money is entrusted to believers for use as God purposes Deut. 15:10-11
Government	1. Identify leaders such as mayor,	D	Weeks 25-32	Construct a flow chart of	Social Studies Chapters 9, 10,	Observation Participation	God is the supreme ruler

	<p>governor and president, and explain that they are elected by the people.</p> <p>2. Explain how a system of government provides order to a group such as a school or community and why government is necessary including</p> <p>a. Making and enforcing laws;</p> <p>b. Providing leadership;</p> <p>c. Providing services;</p> <p>d. Resolving disputes.</p> <p>3. Explain the importance of landmarks in the United States</p>	<p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p>	<p>Weeks 25-32</p> <p>Weeks 25-32</p>	<p>the order of importance of these leaders Have an election day-vote Identify current leaders</p> <p>Class discussion Create class government for a week *Acting out different scenarios and how the different jobs effect others</p> <p>Discussion Observation Charting Comparing the 3 landmarks</p>	<p>12</p> <p>Social Studies Chapters 9, 10, 12 Visual Aides of classroom and expectations</p> <p>Non-Fiction Text Internet Pictures Video</p>	<p>Test to identify current leaders and their jobs</p> <p>Observation and Participation Writing of class rules</p> <p>Observation Participation Evaluated completed descriptions of</p>	<p>Job 12:23</p> <p>The basis of good government and political stability is personal integrity and strong family life Proverbs 14:34</p> <p>God wants us to know history Examples of monuments built is scripture</p>
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	and the ideals that they represent including: a. The Washington Monument; b. The Jefferson Memorial; c. The Lincoln Memorial.	I I I		Write descriptive paragraphs of each Group work to write why their monument is the best – reinforcing fact and opinion	Journals Fact and Opinion papers	each	Genesis 33:20 Joshua 22:10-12
	4. Explain the purpose of rules in the workplace.	D	Weeks 1-3	Ask why questions...? Create rules Discuss the purpose	Visual Aides of accidents Charts & examples of existing rules Gather rules from Parents work Parent Speaker	Observation Participation Completed Worksheet	Employees are to serve their employers faithfully and as unto the Lord. 1 Timothy 6:1
	5. Predict the consequences of following rules or violating rules in different settings.	D	Weeks 1-3	Modeling Discussion Writing	Journal Writing Visual examples of accidents	Observation Participation	Business should be conducted with proper safeguards Genesis 23:10-20
Citizenship Rights and Responsibilities	1. Demonstrate skills and explain the benefits of cooperation when	D	Weeks 1-38	Modeling Demonstration Role-Play Setting Clear	Classroom Guidelines and expectations Visual Aides	Observation and Participation Keeping a	Solving conflict Biblical example Acts 15:1-35

	<p>working in group settings: a. Manage conflict peacefully; b. Display courtesy; c. Respect others.</p> <p>2. Demonstrate self-direction in tasks within the school community (e.g., classroom, cafeteria and playground).</p> <p>3. Demonstrate citizenship traits including: a. Honesty; b. Self-assurance; c. Respect for the rights of others; d. Persistence; e. Patriotism.</p>	<p>R</p> <p>R</p> <p>R</p> <p>R</p> <p>R</p> <p>R</p> <p>R</p> <p>R</p>	<p>Weeks 1-38</p> <p>Weeks 1-38</p>	<p>expectations of getting along with others Circle Time Writing prompts Group work Group Problem solving Modeling Role Play Clear Expectations</p> <p>Modeling Role Play Reading about Bible Characters Identifying traits in others Circle Time Character trait awards</p>	<p>Reminders to use kind words Conflict resolution box Journals Bible Lessons</p> <p>Bible Lessons Posted guidelines Cause and effect lessons from Science</p> <p>Bible Lessons Charts Visual Aids Comparison Graphs Definitions chart Classroom rules</p>	<p>behavior log to watch the growth and progress of the students</p> <p>Observation and Participation</p> <p>Observation and Participation</p>	<p>The safety of others is the responsibility of all Exodus 21:29-32</p> <p>People with particular needs are to have consideration Proverbs 29:7, 14</p>
Social Studies Skills and Methods	<p>1. Obtain information from oral, visual and print sources.</p>	<p>R</p>	<p>Weeks 1-38</p>	<p>Listening Participation in discussions Taking notes on</p>	<p>Social Studies Chapters 1-12 Maps Charts</p>	<p>Participation Observation of knowledge gained</p>	<p>Written records enable us to know the past and learn from</p>

				historic people	Videos on People and historic events		past events Isaiah 30:8-11
2. Identify sources used to gather information: a. People; b. Printed materials; c. Electronic sources.	R	Weeks 1-38	Modeling Demonstrating Interviewing skills Provide opportunities to gather information	Field Trip Library – museum? Mohican Outdoor school Computer English Ch. 16	Participation Observation Completed interviews Evaluation of collected information	The ability to communicate with one another and with God is part of His plan Genesis 2:20-24	
3. Predict the next event in a sequence.	R	Weeks 1-38	Modeling Demonstrating Worksheet Creating Timelines and look for a pattern	Reading Small Group Text Non-Fiction Text Visual Aides Prediction in Math 4 Time Lines	Participation Observation Completed timelines and worksheets	The world functions in predictable ways but at times God intervenes 1 Kings 17:14-16	
4. Distinguish the difference between fact and fiction in oral, visual and print materials.	D	Weeks 1-38	Read Aloud Small Group Reading Independent Reading Circle time	Fiction and Non-fiction text Visual aides and printed materials Venn Diagram	Participation Observation Completed Venn Diagram comparing different work	God gave His message in written form, the Bible 2 Timothy 3:16	
5. Communicate information in		Weeks 1-38	Modeling Group Writing	Journals Writing	Test Answers Evaluating	God is concerned that communication	

	writing.			opportunities Open ended questions on tests	response answers to questions English Ch. 10 Letter writing	Writing responses Completed letter	be clear and easily understood Deut. 27:2-8 (NASB)
	6. Use problem-solving/decision-making skills to identify a problem and gather information while working independently and in groups.		Weeks 1-38	Have fill in the blank questions on tests Journal Writing Independent – draw a picture Group – discussion Circle time *Discuss class problems and solutions	Social Studies Chapters 1-12 *find Ways throughout book problems were solved	Written Evaluation Oral Evaluation	We must engage in the kinds of speaking which God commands or encourages in His Word 1 Corinthians 14:26 Ephesians 4:25, 29

Mansfield Christian School
3rd Grade
History Curriculum Guide

<u>Performance Scale Key</u>		<u>Instructional Method Key</u>					
		AR—Accelerated Reader		A—Assemble		BD—Build & Describe	
		CI—Classification		C—Construct		CC—Compare &	
		Contrast					
		Co—Collaboration		Col—Collect		Com—Complete	
		Cr—Create		D—Drama		Dem—Demonstration	
		Dis—Discuss		DP—Descriptive Presentation		Dr—Draw	
		E—Experiment		FT—Field Trip		G—Games	
		GR—Guided Reading		GS—Guest Speaker		GW—Group Work	
		GWr—Group Writing		ID—Identification		I—Illustration	
		In—Investigation		IW—Independent Writing		IR—Independent	
		Reading					
		IRA—Interactive Read Aloud		L--Lecture		M—Manipulative	
		MI—Managed Independent		MM—Multi Media (Video, Audio)		NC—Number Cards	
		Pa—Participation		P—Prediction		PR—Peer Review	
		PP—Power Point		R—Read		Re—Recreation	
		S—Songs		So—Sort		SR—Shared Reading	
		SRT—Star Reading Test		TM—Teacher Modeling		VE—Verbal Explanation	
		V—View		WP—Written Practice		WS—Word Study	
Standard	Indicator	Performance Scale	Time Frame	Instructional Method	Instructional Activities and Resources	Assessment of Learning	Biblical Integration
History	1. Define and measure time by years, decades and centuries.	Introduced	Week 5-6	Class Discussion	During class time, students will identify different time periods and the events that took place during those times	Formative (pencil/paper) assessment	God has a plan He is carrying to completion; history records show this progression (Isaiah 45:18,

	2. Place local historical events in sequential order on a timeline.	Developed	Week 7-8	Create, Draw, Construct	Students will create a timeline outlining major local historical events	Timeline rubric	Gen. 12:22) God expects us to learn from a knowledge of history (Daniel 9:2, 3, 11-14; 1 Cor. 10:11)
	3. Describe changes in the community over time including changes in: a. Businesses; b. Architecture; c. Physical features; d. Employment; e. Education; f. Transportation; g. Technology; h. Religion; i. Recreation.	Introduced	Week 7-8	Power Point, Multi Media	Students will compare/contrast the changes that took place in the community by creating a Power Point presentation to showcase their findings.	I will create a rubric to judge the material presented in the Power Point	God holds believers responsible for fitting into his plan and being His instrument (Romans 12:1-2, Eph. 2:10)
People in Societies	1. Compare some of the cultural practices and products of various groups of	Introduced		Field trip, Guest Speakers	Students will participate in a field trip to learn more about the products and	Students will complete a worksheet detailing information	God holds believers responsible for fitting into his plan and being

	<p>people who have lived in the local community including: a. Artistic expression; b. Religion; c. Language; d. Food.</p> <p>2. Compare the cultural practices and products of the local community with those of other communities in Ohio, the United States and countries of the world.</p> <p>3. Describe settlement patterns of various cultural groups within the local community.</p>	<p>Introduced</p> <p>Introduced</p>		<p>Class discussion, Web quest</p> <p>Field trip, class discussion</p>	<p>lifestyles of the people in the local community</p> <p>Students will participate in a Web quest to research and compare the products of the local area with other products in the United States.</p> <p>Students will participate in a field trip to learn about different groups of settlers that came to the local area.</p>	<p>from the field trip</p> <p>Students will complete a Web quest worksheet comparing and contrasting the local community products with those of the United States</p> <p>Students will discuss the things we learned from observing & participating during the field trip.</p>	<p>His instrument (Romans 12:1-2, Eph. 2:10)</p> <p>God is interested in all nations and in persons from those nations (Matt. 28:19-20, Mark 16:15)</p>
Geography	1. Use political maps, physical	Introduced	Week 17-18	Multi Media, Group Work,	Students will view a multimedia	Students will discuss the	God is responsible for

	<p>maps and aerial photographs to ask and answer questions about the local community.</p> <p>2. Use a compass rose and cardinal directions to describe the relative location of places.</p> <p>3. Read and interpret maps by using the map title, map key, direction indicator and symbols to answer questions</p>	<p>Developed</p> <p>Developed</p> <p>Introduced</p>	<p>Week 11-12</p> <p>Week 10-14</p> <p>Week 18</p>	<p>Illustration</p> <p>Experiment, Group Work,</p> <p>Teacher Modeling, Group Work, Create, Illustration</p> <p>Teacher</p>	<p>presentation & use Google Earth featuring photographs of the local community & share the findings.</p> <p>Students will go on a “scavenger hunt” using a compass rose and cardinal direction to find a specific location and “treasure”</p> <p>Students will create a map using the map features we have discussed and used in class.</p> <p>Students will</p>	<p>findings of the Multi Media presentation</p> <p>Students will correctly find items by using a compass rose. They will also correctly identify items on a worksheet</p> <p>Students will create a map correctly labeling and creating a map key, title, and direction indicator</p> <p>Students will</p>	<p>the contour of the earth (Nehemiah 9:6, Ps. 107:23-31)</p>
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	<p>about the local community.</p> <p>4. Use a number/letter grid system to locate physical and human features on a map.</p> <p>5. Identify the location of the equator, Arctic Circle, Antarctic Circle, North Pole, South Pole, Prime Meridian, the tropics and the hemispheres on maps and globes.</p>	<p>Developed</p> <p>Introduced</p>	<p>Week 10-12</p> <p>Week 15-17</p>	<p>Modeling, Group Work, written practice</p> <p>Manipulative, Illustration, Draw, Student Center</p> <p>Power Point, Class Discussion</p>	<p>work in groups to locate certain landmarks on a map using a grid worksheet.</p> <p>Students will create a paper mache globe and place the correct locations of the Arctic Circle, Hemispheres, Poles, etc. on the globe. They will also participate in a Geography learning center</p> <p>Students will view a Power Point presentation on the landforms, climate, and vegetation of the local community and discuss the findings.</p>	<p>correctly label/find items on a map using a number/letter grid</p> <p>Students will correctly label & place the equator, Arctic Circle, etc. on the paper Mache globes they create</p> <p>Students will answer questions after viewing the Power Point presentation</p>	<p>God created the World (Gen. 1)</p> <p>God is responsible for the contour of the earth (Nehemiah 9:6, Ps. 107:23-31)</p>
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	<p>6. Identify and describe the landforms and climate, vegetation, population and economic characteristics of the local community.</p>	Introduced	Week 15-17	Class Discussion	Students will participate in a class discussion about how the physical characteristics of the local community have changed.	I will observe student's responses during a class discussion time.	
	<p>7. Identify ways that physical characteristics of the environment (i.e., landforms, bodies of water, climate and vegetation) affect and have been modified by the local community.</p>	Developed	Week 23/24	Class Discussion, Group Work	Students will research different forms of transportation in groups and how they have changed from time to time	Students will create a T chart comparing how transportation has changed	
	<p>8. Identify systems of transportation used to move people and products and systems of communication</p>						

	used to move ideas from place to place.						
-Economics	1. Define opportunity cost and give an example of the Opportunity cost of a personal decision.	Introduced	Week 33/34	Class Discussion, Teacher Modeling, Prediction activities	Students will participate in a class discussion about opportunity cost & give examples of times they have to choose to spend or save.	Students will complete a worksheet of given situations where students will have to refer to their knowledge of opportunity cost	Money is entrusted to believers for use as God's purposes (Matt. 6:19-33, Phil. 4:10-19)
	2. Identify people who purchase goods and services as consumers and people who make goods or provide services as producers.	Introduced/ Developed	Week 27-28	Create, Group Work, Demonstrate, Project	Students will participate in an "Economics Fair" where they will provide a good or service to sell & purchase goods and services as a consumer.	Students will create a product/service to sell to their classmates. They will also participate in buying their classmates goods/services in an Economics Fair	God, in some cases, directs a believer to support himself in doing the Lord's work (Acts 20:33-34)
		Introduced	Week 27-28	Demonstrate, Read, Verbal Explanation,	Students will identify & demonstrate the	Students will complete a work page where they	An owner has the right to buy, sell, or

	<p>3. Categorize economic activities as examples of production or consumption.</p>			Investigation, Project	differences between production and consumption using the book <u>Charlie and the Chocolate Factory</u>	identify characters who are producers & characters who are consumers from <u>Charlie and the Chocolate Factory</u>	otherwise dispose of his own property (Prov. 31:16, 24)
	4. Explain the advantages and disadvantages of specialization and the division of labor to produce items.	Introduced	Week 28-29	Class Discussion, Investigation	Students will use the book <u>Charlie and the Chocolate Factory</u> to find examples and talk about the division of labor & production	Students will orally answer questions about fluctuations in production and how it effects character's situations in <u>Charlie and the Chocolate Factory</u>	
	5. Identify different forms of money used over time, and recognize that money facilitates the purchase of goods, services and resources and enables savings.	Developed	Week 27-36	Class Discussion, Research, Demonstrate, Project	Students will work for a "paycheck" (with play money) that will enable them to purchase goods/services in the "Economics Fair"	Students will correctly use the forms of money they have received from "paychecks" to purchase goods/services at the "Economics Fair"	Attitude toward money is and index of one's general attitude (Matt. 6:13-21, Luke 16:10-11)

	6. Explain how the local community is an example of a market where buyers and sellers exchange goods and services.	Developed	Week 37-38	Demonstrate, Group Work, Assemble & Construct, Project, Create	Students will identify local examples of how goods/services are exchanged. They will also participate in a goods/service exchange in the “Economics Fair”	Students will create a collage from local newspapers to find examples of how buyers/sellers exchange goods/services	
	7. Identify examples of economic competition in the local community.	Introduced	Week 37-38	Research, Demonstrate, Assemble & Construct	Students will research to find different local companies that compete for consumer’s money & share their findings.	Students will use the local newspaper to find examples of competitive pricing & complete a page outlining how competitive pricing effects consumer choices	
Government	1. Explain the major functions of local government including: a. Promoting order and security; b. Making laws; c. Settling	Introduced/ Developed	Week 2-4	Research, Class Discussion,	Students will understand and describe the functions of the local government	Students will complete a pencil/paper assessment where they will show their understanding of the major functions of	All nations are accountable to God (Matt. 25:32, Obadiah 3-4)

	<p>disputes; d. Providing public services; e. Protecting the rights of individuals.</p> <p>2. Explain the structure of local governments and identify local leaders (e.g., township trustees, county commissioners, city council members or mayor).</p>	Introduced	Week 2-4	Class Discussion, Class project	Students will research the functions of the local government by using informational pamphlets to find more information.	local government. Students will write letters to local government officials using information that they have gathered from the informational pamphlets	Governments and officials are to be respected for their position and obeyed (Matt. 17:24-27, 22:15-22, Mark 12:13-17, Luke 20:20-26)
		Introduced	Week 2	Power Point, Multi Media	Students will view a Power Point presentation with pictures of local government buildings and descriptions of the work that is done there.	Students will be able to correctly identify pictures of government buildings after viewing a Power Point presentation	
	3. Identify the location of local government buildings and explain the functions of government that	Introduced	Week 3-4, 27-36	Class Discussion, Demonstrate	Students will participate in an "Economics Unit"	Students will be able to orally explain the uses	Believers are responsible to pay their share

	are carried out there.				in which they will receive a paycheck with taxes taken out to help them understand the reason for taxation.	& reasons for taxation after discussing the reasons for taxation in class. They will then use the tax money to purchase/rent items for classroom use (trash bags, broom, dust pan)	for the support of the government (1 Kings 9:15, Matt. 22:17-21)
	4. Identify goods and services provided by local government, why people need them and the source of funding (taxation).						
	5. Define power and authority.	Developed	Week 1-2	Define & Discuss	Students will find the definitions of power and authority	Students will be able to define power & authority on a pencil/paper exam	Believers must pray for their leaders in order that there may be peaceful living (1 Tim. 2:1-3)
	6. Explain why the use of power without legitimate authority is unjust (e.g., bullying, stealing).	Developed	Week 1-2, 25-26	Class Discussion, Group Work, Group projects	Students will participate in a classroom discussion about the characteristic of good leaders.	Students will create a list of positive leadership traits that government officials need to have	
Citizenship Rights and Responsibilities	1. Describe how people help to make the	Developed/ Reinforced	Week 11, 21-22	Class Discussion, Field trip	Students will participate in “Community	Students will participate in a class discussion	Within our limitations, we are to do good

	<p>community a better place in which to live including:</p> <ul style="list-style-type: none"> a. Working to preserve the environment; b. Helping the homeless; c. Restoring houses in low-income areas; d. Supporting education; e. Planning community events; f. Starting a business. <p>2. Demonstrate effective citizenship traits including:</p> <ul style="list-style-type: none"> a. Civility; b. Respect for the rights and dignity of each person; c. Volunteerism; d. Compromise; e. Compassion; f. Persistence in 	Developed	Week 11, 21-22	<p>(service projects)</p> <p>Guest speaker, Participation, Field trip (service projects)</p>	<p>Impact Day” where they will work to make our community a better place and show the love of Christ to their neighbors.</p> <p>Students will participate in “Community Impact Day” where they will work to make our community a better place and show the love of Christ to their neighbors.</p>	<p>identifying how their work in the community helps make the community a better place to live in</p> <p>Students will discuss the positive impact local leaders have had on the local community. They will also discuss how their service has impacted the local community</p>	<p>to others, and especially to other believers --(Prvb. 3:27-28, Gal. 6:10)</p> <p>God encourages hospitality that is not limited to close friends (Luke 14:12-14, 1 Tim. 5:10)</p>
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	<p>achieving goals; g. Civic-mindedness.</p> <p>3. Describe the responsibilities of citizenship with emphasis on: a. Voting; b. Obeying laws; c. Respecting the rights of others; d. Being informed about current issues; e. Paying taxes.</p>	Developed	Week 11, 19-20, 28	Demonstrate, Group work, Collaboration, Interview	Students will interview adults to help them understand the responsibilities they have to their community.	Students will give an oral presentation that demonstrates what they have learned about citizen's responsibilities from the adults they interviewed	Believers are responsible to pay their share for the support of the government (1 Kings 9:15, Matt. 22:17-21)
Social Studies Skills and Methods	1. Obtain information about local issues from a variety of sources including: a. Maps; b. Photos; c. Oral histories; d. Newspapers; e. Letters; f. Artifacts; g. Documents.	Developed	Week 8-9	Descriptive presentation, Group project, Investigation	Students will work in groups to find information about current issues from using a local newspaper.	Students will create a group presentation talking about one of the local issues they have researched	
	2. Locate information using	Developed/ Reinforced	Week 16-17	Teacher modeling,	Students will work	Students will be able to correctly	

	various parts of a source including: a. The table of contents; b. Title page; c. Illustrations; d. Keyword searches.		(English)	Managed independent	independently to find information using tables of content, title pages, etc.	find (without help) information from books using the table of contents, index, etc. when researching topics	
	3. Identify possible cause and effect relationships.	Developed/ Reinforced	Week 1-38 (year long)	Teacher modeling, Written response	Students will match causes and effects using given prompts.	Students will complete a work page where they will match causes & effects. They will also orally identify cause and effect relationships	
	4. Read and interpret pictographs, bar graphs and charts.	Developed	Week 17-18 (Math)	Teacher modeling, Written practice	Students will understand the information given in pictographs, bar graphs, etc. by participating in a Math unit on Graphs	Students will complete a work page where they will find information using different forms of graphs	
5. Communicate information using	Developed	Week 17-18	Individual projects, Multi	Students will survey the 3 rd &	Students will correctly survey		

	<p>pictographs and bar graphs.</p> <p>6. Use a problem-solving/decision-making process which includes:</p> <ul style="list-style-type: none"> a. Identifying a problem; b. Gathering information; c. Listing and considering options; d. Considering advantages and disadvantages of options; e. Choosing and implementing a solution. 	Introduced	(Math) Week 19-20	Media (Microsoft Excel) Group Work, Teacher modeling	<p>4th grade classes and represent their findings by creating a graph in Microsoft Excel</p> <p>Students will work in groups to problem solve using problem solving steps with “Sticky Situations”</p>	<p>and create bar graphs on Microsoft Excel</p> <p>Students will be able to identify and discuss logical solutions to “Sticky Situations.” They will then write a response detailing how they will use these problem solving techniques when facing difficult situations.</p>	<p>God’s people are responsible to avoid strife in as many ways as possible (Prov. 3:30, Prov. 10:12)</p> <p>Disagreements should be settled quickly and directly between the persons involved (Prov. 25:9, Matt. 5:23-26)</p>
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Mansfield Christian School
4th Grade
History Curriculum Guide

<u>Performance Scale Key</u>		<u>Instructional Method Key</u>					
Introduced		Text	Student response			Map building	
Developed		Lectures	Internet			Songs	
Reinforced		Power point	Notes			Flag making	
Not Addressed		Video	Reading			Pictures	
		Group activities	Note-taking skills				
Standard	Indicator	Performance Scale	Time Frame	Instructional Method	Instructional Activities and Resources	Assessment of Learning	Biblical Integration
History	1. Construct time lines with evenly spaced intervals for years, decades and centuries to show the order of significant events in Ohio history.	Developed	Weeks: 3 5 7 9 12 14 16 19 21 23 26	Construct time lines on 1 foot by 6 foot paper for each century Construct a 10 month time line of classroom activities	<i>Ohio Adventure</i> p. 28 – timeline of pre-historic people p. 44-45 – timeline of Historic American Indians p. 60-61 – timeline of struggle for independence p. 78-79 – timeline 1780-	Timelines will be checked for accuracy of dates and events	1. God has directed that written records be kept Ex. 17:14 Ex. 34:27-28 Deut. 17:18-20 2. God has a plan. He is carrying to completion, and history record the progress of that plan Is. 45:18

					<p>1820</p> <p>p. 96-97 – timeline 1810- 1860</p> <p>p. 114-115 – timeline 1840- 1865</p> <p>p. 130-131 – timeline 1865- 1915</p> <p>p. 150-151 – timeline – 1890- 1920</p> <p>p. 166-167 – timeline – 1910- 1940</p> <p>p. 180-181 – timeline 1940- 2000</p>		<p>Gen 1:26 Gen 3:15 Gen 12:2 Jeremiah 32:37-44 Matthew 5:17-18 Luke 24:27</p> <p>3. projects should be completed in an orderly fashion Numbers 1:7-19 Numbers 2:1-34 Luke 14:28- 33, John 6:10-14, Acts 6:1-7, I Corinthians 11:18-34.</p>
	2. Describe the earliest settlements in Ohio including those of prehistoric peoples	Introduced	Weeks 3 4 5	Read textbook Complete study guides Classroom discussion	<i>Ohio Adventure</i> Chapter 2 –	Student workbook pages Quizzes Test over chapter 2	God plans the history of nations, and He has a purpose in what he does Deut. 7:7-8 Deut. 8:3

							Daniel 7 Daniel 9:22-27 Zephaniah 3:8, 14-20, Zechariah 14.
	3.Explain the causes and effects of the frontier wars of the 1790s, including the Battle of Fallen Timbers, on American Indians in Ohio and the United States.	Introduced	Weeks 8 9 10	read textbook complete study guides classroom discussion	<i>Ohio Adventure</i> Chapter 4 Power point presentation film “Sign of the Beaver” map of Ohio	Student workbook pages Quizzes Test over chapter 2	God is never taken by surprise Genesis 45:4-11 Ex. 3:19-21 Ex. 4:21-23 God controls the rise and fall of leaders Proverbs 8:15-16 Pr. 20:28 Dan. 2:20-21 Dan. 2:44-45 Dan. 4:17 Hos. 13:11 Rom. 13:1
	4. Explain how Ohio progressed from territory to statehood, including the terms	Introduced	Weeks 8 9 10	read textbook complete study guides classroom	<i>Ohio Adventure</i> Chapter 4 Power point	Student workbook pages Quizzes Test over chapter 4	God is concerned about boundaries Numbers

	of the Northwest Ordinance.				presentation film "Sign of the Beaver" map of Ohio	Map of Ohio	34:1-28 Deut. 2:5-3:2 Josh. 1:2-5 Jer. 27:6-8 Acts 17:26
	5. Explain how canals and railroads changed settlement patterns in Ohio and Ohio's economic and political status in the United States.	Introduced	Weeks 13 14 15	read textbook complete study guides classroom discussion power point presentation poster on railroads map of Ohio's canals	<i>Ohio Adventure</i> Chapter 6	Student workbook pages Quizzes Test over chapter 6 Oral report with poster project on railroads	
	6. Explain the importance of inventors such as the Wright Brothers, Charles Kettering, Garrett Morgan, Granville Woods and Thomas Edison.	Developed	Weeks 20 21 22	read textbook complete study guides classroom discussion inventor's report	<i>Ohio Adventure</i> Chapter 9	Student workbook pages Quizzes Test over chapter 6 Oral report with inventor's report	Honest work results in personal satisfaction Ps. 128:2 Prov. 12:11 Prov. 31:21 Prov. 31:28-31 Eccl. 5:12 Eph. 4:48

							Men are to plan ahead, but also consider God's will in their planning Proverbs 6:6-11 Prov. 30:25-28 Prov. 31:16,21,27 Matt. 25:1-13 Luke 14:28-32 James 4:13-15
	1. Describe the cultural practices and products of various groups who have settled in Ohio over time: a. The Paleo Indians, Archaic Indians, Woodland Indians (Adena and Hopewell) and	Introduced	Weeks 3 4		<i>Ohio Adventure</i>		
		Introduced	Weeks 5 6 7	read textbook complete study guides classroom	Chapter 2	Student workbook pages Quizzes Test over chapter 2	

<p>Late Prehistoric Indians (Fort Ancient);</p> <p>b. Historic Indians of Ohio (Ottawa, Wyandot, Mingo, Miami, Shawnee and Delaware);</p> <p>c. European immigrants;</p> <p>d. Amish and Appalachian populations;</p> <p>e. African-Americans;</p> <p>f. Recent immigrants from Africa, Asia and Latin America.</p>	Introduced	Weeks 13 17 18	People in Societies read textbook complete study guides classroom poster project	Chapter 3	Student workbook pages Quizzes Test over chapter 3
	Developed	Week 13	read textbook complete study guides classroom power point presentation	Chapter 6 and 8	Student workbook pages Quizzes Test over chapter 6 and 8
	Introduced	Weeks 15 16	Read textbook complete study guides	Chapter 6	Student workbook pages Quizzes, Test over chapter 6
	Developed	weeks 18 19	classroom read textbook complete study guides classroom	Chapter 7 <i>The Last Safehouse</i> – by Barbara Greenwood	Student workbook pages Quizzes, Test over chapter 7
	Introduced	Weeks 18 24 25	read textbook complete study guides classroom power point presentation	Chapter 8 Chapter 11	Student workbook pages Quizzes Test over chapter 8 and 11

	2. Describe the impact of the expansion of European settlements on American Indians in Ohio.	Introduced	Weeks 8 9 10 11 12	read textbook complete study guides classroom write a short biography of Tecumseh	Chapters 4 and 5 Biography of Tecumseh	Student workbook pages Quizzes Test over chapter Biography of Tecumseh	People must submit to others in order to live and work together happily Rom. 13:1 Eph. 5:18-22 Col 3:20 I Peter 2:13- 23 Each person must respect the rights and property of others Ex 2):15-17 Lev 19:13 I Tim 5:18 Within our limits, we are to do good to others Numbers 32 Prov 3:27-28 Gal 6:10

	<p>3. Explain the reasons people came to Ohio including:</p> <p>a. Opportunities in agriculture, mining and manufacturing;</p> <p>b. Family ties;</p> <p>c. Freedom from political and religious oppression.</p>	Introduced	<p>Weeks</p> <p>11</p> <p>12</p> <p>13</p> <p>18</p>	<p>read textbook</p> <p>power point on new/old immigrants</p> <p>Venn diagram for compare/contrast of immigrants</p> <p>paper</p>	<p>Chapter 5 – farming/pioneers</p> <p>Chapter 6 – Irish and German immigrants</p> <p>Chapter 8 - new immigrants</p>	<p>Student workbook pages</p> <p>Quizzes</p> <p>Test over chapter</p> <p>Compare/contrast paper of immigrants</p>	<p>Human government was established by God as a means of controlling sinful man</p> <p>Gen. 9:5-6</p> <p>Rom. 13:3-4</p> <p>The basis of good government and political stability is personal integrity and strong family life</p> <p>Ex 20:12</p> <p>Deut. 21:18-21</p> <p>Prov 11:10-11</p> <p>Prov 14:34</p> <p>I Tim 3:4-5, 12</p>
Geography	<p>1. Use a linear scale to measure the distance between places on</p>	Developed	<p>Weeks</p> <p>2</p>	<p>Chapter 1 (p. 26)</p> <p>Workbook p. 15</p>	<p>Use <i>Ohio Adventure</i></p>	<p>Map with linear scale</p>	

	a map		Week 8	Chapter 4 (p. 63) Workbook (p. 91)	Use <i>Sadlier-Oxford</i> math book		
			Week 13	Chapter 6 (p. 102) Math book p. 219			
			Week 26	Make a map showing a linear scale			
	2. Use cardinal and intermediate directions to describe the relative location of places.	Reinforced	Week 1	Chapter 1 (p. 5-6) Workbook p. 15-17	Use <i>Ohio Adventure</i>	Workbook pages	
				Workbook p. 27 Workbook p. 29			
				Chapter 4 p. 63			
			Week 8	Chapter 7 Workbook p. 143			
			Week 16				
	3. Describe the location of Ohio relative to other states and countries.	Introduced	Week 1	Chapter 1 – p. 5-6 Workbook p. 14	Use <i>Ohio Adventure</i>	Workbook pages	
			Week 2	(Midwest states) Workbook p. 10		Test	
			Week	Workbook p. 21 (original 13			

			8	colonies)			
	4. Use maps to identify the location of major physical and human features of Ohio including: a. Lake Erie; b. Rivers; c. Plains; d. The Appalachian Plateau; e. Bordering states; f. The capital city; g. Other major cities.	Introduced	Weeks 3 and 4	Construct a map of Ohio to include these locations: Cities: Akron Canton Cincinnati Cleveland Columbus Dayton Mansfield Toledo Youngstown Bodies of water: Great Miami River Hocking River Lake Erie Little Miami River Maumee River Ohio River Sandusky River Scioto River	Map of Ohio <i>Ohio Adventure</i>	Workbook pages Completed map Test	God is responsible for the contour of the earth Neh 9:6 Job 26:10 Job 28:9-11 Is 40:22
	5. Describe and compare the landforms, climates, population,	Introduced	Week 8	Workbook p. 21 Workbook p. 295 (regions of Ohio – Allegheny, Till Plains, Lake	<i>Ohio Adventure</i>	Chart Group presentations on each region Test	

	vegetation and economic characteristics of places and regions in Ohio.		Week 2	Plain, and Bluegrass) Chart to compare each region.			
	6. Identify manufacturing, agricultural, mining and forestry regions in Ohio.	Introduced	Weeks 1- 2	Workbook p. 295 (regions of Ohio – Allegheny, Till Plains, Lake Plain, and Bluegrass) Chart to compare each region	<i>Ohio Adventure</i> – Chapter 1	Student workbook pages Quizzes Test over chapter	
	7. Explain how resources, transportation and location influenced the development of cities and industries in Ohio including major industries such as oil, steel, rubber and glass.	Introduced	Weeks 17-19	Map of Ohio with products during the Civil War Industry of Ohio’s main cities	Chapter 7 – during Civil War Chapter 8	Student workbook pages Quizzes Test over chapter	
	8. Identify how environmental processes (i.e., glaciations and weathering) and characteristics (landforms, bodies	Introduced	Weeks 17-19 Weeks 13-14	Industry of Ohio’s main cities Workbook p. 158 Transportation	Chapter 8 Chapter 6	Student workbook pages Quizzes Test over chapter	Natural resources belong to God Ex 19:5 Lev 26:32-35

	of water, climate, vegetation) influence human settlement and activity in Ohio.		Weeks 1-3	Glaciers Weathering	Chapter 1	Student workbook pages Quizzes Test over chapter	I Chron 29:14-16 Haggai 2:8 Ps 24:1 Ps 89:11 Ezek 29:3-10
	9. Identify ways that people have affected the physical environment of Ohio including: a. Use of wetlands; b. Use of forests; c. Building farms, towns and transportation systems; d. Using fertilizers, herbicides and pesticides; e. Building dams	Introduced	Weeks 1-3	Complete study guides Read textbook Compare/contrast p. 157 (dam projects for flood control) p. 214-216 (transportation systems)	Chapter 1 Chapter 9 Chapter 12	Student workbook pages Quizzes Test over chapter	We are stewards of the land and responsible to care for it Gen 2:15 Ex 23:11 Psalm 8:6 Land is polluted as a result of man's sin Gen 3:17-18 Psalm 106:34-38 Isa 24:5-6 Jere. 2:7
	10. Use elevation, natural resource and road maps to answer questions about patterns of settlement, economic activity	Introduction	Weeks 1-3 Week 8	Native Americans come following animals Colonists move	Chapter 1 Chapter 4	Student workbook pages Quizzes Test over chapter	

	and movement.		Week 9	to farm Indians move because colonists take over land	Chapter 4		
			Week 13	Roads, canals, and railroads cause movement	Chapter 6		
			Week 16	Underground railroad and movement of slaves	Chapter 7		
Economics	1. Identify the productive resources needed to produce a good or service and suggest opportunity costs for the resources involved.	Developed	Weeks 27 – 29	Complete study guides for chapter 12 Workbook pages: 213, 214, 215	Chapter 12	Student workbook pages Quizzes Test over chapter	
	2. Explain how the availability of productive resources in Ohio promotes specialization in the production of goods and services and leads to trade.	Introduced	Week 27-29	Complete study guides for chapter 12 Workbook pages 216-217	Chapter 12	Student workbook pages Quizzes Test over chapter	

	3. Explain how entrepreneurs organize productive resources to produce goods and services and that they seek to make profits by taking risks.	Developed	Weeks 27-29	Complete study guides for chapter 12 Workbook pages 218	Chapter 12	Student workbook pages Quizzes Test over chapter	God approves of and rewards diligence Prov 10:4-5 Prov 20:13 Prov 31:27 Eccl 9:10 Ezek 34:2-6 Rom 12:11
	4. Explain ways in which individuals and households obtain and use income.	Developed	Weeks 27-29	Complete study guides for chapter 12 Workbook pages 220,221,222	Chapter 12	Student workbook pages Quizzes Test over chapter	Work is a part of God's plan for man Gen 1:26-28 Gen 3:19 Ex 20:9 Prov 14:23 Prov 28:19 Prov 31:10-27 Acts 20:34-35 Eph 4:28 I Thes 4:11-12 II This 3:10-13
	5. Explain why	Introduced	Weeks	Complete study	Chapter 12	Student workbook	

	people in Ohio specialize in what they produce and then trade with others, which then increases the amount of goods and services available		27-29	guides for chapter 12 Computer research project on Ohio entrepreneurs		pages Research project Quizzes Test over chapter	
	6. Explain why many jobs in Ohio depend on markets in other countries and why Ohio is a market for goods and services from other countries.	Introduced	Weeks 27-29	complete study guides for chapter 12 Power point presentation	Chapter 12	Student workbook pages Quizzes Test over chapter	
Government	1. Explain major responsibilities of each of the three branches of government in Ohio: a. The legislative branch, headed by the General Assembly, makes state laws. b. The executive branch, headed by the governor, carries out and	Introduced	Weeks 30-33	Complete study guides for chapter 13 Video – Schoolhouse Rock – “3 Ring Circus” Workbook pages 234,235,236	Chapter 13	Chapter 13	Human government was established by God as a means of controlling sinful man Gen. 9:5-6 Rom. 13:3-4 The basis of good government and political

	enforces laws made by the General Assembly. c. The judicial branch, headed by the Ohio Supreme Court, interprets and applies the law.						stability is personal integrity and strong family life Ex 20:12 Deut. 21:18-21 Prov 11:10-11 Prov 14:34 I Tim 3:4-5, 12
	2. Explain why elections are used to select leaders and decide issues.	Developed	Weeks 30-33	Complete study guide for chapter 13 Hold classroom election for leaders Follow local elections and issues in fall	Chapter 13	Student workbook pages Quizzes Test over chapter	The powers that be are ordained by God Romans 13: 1-2, 4
	3. Explain the purpose of a democratic constitution: a. To provide a framework for a government; b. To limit the	Developed	Weeks 30-33	Complete study guides for chapter 13	Chapter 13	Student workbook pages Quizzes Test over chapter	

	power of government; c. To define the authority of elected officials.						
	4. Explain that the Ohio Constitution tells how the state government should be organized and guarantees the rights of individuals.	Developed	Weeks 30-33	Complete study guides for chapter 13 Workbook p. 247	Chapter 13	Student workbook pages Quizzes Test over chapter	
Citizenship Rights and Responsibilities	1. Describe the ways in which citizens can promote the common good and influence their government including: a. Voting; b. Communicating with officials; c. Participating in civic and service organizations; d. Performing voluntary service.	Developed	Weeks 30-33	Complete study guides for chapter 13 Workbook pages 237,241,242	Chapter 13	Student workbook pages Quizzes Test over chapter	Government and government officials are to be respected for their position Ex 22:28 Prov 25:6-7 Rom 13:1-7 Titus 3:1-2
	2. Explain why personal responsibilities	Developed	Weeks 30-33	Complete study guides for chapter 13	Chapter 13	Student workbook pages Quizzes	

	(e.g., taking advantage of the opportunity to be educated) and civic responsibilities (e.g., obeying the law and respecting the rights of others) are important.			Workbook pages 237,241,242		Test over chapter	
	3. Explain the importance of leadership and public service.	Developed	Weeks 30-33	Complete study guides for chapter 13	Chapter 13	Student workbook pages Quizzes Test over chapter	
	4. Explain why characteristics such as respect for the rights of others, fairness, reliability, honesty, wisdom and courage are desirable qualities in the people citizens select as their leaders.	Developed	Weeks 30-33	Complete study guides for chapter 13	Chapter 13	Student workbook pages Quizzes Test over chapter	
Social Studies Skills and Methods	1. Obtain information about state issues from a variety of print and electronic sources, and determine the relevance of	Introduced	Weeks 1-38	Workbook. P 86 p. 82 Complete various maps using an atlas map of Ohio map of US	<i>Ohio Adventure</i> <i>Rand McNally Atlas</i> Encyclopedia Daily newspaper	Complete checklist when source is used Workbook pages	

	<p>information to a research topic:</p> <ul style="list-style-type: none"> a. Atlases; b. Encyclopedias; c. Dictionaries; d. Newspapers; e. Multimedia/ Electronic sources. 			<p>map of Midwest states map of original 13 colonies map of underground railroad map of Civil War</p> <p>Encyclopedia - research project on Tecumseh Dictionaries – look up word related to the government chapter</p> <p>Newspapers – follow the local issues and elections Multimedia – use of computers to research entrepreneurs</p>	Computer		
	2. Use a glossary and index to locate information.	Reinforced	Weeks 1-38	Glossary - looking up words in bold print. Handout on using index.	<i>Ohio Adventure</i>	Complete chapter cards for bold words HO on index	

	3. Use primary and secondary sources to answer questions about Ohio history.	Introduced	Week 4	p. 42 In Ohio	<i>Ohio Adventure</i>	Worksheet on Primary/Secondary sources	
	4. Describe how archaeologists and historians study and interpret the past.	Developed	Week 1	study guides – chapter 1	<i>Ohio Adventure</i>	Study guide	
	5. Identify main ideas and supporting details from factual information.	Developed	Weeks 1-38	locating information by looking at section headings, words in bold print, italicized words, maps, and charts	<i>Ohio Adventure</i>	Informal observation	
	6. Distinguish between fact and opinion.	Developed	Week 12	p. 81 – fact and opinion article students make up their own fact/opinion papers	<i>Ohio Adventure</i>	Observation Fact/opinion papers	
	7. Read and interpret pictographs, bar graphs, line graphs, and tables.	Developed	Weeks 34-35	completed in math unit	<i>Sadlier-Oxford math – chapter 7</i>	Test	
	8. Formulate a question to focus research.	Developed	Week 26	Activity on p. 184 Students	<i>Ohio Adventure</i>	Complete activity	Projects should be completed in an orderly

				formulate a question from pg. 210-211, exchange papers, research to find answers			fashion. -Num. 1:7-19 Num. 2:1-34 Luke 14:28-33 John 6:10-14
	9. Communicate relevant information in a written report including the acknowledgement of sources.	Developed	Weeks 8-12	Students will research Tecumseh and write a report which includes: note cards, outline, bibliography page, report	Ohio Adventure – chapters 4 and 5	Written report of Tecumseh	Projects should be shared with those behind the scenes Joshua 22:8 I Sam. 30:22-31
	10. Use a problem-solving/decision-making process which includes: a. Identifying a problem; b. Gathering information; c. Listing and considering options; d. Considering advantages and disadvantages of options;	Developed	Weeks 1 and 38	Discussion Build a chart	Student discussion	Complete chart Observation	

	e. Choosing and implementing a solution; f. Developing criteria for judging its effectiveness.						
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Mansfield Christian School
5th Grade
Social Studies Curriculum Guide

<u>Performance Scale Key</u>		<u>Instructional Method Key</u>					
Introduced Developed Reinforced Not Addressed		Lecture Discussion Smartboard Power Point Centers Group Work Video Guest Speaker					
Standard	Indicator	Performance Scale	Time Frame	Instructional Method	Instructional Activities and Resources	Assessment of Learning	Biblical Integration
History	1. Create time lines and identify possible relationships between events.	Reinforced	Week 14-16	Discussion Lecture Smartboard	Bible Create a time line of one of Paul' missionary journeys	Evaluate time line	Book of Acts
	2. Explain how American Indians settled the continent and why different nations of Indians interacted with their environment in different ways.	Reinforced	Week 12-14	Lecture Discussion Power Point Textbook	Create a map of the different American Indian regions. Draw pictures to show characteristics of each region and how environment affected each region.	Evaluate map	Numbers 34:1-28

					Buckle Down		
	3. Explain why European countries explored and colonized North America.	Reinforced	Week 7	Discussion Power Point	Write a report on a European country explaining why they colonized North America. Computer Buckle Down Reference materials	Evaluate report	God is interested in all nations and persons from those nations.
	4. Describe the lasting effects of Spanish, French and English colonization in North America including cultural patterns evident today such as language, food, traditions and architecture.	Introduced	Week 8	Discussion Power Point	Do a study of a nationality. Create a poster to present to class. Bring in an ethnic food to share with class Computer Reference materials	Evaluate poster and food by using rubric.	
	5. Explain how the United States became independent from Great Britain.	Reinforced	Week 9-10	Power Point Discussion	Make a creative folder explaining the different reasons for Colonial independence using pictures, worksheets,	Grade folder using rubric	I Corinthians 14:33

					and written explanations. Reference Materials Buckle Down		
	6. Explain the impact of settlement, industrialization and transportation on the expansion of the United States.	Reinforced	Week 11	Discussion Lecture	Textbook (chapter 2) Buckle Down Workbook pages	Test	
	7 Explain how the Great Depression affected life in America.	Introduced	Weeks 15-20	Discussion Smartboard	Read <i>Bud, Not Buddy</i> Read <i>Out of the Dust</i> Text	Take AR tests on the two books.	
People in Societies	1. Compare the cultural practices and products of diverse groups in North America including: a. Artistic expressions b. Religion c. language d. food e. clothing	Reinforced	Week 8	Discussion Power Point Group Work	In groups, study one of the selected cultures in North America to present to class. Computer Reference Materials Buckle Down	Evaluate group presentation using rubric	

	f. shelter						
	2. Describe the experiences of African-Americans under the institution of slavery.	Reinforced	Week 13	Lecture Discussion Video	After a study of slavery in America, design a 9-square quilt explaining each step in their journey on the Underground Railroad. Buckle Down Reference Materials	Evaluate quilt	The sins of one person affect the lives of others.
	3. Describe the waves of immigration to North America and the areas from which people came in each wave.	Reinforced	Week 15	Lecture Discussion	After choosing a country, create a poem of their journey to America incorporating facts. English Text Buckle Down	Evaluate poem	
	4. Compare reasons for immigration to North America	Introduced	Week 16	Guest Speaker Discussion	Write 10 questions for the speaker students want answered.	Observation	Leviticus 19:10 Deuteronomy 10:19

	with the reality immigrants experienced upon arrival.				Buckle Down		
Geography	1. Use coordinates of latitude and longitude to determine the absolute location.	Reinforced	Weeks 1-2	Lecture Discussion Power Point Smartboard	Textbook (Chapter one) Workbook Give coordinates of cities Paul in which Paul started churches	Evaluate coordinates	Know cities in which Paul started churches
	2. Use maps to identify the location of: a. The three largest countries of North America b. the 50 states of the United States c. The Mississippi, Rio Grande and St. Lawrence rivers e. The Great Lakes	Reinforced	Week 1-38	Computer Discussion	Computer Games Label a map Atlas Wall map Text	Test	
	3. Describe and compare the landforms, climates, population, culture and economic	Reinforced	Week 3-4	Discussion Lecture Power Point	Text Atlas Computer	Evaluate Power Point	Nehemiah 9:6

	characteristics of places and regions in North America.				In groups, create a Power Point showing the different characteristics of each region to present to class.		
	4. Use distribution maps to describe the patterns of renewable, nonrenewable and flow resources in North America including: a. Forests b. Fertile soil c. Oil d. Coal e. Running water	Introduced	Week 3-4	Lecture Discussion Smartboard	Distribution map Computer Buckle Down	Oral discussion	
	5. Analyze reasons for conflict and cooperation among regions of North America including a. Trade b. Environmental issues c. Immigration	Introduced	Week 18-19	Discussion Lecture	Buckle Down Maps Computer Economic Games	Oral Discussion	
	6. Explain how the characteristics of different physical	Reinforced	Week 5-6	Discussion	Maps Discussion	Oral Discussion	Genesis 2:15

	environments affect human activities in North America.						
	7. Analyze the positive and negative consequences of human changes to the physical environment including: a. Great Lakes navigation b. Highway systems c. Irrigation d. Mining e. Introduction of new species	Introduced	Week 5-6	Discussion Smartboard	List on a graph the positive and negative consequences of human changes	Evaluate graph	Genesis 3:17-18
Economics	1. Compare different allocation methods for scarce goods and services such as prices, command, first-come-first-served, sharing equally, rationing and lottery.	Reinforced	Week 21-24	Discussion Lecture Smartboard	Buckle Down Text Compare and Contrast graph	Written test	Prodigal Son
	2. Explain that individuals in all economies must	Reinforced	Week 21-24	Discussion Smartboard	Buckle Down Independent	Evaluate writing	Deuteronomy 24:17

	answer the fundamental economic questions of what to produce, how to produce, and for whom to produce.				writing		
	3. Explain how education, specialization, capital goods and the division of labor affect productive capacity.	Introduced	Week 21-24	Discussion Lecture Smartboard	Buckle Down	Oral Discussion	
	4. Explain how regions in North America become interdependent when they specialize in what they produce best and then trade with other regions inside and outside North America to increase the amount and variety of foods and services available.	Introduced	Week 21-24	Lecture Discussion Smartboard	Play Economic Games Write a paragraph Buckle Down	Evaluate paragraph	Leviticus 25:14-17
	5. Explain the general relationship	Reinforced	Week 21-24	Discussion	Buckle Down	Evaluate summary	

	between supply, demand and price in a competitive market.			Lecture Smartboard	Play Economic Games Write a summary of relationship		
	6. Explain why competition among producers/sellers results in lower costs and prices, higher product quality, and better customer service.	Introduced	Week 21-24	Discussion Lecture	Play Economic Games Buckle Down	Verbal explanation	Exodus 22:25
	7. Explain why competition among consumers/buyers results in higher product prices.	Reinforced	Week 21-24	Discussion Lecture Economic Games	Play Economic Games Buckle Down	Verbal Explanation	Parable of the Talents
Government	1. Explain the major responsibilities of each of the three branches of the U.S. government. a. The legislative branch, headed by Congress, passes laws. b. The executive branch, headed by	Reinforced	Week 25	Lecture Discussion Power Point	Buckle Down Text Role Play List on Graph	Test	Genesis 9:5-6

	<p>the president, carries out and enforces the laws made by Congress.</p> <p>c. The judicial branch, headed by the Supreme Court, interprets and applies the law.</p>						
	<p>2. Explain the essential characteristics of American democracy including:</p> <p>a. The people are the source of the government's authority.</p> <p>b. All citizens have the right and responsibility to vote and influence the decisions of the government.</p> <p>c. The government is run directly by the people or through elected reps.</p> <p>d. The powers of government are</p>	Reinforced	Week 26	<p>Discussion</p> <p>Lecture</p>	<p>Buckle Down</p> <p>Text</p> <p>Mock Voting</p>	Test	Romans 13:3-4

	limited by law. e. Basic rights of individuals are guaranteed by the Constitution.						
	3. Explain the significance of the Declaration of Independence and the U.S. Constitution.	Reinforced	Week 27	Lecture Discussion Video	Memorization of portion of Constitution and Declaration of Independence	Evaluate memorization	Genesis 39-50
Citizenship Rights and Responsibilities	1. Explain how an individual acquires U.S. citizenship: a. Birth b. naturalization	Introduced	Week 28-30	Lecture Discussion Speaker	Buckle Down Write a thank you note to speaker concerning what they learned.	Evaluate note	Esther 1-10
	2. Explain the obligations of upholding the U.S. Constitution including: a. Obeying laws b. Paying taxes c. Serving on juries d. Registering for selective service	Reinforced	Week 28-30	Discussion Lecture	Buckle Down	Test	Exodus 22:28
	3. Explain the significance of the rights that are protected by the	Reinforced	Week 28-30	Lecture Discussion	Film Power Point	Evaluate paragraph	Study the Ten Commandments

	<p>First Amendment including:</p> <ul style="list-style-type: none"> a. Freedom of religion b. Freedom of speech c. Freedom of the press d. Right of petition and assembly 				Choose an Amendment and write a paragraph explaining the importance.		
Social Studies and Methods	<p>1. Obtain information from a variety of print and electronic sources and analyze its reliability including:</p> <ul style="list-style-type: none"> a. Accuracy of facts b. Credentials of the source 		Week 31-36	<p>Lecture</p> <p>Discussion</p>	<p>Buckle Down</p> <p>Guest Speaker on reliability of scripture</p> <p>From selected material, discuss accuracy and reliability</p>	Oral Discussion	<p>Reliability of Scripture</p> <p>Leviticus 19:15</p>
	<p>2. Locate information in a variety of sources using key words, related articles and cross-references.</p>	Reinforced	Week 31-36	<p>Lecture</p> <p>Discussion</p> <p>Group Work</p>	<p>Buckle Down</p> <p>English Text</p> <p>Library</p> <p>Computer Lab</p> <p>In groups, locate information on a</p>	Evaluate group presentation	

					famous African American using four different sources.		
	3. Differentiate between primary and secondary sources	Introduced	Week 31-36	Lecture Discussion	From Bible selections, distinguish between primary and secondary. Buckle Down Bible	Oral Discussion	
	4. Read information critically in order to identify: a. The author b. The author's perspective c. Differentiate between primary and secondary sources.	Introduced	Week 31-36	Lecture Discussion	Discuss the Gospels and identify author, author's purpose and sources. Buckle Down Bible	Oral Discussion	Gospels
	5. Compare points of agreement and disagreement among sources.	Reinforced	Week 31-36	Discussion Lecture	Buckle Down In groups create a Venn Diagram on Creationism vs. Evolution Bible	Evaluate Venn Diagram	Genesis Job
	6. Organize key	Reinforced	Week	Discussion	Summarize the	Evaluate	Genesis 37-45

	ideas by taking notes that paraphrase or summarize.		31-36	Reading	life of Joseph Bible Text Bible	summary	
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Mansfield Christian School
6th Grade
Social Studies Curriculum Guide

<u>Performance Scale Key</u>		<u>Instructional Method Key</u>					
Introduced		Descriptive Presentation	Maps	Interactive Read Aloud	Atlas		
Developed		Graphs					
Reinforced		Discussion	Prediction	Compare and Contrast	Word Study		
Not Addressed		Model					
		Lecture	Illustration	Multimedia	Games		
		Research					
		Guided Reading	Power Point	Collect Data	Websites		
		Independent Reading	Identify	Guest Speaker	Charts		
Standard	Indicator/ Objectives	Performance Scale	Time Frame	Instructional Method	Instructional Activities & Resources	Assessment of Learning	Biblical Integration
History	1. Construct a multiple-tier time line from a list of events and interpret the relationships between the events.	Developed Reinforced	Week 1-38	-Descriptive Presentation - Discussion - Lecture	- Classroom timeline	- Observation -Participation	God has directed that written records be kept. Exodus 17:14
	2. Arrange dates in order on a time line using the conventions of B.C. and A.D. or B.C.E. and C.E.	Introduced	Week 1-38	- Lecture	- Classroom timeline	- Written Evaluation	God has a plan He is carrying to completion; History records that process of that plan.

	<p>3. Describe the early cultural development of humankind from the Paleolithic Era to the revolution of agriculture including:</p> <ol style="list-style-type: none"> a. Hunting and gathering; b. Tool making; c. Use of fire; d. Domestication of plants and animals; e. Organizing societies; f. Governance. 	<p>Introduced Developed</p>	<p>Week 1-38</p>	<ul style="list-style-type: none"> - Lecture - Guided Reading - Discussion - Independent Reading 	<ul style="list-style-type: none"> - Textbook - Posters - Kid’s Discover Books - Multimedia <p>Art Integration</p>	<ul style="list-style-type: none"> - Discussion - Written Evaluation 	<p>Eph. 1:10</p> <p>Isaiah 45:18</p>
	<p>4. Compare the geographic, political, economic and social characteristics of the river civilizations in the Tigris and Euphrates (Mesopotamia), Nile (Egypt), Huang Ho and Indus valleys before 1000 B.C. including:</p> <ol style="list-style-type: none"> a. Location; b. Government; c. Religion; 	<p>Introduced Developed Reinforced</p>	<p>Week 1-6</p> <p>Week 11-17</p>	<ul style="list-style-type: none"> - Maps - Lectures - Discussion - Prediction - Illustrations - Multimedia - Power Point - Identify 	<ul style="list-style-type: none"> - Venn Diagrams - Charts - Graphs - Projects - Presentations 	<ul style="list-style-type: none"> - Projects - Written Evaluation 	<p>God is interested in all nations and in persons from those nations</p>

	<p>d. Agriculture; e. Cultural and scientific contributions.</p> <p>5. Describe the characteristics of Maya, Inca, Aztec and Mississippian civilizations including:</p> <p>a. Location; b. Government; c. Religion; d. Agriculture; e. Cultural and scientific contributions.</p>	Introduced	Week 26-29	<ul style="list-style-type: none"> - Interactive Read aloud - Illustrations - Discussions - Multimedia 	<ul style="list-style-type: none"> - Hot Chocolate activity - Presentations - Projects - Charts - Graphic Organizers 	<ul style="list-style-type: none"> - Written Evaluation - Projects - Presentation 	God is interested in all nations and in persons from those nations
People in Societies	<p>1. Compare the cultural practices and products of the societies studied including:</p> <p>a. Class structure; b. Gender roles; c. Beliefs; d. Customs and traditions.</p>	Introduced	Week 1-38	<ul style="list-style-type: none"> - Guest Speaker - Compare and contrast - Discussion 	<ul style="list-style-type: none"> - Simulations - Venn Diagrams - Group Work 	<ul style="list-style-type: none"> - Written evaluations - Worksheets - Graded class work - Projects 	God expects us to learn from a knowledge of History
	<p>2. Compare world religions and belief systems focusing on geographic origins, founding leaders and</p>	Introduced Developed Reinforced	Week 11-14	<ul style="list-style-type: none"> - Lecture - Discussion - Guided Reading - Collect data 	<ul style="list-style-type: none"> - Textbook - Venn diagram - Trade books - Charts - Graphic 	<ul style="list-style-type: none"> - Graded class work - Worksheets - Written evaluations 	All nations will ultimately worship God Matthew 25:32

	<p>teachings including:</p> <p>a. Buddhism b. Christianity; c. Judaism; d. Hinduism; e. Islam.</p> <p>3. Explain factors that foster conflict or cooperation among Countries. a. Language; b. Religion; c. Types of government d. Historic relationships; e. Economic interests.</p> <p>4. Compare and Contrast Ancient Societies to Modern Societies</p>	<p>Introduced</p> <p>Introduced Developed</p>	<p>Week 1-38</p> <p>Week 1-38</p>	<p>- Discussion - Lecture - Games -Word study</p> <p>- Guest Speakers -Research</p>	<p>organizers - Class discussion</p> <p>- Classify</p> <p>- Projects - Participation</p>	<p>- Written expression - Discussion - Reaction paper</p> <p>- Reaction - Paper</p>	<p>God plans the history of nations. He has a purpose in what he does.</p>
Geography	<p>1. Place countries, cities, deserts, mountain ranges and bodies of water on the continents on which they are located.</p>	<p>Developed Reinforced</p>	<p>Week 1-38</p>	<p>- Maps - Websites - Games</p>	<p>- Atlas - Blank maps - ilike2learn.com</p>	<p>- Locate on Map - Written Evaluation</p>	<p>God distributed land to tribes and nations and is concerned about boundaries</p>

	2. Use coordinates of latitude and longitude to locate points on a world map.	Developed Reinforced	Week 1-4	- Maps - Atlas - Activities - Multimedia	- Atlas - ilike2learn.com - Map studies - Games	- Written Evaluation	Natural resources belong to God Exodus 19:5
	3. Explain the distribution patterns of economic activities and how changes in technology, transportation, communication and resources affect those patterns including: a. Agriculture; b. Mining; c. Fishing; d. Manufacturing.	Introduced Developed	Week 1-38	- Guided Reading - Discussion - Multimedia	- Trade Activity - Recreate scenarios - Textbook - Power Point	- Written Evaluation	God is responsible for the contour of the earth. Nehemiah 9:6
	4. Identify and describe a variety of physical and human regions by analyzing maps, charts and graphs that show patterns of characteristics that define regions.	Introduced Developed	Week 1-38	- Maps - Charts - Graphs - Discussion	- Guided Reading - Illustrations - Multimedia	- Verbal Explanation	We are stewards of the land and is responsible to care for it
	5. Describe ways human settlements and	Introduced Developed	Week 1-38	- Maps - Guided	- Classifying data - Power Point	- Written Evaluation	God originated

	<p>activities are influenced by environmental factors and processes in different places and regions including:</p> <ol style="list-style-type: none"> Bodies of water; Landforms; Climates; Vegetation; Weathering; Seismic activity. 			<p>Reading - Discussion</p>			<p>nations and languages to keep man scattered</p>
	<p>6. Describe ways in which human migration has an impact on the physical and human characteristics of places including:</p> <ol style="list-style-type: none"> Urbanization; Desertification; Deforestation. 	<p>Introduced</p>	<p>Week 1-38</p>	<p>- Interactive Read aloud - Discussion</p>	<p>- Identify characteristics - Investigate data</p>	<p>- Written Evaluation - Discussion - Verbal Explanation</p>	<p>Land is polluted as a result of man's sin</p>
	<p>7. Describe ways humans depend on and modify the environment and the positive and negative consequences of the modifications including:</p>	<p>Introduced Developed</p>	<p>Week 1-38</p>	<p>- Lecture - Discussion - Guided Reading</p>	<p>- Multimedia - Group work</p>	<p>- Written Evaluation</p>	<p>Natural resources belong to God</p>

	<p>a. Dam building; b. Energy production/usage; c. Agriculture; d. Urban growth.</p> <p>8. Explain push and pull factors that cause people to migrate from place to place including: a. Oppression/Freedom; b. Poverty/Economic opportunity; c. Cultural ties; d. Political conflicts; e. Environmental factors.</p> <p>9. Identify and explain primary geographic causes for world trade including the uneven distribution of natural resources.</p>	<p>Introduced Developed</p> <p>Introduced</p>	<p>Week 1-38</p> <p>Week 1-38</p>	<p>- Lecture - Discussion - Guided Reading</p> <p>- Lecture - Discussion - Guided Reading</p>	<p>- Discuss</p> <p>- Simulation</p>	<p>- Written Evaluation</p> <p>- Written Evaluation</p>	<p>God's desire for man was that he should populate the earth, not congregate in one place and make a name for himself. Genesis 1:28</p>
Economics	<p>1. Explain how the availability of productive resources and entrepreneurship affects the production of goods and services in different</p>	<p>Introduced Developed</p>	<p>Week 22</p>	<p>- Word Study - Discussion</p> <p>- Lecture - Multimedia - Collect and identify data</p>	<p>- Lecture - Sweet Treats</p>	<p>- Response papers</p>	<p>Natural resources belong to God</p>

	<p>world regions.</p> <p>2. Explain that most decisions involve trade-offs and give examples.</p> <p>3. Explain why trade occurs when individuals, regions and countries specialize in what they can produce at the lowest opportunity cost and how this causes both production and consumption to increase.</p> <p>4. Identify goods and services that are imported and exported and explain how this trade makes countries interdependent.</p> <p>5. Describe how supply and demand</p>	<p>Introduced</p> <p>Introduced</p> <p>Introduced</p> <p>Introduced</p>	<p>Week 22</p> <p>Week 23</p> <p>Week 23</p> <p>Week 22</p>	<p>- Word study</p> <p>- Word study</p> <p>- Word study - Guest speaker</p> <p>- Participation</p>	<p>- Simulation</p> <p>- Collecting and classifying data</p> <p>- Simulation</p> <p>- Sweat treats</p>	<p>- Written response</p> <p>- Discussion - Vocabulary assessment</p> <p>- Written response</p> <p>- Create a business</p>	<p>Attitude toward money is an index of one's general attitude</p> <p>Deuteronomy 8:17-18</p> <p>The terms of any business deal should be based on needs of both parties</p>
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	<p>help to set the market clearing price for goods and services and how prices reflect the relative scarcity of goods and services.</p> <p>6. Distinguish between goods and services typically produced by the private sector and the public sector.</p> <p>7. Describe multiple variables that affect economics e.g. age, race, time</p>	<p>Introduced</p> <p>Introduced Developed</p>	<p>Week 22</p> <p>Week 22</p>	<p>in business</p> <p>- Group work - Lecture - Discussion</p> <p>- Group Work - Lecture - Discussion</p>	<p>- Multimedia</p> <p>- Simulation</p>	<p>- Written evaluation</p> <p>- Discussions - Reaction - Paper</p>	
Government	<p>1. Explain reasons for the creation of governments such as: a. Protecting lives, liberty and property; b. Providing services that individuals cannot provide for themselves.</p> <p>2. Describe how the world is divided into countries that claim sovereignty over</p>	<p>Introduced</p> <p>Introduced</p>	<p>Week 5-6 Week 1-38</p> <p>Week 5-6 Week</p>	<p>- Discussion - Guided Reading - Power Point</p> <p>- Discussion - Guided Reading - Power Point</p>	<p>- Multimedia - Simulation</p> <p>- Multimedia - Simulation</p>	<p>- Written evaluation</p> <p>- Written evaluation</p>	<p>Genesis 9:5-6</p> <p>Proverbs 14:34</p>

	<p>territory, and countries may be further divided into states or provinces that contain cities and towns.</p> <p>3. Explain the ways that countries interact with each other including: a. Diplomacy; b. Treaties; c. International meetings and exchanges (e.g., United Nations); d. Military conflict.</p> <p>4. Describe the defining characteristics of democracies, monarchies and dictatorships.</p>	<p>Introduced</p> <p>Introduced</p>	<p>1-38</p> <p>Week 5-6</p> <p>Week 1-38</p> <p>Week 5-6</p> <p>Week 22-25</p>	<p>- Discussion</p> <p>- Guided Reading</p> <p>- Power Point</p> <p>- Lecture</p> <p>- Discussion</p> <p>- Guided Reading</p> <p>- Power Point</p> <p>- Lecture</p>	<p>- Multimedia</p> <p>- Simulation</p> <p>- Multimedia</p> <p>- Simulation</p> <p>- Discussion</p> <p>- Games</p>	<p>- Written evaluation</p> <p>- Written evaluation</p>	<p>Human government was created by God as a means of controlling sinful man</p>
Citizenship Rights and Responsibilities	<p>1. Explain how opportunities for citizens to participate in and influence the political process differ under various systems of government.</p>	<p>Introduced</p>	<p>Week 1-38</p>	<p>- Discussion</p>	<p>- Discussion</p> <p>- Power Point</p>	<p>- Written evaluation</p>	

	<p>2. Compare the rights and responsibilities of citizens living under various systems of government.</p> <p>3. Conduct a government simulation</p>	<p>Introduced</p> <p>Introduced</p>	<p>Week 5-6 & Week 22-25</p> <p>Week 10</p>	<p>- Discussion - Lecture</p> <p>- Lecture - Demo. - Simulation</p>	<p>- Venn Diagram</p> <p>- Mock Election - Discussion</p>	<p>- Written evaluation</p> <p>- Observation - Participation - Mock - Speeches - Reaction - Paper</p>	<p>The actions of believers, even few in number can change the direction of government</p>
Social Studies Skills and Methods	<p>1. Use multiple sources to define essential vocabulary and obtain information for a research project including:</p> <p>a. Almanacs; b. Gazetteers; c. Trade books; d. Periodicals; e. Video tapes; f. Electronic sources.</p>	<p>Developed Reinforced</p>	<p>Week 1-38</p>	<p>- Atlas studies - Multimedia</p>	<p>- Collect information - Classify data</p>	<p>- Written evaluation</p>	<p>God expects us to learn from a knowledge of History</p>
		<p>Developed Reinforced</p>	<p>Week 1-38</p>	<p>- Discussion - Modeling</p>	<p>- Group work - Summarize information</p>	<p>- Written evaluation</p>	
	<p>2. Analyze information from primary and secondary sources in order to summarize,</p>	<p>Developed Reinforced</p>	<p>Week 1-38</p>	<p>- Modeling</p>	<p>- Graphic organizers</p>	<p>- Graded organizers</p>	<p>God is a God of order</p>

	<p>make generalizations and draw conclusions.</p> <p>3. Organize information using outlines and graphic organizers.</p> <p>4. Read and interpret pictographs, bar graphs, line graphs, circle graphs, tables and flow charts.</p> <p>5. Complete a research project that includes a bibliography.</p> <p>6. Communicate a position on a topic orally or in writing and support the position with evidence.</p> <p>7. Work effectively to achieve group goals: a. Engage in active listening; b. Provide feedback in</p>	<p>Developed Reinforced</p> <p>Introduced</p> <p>Developed Reinforced</p> <p>Developed Reinforced</p> <p>Introduced Developed</p>	<p>Week 1-38</p> <p>Week 1-4 & Week 34-35</p> <p>Week 1-38</p> <p>Week 1-38</p> <p>Week 1-28</p>	<p>- Graph</p> <p>- Research - Illustrate</p> <p>- Independent work - Modeling</p> <p>- Group Work</p> <p>- Note-taking - Collect Data - Classifying Important Information</p>	<p>- Graphs - Charts - Group work - Modeling</p> <p>- Johnny Appleseed - Country report - Inventor report</p> <p>- Class debates - Class discussions</p> <p>- Group projects - Group work</p> <p>- Self and peer evaluations</p>	<p>- Graded graphs</p> <p>- Graded bibliography</p> <p>- Graded discussion - Written evaluation</p> <p>- Observation - Individual evaluation</p> <p>- Written Evaluation</p>	<p>God holds us responsible for what he has given us- both in abilities and possessions</p> <p>People must submit to one another in order to live and work</p>
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	<p>a constructive manner; c. Help establish group goals; d. Take various roles within the group; e. Recognize contributions of others.</p> <p>8. Organize information in a sufficient matter to effectively study and retain knowledge</p>						<p>together happily.</p>
					<ul style="list-style-type: none"> - Notecards - Notes - Finding examples to back up facts 		

Mansfield Christian School
7th Grade
Social Studies Curriculum Guide

<u>Performance Scale Key</u>		<u>Instructional Method Key</u>					
Introduced Developed Reinforced Not addressed		Dis – Discuss Deb – Debate GR – Guided Reading PPT – Power Point D – Drama L – Lecture MM – Multi Media J – Journal Writing M-Maps					
Standard	Indicator	Performance Scale	Time Frame	Instructional Method	Instructional Activities and Resources	Assessment of Learning	Biblical Integration
History	Group events by broadly defined historical eras and enter onto multiple-tier time lines.	Reinforced	Week 32	L and PPT	Textbook and Bible	Students create their own time line	Hebrews 11:3 We can know origins only by believing in God
History	Describe the enduring impact of early civilizations in India, China, Egypt, Greece and Rome after 1000 weeks.	Reinforced	Weeks 2-10	Dis, Deb, PPT, D, L, MM, J	Textbook and Bible and Journal writing	Tests, projects, written journal entries and maps	Compare and contrast God's standard of perfection with the mistakes and positive qualities that other countries have had.
History	Describe the conditions that gave	Developed	Weeks 28-31	Dis, Deb, PPT, D, L,	Textbook and Bible and	Tests, projects, written journal	Show from the Bible what God's

	rise to feudalism, as well as political, economic and social characteristics of feudalism, in Asia and Europe			MM, J	Journal writing	entries and maps as well as weekly current events	views on living under a feudal system look like and discuss how God wants us to treat each other equally
History	Explain the lasting effects of military conquests during the middle Ages.	Developed	Weeks 28-31	Dis, Deb, PPT, D, L, MM, J	Textbook and Bible and journal writing	Test, one project, written journal entries and maps as well as weekly current events. Students will also be evaluated on their section reviews and vocabulary that they turn in.	Psalm 139:14 God made us all wonderfully and new ideas and institutions on European life are the work of God blessing people's lives.
History	Describe the impact of new ideas and institutions on European life	Developed	Weeks 25-26	Dis, Deb, PPT, D, L, MM, J	Textbook and Bible and journal writing	Test, one project, written journal entries and maps as well as weekly current events. Students will also be evaluated on their section reviews and vocabulary that	Psalm 139:14 God made us all wonderfully and new ideas and institutions on European life are the work of God blessing people's lives.

						they turn in.	
History	Describe the importance of the West African empires of Ghana, Mali, and Songhay	Developed	Weeks 11-12	Dis, Deb, PPT, D, L, MM, J	Textbook and Bible and journal writing	Test, one project, written journal entries and maps as well as weekly current events. Students will also be evaluated on their section reviews and vocabulary that they turn in	History is really HIS – STORY. Every culture and people group that has ever existed is from God. The cross comes at the center of history.
People in Societies	Explain how the Silk Road trade and the Crusades affected the cultures of the people involved	Developed	Week 24	D, PPT, J	Textbook and Bible and journal writing	Students will participate in role playing and skits and will be evaluated on the maps and quiz that they have.	The Crusades were really a war to free the Holy Land from Muslims. Explain about the Holy Land and why God’s chosen people live there.
People in Societies	Give examples of contrasts among different cultures that led to the changes in belief systems, art , science, technology, language, or systems	Developed	Week 17	D, PPT, J	Textbook and Bible and journal writing	Students will make posters that demonstrating one particular culture that we have studied.	History is really HIS – STORY. Every culture and people group that has ever existed is from God. The cross comes at the center of history.

	of government						
Geography	For each of the societies studied, identify the location of significant physical and human characteristics on a map of the relevant region	Developed	Week 14-15	D, PPT, M	Textbook, Blanks Maps to label	Giving students maps of the areas that we have covered and have them fill them out. These will be graded by myself	Locating several Biblical locations we have discussed from class on maps.
Geography	On a map, identify places related to the historical events being studied and explain their significance.	Developed	Week 14-15	D, PPT, M	Textbook, blank maps to label	Giving students maps of the areas that we have covered and have them fill them out. These will be graded by myself	Discussing how each of the places from the class are described or mentioned in the Bible.
Geography	Describe changes in the physical and human characteristics of regions that occur over time and identify the consequences of such changes	Developed	Week 15	D, PPT, M	Textbook	Students will create power point presentations to show how cultures have and regions have changed over time and will include the consequences	God remains the same and never changes. He has always been the same. Yesterday, Today and Forever.

						of such changes.	
Geography	Use physical and historical maps to analyze the reasons that human features are located in particular places	Developed	Week 14-15	D, PPT, M	Textbook	Giving students maps of the areas that we have covered and have them fill them out. These will be graded by myself	Discuss and analyze why God would have placed things in particular places.
Economics	Describe the growth of cities and the establishment of trade routes in Asia, Africa, and Europe; the products and inventions that traveled along these routes (e.g., spices, textiles, paper, precious metals and new crops); and the role of merchants.	Developed	Week 20-22	PPT, L, D	Text	Test and research paper written on the items and products that traveled along trade routes	1 Timothy 6:10 the role of merchants was set up by God and ultimately people will be responsive to God for how we have used the items He has given us.
Govt.	Compare direct and representative democracy using examples of ancient Athens, the Roman republic and the United States today	Developed	Week 4	PPT, L, D	Text	Students will be required to make a poster of one type of democracy	God sets up kings and raises up rulers and types of government.

Govt.	Describe the essential characteristics of the systems of government found in city-states, kingdoms and empires from ancient times through the middle ages	Developed	Weeks 2-24	L and PPT	Textbook and Bible	Students create their own time line	Hebrews 11:3 We can know origins only by believing in God
Citizen Rights and Responsibilities	Explain how the participation of citizens differs under monarchy, direct democracy and representative democracy	Reinforced	Weeks 2-24	Dis, Deb, PPT, D, L, MM, J	Textbook and Bible and Journal writing	Tests, projects, written journal entries and maps	Compare and contrast God's standard of perfection with the mistakes and positive qualities that other countries have had.
Citizen Rights and Responsibilities	Describe the rights found in the Magna Carta and show connections to rights Americans have today	Developed	Weeks 36-38	Dis, Deb, PPT, D, L, MM, J	Textbook and Bible and Journal writing	Tests, projects, written journal entries and maps as well as weekly current events	God is the supreme ruler, controlling nations and rulers. Romans 13:1,2,4 and 1 Peter 2:13-14
Social Studies Skills and Methods	Describe historical events and issues from the perspectives of people living at the time in order to avoid evaluating the past in terms of	Reinforced	Weeks 36-38	L and PPT	Textbook and Bible	Students create their own time line	Hebrews 11:3 We can know origins only by believing in God

	today's norms and values						
Social Studies Skills and Methods	Compare multiple viewpoints and frames of reference related to important events in world history	Reinforced	Weeks 36-38	Dis, Deb, PPT, D, L, MM, J	Textbook and Bible and Journal writing	Tests, projects, written journal entries and maps	Compare and contrast God's standard of perfection with the mistakes and positive qualities that other countries have had.
Social Studies Skills and Methods	Establish guidelines, rules and time lines for group work	Developed	Weeks 36-38	Dis, Deb, PPT, D, L, MM, J	Textbook and Bible and Journal writing	Group Work.	God has given us each creative ways of expressing ourselves and we are to work within the framework that God has set up.

**Mansfield Christian School
8th Grade
American History Curriculum Guide**

<u>Performance Scale Key</u>		<u>Instructional Method Key</u>					
Introduced		Text		Student Response		Map Building	
Developed		Lectures		Internet		Songs	
Reinforced		Power point		Notes		Flag Making	
Not Addressed		Video		Reading		Pictures	
		Group activities		Note-taking skills			
Standard	Indicator	Performance Scale	Time Frame	Instructional Method	Instructional Activities and Resources	Assessment of Learning	Biblical Integration
History	Describe the political, religious and economic aspects of North American colonization.	Introduced	Weeks 3-5	Lectures, power point	Text, lectures, power point, video, group activities	Quiz, Test, Worksheets	Gen. 1:28
	Identify and explain the sources of conflict which led to the American Revolution, with emphasis on the perspectives of the Patriots, Loyalists, neutral colonists and the British.	Developed	Weeks 18-25	Text	Lectures, power point, text, video, group activities	Quiz, Test, Worksheets, Presentations	2 Timothy 1:7 Proverbs. 1:3

	Explain the results of important developments of the American Revolution.	Reinforced	Weeks 23-25	Lectures, Video	Lectures, power point, text	Quiz, Test, Worksheets	Galatians 5:13
	Explain major domestic problems faced by the leaders of the new republic under the Articles of Confederation.	Developed	Weeks 25-26	Power point, Text	Lectures, power point, text, video	Student Response	Hebrews 13:17
	Explain the challenges in writing and ratifying the U.S. Constitution.	Introduced	Week 26	Text, Lecture	Power point, text, video, group activities	Quiz	Exodus 20:1-21
	Describe the actions taken to build one country from 13 states.	Developed	Weeks 5-7	Text, Power point	Lectures, power point, text, video, group activities	Test	2 Chronicles 30:12 Colossians 3:14
	Describe and analyze the territorial expansion of the United States.	Developed	Week 24	Maps, Text	Map building, video	Worksheets	Genesis 1:22
	Explain causes of the Civil War.	Introduced	Week 33	Text, Video	Lecture, Historical Connections	Quiz	Amos 5:15
	Explain the course and consequences of the Civil War.	Introduced	Week 34	Power Point, Video	Lectures, power point, text, video, group activities	Student Response	Proverbs 10:12
	Analyze the consequences of Reconstruction.	Developed	Weeks 37 -38	Internet	Video, pictures	Student Response, Worksheets	Amos 9:14

People in Societies	Trace the development of religion in the colonies, and analyze how the concept of religious freedom has evolved in the United States.	Developed	Weeks 1-4	Lecture	Lecture	Quiz, Test	Exodus
	Describe and explain the social, economic and political effects of Stereotyping and prejudice.	Developed	Weeks 6, 9, 10 13, 15, 36	Lecture, Video, Power point	Lecture, Video, Power point	Quiz, Test, Worksheets	Exodus 1Timothy 1:10
	Analyze how contact between white settlers and American Indians resulted in treaties, land acquisition and Indian removal.	Introduced	Weeks 11, 15, 16, 17, 30-32	Text, Lecture	Lecture, video, power point	Quiz, Test, Worksheets	1 Samuel 7:14 2 Samuel 10:19
	Analyze the economic, geographic, religious and political factors that contributed to the enslavement of Africans in North America.	Introduced	Weeks 7, 8, 20, 22, 24, 27, 29	Video, Lecture	Lecture, video, power point	Quiz, Test, Worksheets	Exodus
	Describe the historical limitations on participation of women in U.S. society and their efforts to gain equal rights.	Developed	Weeks 20-22, 28-29	Lecture	Text, reading	Written Assessment, Presentation	Mathew, Mark, Luke (Story of Mary, Jesus Mother)

	Explain how the diverse peoples of the United States developed a common national identity.	Developed	Weeks 18-21, 36-38	Power point	Power point, internet	Quiz	Genesis 11:1-8 Numbers
Geography	Compare places and regions in the United States as they existed prior to 1877 with the same places and regions today to analyze changes in land use and population, political, social and economic characteristics.	Reinforced	Weeks 1-38	Maps, Lecture	Text, lectures, power point, video, group activities	Quiz, Test, Worksheets	Genesis 6 (Before and After the Flood)
	Analyze how physical characteristics of the environment influenced population distribution, settlement patterns and economic activities in the United States during the 18 th and 19th centuries.	Introduced	Weeks 1-7, 20-23, 30-38	Maps, Power point	Historical maps, atlas	Worksheets, Student Response, Quiz	Genesis 11:1-8 Exodus
	Explain how colonization, westward expansion, immigration and advances in transportation and communication	Introduced	Weeks 5 -10, 26-29, 36-38	Lecture	Power point, text	Quiz, Test, Worksheets	Deuteronomy

	changed geographic patterns in the United States.						
Economics	Explain how the uneven distribution of productive resources influenced historic events such as the Civil War.	Developed	Weeks 32-34	Lecture	Video, power point	Written Response, Quiz	Luke 15:11
	Discuss how mercantilism and the establishment of colonies led to increased global trading during the 17th and 18th centuries.	Introduced	Weeks 2, 4, 6, 8, 12-15	Demonstration	Group activities	Student Response	
	Explain the purpose and effects of trade barriers such as tariffs enacted before the Civil War.	Developed	Weeks 30-31	Lecture, Video	Lecture, reading, video	Quiz, Test, Worksheets	Numbers 34:3 Romans 13:7
	Explain how lack of power to regulate the economy contributed to the demise of the Articles of Confederation and the creation of U.S. Constitution.	Reinforced	Week 20	Lecture, Text	Text, lecture	Quiz, Test, Worksheets	Romans 12:8
	Explain how governmental protection of property	Reinforced	Weeks 5, 10, 15, 20,	Lecture, Documents	Internet, documents	Worksheets	Matthew 22:17

	rights and regulation of economic activity impacted the development of the U.S. economy.		25, 32				
Government	Analyze the principles of self-government and natural rights expressed in the Declaration of Independence and their relationship to Enlightenment ideas.	Reinforced	Weeks 15-17	Text	Text, power point, lecture	Quiz, Test, Worksheets	Colossians 3:10
	Explain how political parties developed as a result of attempts to resolve issues in the early years of the United States.	Introduced	Weeks 25-27, 28	Lecture	Power point, lecture, text	Quiz, Test, Worksheets	1 Thessalonians 5
	Explain how events and issues demonstrated the need for a stronger form of governance in the early years of the United States.	Developed	Weeks 25-27	Lecture	Activity, demonstration	Student Presentation	Romans 12
	Explain the political concepts expressed in the U.S. Constitution.	Developed	Weeks 24-25	Lecture	Lecture, power point	Quiz	Exodus 20
	Explain how the U.S. Constitution protects the rights of citizens,	Introduced	Weeks 24-25	Video	Video, group activities	Student Response	Exodus 20 Leviticus 26:6

	regulates the use of territory, manages conflict and establishes order and security.						
	Explain how specific provisions of the U.S. Constitution, including the Bill of Rights, limit the powers of government in order to protect the rights of individuals.	Reinforced	Week 22	Video, Power point	Power point, internet	Student Response	Exodus 20 Lamentations 3:34-36
	Explain how the Northwest Ordinance established principles and procedures for the orderly expansion of the United States.	Introduced	Week 21	Group Work	Activity, group work	Presentation	Exodus 40 Isaiah 54:2
	Describe the process by which a bill becomes a law.	Reinforced	Week 22, 23, 24	Video, Internet	Video, internet, text, Songs	Student Response, Quiz	Galatians
Citizenship Rights and Responsibilities	Show the relationship between participating in civic and political life and the attainment of individual and public goals.	Introduced	Weeks 9 12-14, 18-21, 32, 34, 36-38	Text	Demonstration, group activity	Student Presentation	Matthew 19:19
	Explain how the opportunities for civic participation expanded during the first half of	Introduced	Weeks 26, 27	Lecture	Lecture, power point	Quiz, Test, Worksheets	Psalms 26:8

	the 19th century.						
	Evaluate the role of historical figures and political bodies in furthering and restricting the rights of individuals.	Developed	Weeks 1-38	Reading	Reading, note taking, skills, speeches	Quiz, Test, Worksheets	1 Peter
	Show connections between the rights and responsibilities of citizenship.	Reinforced	Weeks 1-38	Group Activity	Group writing	Student Response	1 Peter
Social Studies Skills and Methods	Compare accuracy and point of view of fiction and nonfiction sources about a particular era or event.	Introduced	Weeks 6, 10, 15, 17, 22, 26, 29, 36	Reading Discussion	Vocabulary, guided reading	Quiz, Test	Acts (Saul's Conversion)
	Construct a historical narrative using primary and secondary sources.	Introduced	Weeks 11, 16, 23, 30, 37	Written Practice	Writing, internet, library	Written Expression	Revelation
	Write a position paper or give an oral presentation that includes citation of sources.	Reinforced	Weeks 12, 24, 31, 38	Writing	Writing, internet, library	Written Expression	Revelation
	Organize and lead a discussion.	Developed	Weeks 6, 14, 19, 27, 37-38	Group Activity	Teacher modeling	Student Response	John 10
	Identify ways to manage conflict within a group.	Developed	Weeks 5, 9, 13, 20,	Group work, Text	Group writing, discussion	Student Response	Luke 18:15-34

Mansfield Christian School
9th Grade
History / Geography Curriculum Guide

<u>Performance Scale Key</u>		<u>Instructional Method Key</u>					
Introduced		Text	Student Response	Map Building			
Developed		Lectures	Internet	Songs			
Reinforced		power point	Notes	Flag Making			
Not Addressed		video	Reading	Pictures			
		group activities	Note-taking skills				
Standard	Indicator	Performance Scale	Time Frame	Instructional Method	Instructional Activities and Resources	Assessment of Learning	Biblical Integration
<u>History</u> <i><u>Enlightenment Ideas</u></i>	Explain how Enlightenment ideas produced enduring effects on political, economic and cultural institutions, including challenges to religious authority, monarchy and absolutism.	introduced	Weeks 3-5	Lectures, power point	Text, Lectures, power point, video, group activities	Quiz, Test, Worksheets	Mathew 12:22
	Explain connections among Enlightenment	developed	Weeks 18-25	text	Lectures, power point, text, video, group activities	Quiz, Test, Worksheets, Presentations	2 Timothy 1:7

	ideas, the American Revolution, the French Revolution and Latin American wars for independence.						Story of Saul becoming Paul.
<u>Industrialization</u>	Explain the causes and effects of the Industrial Revolution with emphasis on: textile industry in England, growth of industrial cities, union movements, class system, and world industrialization.	Reinforced developed	Weeks 23-25 Weeks 25-26	Lectures, video Power point, text	Lectures, power point, text Lectures, power point, text, video	Quiz, Test, Worksheets Student Response	Galatians 5:13 Exodus: Story of Slaves leaving Egypt. Hebrews 13:17
<u>Imperialism</u>	Describe the political, economic and social roots of imperialism.	introduced	Week 26	Text, Lecture	power point, text, video, group activities	Quiz	Exodus 20:1-21 Biblical References to Roman Empire
	Analyze the perspectives of the colonizers and the colonized concerning: Indigenous language, Natural resources, Labor,	developed	Weeks 5-7	Text, Power point	Lectures, power point, text, video, group activities	Test	Romans 13 ;1-7

	Political systems, Religion.						
	Explain the global impact of imperialism including: Modernization of Japan, Political and social reform in China, Exploitation of African resources.	developed	Week 24	Maps, Text	Map Building, Video	Worksheets	Luke 20:21-25
<u>20th Century Conflict</u>	Analyze the causes and effects of World War I with emphasis on: Militarism, imperialism, nationalism and alliances, the global scope, outcomes and human costs of the war, the role of new technologies and practices including the use of poison gas, trench warfare, machine guns, airplanes, submarines and tanks, the Treaty of Versailles and the	introduced	Week 2-15, 28-38	Text, Video	Lecture, Historical Connections	Quiz	Matthew 5:27-32

	League of Nations.						
	Analyze the causes and consequences of the Russian Revolution including: the lack of economic, political and social reforms under the tsars, the impact of World War I, the emergence of Lenin, Stalin and the Bolsheviks, the rise of communism in Russia.	Introduced	Week 34	Power Point, Video	Lectures, power point, text, video, group activities	Student Response	Luke 12:15-31
	Assess the global impact of post-World War I economic, social and political turmoil including: Disarmament; Worldwide depression; Colonial rebellion; Rise of militarist and totalitarian states in Europe and Asia.	developed	Weeks 37-38	Internet	Video, pictures	Student Response, Worksheets	2 Corinthians 1:3

	Analyze the causes of World War II including: Appeasement; Axis expansion; The role of the Allies.	developed	Weeks 1-4	Lecture	Lecture	Quiz, Test	Psalms 121
	Analyze the consequences of World War II including: Atomic weapons; Civilian and military losses; The Holocaust and its impact; Refugees and poverty; The United Nations The establishment of the state of Israel.	developed	Weeks 6, 9, 10 13, 15, 36	Lecture, Video, Power point	Lecture, Video, Power point	Quiz, Test, Worksheets	Exodus 1 Timothy 1:10 John 14, Romans 12
	Analyze the impact of conflicting political and economic ideologies after World War II that resulted in the Cold War including: Soviet expansion in Eastern Europe; The division of Germany, The	Introduced	Weeks 11, 15, 16, 17, 30-32	Text, Lecture	Lecture, Video, Power point	Quiz, Test, Worksheets	1 Samuel 7:14 2 Samuel 10:19 Psalm 91, Matthew 5:4

	emergence of NATO and the Warsaw Pact; The Chinese Communist Revolution.						
	Examine social, economic and political struggles resulting from colonialism and imperialism including: Independence movements in India, Indochina and Africa; Rise of dictatorships in former colonies.	introduced	Weeks 7, 8, 20, 22, 24, 27, 29	Video, Lecture	Lecture, Video, Power point	Quiz, Test, Worksheets	Exodus, Psalm 6, I John 1
	Explain the causes and consequences of the fall of the Soviet Union and the end of the Cold War including: The arms build-up; Ethnic unrest in the Soviet Union; Independence movements in former Soviet satellites; Global	developed	Weeks 20-22, 28-29	Lecture	Text, Reading	Written Assessment, Presentation	Mathew, Romans 12 Titus 3 Matthew 14

	decline of communism.						
	Examine regional and ethnic conflict in the post-Cold War era including: Persistent conflict in the Middle East; Ethnic strife in Europe, Africa and Asia.	developed	Weeks 18-21, 36-38	Power point	Power point, Internet	Quiz	Genesis 11:1-8 Numbers, Old Testament Conflicts Matthew 5:43-48
<u>People in Societies</u> <i>Cultures</i>	Analyze examples of how people in different cultures view events from different perspectives including: Creation of the state of Israel; Partition of India and Pakistan, Reunification of Germany; End of apartheid in South Africa.	Reinforced	Weeks 1-38	Maps, Lecture	Text, Lectures, power point, video, group activities	Quiz, Test, Worksheets	Genesis 6 (Before and After the Flood)
<i>Interaction</i>	Analyze the results of political, economic, and social oppression and the violation of human rights including: The	introduced	Weeks 1-7, 20-23, 30-38	Maps, Power point	Historical Maps, Atlas	Worksheets, Student Response, Quiz	Genesis 11:1-8 Exodus Mark 11 Eph 4

	exploitation of indigenous peoples; The Holocaust and other acts of genocide, including those that have occurred in Armenia, Rwanda, Bosnia and Iraq.						
<u>Diffusion</u>	Explain how advances in communication and transportation have impacted: Globalization; Cooperation and conflict; The environment; Collective security; Popular culture; Political systems; Religion.	introduced	Weeks 5-10, 26-29, 36-38	Lecture	Power Point, Text	Quiz, Test, Worksheets	Mark 13
<u>Geography</u> <u>Places and Regions</u>	Interpret data to make comparisons between and among countries and regions including: Birth rates; Death rates; Infant mortality rates; Education levels; Per capita Gross	developed	Weeks 32-34	Lecture	Video, Power Point	Written Response, Quiz	Luke 15:11 Jesus Parables

	Domestic Product (GDP).						
	Explain how differing points of view play a role in conflicts over territory and resources.	introduced	Weeks 2, 4, 6, 8, 12-15	Demonstration	Group Activities	Student Response	Old Testament Conflicts
	Explain how political and economic conditions, resources, geographic locations and cultures have contributed to cooperation and conflict.	developed	Weeks 30-31	Lecture, Video	Lecture, Reading, Video	Quiz, Test, Worksheets	Numbers 34:3 Romans 13:7 Eph. 6
<u>Human Environmental Interaction</u>	Explain the causes and consequences of urbanization including economic development, population growth and environmental change.	reinforced	Week 20	Lecture, Text	Text, Lecture	Quiz, Test, Worksheets	Romans 12:8
<u>Movement</u>	Explain the causes and consequences of urbanization including economic development,	reinforced	Weeks 5, 10, 15, 20, 25, 32	Lecture, Documents	Internet, Documents	Worksheets	Genesis Matthew 21-22

	population growth and environmental change.						
<u>Economics</u> <i><u>Markets</u></i>	Describe costs and benefits of trade with regard to: Standard of living; Productive capacity; Usage of productive resources; Infrastructure.	reinforced	Weeks 15-17	Text	Text, Power Point, Lecture	Quiz, Test, Worksheets	Colossians 3:10 Luke 20
	Explain how changing methods of production and a country's productive resources affect how it answers the fundamental economic questions of what to produce, how to produce, and for whom to produce.	introduced	Weeks 25-27, 28	Lecture	Power Point, Lecture, Text	Quiz, Test, Worksheets	1 Thes. 5
	Analyze characteristics of traditional, market, command and mixed economies with regard to: Private property;	developed	Weeks 25-27	Lecture	Activity, Demonstration	Student Presentation	Romans 12 Matthew 10

	Freedom of enterprise; Competition and consumer choice; The role of government.						
<u>Government and the Economy</u>	Analyze the economic costs and benefits of protectionism, tariffs, quotas and blockades on international trade.	developed	Weeks 24-25	Lecture	Lecture, Power Point	Quiz	Exodus 20 Romans 12
<u>Government Systems of Government</u>	Explain how various systems of governments acquire, use and justify their power.	introduced	Weeks 24-25	Video	Video, Group Activities	Student Response	Exodus 20 Leviticus 26:6
	Analyze the purposes, structures and functions of various systems of government including: Absolute monarchies; Constitutional monarchies; Parliamentary democracies; Presidential democracies; Dictatorships;	reinforced	Week 22	Video, Power point	Power Point, Internet	Student Response	Exodus 20 Lamentations 3:34-36

	Theocracies.						
<u>Citizenship Rights and Responsibilities</u> <i>Participation</i>	Analyze and evaluate the influence of various forms of citizen action on public policy including: The French Revolution; The international movement to abolish the slave trade and slavery; The Russian Revolution; The independence movement in India; The fall of communism in Europe; The end of apartheid.	introduced	Weeks 9 12-14, 18 -21, 32, 34, 36-38	Text	Demonstration, Group Activity	Student Presentation	Matthew 19:19 Psalm 37 Proverbs 3
	Describe and compare opportunities for citizen participation under different systems of government including: Absolute monarchies; Constitutional monarchies;	Introduced developed	Weeks 26, 27 Weeks 1-38	Lecture Reading	Lecture, Power Point Reading, Note Taking Skills, Historical Speeches	Quiz, Test, Worksheets Quiz, Test, Worksheets	Psalm 26:8 1 Peter Story of David and Bathsheba 1 Peter

	Parliamentary democracies; Presidential democracies; Dictatorships; Theocracies.						
	Analyze how governments and other groups have used propaganda to influence public opinion and behavior.	reinforced	Weeks 1-38	Group Activity	Group Writing	Student Response	1 Peter
<u>Social Studies Skills and Methods</u> <i>Thinking and Organization</i>	Detect bias and propaganda in primary and secondary sources of information.	introduced	Weeks 6, 10, 15, 17, 22, 26, 29, 36	Reading Discussion	Vocabulary, Guided Reading	Quiz, Test	Acts (Saul's Conversion)
	Evaluate the credibility of sources for: Logical fallacies; Consistency of arguments; Unstated assumptions; Bias.	introduced	Weeks 11, 16, 23, 30, 37	Written Practice	Writing, Internet, Library	Written Expression	Revelation
	Analyze the reliability of sources for: Accurate use of facts; Adequate	reinforced	Weeks 12, 24, 31, 38	Writing	Writing, Internet, Library	Written Expression	Revelation

	support of statements; Date of publication.						
<u>Communication Information</u>	Develop and present a research project including: Collection of data; Narrowing and refining the topic; Construction and support of the thesis.	developed	Weeks 6, 14, 19, 27, 37-38	Group Activity	Teacher Modeling	Student Response	John 10

**Mansfield Christian School
10th Grade
American History Curriculum Guide**

<u>Performance Scale Key</u>		<u>Instructional Method Key</u>					
Standard	Indicator	Performance Scale	Time Frame	Instructional Method	Instructional Activities and Resources	Assessment of Learning	Biblical Integration
History	Explain the effects of industrialization in the United States in the 19 th century.	Reinforced	Weeks 5-14	Power point Lecture	Text Photography	Test Group work	Matthew 18 about Christ's view of business deals and each parties' needs
	Analyze the impact of industrialization and the modern incorporation in the United States on economic and political practices.	Reinforced	Weeks 5-8, 14-16	Power point Lecture	Text Multimedia Photography	Test Homework	Matthew 18 about Christ's view of business deals and each parties' needs
	Analyze the reasons for the rise and growth of labor organizations in the United States.	Developed	Weeks 8-10	Power point Lecture	Text Primary sources Photography	Test	Isaiah 58 about treatment of those below you.
	Explain the goals and outcomes of the late 19 th century reform movements of Populism and	Introduced	Weeks 11-14	Power point Lecture	Text Photography	Test Compare & Contrast	Isaiah 58 about treatment of those below you.

	Progressivism.						
History	Trace the development of the United States as a world power in the 19 th century.	Developed	Weeks 12-15	Power point Lecture	Text Multimedia Photography	Test Group writing	Judges 7 about no nation more powerful than God
	Trace the development of the United States as a world power in the 20 th century.	Introduced	Weeks 15-22	Power point Lecture	Text Multimedia Photography	Test Homework	Judges 7 about no nation more powerful than God
	Analyze the impact of U.S. participation in World War II, with emphasis on the change from isolationism to international involvement including Pearl Harbor.	Introduced	Weeks 18-20	Power point Lecture	Text Primary sources Photography	Test Compare & contrast	I Chronicles 19:10-13 about love and concern for country being genuine.
	Explain how the Cold War and related conflicts influenced U.S. foreign policy after 1945.	Introduced	Weeks 20-22, 24-26	Power point Lecture	Text Primary sources Photography	Test Homework	Jeremiah 49 about a nation priding self in its security
History	Analyze the major political, economic and social	Introduced	Weeks 13-15	Power point Lecture	Text Multimedia Primary sources	Test Group writing Journals	Matthew 25 about parable of the talents

	developments of the 1920's.				Editorial cartoons Photography		
	Analyze the causes and consequences of major political, economic and social developments of the 1930's.	Introduced	Weeks 15-17	Power point Lecture	Text Multimedia Photography	Test Analyzing photography	Matthew 6 about viewing material things
	Analyze the U.S. participation in World War II.	Introduced	Weeks 18-20	Power point Lecture	Text Photography	Test Journals	I Chronicles 19:10-13 about love and concern for country as genuine.
	Explain major domestic developments after 1945.	Introduced	Weeks 20-24	Power point Lecture	Text Primary sources Editorial cartoons Photography	Test Written responses to primary sources	Jeremiah 49 about a nation priding self in its security
	Trace social unrest, protest and change in the U.S.	Developed	Weeks 14, 16, 18, 20-21	Power point Lecture	Text Music Guest speaker Multimedia Photography	Test Interviews	Isaiah 58 about treatment of those below you.
History	Analyze the origins, major developments, controversies and consequences of the civil rights movement.	Developed	Weeks 20-22	Power point Lecture	Text Music Primary sources Multimedia Photography	Test Homework	I Corinthians 10:11 in which we were admonished for some history.

People in Societies	Describe how the perspectives of cultural groups helped to create political action groups.	Developed	Weeks 16 and 25	Power point Lecture	Text Primary sources Multimedia Photography	Group work	I Chronicles 19:10-13 about love and concern for country being genuine.
	Analyze the perspectives that are evident in African-American, American-Indian and Latino art, music, literature and media and how these contributions reflect and shape culture in the U.S.	Introduced	Weeks 17 and 23-24	Power point Lecture	Text Music Photography	Checking participation	Acts 10:34-35 about God showing no partiality
	Explain how Jim Crow laws legalized discrimination based on race.	Introduced	Week 17	Power point Lecture	Text Photography Primary sources	Test Demonstration	I Corinthians 10:11 in which we were admonished for our history.
People in Societies	Analyze the struggle for racial and gender equality and its impact on the changing status of minorities since the late 19 th century.	Introduced	Weeks 18-24	Power point Lecture	Text Photography Multimedia	Homework	I Corinthians 10:11 in which we were admonished for some history.
	Explain the	Reinforced	Weeks	Power point	Text	Test	Isaiah 58 about

	effects of immigration on society in the U.S.		2, 4, 11-14	Lecture	Photography Multimedia	Journals	treatment other.
Geography	Explain how perceptions and characteristics of geographic regions in the U.S. have changed over time.	Introduced	Weeks 2-4, 23-26	Power point Lecture	Text Maps Photography	Checking for Understanding.	Psalms 8:6 about man's dominion over the God's works.
	Describe how changes in technology, transportation and communication affect location and patterns of economic activities and use of productive resources.	Introduced	Weeks 2-6, 11-14, 23-26	Power point Lecture	Text Maps Photography	Homework	Acts 10:34-35 about God showing no partiality
Geography	Analyze the geographic processes that contributed to changes in American society.	Reinforced	Weeks 11-14, 23-26	Power point Lecture	Text Maps Photography	Test	Romans 10:12-13 about the Lord concerned with all people.
Economics	Evaluate the	Reinforced	Weeks	Power point	Text	Checking for	Proverbs 30

	effects of specialization, trade and interdependence on the economic systems of the U.S.		12-14, 16-18, 23-26	Lecture	Maps	understanding	about needing only daily bread.
	Analyze the development and impacts of labor unions, farm organizations and business organizations on the U.S. economy	Introduced	Weeks 10-15	Power point Lecture	Text Photography Multimedia	Test Journals	Isaiah 58 about treatment of those below you.
	Demonstrate how U.S. governmental policies, including taxes, antitrust legislation and environmental regulations affect individuals and businesses.	Introduced	Weeks 8-11	Power point Lecture	Text	Test Role play	Isaiah 58 about treatment of those below you.
Economics	Explain the reasons for the creation of the Federal Reserve System and its	Introduced	Week 26	Power point Lecture	Text	Homework	Deut 15:6 about nation's relationships with each other and money.

	importance to the economy.						
	Analyze the impact of the Great Depression and World War II on the economy of the U.S. and the resulting expansion of the role of the federal government.	Introduced	Weeks 16-20	Power point Lecture	Text Photography Multimedia	Graphic organizing	Deut 15:6 about nation's relationships with each other and money.
Government	Examine the U.S. Constitution as a living document by analyzing its evolution through amendments and Supreme Court decisions.	Reinforced	Weeks 23-24	Power point Lecture	Text	Homework	Romans 13 about submission to God-ordained leaders
Government	Explain why the 19 th and 26 th Amendments were enacted and how they affected individuals and groups.	Introduced	Weeks 16 and 26	Power point Lecture	Text Photography Multimedia	Test	1 Kings 19, 1 Timothy 4 about bestowing respect on women/ children

Citizenship Rights and Responsibilities	Describe the ways in which government policy has been shaped and set by the influences of political parties, interest groups, lobbyists, the media and public opinion.	Introduced	Weeks 5-11, 19-22	Power point Lecture	Text Photography	Test Group work	1 Tim 3, Ex. 18 about leadership qualifications
	Explain how civil disobedience differs from other forms of dissent and evaluate its application and consequences.	Introduced	Weeks 15, 24, 25	Power point Lecture	Text Music Photography Multimedia	Role play	James 2:1-9 about fair treatment of others.

Mansfield Christian School
12th Grade
Government/Economics Curriculum Guide

<u>Performance Scale Key</u>		<u>Instructional Method Key</u>					
Standard	Indicator	Performance Scale	Time Frame	Instructional Method	Instructional Activities and Resources	Assessment of Learning	Biblical Integration
Citizenship Rights and Responsibilities	Explain the considerations and criteria commonly used in determining what limits should be placed on specific rights.	Introduced	Week 15	Power point Lecture	Text	Checking for participation	Daniel 2 & 3 about Daniel's "submission"
	Analyze instances in which the rights of individuals were restricted.	Reinforced	Weeks 15, 21, 13	Power point Lecture	Text Photography Multimedia	Questioning	I Corinthians 10:11 in which we were admonished for our history.
Social Studies Skills and Methods	Determine the credibility of sources.	Reinforced	Weeks 13, 16, 19, 22	Power point Lecture	Text Primary sources	Checking for participation	II Timothy 3:16 about Bible's credibility
	Critique evidence used to support a	Reinforced	Weeks 31-38	Research	Conducting Interviews	Paper reporting interviews	Christ's execution as ex. of lack of

	thesis.						evidence
	Analyze one or more issues and present a persuasive argument to defend a position.	Reinforced	Weeks 33-38	Research	Research primary sources Questioning Peer Review	Persuasive Speeches	Book of Job is discussion/arguments with friends.
Government	Analyze the Christian heritage to the beginnings of the U.S. of A.	Introduced	Weeks 1-2	Power point Lecture	Text Outside Readings	Test Reading responses	Romans 13 and I Peter 2 about authority and submission
	Compare and contrast the different forms of government	Developed, Reinforced	Weeks 3-4	Power point Lecture Group discussions	Text Articles Federalist #10 'Documents of Democracy	Test Reading responses Questioning	1 Samuel and the beginning of kings
	Describe the creation of the Constitution, including events leading up to and following its writing	Developed, Reinforced	Weeks 5-6	Power point Lecture Class discussion	Text Federalist #1	Test Compromises homework Questioning	Romans 13 about submission to God-ordained leaders
	Analyze the principles and flexibility of the Constitution, including the evolving electorate.	Developed, Reinforced	Weeks 7-9	Power point Lecture Group discussions	Text Federalist #51 The Constitution	Test Questioning Fed #51 HW	1 Tim 2:1-2 about prayers for authorities and how we living in response

	Examine civil rights and responsibilities of Americans	Developed, Reinforced	Weeks 10-14	Power point Lecture Class discussions	Text Bill of Rights Many various articles	Test Group work Questioning Article Reviews Critical Thinking readings	Daniel 2 & 3 about Daniel's "submission"
	Analyze the role of the executive branch of the federal government	Developed	Weeks 15-16	Power point Lecture Internet Research	Text www.whitehouse.gov State of the Union speech	Test Questioning Critical Thinking readings	1 Peter 2 about submission to the king
	Analyze the role of the judicial branch of the federal, state, and local levels	Developed	Weeks 17-18	Power point Lecture Internet Research	Text www.supremecourt.us State/Local Court websites	Test Questioning Critical Thinking readings	Job 31, Isaiah 1, 5 about God and justice
	Analyze the role of the legislative branch of the federal government	Developed	Weeks 19-21	Power point Lecture Internet Role play Research	Text www.senate.gov www.house.gov	Test Questioning Mock Congress analysis	1 Tim 3, Ex. 18 about leadership qualifications
	Analyze the role of the county and city governments	Introduced	Week 22	Power point Lecture Research	Text County/ City websites	Group collaboration	Proverbs 11 about the blessing of a city

	Evaluate the elections process in the United States and a citizen's involvement	Introduced, Developed	Weeks 23-27	Power point Lecture Research Group discussions Role play	Text Candidate information Political party websites	Test Mock election analysis Questioning	Esther 1-10 about actions of a few affecting direction of a government
Economics	Examine the role of money in God's created world	Introduced	Week 28	Writing Questioning	The Bible	Essay	Deut 8 about forgetting the Lord
	Analyze the roles of choices and exchange as economics	Introduced	Week 29	Power point Lecture	Text Articles	Homework	Matthew 18 about Christ's view of business deals and each parties' needs
	Describe the factors of production	Introduced	Week 30	Power point Lecture Role play	Text	Mock business	Leviticus 8 about stewards of land, not true owners
	Compare and contrast the forms of economies in the world as well as the U.S.' economic characteristics.	Introduced	Week 31	Power point Lecture Research	Text CIA fact book site	Test Homework Questioning	Deut 15:6 about nation's relationships with each other and money.
	Describe the nature of supply	Introduced	Weeks 32-33	Power point Lecture	Text	Test Questioning	Proverbs 31 about the

	and demand			Research		Homework	right to buy/sell/be industrious of possessions
	Examine money forms and the banking system	Introduced	Weeks 34-35	Power point Lecture Research	Text Local online banking websites	Test Questioning Homework	Matthew 25 about parable of the talents
	Research the forms and sources of capital.	Introduced	Weeks 36-38	Power point Lecture Research	Text www.nyse.com	Test Questioning Homework	Matthew 6 about viewing material things

**Post-Secondary Option
HST 121, 122, 123
Course Syllabus 2010-2011**

Course Description:

The PSO U.S. History class at Mansfield Christian is a series of three classes offered through North Central State College, HST 121, HST 122, and HST 123. The courses are American history survey classes divided into Pre-War of 1812 America, 1815-1900 America and 20th century America. The outcomes, textbooks, and expectations of the course are set by North Central State College's History Department.

The course has followed the North Central syllabi, however classes are held 4 days a week instead of 3. The extra day is to get caught up on readings and for questions for the teacher about the content, etc. Each course is composed of a mid-term exam, a final, 10 random pop quizzes about each day's readings, and one project. Readings are assigned for every single class.

Outcome	Biblical Integration (rationale)
1. Explain the influence of English culture in shaping the colonies in North America.	Proverbs 30 about needing only daily bread.
2. Assess the philosophic foundation of the American Revolution.	Jeremiah 49 about a nation priding self in its security
3. Discuss the establishment of the government and legal system by the Constitution.	Romans 13 about submission to God-ordained leaders Daniel 2 & 3 about Daniel's "submission".
4. Assess the impact of slavery on American politics, law, art and philosophy as they lead up to the Civil War and Reconstruction.	James 2:1-9 about fair treatment of others. Romans 10:12-13 about the Lord concerned with all people.
5. Explain the impact of the shift from a rural to an urban culture on American politics, art and culture.	James 2:1-9 about fair treatment of others.

6. Explain the effects of the Progressive Era, World War I, the Roaring Twenties and the Great Depression on American culture and government.	Isaiah 58 about treatment of those below you. I Corinthians 10:11 in which we were admonished for our history. Deut 15:6 about nation's relationships with each other
7. Assess World War II and the Cold War and their impact and development of American politics, business and growth.	Deut 15:6 about nation's relationships with each other and money.
8. Discuss the Vietnam War, the Civil Rights Movement and American counterculture.	Jeremiah 49 about a nation priding self in its security. Jonah shows how God is interested in ALL nations and about the people therein.

Course Outcomes and Biblical Integration:

Students should be able to:

It is the overall objective of MCS's History Department that students are reflective and participatory citizens in the world around us. The lessons of the class, often considered the hardest at the school, are for students to learn to be independent, disciplined, motivated and to become critical thinkers. Those are such great skills for students in a school in which most will attend a four year university upon high school graduation.

Each class period becomes a discussion of the reading from the night before. Students are encouraged to have thoughtfully considered the text and its' relation to them and their world. Differences among students and their interpretations of the readings are explored as they learn to express themselves and to respond to others who may have understood the text differently.

The course is demanding and has high expectations, as in a real college course. Students should expect to work hard and to learn more about their love for this great nation and its freedoms.

**Social Study
Scope & Sequence**

I-Introduced D-Developed R-Reinforced

GRADES	EE	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
A. Use their knowledge of geographic locations and patterns to show the interrelationship between the physical environment and human activity as they understand the earth as God’s creation (Nehemiah 9:6) and understand that humans are stewards of the land and responsible to care for it (Psalms 8:6).														
1. Discuss the basic concepts geography	I	I	D	D	D	D	D	D	D		R			
2. Examine the use of globes and maps	I	I	D	D	D	D	D	R	R		D,R			
3. Examine an overview of God’s creation	I	I	D								R			
4. Examine the skill of map making		I	D		D						R			
5. Examine map construction and projections		I	D	D	D						R			
6. Examine the physical features and their effects on geographic patterns of North America							I, D	D		D	R			

7. Examine the physical features and their effects on geographic patterns of Canada and Mexico						I, D	D			R			
8. Examine the physical features and their effects on geographic patterns of Africa							I			D			
9. Examine the physical features and their effects on geographic patterns of Asia							I			D			
10. Examine the physical features and their effects on geographic patterns of Europe							I			D			
11. Examine the physical features and their effects on geographic patterns of South America							I			D			
12. Survey the physical characteristics of Australia and New Zealand										I			
13. Locate Ohio, the U.S., continents and oceans		I		D		D				R			
14. Explain how the	I			I	D	D		D	R	R	R	R	

environment influences ways people live in different places and the consequences of modifying the environment.													
15. Examine the geography of the local community			I	D		D	D		D				
16. Examine the effects of climate on the earth			I		D		D		D		R		
B. Examine the historical background of various world cultures with an understanding that all nations are responsible to God (Proverbs 14:34).													
1. Appreciate student's own culture as well as other cultures	I	I	D	D	D	D		D	R		R	R	
2. Appreciate influential people in the history of the United States			I	D		D	D			R		R	
3. Appreciate God's working out His plan through the study of holidays and selected historical persons	I	I	D	D			D	D	R	R	R	R	
4. Discuss the science of archaeology in light of God's Word.								I, D	D				

C. Value various cultures and social and ethnic groups in order to understand their own commonality and diversity within local, national, regional and global settings, because God is interested in all nations and in persons from those nations (Matthew 28:19-20).													
1. Develop positive attitudes toward senior citizens	I	I	D	D	D								
2. Examine the cultural heritage of Ohioans			I			I, D							
3. Examine the peoples of the new World-major Native American groups	I		I			I, D	D			R			
4. Examine the Age of Reform in America from the 1830's to the 1850's										I, D			
D. Examine and compare the purposes, structures and process of political systems and contemporary governments to understand that people create systems of government as structures of power and authority to													

provide order, maintain stability and promote general welfare, realizing that the powers that be and all authorities are ordained by God (Romans 13:1,2,4).													
1. Discuss the American Colonial government system						I			D				R
2. Define the terms democracy, dictatorship, totalitarianism, and authoritarianism							I	D		D			R
3. Describe the development and principles of the United States Constitution			I			D	D		D				R
4. Acknowledge the importance of the Bill of Rights									I, D				R
5. Describe the structures and principles of the three branches of government						I	D		D			D	R
6. Examine Ohio's local government				I		D							R
7. Examine local infrastructure		I	D	D	D								R
8. Explain why people			I			D		D		D			

institute governments, how they influence governments, and how governments interact with each other.													
E. Understand the importance of American citizenship and heritage, realizing their rights and responsibilities in order to examine and evaluate civic ideals and to participate in community life, because love of country and concern for her welfare are natural and encouraged by example and exhortation (I Chronicles 19:13).													
1. Examine the governing policies of the American colonies									I, D				R
2. Examine the War for American Independence							I		D				
3. Examine how the United States was created							I		D				R
4. Examine Ohio's statehood (1803)						I			D				
5. Value the contributions of Ohio citizens						I			D				
6. Explain how citizens take part in civic life in order to promote the common		I	D	D		D	D		D	D			R

good.													
7. Describe the principles involved in the protection of American Democracy							I			D			R
F. Use economic reasoning skills and knowledge of major economic concepts and issues while comparing and contrasting world economic systems to make informed choices as producers, consumers, savers investors, workers and citizens, taking into account that whatever good things people have are gifts from God (I Timothy 6:17).													
1. Discuss the American Colonial economic system										I			
2. Describe the principles of money.				I	D	D							R
3. Investigate major types of economic systems: capitalism, socialism, and communism											I		D
4. Discover how the American federal system influences local government												I	D
5. Discuss the economic strategies-1800's										I		D	D

responsible for the growth of America													
6. Examine the connection between economics and sectionalism-1800's									I				
7. Examine the rise of industrial America					I		D			D		D	
8. Distinguish between good and services and explain how people can be both buyers and sellers of goods and services.		I	D	D	D	D	D	D			R	R	R
9. Identify connections between government policies and the economy.										I, D	D	D	R
10. Explain why trade occurs and how historical patterns have contributed to global interdependence.			I	D		D	D	D	D	R	R		
11. Explain opportunity costs with scarce resources.						I	D	D	D	D			R
G. Recognize the sovereignty of God through the development of events, past and present, as well as analyze and interpret													

significant events, patterns and themes in history, in as much as God has a plan, for He carries it to completion with history recording its progress (Ephesians 2:7).															
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1. Establish basic concepts of man's origin	I	I	D										
2. Examine man's unique characteristics	I	I	D										
3. Examine pre-Flood civilizations of man			I										
4. Examine immediate post-Flood civilizations			I										
5. Examine Mesopotamia								I					
6. Examine God's call of the Hebrews								I					
7. Examine the empires that ruled the ancient world: Babylon, Persia, Egypt, Nubia, India, China, Greece, Rome								I	D				
8. Examine the empires that ruled the Medieval world: Byzantine and Muslim, East and West Africa, Pre-Columbian South America, China, Japan, and India									I, D				
9. Discuss Europe in the middle Ages									I, D				
10. Examine Feudalism and the rise of cities									I, D				
11. Connect the motives of powerful kings, popes, and the Crusades									I, D				
12. Discuss the travels of Marco Polo									I, D				
13. Examine the Renaissance and the Reformation									I, D				
14. Explain how powerful kings supported the									I, D				

conquests of the Americas and Africa													
15. Discuss changes in Western Europe which brought limits on monarchs								I, D		D			
16. Examine the Enlightenment and the subsequent revolutions								I, D		D			
17. Examine the effects of the Industrial Revolution on English society								I, D		D			
18. Compare the colonization of the Americas by Europeans other than the British						I			D				
19. Examine development of English colonies in America 1550-1770's						I			D				
20. Examine military conflicts in Ohio before statehood								I					
21. Examine Ohio's contribution to armed conflicts outside the state								I					
22. Examine the importance of Manifest Destiny.									I, D				
23. Examine the causes of the Civil War						I			I, D				
24. Examine an overview of the Civil War						I			I, D				
25. Examine Reconstruction 1865-1877									I, D				
26. Examine the last frontier of America											I, D		

27. Discuss America in world affairs 1865-1912												I, D		
28. Discuss American reformers and the Progressive Movement 1900-1914												I, D		
29. Examine America's part in the Great War 1914-1919												I, D		
30. Describe America in the 1920's							I					D		
31. Describe the Great Depression of the 1930's							I					D		
32. Examine the New Deal in America							I					D		
33. Examine America's involvement in World War II 1939-1945							I					D		
34. Examine America and the Cold War 1945-1960												I, D		
35. Discuss American society of the 1960's and 1970's												I, D		
36. Examine how American responded to the Vietnam War												I, D		
37. Evaluate the events of recent American history 1980's-1990's												I, D		
H. Collect, organize, evaluate and synthesize information from multiple sources to draw logical conclusions as they communicate this														

information in oral, written and multimedia form, because each students' story is a part of the larger, redemptive story of Christ, which is to be examined personally and corporately.														
1. Obtain information from oral, visual, print and electronic sources.	I	I	D	D	D	D	D	D	D	D	D	D		D
2. Use a variety of sources to organize information and draw inferences.	I	I	D	D	D	D	D	D	D	D	D	D		D
3. Communicate information orally, visually, and in writing, as well as use graphs and tables.	I	I	D	D	D	D	D	D	D	D	D	D		D
4. Use problem-solving skills to make decisions individually and in groups.	I	I	D	D	D	D	D	D	D	D	D	D		D