

ST. JOHN'S LUTHERAN SCHOOL

COURSE OF STUDY

SUBJECT: SOCIAL STUDIES

GRADE: PS

STATEMENT OF BELIEF

Preschoolers generally have a hard time sharing and living in a cooperative manner. They are developmentally egocentric and unable to see another person's point of view. It is important to move young children to socially acceptable behavior in which attitudes of loving, serving, and caring are encouraged.

COMPONENTS

Students will actively participate in and understand:

- + HISTORY
- + SOCIOLOGY
- + GEOGRAPHY
- + ECONOMICS
- + CITIZENSHIP

ESLRs ADDRESSED

1. Students will understand the saving knowledge of Jesus Christ and grow in their **relationship with Him** through daily living in God's Word.
2. Students will become **confident individuals** as they identify, develop, and use their God-given gifts and abilities.
3. Students will become **academically capable individuals** by obtaining the knowledge and skills needed to reach their potential and finding effective ways to apply what they learn to real life situations and challenges.
4. Students will celebrate God's love by **servicing Christ, His Church, and His world**.

PROCESS OUTCOMES

- Students will become responsible, self-directing individuals who are able to function in a group. #2, 3
- Students will learn to think of others expanding their world from "me" to "others" #4
- Students will begin to develop positive self-esteem. #2
- Students will gain an initial understanding of other people's roles in their lives, family members, church helpers, and community helpers. #1,4
- Students will become aware of their immediate environment. #4

GRADE LEVEL OBJECTIVES

Sociology:

- Understand that they have feelings, needs, unique and common characteristics, abilities, and skills. #1,2,3,4
- Understand that God created them as special. #1,2,4
- Learn how to communicate with others outside the immediate family through the use of appropriate language and in other ways. (sign language, drawing, writing, etc.) #2,3
- Identify likenesses and differences in physical characteristics. #3
- Identify the role of the five senses in learning. #3

History:

- Recognize growth and change in themselves. #1,2,3
- Recognize growth and change in animals and plants. #3,4
- Use indefinite time words and phrases like “sometimes”, “later”, etc. #3
- Learn and use time words like “today”, “tomorrow”, and “yesterday”. #3
- Recognize the days of the week and months of the year. #3
- Recognize what a “holiday” is and be able to name some holidays that are celebrated within the family and school environment. #3
- Show a beginning understanding of calendars. #3

Economics:

- Understand that everyone has wants and needs. #2, 4
- Demonstrate cooperative behavior with others in their class. #2,4
- Understand that we all have different jobs to do. #2,3,4

Citizenship:

- Understand that we have rules to help us get along in our world. #1,2,3,4
- Demonstrate an understanding of the three preschool rules. #1,2,3,4
 - Take care of yourself.
 - Take care of others.
 - Take care of our things.
- Understand that God commands us to take care of and help others. #1,2,3,4

Geography:

- Understand the difference between land and water. #3
- Understand that a globe is a model of the earth. #1,3
- Recognize that symbols represent real things. #3
- Identify size and position with direction words to describe their location in space. (near-far,above-below, large-small,) #3
- Follow directions to find the way from one place to another. #3
- Read and use a simple picture chart. #3
- Trace routes on large simple maps. #3
- Know and communicate their home address. #3
- Know and communicate that the city we live in is called “Napa”. #3

Strategies for Implementation:

- Use play situations that will help children develop large and small group social skills.
- Role play basic social situations.
- Discuss the role of families, community helpers, store clerks, etc.
- Allow classroom time to foster social competencies and interaction.
- Schedule field trips in the community.

Instructional Resources:

- Globe
- Calendar
- Weather Chart
- Maps
- Books
- Puppets
- Songs
- “Eager to Learn” Curriculum
- Mirror
- Prayers
- Bible
- Peacemaker Curriculum
- Housekeeping Center props (ie. Farmstand, Dr. Office, Post Office, Fire Station, etc.)
- Games
- Science Center.....plants, classroom pets, etc.

Assessment Techniques:

- Teacher Observation
- “This I Know” Booklet.....4 and 5 year olds

ASSESSMENT TECHNIQUES

INSTRUCTIONAL RESOURCES

ST. JOHN'S LUTHERAN SCHOOL

COURSE OF STUDY

SUBJECT: SOCIAL STUDIES

GRADE: K

STATEMENT OF BELIEF

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In Kindergarten, students will study the world around them: family, school, the community, etc. It is meant to create a curiosity and begin to understand the larger world and various cultures. Students will also be introduced to resources that will be used the rest of their lives. (Ex: maps, globe, atlas, etc.)

COMPONENTS

Students will actively participate in and understand:

- + HISTORY
- + POLITICAL SCIENCE
- + GEOGRAPHY
- + ECONOMICS
- + CITIZENSHIP
- + ANTHROPOLOGY

SLOs ADDRESSED

1. Students will understand the saving knowledge of Jesus Christ and grow in their **relationship with Him** through daily living in God's Word.
2. Students will become **confident individuals** as they identify, develop, and use their God-given gifts and abilities.
3. Students will become **academically capable individuals** by obtaining the knowledge and skills needed to reach their potential and finding effective ways to apply what they learn to real life situations and challenges.
4. Students will celebrate God's love by **servicing Christ, His Church, and His world.**

PROCESS OUTCOMES

- Students will acquire social studies vocabulary in order to relate to the world in which they live.
- Students will develop and apply critical thinking skills.
- Students will recognize the relevance and relationships of the past and present to their lives.

- Students will use their map and geography skills to better understand and navigate the world in which they live.
- Students will understand the history and perspective of relationships between nations and cultures.
- Students will develop knowledge of key historical events from a chronological perspective.

PERSONAL SOCIAL OUTCOMES

- Students will grow in their understanding and acceptance of people from other cultures without bias or prejudice.
- Students will appreciate the culture of the United States as a product of many other cultures and countries.
- Students will be encouraged to develop a curiosity and interest in the world around them.
- Students will have an awareness and appreciation of their role in their church and community.
- Students will realize that God created and loves all people.
- Students will respect cultural differences.

GRADE LEVEL OBJECTIVES

History

- Students will study groups of Native Americans; explore how they lived, their beliefs, and their current status as a nation (3f)
- Students will study the voyage and exploration of Columbus in 1492. (3f)
- Students will become familiar with the Pilgrims, their journey on the Mayflower, arrival at Plymouth Rock, and the first Thanksgiving celebration. (3f)
- Students will learn about Independence Day and the birth of our nation. (1,2,3)
- Students will identify the purposes of, and the people and events honored in, commemorative holidays. (Thanksgiving, Independence Day, Washington and Lincoln's birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, Veteran's Day, etc.) (3f)

Political Science

- Students will learn about Democracy (rule of the people) and that Americans wanted to rule themselves instead of being ruled by a far away king. (3f)
- Students will study slavery in America and the fact that some people were not free. (3f)
- Students will be able to explain why citizens salute a flag.

Geography

- Students will understand that the Earth is a sphere.
- Students will understand the rotation on the Earth.
- Students will have an awareness of maps and globes and how we use them. (3f)
- Students will name and locate their city, and state that they live in. (3a,c,f)
- Students will recognize a map of the United States.
- Students will be able to name and recognize the four directions.
- Students will be able to name and identify the seven continents on a map and globe. (3a,f)
- Students will be able to name the oceans on Earth.
- Students will be able to locate rivers, lakes and mountains on maps as well as the Atlantic and Pacific Oceans. (3a,c,f)

Economics

- Students will be able to explain the concepts of more or less. (3a,c)
- Students will be able to explain the importance of money for trade. (3 a,c)

Citizenship

- Students will recognize and become familiar with the significance of the American flag, Statue of Liberty, Mount Rushmore, and the White House (3f)
- Students will be introduced to the Mount Rushmore Presidents and discuss why and how a person becomes president. (3 c,f)
- Students will understand that being a good citizen involves acting in certain ways. (3f)

Anthropology

- Students will use pictures to predict an outcome. (3a,c,f)
- Students will be able to describe each season of the year. (3 a,c,f)
- Students will compare people and traditions. (3a,f)
- Students will learn about the various jobs of the people that make up a community. (3 a, c, f)

ASSESSMENT TECHNIQUES

- Teacher Observations
- Culminating activities
- Individual / 1 on 1 testing

INSTRUCTIONAL RESOURCES

- appropriate literature
- maps, globes, compasses
- videos
- hands-on projects
- puzzles and games

NEEDED MATERIALS

ST. JOHN'S LUTHERAN SCHOOL

COURSE OF STUDY

SUBJECT: SOCIAL STUDIES

GRADE: One

STATEMENT OF BELIEF

It is the goal of St. John's Lutheran School to lead children to expand their knowledge of God's plan for relationships in His world. They will gain an understanding of all cultures. Students develop their Christian responsibility to make the world a better place through a knowledge and understanding of United States and world history, resulting in productive, responsible citizens. The curriculum enables students to meet the challenges of living in the contemporary world.

The conquistadors and English settlers will introduce first graders to early civilization and exploration. They will also focus on some of the major events that occurred during the American Revolution, as well as looking at the exploration of the American West.

COMPONENTS

Students will actively participate in and understand:

- + HISTORY
- + POLITICAL SCIENCE
- + GEOGRAPHY
- + ECONOMICS
- + CITIZENSHIP
- + ANTHROPOLOGY

ESLRs ADDRESSED

1. Students will understand the saving knowledge of Jesus Christ and grow in their **relationship with Him** through daily living in God's Word.
2. Students will become **confident individuals** as they identify, develop, and use their God-given gifts and abilities.
3. Students will become **academically capable individuals** by obtaining the knowledge and skills needed to reach their potential and finding effective ways to apply what they learn to real life situations and challenges.
4. Students will celebrate God's love by **serving Christ, His Church, and His world**.

PROCESS OUTCOMES

- Students will acquire social studies vocabulary in order to relate to the world in which they live.
- Students will develop and apply critical thinking skills.
- Students will recognize the relevance and relationships of the past and present to their lives.
- Students will use their map and geography skills to better understand and navigate the world in which they live.

- Students will understand the history and perspective of relationships between nations and cultures.
- Students will develop knowledge of key historical events from a chronological perspective.
- Students will develop, practice, and apply research skills to enhance their understanding and appreciation of history.

PERSONAL SOCIAL OUTCOMES

- Students will grow in their understanding and acceptance of people from other cultures without bias or prejudice.
- Students will appreciate the culture of the United States as a product of many other cultures and countries.
- Students will be encouraged to develop a curiosity and interest in the world around them.
- Students will have an awareness and appreciation of their role in their church and community.
- Students will understand how the Christian Church relates to key historical events.
- Students will realize that God created and loves all people.
- Students will respect cultural differences.

GRADE LEVEL OBJECTIVES

History

- Students will be introduced to ancient civilizations (i.e. Maya, Inca, Aztec, and Egyptians). (3)
- Students will recognize the importance of ancient contributions to writing, building, and agriculture. (3)
- Students will be familiar with ancient World Religions. (3)
- Students will be introduced to early English explorers and settlements (i.e. Columbus, Sir Walter Raleigh, John Smith, Jamestown, Pilgrims, and Massachusetts Bay Colony). (3)
- Students will be introduced to the U.S. Revolution and the original thirteen colonies. (3)
- Students will recognize some key contributing figures and terminology in the U.S. Revolution (i.e. Boston Tea party, Paul Revere, Thomas Jefferson, Declaration of Independence, Betsy Ross and the origins of the flag). (3)

Geography

- Students will develop a spatial awareness using maps and globes. (3)
- Students will become familiar with the seven continents (geographic features and terms). (3)
- Students will be introduced to key exploration of the North American people and civilization (nomads, conquistadors, explorers of the American West, Daniel Boone, Lewis and Clark, Sacagawea). (3)
- Students will become familiar with different land forms. (3)

Citizenship

- Students will recognize the importance of rules and laws developed by ancient and modern civilizations (code of Hammurabi, Declaration of Independence, and Constitution). (3)
- Students will be familiar with key ideals of U.S. democracy (liberty, justice, equality, and human rights). (3)
- Students will become aware of ecological issues such as recycling, product choice, and conservation. (3, 4)
- Students will learn to respect the rights and opinions of others. (3, 4)

Political Science

- Students will become familiar with symbols and figures of significance to our country (Liberty Bell, President, flag and eagle). (3)
- Students will be able to recite the Pledge of Allegiance and sing songs that express American ideals (i.e. "America"). (2, 3)

Economics

- Students will be introduced to key economic concepts and systems (i.e. difference between wants and needs, earning and saving, supply and demand). (3)

Anthropology

- Students will begin to appreciate the diversity among people. (3, 4)

ASSESSMENT TECHNIQUES

Oral question and answer sessions

Written Evaluation

Iowa Tests of Basic Skills

INSTRUCTIONAL RESOURCES

Core Knowledge material

Maps

Globes

Trade Books

ST. JOHN'S LUTHERAN SCHOOL

COURSE OF STUDY

SUBJECT: SOCIAL STUDIES

GRADE: 2

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- + HISTORY
- + POLITICAL SCIENCE
- + GEOGRAPHY
- + ECONOMICS
- + CITIZENSHIP
- + ANTHROPOLOGY

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GRADE LEVEL OBJECTIVES

COMPONENT ONE: *HISTORY*

- Students will learn the origins of the American Government and the Constitution. (3)
- Students will study the people and events of the War of 1812, Civil War, and Western Expansion. (3)
- Students will focus on Native Americans, their cultures, and their displacement to reservation life. (3)
- Students will study the immigration of newcomers to America. (3)

COMPONENT TWO: *POLITICAL SCIENCE*

- Students will be introduced to the American governmental system by learning that the Constitution is the highest law of the land. (3)
- Students will learn the three Branches of the Government and their functions. (3)
- Students will learn that our government is by the consent of the people. (3)
- Students will study “ the proposition that all men are created equal” and the events and people of the civil rights movement. (3)

COMPONENT THREE: *GEOGRAPHY*

- Students will learn to work with maps, globes, and other geographic tools to understand the spatial sense of the world. (3)
- Students will be able to identify geographical features: peninsula, harbor, bay, island, coast, valley, prairie, desert, and oasis. (3)
- Students will demonstrate knowledge of geographical terms. (3)
- Students will be able to name their continents, country, state, and community. (3)
- Students will identify major oceans: Pacific, Atlantic, Indian, and Arctic. (3)
- Students will be able to locate: Canada, United States, Mexico, Central America, China, India, Japan, and Greece. (3)
- Students will be able to name and locate the seven continents. (3)

- Students will be able to locate: the Equator; Northern Hemisphere and Southern Hemisphere; and the North and South Poles. (3)

COMPONENT FOUR: *ECONOMICS*

- Students will be introduced to the monetary system of the United States and how individual economic choices involve costs and consequences. (3)
- Students will understand the difference between needs and wants. (3)
- Students will study the way money, goods, and services are made and used in a society. (3)

COMPONENT FOUR: *ANTHROPOLOGY*

- Students will study the beliefs, customs, and culture of the ancient Asian civilizations: China, Japan, and India. (3)
- Students will study the beliefs, customs, and culture of ancient Greece. (3)

COMPONENT FIVE: *CITIZENSHIP*

- Students will study what it means to be a citizen of a nation. (3)
- Students will understand the rights and responsibilities of being an American citizen. (1,2,3,4)

ASSESSMENT TECHNIQUES

- Games: Trivia, “Stump the Teacher”, “Hot Seat”, etc.
- Creative Writing assignments (fiction and non-fiction) (e.g.: Write a story about the Defense of Ft. McHenry from the viewpoint of the flag that flew over the fort during the battle)
- Core Knowledge unit assessments
- Teacher/Student generated tests
- Art projects (e.g. design and create a charm bracelet or necklace to show the important events of the Western Expansion.
- Drama: re-enactments
- Family Interviews/ Dialogue of family history and culture

INSTRUCTIONAL RESOURCES

- Fiction and non-fiction literature
- Core documents (writings from historical events and figures)
- Core Knowledge Sequence: Content Guidelines
- What Your Second Grader Needs to Know by ED Hirsch, Jr.
- History and Geography Teacher Guides: Level 2 – Pearson Learning
- The Stars are Born: An American History Notebook (graphic organizer)
- Look and Do Workbook: The Art and Architecture of Ancient Greece – Alarion Press
- Kamishibai: Japanese Story Cards/Theatre
- Videos and DVDs
- CDs and tapes: songs from an era or culture
- Props from an era or culture
- Scholastic News

ST. JOHN'S LUTHERAN SCHOOL

COURSE OF STUDY

SUBJECT: SOCIAL STUDIES

GRADE: 3

STATEMENT OF BELIEF

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The third grade social studies curriculum covers units on contemporary Canada, the earliest Americans, ancient Rome, the Vikings, North American native groups, explorers of North America, the establishment of the thirteen colonies up to the Revolutionary War, as well as a unit on early Napa Valley history. Third graders develop spatial awareness through units on the continents and oceans, map skills, and major world rivers.

COMPONENTS

Students will actively participate in and understand:

- + HISTORY
- + POLITICAL SCIENCE
- + GEOGRAPHY
- + ECONOMICS
- + CITIZENSHIP
- + ANTHROPOLOGY

SLOs ADDRESSED

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PROCESS OUTCOMES

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- Students will use their map and geography skills to better understand and navigate the world in which they live.
- Students will understand the history and perspective of relationships between nations and cultures.
- Students will develop knowledge of key historical events from a chronological perspective.
- Students will develop, practice, and apply research skills to enhance their understanding and appreciation of history.

PERSONAL SOCIAL OUTCOMES

- Students will grow in their understanding and acceptance of people from other cultures without bias or prejudice.
- Students will appreciate the culture of the United States as a product of many other cultures and countries.
- Students will be encouraged to develop a curiosity and interest in the world around them.
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GRADE LEVEL OBJECTIVES

HISTORY

- + Students will demonstrate an understanding of ancient Roman history. 3
- + Students will name primary Roman leaders. 3
- + Students will demonstrate an understanding of the Vikings. 3
- + Students will be introduced to early people in North America, including the Inuit and the southwestern and eastern woodlands native American groups. 3
- + Students will explore the contribution of early Spanish exploration and settlement in North America. 3
- + Students will understand the importance of the explorers of the Northwest Passage. 3
- + Students will demonstrate their knowledge of the different groups of people who settled and established the thirteen colonies. 3
- + Students will demonstrate an understanding of early Napa Valley history. 3

POLITICAL SCIENCE

- + Students will provide conflict-resolution approaches. 2,3,4
- + Students will explain their responsibility in the classroom. 1,2,4
- + Students will explain the purpose of government. 3
- + Students will vote on issues regarding classroom life. 2,4
- + Students will provide support for an idea or position. 2,3,4

GEOGRAPHY

- + Students will identify the seven continents of the world on a map. 3
- + The students will identify the five oceans of the world on a map. 3
- + Students will develop a spatial awareness using maps, globes, and other geographic tools. 3

- + Students will demonstrate a knowledge of key geographical terms. 3
- + Students will name and locate primary world rivers. 3
- + Students will name and locate the thirteen colonies on a map. 3

CITIZENSHIP

- + Students will examine the forms of government established by the ancient Romans. 3
- + Students will demonstrate their knowledge of the events and philosophies that contributed to the establishment of the U.S. government. 3
- + Students will become aware of the effect of their interaction with the environment. 1,2,4

ECONOMICS

- + Students will demonstrate the relationship of supply and demand to current economic situations. 1,2,4
- + Students will be able to compare the monetary systems of ancient Rome, the native American groups, and modern U.S. 3

ANTHROPOLOGY

- + Students will describe cultural traditions. 1,2,4
- + Students will compare cultural practices and values. 1,2,3,4
- + Students will explain how cultures change over time. 1,2,4

ASSESSMENT TECHNIQUES

Lesson worksheets
Unit review and test worksheets
Hands-on-activities
Research projects

INSTRUCTIONAL RESOURCES

Student textbooks
Teacher guide
Maps and atlases
Websites
Videos and DVDs
Field trips
Various resource books

ST. JOHN'S LUTHERAN SCHOOL

COURSE OF STUDY

SUBJECT: SOCIAL STUDIES

GRADE: 4

STATEMENT OF BELIEF

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In the fourth grade, students will learn the physical, natural, and cultural history of California. They will also acquire knowledge in world history through study of Europe in the Middle Ages, the spread of Islam, early and medieval African kingdoms, Chinese dynasties, and United States history, concentrating on the American Revolution, the U.S. Constitution, early presidents, and the reformers.

COMPONENTS

Students will actively participate in and understand:

- + HISTORY
- + POLITICAL SCIENCE
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PERSONAL SOCIAL OUTCOMES

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GRADE LEVEL OBJECTIVES

COMPONENT ONE

HISTORY

- Students will discuss the history and culture of California's first people. 3
- Students will discuss the exploration of California by European, especially Spanish, explorers. 3
- Students will discuss the Spanish colonization and mission era of California and research one mission's history in depth. 3
- Students will discuss the effects of the Mexican War for Independence on California, including its effects on the territorial boundaries of North America. 3
- Students will discuss the migration of Americans to California and its effect on Statehood. 3
- Students will identify the location of the discovery of gold in California and discuss the effects of the Gold Rush on settlements, daily life, and the physical environment. 3
- Students will discuss the effect of past civilizations on the United States and especially California as they learn about Europe in the Middle Ages. 3
- Students will discuss the development of the Christian Church during the Middle Ages including the separation of the Roman Catholic Church and the Eastern Orthodox Church. 3
- Students will discuss the rise of feudalism and compare the mission era of California to life on a manor. 3
- Students will discuss the origins and the spread of Islam including the Middle Ages. 3
- Students will discuss the wars between Muslims and Christians. 3
- Students will discuss the events and battles of the American Revolution. 3

- The students will be introduced to some prominent people and movements during the social changes prior to the Civil War. 3

COMPONENT TWO

POLITICAL SCIENCE

- Students will discuss the three main levels of California's and the United States' government. 3
- Students will discuss how laws in California are made. 3
- Students will discuss the causes and provocations of the American Revolution, including British taxes, the Boston Massacre, the Boston Tea Party, the Intolerable Acts. 3
- Students will discuss the main ideas of the Declaration of Independence. 3
- Students will discuss the main ideas of the Constitution of the United States. 3
- Students will identify the governmental leaders of California and how they are chosen by the citizens. 3

COMPONENT THREE

GEOGRAPHY

- Students will identify the Northeast, Middle West, Southeast, Southwest, and Western Regions of the United States. 3
- Students will discuss and map the physical features and climate of each of the regions of the United States. 3
- Students will practice using a compass rose, map key, scale, longitude and latitude, and grid mapping system while mapping the regions of the United States, focusing especially on California. 3
- Students will discuss world and United States time zones. 3
- Students will identify the key features of California's four main regions – Coast Ranges, Inland Mountains, Central Valley, and Basin and Range.
- Students will identify California's water resources including rivers, lakes, dams, bays, and aqueducts. 3
- Students will identify California's national and state parks and other major attractions. 3
- Students will identify California's animals, birds, fish, and reptiles. 3
- Students will identify the continents, major bodies of water, major mountain ranges and highest continental peaks of the world. 3
- Students will use maps and globes to locate points on the earth, especially relating to the early civilizations of Europe, Africa, and China. 3

COMPONENT FOUR

ECONOMICS

- Students will discuss California's resources, including farmland, minerals, water, and people. 3

- Students will discuss California's past and present economy. 3
- Students will discuss the economic contributions of each region of the United States to the country as a whole. 3
- Students will understand that the topography, climate, and natural resources in each region of the U.S. and in the European, Asian, and African countries that they study have produced systems of agriculture, great industries, and a knowledge explosion. 3
- Students will understand that people choose to live in areas that provide resources for meeting their basic needs. 3

COMPONENT FIVE

CITIZENSHIP

- Students will discuss the importance of participating in government by obeying laws and by voting. 1,2,3,4
- Students will describe how Christian leadership is the result of Christian supporters. 1, 2,3,4
- Students will explain that the strength of our representative government is based on the ethical and moral character of the nation's people and its leaders. 1,2,3,4
- Students will explain that citizens of the U.S .face many common challenges and should work together to find solutions. 1,2,3,4

COMPONENT SIX

ANTHROPOLOGY

- Students will discuss and observe the history and culture of California's first people. 3
- Students will discuss ethnic compositions that make up California today. 3
- Students will discuss some of California's significant individuals. 3
- Students will discuss the early civilizations of Europe in the Middle Ages, China's dynasties, and Northern Africa. 3

ASSESSMENT TECHNIQUES

History and Geography

Pearson Learning Core Knowledge Activity Blacklines and Tests

California Studies Weekly Newspaper - Activity Pages and Tests

California ABC History Writing Project

INSTRUCTIONAL RESOURCES

History and Geography Pearson Learning Core Knowledge

California Studies Weekly Newspaper

Scholastic News Magazine

Field Trips to:

Petaluma Adobe

State Capitol

California Museum for History, Women, and the Arts

The Oakland Museum of California
Marshall Gold Discovery Park, Coloma
Warm Springs Fish Hatchery
California ABC History Writing Project

Additional Resources to order:

Core Knowledge Teacher Handbook for Fourth Grade ISBN: 1-890517-76-3

Core Knowledge Text Resources Grade Four ISBN: 1-890517-60-7

Google Maps

Updated classroom wall maps

Student world and California laminated maps

DVD support for social studies curriculum

ST. JOHN'S LUTHERAN SCHOOL

COURSE OF STUDY

SUBJECT: SOCIAL STUDIES

GRADE: 5

STATEMENT OF BELIEF

It is the goal of St. John's Lutheran School to lead children to expand their knowledge of God's plan for relationships in His world. They will gain an understanding of all cultures. Students develop their Christian responsibility to make the world a better place through a knowledge and understanding of United States and world history, resulting in productive, responsible citizens. The curriculum enables students to meet the challenges of living in the contemporary world.

Fifth grade Social Studies focuses on study of a variety of different cultures throughout the world and how they developed. Students learn how cultures develop independently from one another and also are interdependent on the influences of other cultures. There is also a significant time spent on Westward Expansion in the United States and how that expansion affected the American culture as it interrelated with Native Americans. Students will learn extensively about the states through State Reports, and students will learn about and experience the historical settling of Eastern California through the Yosemite Environmental Living Program.

COMPONENTS

Students will actively participate in and understand:

- + HISTORY
- + POLITICAL SCIENCE
- + GEOGRAPHY
- + ECONOMICS
- + CITIZENSHIP
- + ANTHROPOLOGY

STUDENT LEARNER OUTCOMES (SLO) ADDRESSED

1. Students will understand the saving knowledge of Jesus Christ and grow in their **relationship with Him** through daily living in God's Word.
2. Students will become **confident individuals** as they identify, develop, and use their God-given gifts and abilities.
3. Students will become **academically capable individuals** by obtaining the knowledge and skills needed to reach their potential and finding effective ways to apply what they learn to real life situations and challenges.
4. Students will celebrate God's love by **servicing Christ, His Church, and His world.**

PROCESS OUTCOMES

- Students will acquire social studies vocabulary in order to relate to the world in which they live.

- Students will develop and apply critical thinking skills.
- Students will recognize the relevance and relationships of the past and present to their lives.
- Students will use their map and geography skills to better understand and navigate the world in which they live.
- Students will understand the history and perspective of relationships between nations and cultures.
- Students will develop knowledge of key historical events from a chronological perspective.
- Students will develop, practice, and apply research skills to enhance their understanding and appreciation of history.

PERSONAL SOCIAL OUTCOMES

- Students will grow in their understanding and acceptance of people from other cultures without bias or prejudice.
- Students will appreciate the culture of the United States as a product of many other cultures and countries.
- Students will be encouraged to develop a curiosity and interest in the world around them.
- Students will have an awareness and appreciation of their role in their church and community.
- Students will understand how the Christian Church relates to key historical events.
- Students will realize that God created and loves all people.
- Students will respect cultural differences.

GRADE LEVEL OBJECTIVES

HISTORY

- Students will learn about and distinguish between the Meso-American Maya, Inca, and Aztec civilizations. (3)
- Students will learn about the architecture, art, religion, and culture of the Meso-American Maya, Inca, and Aztec Civilizations. (3)
- Students will learn about the Spanish Conquistadors (Cortez and Pizzaro) and how their military advantages helped to destroy the native people of Central and South America. (3)
- Students will learn about how European diseases devastated the people of Central and South America. (3)
- Students will learn about European Exploration and Trade. (3)
- Students will learn about the clash of cultures between European nations and the many nations that they discovered and made contact with. (3)
- Students will learn about the motivations for trade and the wealth and power it brought European countries.(3)
- Students will learn about European colonization and the impact this had on both the European people and the native people affected by the colonization. (3)
- Students will learn about the contributions and effects of the following explorers: Prince Henry the Navigator, Bartolomeu Dias, Vasco de Gama, Cabral, Christopher Columbus, Magellan, and Balboa. (3)
- Students will understand the significance of the Spice Trade and how it affected exploration. (3)

- Students will learn about the origins and growth of the slave trade and the Triangular Trade between Europe, Africa, and the colonies. (3)
- Students will learn about the growth and affects of the Renaissance on the European world. (3)
- Students will learn about the Reformation and how it transformed the Christian Church and the political landscape of Europe. (3)
- Students will learn about the significance of the period from the Golden Age to the Glorious Revolution in England. (3)
- Students will learn about Henry VIII and the break of the Church of England from the Catholics and how this transformed England. (3)
- Students will learn about the Spanish Armada and how this event changed the balance of power in the world. (3)
- Students will learn about the emergence of England as the dominant empire on earth. (3)
- Students will learn about the early growth and expansion of Russia. (3)
- Students will learn about the early history and effects of isolation of Japan. (3)
- Students will learn about the unique culture and religion of Japan and how it was affected by its isolation. (3)
- Students will learn about the westward expansion of the United States before and after the Civil War and how this expansion transformed the United States into a continental nation. (3)
- Students will learn about the divisions and causes of the American Civil War. (3)
- Students will learn about how the Civil War was fought and the strategy of both the Union and the Confederacy. (3)
- Students will learn about Reconstruction after the Civil War and how this shaped race relations for many years. (3)
- Students will learn about various cultures of Native American groups. (3)
- Students will learn how conflict between the US government and Native American groups developed and what the effects were. (3)

POLITICAL SCIENCE

- Students will learn how nations can manipulate politics to gain advantages over other nations. (3)
- Students will learn about the political theories of Castiglione and *The Courtier* and Machiavelli and *The Prince*. (3)
- Students will learn how Protestants used the politics of the Reformation to gain power in Europe. (3)
- Students will learn how great leaders and figures throughout history used smart political moves to make effective change. (3)

GEOGRAPHY

- Students will learn to work with maps, globes, and other geographic tools to understand spatial sense of the world. (3)
- Students will read maps using latitude and longitude, coordinates, and degrees. (3)
- Students will know the seven continents: Africa, Antarctica, Asia, Australia, Europe, North America, and South America. (3)
- Students will know the four hemispheres: Northern, Southern, Eastern, and Western. (3)
- Students will identify the North Pole, Arctic Circle, Tropic of Cancer, Equator, Tropic of Capricorn, Antarctic Circle, and South Pole. (3)
- Students will identify Arctic, Tropic, and Temperate climate zones. (3)

- Students will identify the Prime Meridian, the International Date Line, and know the significance of Greenwich, England, and US time zones. (3)
- Students will identify different geographical landforms. (3)
- Students will know bodies of water - **Oceans**: Arctic, Atlantic, Indian, Pacific, and Southern; **Seas**: Adriatic, Aegean, Arabian, Bering, Black, Caribbean, Caspian, Ionian, Tyrrhenian, and Mediterranean, and the Sea of Japan; **Gulfs**: Alaska and Mexico; **Bays**: Bengal and Hudson; **Lakes**: Superior, Michigan, Huron, Erie, Ontario, and Great Salt Lake. (3)
- Students will understand the significance of the geography of the world during the time of world exploration in the 1500s to 1800s. (3)
- Students will learn about the geography of Russia and how its size affected its history and development. (3)
- Students will identify the following United States regions and their characteristics: New England, Mid-Atlantic, South, Midwest, Great Plains, Southwest, Mountain West, and Pacific. (3)
- Student will know the fifty states and their capitals. (3)

ECONOMICS

- Students will know the parts of the Spice Trade and how it affected the world economics of the 1400s. (3)
- Students will understand how various world regions and nations controlled trade and trade routes from the 1400s to present day. (3)

CITIZENSHIP

- Students will appreciate the historical development of the American culture and way of life. (3)

ANTHROPOLOGY

- Students will learn about the evidence and technical efforts to learn more about cultures and peoples from later discoveries. (3)

ASSESSMENT TECHNIQUES

History and Geography Pearson Learning Core Knowledge Activity Blacklines and Tests

Comprehensive State Report

Classroom Observation

INSTRUCTIONAL RESOURCES

History and Geography - Pearson Learning Core Knowledge

Atlas of the World - Rand/McNally

Yosemite Environmental Living Program Materials and Resources

Ring Mountain field trip

Teacher resource books

Historical Videos

Scholastic News

ST. JOHN'S LUTHERAN SCHOOL

COURSE OF STUDY

SUBJECT: SOCIAL STUDIES

GRADE: 6th

STATEMENT OF BELIEF

It is the goal of St. John's Lutheran School to lead children to expand their knowledge of God's plan for relationships in His world. They will gain an understanding of all cultures. Students develop their Christian responsibility to make the world a better place through a knowledge and understanding of United States and world history, resulting in productive, responsible citizens. The curriculum enables students to meet the challenges of living in the contemporary world.

Sixth Graders continue their study of key events in both World History and U.S. History. The curriculum also takes a look at governmental involvement in business in the United States. By connecting past civilizations, key events in history, and current issues students will have a better understanding of how they impact our lives.

COMPONENTS

Students will actively participate in and understand:

- + HISTORY
- + POLITICAL SCIENCE
- + GEOGRAPHY
- + ECONOMICS
- + CITIZENSHIP
- + ANTHROPOLOGY

ESLRs ADDRESSED

1. Students will understand the saving knowledge of Jesus Christ and grow in their **relationship with Him** through daily living in God's Word.
2. Students will become **confident individuals** as they identify, develop, and use their God-given gifts and abilities.
3. Students will become **academically capable individuals** by obtaining the knowledge and skills needed to reach their potential and finding effective ways to apply what they learn to real life situations and challenges.
4. Students will celebrate God's love by **serving Christ, His Church, and His world**.

PROCESS OUTCOMES

- Students will acquire social studies vocabulary in order to relate to the world in which they live.
- Students will develop and apply critical thinking skills.
- Students will recognize the relevance and relationships of the past and present to their lives.

- Students will use their map and geography skills to better understand and navigate the world in which they live.
- Students will understand the history and perspective of relationships between nations and cultures.
- Students will develop knowledge of key historical events from a chronological perspective.
- Students will develop, practice, and apply research skills to enhance their understanding and appreciation of history.

PERSONAL SOCIAL OUTCOMES

- Students will grow in their understanding and acceptance of people from other cultures without bias or prejudice.
- Students will appreciate the culture of the United States as a product of many other cultures and countries.
- Students will be encouraged to develop a curiosity and interest in the world around them.
- Students will have an awareness and appreciation of their role in their church and community.
- Students will understand how the Christian Church relates to key historical events.
- Students will realize that God created and loves all people.
- Students will respect cultural differences.

GRADE LEVEL OBJECTIVES

HISTORY

- Students will understand the enlightenment in terms of science and human reasoning. (1,3)
- Students will explore the effect of the enlightenment on U.S. history. (1,3)
- Students will explore the key leaders prior to and after the French Revolution. (1,3)
- Students will understand the significance of Bastille Day. (1,3)
- Students will investigate the effect of the rejection of classicism and classical values. (1,3)
- Students will explore key leaders in the various revolutions in South and Central America. (1,3)
- Students will explore reasons for immigration from European countries. (1,3)
- Students will understand what the term “melting pot” means. (1,3)
- Students will investigate the early stages of the Industrial revolution. (1,3)
- Students will explore various eras in our country’s history that underwent reform (Progressive Era, Reform of African American’s, and Women’s Suffrage). (1,3)
- Students will review the history of other nations or cultures. (1,3)
- Students will use source documents in a research project. (1,3)
- Students will interpret the past using valid historical tools. (1,3)
- Students will apply historical facts and concepts to current decision making. (1,3)
- Students will explore ancient civilizations and their impact on society. (1,3)
- Students will identify key people in ancient Egypt, Greece, and Rome. (1,3)

POLITICAL SCIENCE

- Students will discuss the power of media in influencing public opinion. (1,3)
- Students will identify functions of the national government. (1,3)

- Students will differentiate between political systems. (1,3)
- Students will explain the benefit of laws and having a legal system. (1,3)

ECONOMICS

- Students will explain how values and beliefs affect economic decision. (1,3)
- Students will identify how basic needs are met in underdeveloped nations. (1,3)
- Students will explore the beginnings of the industrial age in Great Britain. (1,3)
- Students will study early inventors and the impact of their inventions on supply. (1,3)
- Students will understand the law of supply and demand. (1,3)
- Students will reflect on socialism and class struggles. (1,3)
- Students will study “laissez faire” vs. government intervention in economic matters. (1,3)
- Student will understand monopolies, the Interstate Commerce Act and the Sherman Anti-Trust Act. (1,3)

GEOGRAPHY

- Students will identify major deserts of the world. (1,3)
- Students will recognize world landforms and political boundaries. (1,3)
- Students will describe how communication and technology affect society. (1,3)
- Students will describe the seven continents. (1,3)
- Students will explain how climate influences life in a place. (1,3)
- Students will tell how illustrations lead to greater understanding. (1,3)
- Students will evaluate why some cities grew and others did not.(1,3)
- Students will recognize the birthplace of the major world religions. (1,3)

CITIZENSHIP

- Students will distinguish between fact and opinion. (1,3)
- Students will seek ethical solutions to technological and social issues. (1,3)
- Students will describe how conflict affects decisions. (1,3)

ANTHROPOLOGY

- Students will relate literature and art to cultural values. (1,3)
- Students will explain cultural cohesion and diversity. (1,3)
- Students will relate how culture influences daily life. (1,3)
- Students will explain conflict and cooperation between nations and cultures. (1,3)
- Students will compare cultures. (1,3)

ASSESSMENT TECHNIQUES

- Worksheets
- Map Activities
- Research projects
- Group activities (Walk Through Ancient Civilization)

INSTRUCTIONAL RESOURCES

- Pearson Learning Core Knowledge History and Geography
- Time Magazine For Kids

- Movies:
 - Mesopotamia
 - Jerusalem Within These walls
 - Rome and Pompei
 - Greece
 - Egypt
 - The Odyssey

ST. JOHN'S LUTHERAN SCHOOL

COURSE OF STUDY

SUBJECT: SOCIAL STUDIES

GRADE: 7

STATEMENT OF BELIEF

It is the goal of St. John's Lutheran School to lead children to expand their knowledge of God's plan for relationships in His world. They will gain an understanding of all cultures. Students develop their Christian responsibility to make the world a better place through a knowledge and understanding of United States and world history, resulting in productive, responsible citizens. The curriculum enables students to meet the challenges of living in the contemporary world.

In the eighth grade, students will study American history from the pre-European times of the Native Americans through the American Civil War. In the process, students will appreciate the challenges, successes, and failures of previous generations. They will be inspired by people who made sacrifices and contributions for God, their country, and for their fellow citizens. They will mature in their civic responsibilities as they further understand how their government functions and how they can be contributing members of American society. And finally, they will appreciate the blessings we enjoy as American citizens, and consequently, understand the responsibilities we have because of those blessings.

COMPONENTS

Students will actively participate in and understand:

- + HISTORY
- + POLITICAL SCIENCE
- + GEOGRAPHY
- + ECONOMICS
- + CITIZENSHIP
- + ANTHROPOLOGY

ESLRs ADDRESSED

1. Students will understand the saving knowledge of Jesus Christ and grow in their **relationship with Him** through daily living in God's Word.
2. Students will become **confident individuals** as they identify, develop, and use their God-given gifts and abilities.
3. Students will become **academically capable individuals** by obtaining the knowledge and skills needed to reach their potential and finding effective ways to apply what they learn to real life situations and challenges.
4. Students will celebrate God's love by **servicing Christ, His Church, and His world**.

PROCESS OUTCOMES

- Students will acquire social studies vocabulary in order to relate to the world in which they live.
- Students will develop and apply critical thinking skills.
- Students will recognize the relevance and relationships of the past and present to their lives.
- Students will use their map and geography skills to better understand and navigate the world in which they live.
- Students will understand the history and perspective of relationships between nations and cultures.
- Students will develop knowledge of key historical events from a chronological perspective.
- Students will develop, practice, and apply research skills to enhance their understanding and appreciation of history.

PERSONAL SOCIAL OUTCOMES

- Students will grow in their understanding and acceptance of people from other cultures without bias or prejudice.
- Students will appreciate the culture of the United States as a product of many other cultures and countries.
- Students will be encouraged to develop a curiosity and interest in the world around them.
- Students will have an awareness and appreciation of their role in their church and community.
- Students will understand how the Christian Church relates to key historical events.
- Students will realize that God created and loves all people.
- Students will respect cultural differences.

GRADE LEVEL OBJECTIVES

History

- Students will identify significant historical eras. (3)
- Students will explain why people from around the world came to America. (3)
- Students will understand why Europeans began exploring the world outside of Europe. (3)
- Students will compare and contrast Spanish, French, and English colonies in North America. (3)
- Students will learn the motivation behind the establishment of each of the thirteen English colonies. (3)
- Students will compare and contrast the lives of colonists in the New England, middle, and southern colonies. (3)
- Students will explain why the colonies declared independence from Great Britain. (3)
- Students will know the key figures, major battles, challenges, and developments of the American Revolution. (3)
- Students will understand the challenges faced by Americans following the American Revolution in creating a sovereign country of their own. (3)
- Students will explain the American belief in Manifest Destiny and how it was achieved. (3)
- Students will compare and contrast the northern and southern states in the mid-1800's. (3)

- Students will identify the reforms made to American society in the 1800's. (3)
- Students will explain the reasons for the American Civil War. (3)
- Students will identify the key figures, major battles, important events, and developments of the Civil War. (3)
- Students will understand the challenges the United States faced in reconstructing the country following the Civil War. (3)

Political Science

- Students will interpret political cartoons. (2, 3)
- Students will differentiate the roles of state and national governments. (3)

Geography

- Students will calculate distance and scale on a map. (2, 3)
- Students will contrast climate and weather. (2, 3)
- Students will describe how human actions contribute to environments. (3, 4)
- Students will identify nations of the world on a political map. (3)
- Students will interpret topographical maps. (2, 3)
- Students will develop map reading skills. (2, 3)
- Students will learn the major geographical features of North America. (3)
- Students will identify the different climate regions of North America. (3)

Economics

- Students will recognize various economic systems.(3)
- Students will explain how economic forces affect culture. (3)
- Students will analyze the American colonies as an economic effort. (3)
- Students will understand how economic concerns can affect social issues. (3)

Citizenship

- Students will participate in efforts to promote the public welfare. (1, 2, 3, 4)
- Students will recognize bias in literature and the media. (2, 3)
- Students will make hypotheses based on past events. (3)
- Students will explain current issues with respect to historical events. (3)
- Students will analyze and evaluate how public policy is made. (3)
- Students will describe the three branches of the federal government. (3)
- Students will understand the goals of the United States's Constitution. (3)
- Students will understand the five principles found in the Constitution: popular sovereignty, limited government, federalism, separation of powers, and checks and balances. (3)

Anthropology

- Students will describe cultural values in different societies. (3)
- Students will analyze multiple viewpoints to understand events. (3)
- Students will explain the impact of stereotyping. (3, 4)
- Students will explain the benefits of diversity within a culture. (3, 4)
- Students will give examples of cultures clashing with each other. (3)
- Students will explain how individual rights and cultural norms may conflict. (3)
- Students will understand the different cultures of the first Americans, such as the Iroquois, Maya, Aztecs, Incas, Anasazis, and Inuit. (3)

ASSESSMENT TECHNIQUES

Quizzes
Worksheets
Oral presentations
Projects
Tests

INSTRUCTIONAL RESOURCES

American Journey: The Quest for Liberty to 1877, Prentice Hall
Teacher generated reinforcement and enhancement activities
Assorted manipulatives

ST. JOHN'S LUTHERAN SCHOOL

COURSE OF STUDY

SUBJECT: SOCIAL STUDIES

GRADE: 8

STATEMENT OF BELIEF

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COMPONENTS

Students will actively participate in and understand:

- + HISTORY
- + POLITICAL SCIENCE
- + GEOGRAPHY
- + ECONOMICS
- + CITIZENSHIP
- + ANTHROPOLOGY

ESLRs ADDRESSED

1. Students will understand the saving knowledge of Jesus Christ and grow in their **relationship with Him** through daily living in God's Word.
2. Students will become **confident individuals** as they identify, develop, and use their God-given gifts and abilities.
3. Students will become **academically capable individuals** by obtaining the knowledge and skills needed to reach their potential and finding effective ways to apply what they learn to real life situations and challenges.
4. Students will celebrate God's love by **serving Christ, His Church, and His world**.

PROCESS OUTCOMES

- Students will acquire social studies vocabulary in order to relate to the world in which they live.
- Students will develop and apply critical thinking skills.
- Students will recognize the relevance and relationships of the past and present to their lives.
- Students will use their map and geography skills to better understand and navigate the world in which they live.
- Students will understand the history and perspective of relationships between nations and cultures.
- Students will develop knowledge of key historical events from a chronological perspective.

- Students will develop, practice, and apply research skills to enhance their understanding and appreciation of history.

PERSONAL SOCIAL OUTCOMES

- Students will grow in their understanding and acceptance of people from other cultures without bias or prejudice.
- Students will appreciate the culture of the United States as a product of many other cultures and countries.
- Students will be encouraged to develop a curiosity and interest in the world around them.
- Students will have an awareness and appreciation of their role in their church and community.
- Students will understand how the Christian Church relates to key historical events.
- Students will realize that God created and loves all people.
- Students will respect cultural differences.

GRADE LEVEL OBJECTIVES

HISTORY

- Students will study the hardships facing the South and the North after the Civil War and subsequent issue of Reconstruction and its political and economic impact.
- Students will explore the opening of the West - the mining boom, the building of the transcontinental railroad, and the effect of westward expansion on the Plains Indians.
- Students will understand the role of cattle ranchers and farmers in the settlement of the West.
- Students will understand the relationship of technology and the age of inventions as it pertains to the growth of business and the development of the labor movement.
- Students will explore urban growth in the late 1800's and the political, economic and social impact on life in the cities.
- Students will explore attitudes toward immigration and the role immigrants played in the growth of the United States.
- Students will study politics in the Gilded Age - the push for political reform, and the development of the Populist Party.
- Students will understand the Progressive Movement of the early 1900's.
- Students will explore the growth of the United States as a world power in the Western Hemisphere and in Asia.
- Students will study the causes and effects of the Great War.
- Students will understand the transition from a wartime to peacetime economy and the resulting prosperity and innovation that marked the 1920's.
- Students will explore the roots of the Great Depression and its effect on American society.
- Students will study the causes and effect of World War II in Europe, the Pacific, and at home.
- Students will be able to discuss the meaning and origins of the Cold War.

- Students will understand the long-term effects of the Cold War on world relationships, as well as the tensions and effects of the Cold War within the United States.
- Students will study the French Indochina War, U.S. involvement in it, and the effects on the United States.
- Students will explore secondary effects of the Vietnam War such as anti-war protests, the Watergate scandal, etc.
- Students will study the cultural changes, social issues, and the challenges in governing which took place in the United States in the decades of the 1980's and 1990's.
- Students will understand the relationship of current events with the events of the past and be able to draw implications for the future.