

North American Division of Seventh-day Adventists

Social Studies Management and Resource Tool

S

O

S

M

A

R

T

Social Studies Management and Resource Tool



Social Studies Management and Resource Tool

TABLE OF CONTENTS

Acknowledgments	2
Introduction	3
Description	4
Implementation Guide	
Cycle Chart.....	5
Yearly Scheduling.....	5
Social Studies Curriculum Map	
Grades 1-4.....	6
Grades 5-8.....	7
Correlation Charts	
Cycle 1	8
Cycle 2	9
Cycle 3	10
Cycle 4	11
Publishers	12
World Connections/Assessment Options	14
Lesson Plans	
Lower, Grades 1-4	
Cycle 1	15
Cycle 2	44
Cycle 3	71
Cycle 4	94
Upper, Grades 5-8	
Cycle 1	119
Cycle 2	145
Cycle 3	175
Cycle 4	200

Acknowledgments

The following persons served as members of the North American Division Small Schools Social Studies Committee, 2004-2005.

Cindy French, Chair

Associate Superintendent
Ohio Conference

Christina Hutapea

Twin Oaks SDA School
Springfield, OH

Karen Franke

Mayfair Junior Academy
Uniontown, OH

Mark Mirek

Piqua SDA School
Piqua, OH

Kells Hall

Toledo Junior Academy
Toledo, OH

Amy Wahlen

Mansfield SDA School
Mansfield, OH

Lee Hoover

Zanesville SDA School
Zanesville, OH

Additional Resource Persons:

Shirleen Brown

Greater Columbus Christian School
Columbus, OH

Ed Strunk

Mansfield SDA School
Mansfield, OH

INTRODUCTION

SOCIAL STUDIES MANAGEMENT AND RESOURCE TOOL (SoSmart)

(cycle-based curriculum outline, primarily for multi-grades).

The SoSmart organizational manual responds to the needs of teachers who have been challenged to complete a social studies textbook, particularly when teaching multi-grades. The North American Division Social Studies Curriculum Guide topics for grades 1-4 have been correlated with those of grades 5-8, allowing a teacher with combined grades to teach the same topic across levels (grades). This is accomplished by rotating instructional topics through a four-year cycle. Teachers who follow the maps and the lessons will be assured that all objectives from the NAD Social Studies Curriculum Guide are being taught. The curriculum maps, which outline each cycle, are located in the SoSmart manual portion of this notebook. A schedule for implementing the cycles is listed.

The cycles are organized so that they alternate between the United States and the World. The cycles are in line with the current Science and Bible 1-4 cycles.

The modifications in grades 1-4 have resulted in a thematic approach that covers the objectives from the NAD Curriculum Guide, while offering additional content and interest.

Each quarter the map includes lessons in history, geography and map skills. The map skills and geography sections may be integrated, taught separately or pulled and taught as a unit.

The SoSmart manual provides detailed lesson outlines for each instructional topic. These outlines provide objectives, spiritual applications, resources, connections and assessment ideas. Teachers are encouraged to further develop these topics by using a variety of resources and sharing those ideas with colleagues.

Although the development of the SoSmart program was primarily for multi-grade classrooms, schools with single grades may find this approach appealing in planning school-wide social studies themes.

DESCRIPTION

This manual identifies the essential content and process skills listed in the North American Division Social Studies Curriculum Guide. It provides for the needs of the diverse settings found in our educational system.

This document includes the following features:

- The curriculum guide at-a-glance for grades 1-8
- Grades 1-4 and 5-8 correlated
- Objectives organized by topic
- Lesson plans that include:
 - Objectives (taken from the NAD Social Studies Curriculum Guide)
 - Spiritual applications
 - Resources
 - Connections
 - Assessment/Instructional Ideas

This document will help:

- Facilitate integrated planning across curriculum
- Prevent gaps in learning
- Promote intense study of fewer topics rather than shallow study of many topics
- Encourage the use of the curriculum guide for instruction rather than the textbook
- Emphasize objective-based teaching

IMPLEMENTATION GUIDE

Cycle Chart for SoSmart

	L=Lower grade cycle		U=Upper grade cycle	
One grade classroom - Teach same cycle yearly	Grade 1 – Cycle 1L Grade 2 – Cycle 2L Grade 3 – Cycle 3L Grade 4 – Cycle 4L		Grade 5 – Cycle 1U Grade 6 – Cycle 2U Grade 7 – Cycle 3U Grade 8 – Cycle 4U	
Two grade classroom – Rotate cycles for two years	Grades 1 & 2 Cycles 1L & 2L	Grades 3 & 4 Cycles 3L & 4L	Grades 5 & 6 Cycles 1U & 2U	Grades 7 & 8 Cycles 3U & 4U
Four grade classroom – Rotate cycles for four years	Grades 1-4 Cycles 1L – 4L		Grades 5-8 Cycles 1U – 4U	

Yearly Scheduling Chart

Grade	One Grade		Two Grades				Four Grades			
	2005-2006	2006-2007	2005-2006	2006-2007	2007-2008	2008-2009	2005-2006	2006-2007	2007-2008	2008-2009
1	1L	1L	2L	1L	2L	1L	4L	1L	2L	3L
2	2L	2L	2L	1L	2L	1L	4L	1L	2L	3L
3	3L	3L	4L	3L	4L	3L	4L	1L	2L	3L
4	4L	4L	4L	3L	4L	3L	4L	1L	2L	3L
5	1U	1U	2U	1U	2U	1U	4U	1U	2U	3U
6	2U	2U	2U	1U	2U	1U	4U	1U	2U	3U
7	3U	3U	4U	3U	4U	3U	4U	1U	2U	3U
8	4U	4U	4U	3U	4U	3U	4U	1U	2U	3U

SOSMART SOCIAL STUDIES CURRICULUM MAP: GRADES 1-4

	Cycle 1	Cycle 2	Cycle 3	Cycle 4
<u>1st Qtr</u>	Map Skills Map & Globe Use Parts of a Map Charts & Graphs Geography Asia Egypt Biblical Modern Israel Biblical Modern	Map Skills Map & Globe Use Parts of a Map Charts & Graphs Geography Northeastern U.S. Time Northeast Native Americans Colonists	Map Skills Map & Globe Use Parts of a Map Charts & Graphs Geography Europe, Part 1 Middle Ages History Social Structures Life Style Knights and Castles	Map Skills Map & Globe Use Parts of a Map Charts & Graphs Geography Western/Southwestern U.S. SDA History Communities Citizenship Family Personal/Values Rights and Responsibilities
<u>2nd Qtr</u>	Map Skills Geographical Terms Map Scale Identify Locations Thematic Maps Geography Asia & the Pacific Islands Asia India China Japan Pacific Australia Islands	Map Skills Geographical Terms Map Scale Identify Locations Thematic Maps Geography Southeastern U.S. A New Nation U.S. Government Southwest Native Americans Inventors	Map Skills Geographical Terms Map Scale Identify Locations Thematic Maps Geography Europe, Part 2 Biographies of the Renaissance Reformation	Map Skills Geographical Terms Map Scale Identify Locations Thematic Maps Geography Midwestern U.S. Local/State History Government Communities Local Neighborhoods
<u>3rd Qtr</u>	Map Skills Physical & Political Features Longitude & Latitude Grid Maps Charts & Graphs Geography Africa Africa West Africa/Ghana Congo Kenya South Africa North Africa Resources	Map Skills Physical & Political Features Longitude & Latitude Grid Maps Charts & Graphs Geography Midwestern U.S. Pioneers Midwest Native Americans Economics Consumers and Producers Goods and Services Cost and Profit	Map Skills Physical & Political Features Longitude & Latitude Grid Maps Charts & Graphs Geography Canada & Russia Modern Europe Russia Canada	Map Skills Physical & Political Features Longitude & Latitude Grid Maps Charts & Graphs Geography Southeastern U.S. Immigration World War I Great Depression World War II
<u>4th Qtr</u>	Map Skills Compass Contour Lines Thematic Maps Geography Mediterranean Climate Greece Ancient Modern Ancient Rome Modern Italy	Map Skills Compass Contour Lines Thematic Maps Geography Western/Southwestern U.S. Slavery Civil War & Reconstruction Western Native Americans Natural Resources Environment and Pollution Economics and Recycling	Map Skills Compass Contour Lines Thematic Maps Geography Latin America Latin America Early Civilization of Middle America Aztec, Inca, Maya Modern Latin America Mexico	Map Skills Compass Contour Lines Thematic Maps Geography Northeastern U.S. Diversity in America Civil Rights Movement Modern Heroes Space Age Careers

SOSMART SOCIAL STUDIES CURRICULUM MAP: GRADES 5-8

	Cycle 1	Cycle 2	Cycle 3	Cycle 4
1st Qtr	Map Skills Globe Continents Hemispheres Distortion Parts of a Map Political/Physical Maps Geography Western Asia Ancient Middle East Origins of Man Mesopotamia Egypt Israel	Map Skills Globe Continents Hemispheres Distortion Parts of a Map Political/Physical Maps Geography Northeastern U.S. Pre-Columbian to 1763 European Explorers Early American Civilizations Early Settlements Founding of the Colonies Life in the Colonies French/Indian War Natural Resources & Environment	Map Skills Globe Continents Hemispheres Distortion Parts of a Map Political/Physical Maps Geography Western Europe Middle Ages Byzantine Empire Feudalism Papacy/European Monarchs Crusades	Map Skills Globe Continents Hemispheres Distortion Parts of a Map Political/Physical Maps Geography Western/Southwestern U.S. 1865-1900 SDA Church Organization Reconstruction Citizenship Industrial Revolution Educational Systems
2nd Qtr	Map Skills Topography/Elevation Maps Map Scale Geography Eastern Asia & Oceania Asia and the Pacific India History and Culture China History and Economics Government and Culture Japan History and Culture Pacific History The World and Me	Map Skills Historical/Natural Resource Maps Map Scale Geography Southeastern U.S. 1763-1783 American Revolution Declaring Independence Winning Independence New Government Constitution Bill of Rights Citizenship	Map Skills Topography/Elevation Maps Map Scale Geography Eastern Europe Renaissance Reformation Age of Exploration	Map Skills Historical/Natural Resource Map Map Scale Geography Midwestern U.S. 1880-1920 Progressive Era Economics Social Reforms A World Power
3rd Qtr	Map Skills Longitude & Latitude Charts & Graphs Geography Africa Africa History and Culture Modern The World and Me	Map Skills Longitude & Latitude Charts & Graphs Geography Midwestern U.S. 1783-1865 Louisiana Purchase War of 1812 Westward Movement Mexican/American War Founding of SDA Church	Map Skills Longitude & Latitude Charts & Graphs Geography Canada and Russia Modern Europe Industrial Revolution World Wars The Cold War Current Events	Map Skills Longitude & Latitude Charts & Graphs Geography Southeastern U.S. 1914-1947 World War I Issues & Conflict Conclusion Prosperity and Great Depression World War II The War Begins Conflict & Resolution
4th Qtr	Map Skills Temperature/Precipitation Maps Time Zones Geography Africa Greece and Rome Ancient Greece Classical Greece Roman Empire Fall of the Roman Empire	Map Skills Population Maps Time Zones Geography Western/SW U.S. 1820-1865 The Road to War Civil War Women's Rights Movement Ethical Issues	Map Skills Temperature/Precipitation Maps Time Zones Geography South and Inter-America Latin America Maya & Aztec Inca Conquest & Colonization Modern Latin America & Canada The World and Me	Map Skills Population Map Time Zones Geography Northeastern U.S. 1945- Present Cold War Korea & Vietnam Wars Civil Rights Movements Technology Modern Politics Ethical Issues

SOSMART CORRELATION CHART: CYCLE 1

	Cycle 1, Grades 1-4	Pacing*	Cycle 1, Grades 5-8	Pacing*
<u>1st Qtr</u>	Map Skills Map & Globe Use Parts of a Map Charts & Graphs Geography Asia Egypt Biblical Modern Israel Biblical Modern	1 day 2 days 4 days 3 days 3 days <u>3 days</u> 16 Total	Map Skills Globe Continents Hemispheres Distortion Parts of a Map Political/Physical Maps Geography Western Asia Ancient Middle East Origins of Man Mesopotamia Egypt Israel	2 days 2 days 1 day 2 days 7 days <u>3 days</u> 17 Total
<u>2nd Qtr</u>	Map Skills Geographical Terms Map Scale Identify Locations Thematic Maps Geography Asia & the Pacific Islands Asia India China Japan Pacific Australia Islands	1 day 2 days 3 days 3 days 3 days 2 days <u>2 days</u> 16 Total	Map Skills Topography/Elevation Maps Map Scale Geography Eastern Asia & Oceania Asia and the Pacific India History and Culture China History and Economics Government and Culture Japan History and Culture Pacific History The World and Me	1 day 2 days 3 days 3 days 2 days 3 days 2 days <u>1 day</u> 17 Total
<u>3rd Qtr</u>	Map Skills Physical & Political Features Longitude & Latitude Grid Maps Charts & Graphs Geography Africa Africa West Africa/Ghana Congo Kenya South Africa North Africa Resources	1 day 2 days 3 days 3 days 3 days 2 days <u>2 days</u> 16 Total	Map Skills Longitude & Latitude Charts & Graphs Geography Africa Africa History and Culture Modern The World and Me	1 day 4 days 5 days 5 days <u>2 days</u> 17 Total
<u>4th Qtr</u>	Map Skills Compass Contour Lines Thematic Maps Geography Mediterranean Climate Greece Ancient Modern Ancient Rome Modern Italy	1 day 2 days 3 days 2 days 3 days <u>3 days</u> 16 Total	Map Skills Temperature/Precipitation Maps Time Zones Geography Africa Greece and Rome Ancient Greece Classical Greece Roman Empire Fall of the Roman Empire	1 day 1 day 4 days 4 days 4 days <u>3 days</u> 17 Total

*Note: The pacing is based on one hour per day.

SOSMART CORRELATION CHART: CYCLE 2

	Cycle 1, Grades 1-4	Pacing*	Cycle 1, Grades 5-8	Pacing*
1st Qtr	Map Skills Map & Globe Use Parts of a Map Charts & Graphs Geography Northeastern U.S. Time Northeast Native Americans Colonists	2 days 2 days 3 days 4 days <u>5 days</u> 16 Total	Map Skills Globe Continents Hemispheres Distortion Parts of a Map Political/Physical Maps Geography Northeastern U.S. Pre-Columbian to 1763 European Explorers Early American Civilizations Early Settlements Founding of the Colonies Life in the Colonies French/Indian War Natural Resources & Environment	2 days 1 day 2 days 2 days 2 days 3 days 3 days 1 day <u>1 day</u> 17 Total
2nd Qtr	Map Skills Geographical Terms Map Scale Identify Locations Thematic Maps Geography Southeastern U.S. A New Nation U.S. Government Southwest Native Americans Inventors	1 day 2 days 2 days 4 days 4 days <u>3 days</u> 16 Total	Map Skills Historical/Natural Resource Maps Map Scale Geography Southeastern U.S. 1763-1783 American Revolution Declaring Independence Winning Independence New Government Constitution Bill of Rights Citizenship	2 days 1 day 3 days 5 days 4 days 1 day <u>1 day</u> 17 Total
3rd Qtr	Map Skills Physical & Political Features Longitude & Latitude Grid Maps Charts & Graphs Geography Midwestern U.S. Pioneers Midwest Native Americans Economics Consumers and Producers Goods and Services Cost and Profit	1 day 2 days 3 days 4 days 2 days 2 days <u>2 days</u> 16 Total	Map Skills Longitude & Latitude Charts & Graphs Geography Midwestern U.S. 1783-1865 Louisiana Purchase War of 1812 Westward Movement Mexican/American War Founding of SDA Church	2 days 1 day 2 days 1 day 6 days 2 days <u>3 days</u> 17 Total
4th Qtr	Map Skills Compass Contour Lines Thematic Maps Geography Western/Southwestern U.S. Slavery Civil War & Reconstruction Western Native Americans Natural Resources Environment and Pollution Economics and Recycling	1 day 2 days 2 days 3 days 4 days 2 days 1 day <u>1 day</u> 16 Total	Map Skills Population Maps Time Zones Geography Western/Southwestern U.S. 1820-1865 The Road to War Civil War Women's Rights Movement Ethical Issues	2 days 1 day 6 days 6 days 1 day <u>1 day</u> 17 Total

*Note: The pacing is based on one hour per day.

SOSMART CORRELATION CHART: CYCLE 3

	Cycle 1, Grades 1-4	Pacing*	Cycle 1, Grades 5-8	Pacing*
<u>1st Qtr</u>	Map Skills Map & Globe Use Parts of a Map Charts & Graphs Geography Europe, Part 1 Middle Ages History Social Structures Life Style Knights and Castles	1 day 2 days 1 day 2 days 5 days <u>5 days</u> 16 Total	Map Skills Globe Continents Hemispheres Distortion Parts of a Map Political/Physical Maps Geography Western Europe Middle Ages Byzantine Empire Feudalism Papacy/European Monarchs Crusades	2 days 2 days 1 day 5 days 4 days <u>3 days</u> 17 Total
<u>2nd Qtr</u>	Map Skills Geographical Terms Map Scale Identify Locations Thematic Maps Geography Europe, Part 2 Biographies of the Renaissance Reformation	1 day 2 days 7 days <u>6 days</u> 16 Total	Map Skills Topography/Elevation Maps Map Scale Geography Eastern Europe Renaissance Reformation Age of Exploration	1 day 2 days 5 days 5 days <u>4 days</u> 17 Total
<u>3rd Qtr</u>	Map Skills Physical & Political Features Longitude & Latitude Grid Maps Charts & Graphs Geography Canada & Russia Modern Europe Russia Canada	1 day 2 days 6 days <u>7 days</u> 16 Total	Map Skills Longitude & Latitude Charts & Graphs Geography Canada and Russia Modern Europe Industrial Revolution World Wars The Cold War Current Events	1 day 2 days 2 days 5 days 4 days <u>3 days</u> 17 Total
<u>4th Qtr</u>	Map Skills Compass Contour Lines Thematic Maps Geography Latin America Latin America Early Civilization of Middle America Aztec, Inca, Maya Modern Latin America Mexico	1 day 2 days 6 days <u>7 days</u> 16 Total	Map Skills Temperature/Precipitation Maps Time Zones Geography South and Inter-America Latin America Maya & Aztec Inca Conquest & Colonization Modern Latin America & Canada The World and Me	1 day 2 days 3 days 3 days 3 days 3 days <u>2 days</u> 17 Total

* Note: The pacing is based on one hour per day.

SOSMART CORRELATION CHART: CYCLE 4

	Cycle 1, Grades 1-4	Pacing*	Cycle 1, Grades 5-8	Pacing*
<u>1st Qtr</u>	Map Skills Map & Globe Use Parts of a Map Charts & Graphs Geography Western/Southwestern U.S. SDA History Communities Citizenship Family Personal/Values Rights and Responsibilities	1 day 2 days 4 days 3 days 2 days 2 days <u>2 days</u> 16 Total	Map Skills Globe Continents Hemispheres Distortion Parts of a Map Political/Physical Maps Geography Western/Southwestern U.S. 1865-1900 SDA Church Organization Reconstruction Citizenship Industrial Revolution Educational Systems	2 days 1 day 3 days 3 days 2 days 5 days <u>1 day</u> 17 Total
<u>2nd Qtr</u>	Map Skills Geographical Terms Map Scale Identify Locations Thematic Maps Geography Midwestern U.S. Local/State History Government Communities Local Neighborhoods	1 day 2 days 10 days <u>3 days</u> 16 Total	Map Skills Historical/Natural Resource Map Map Scale Geography Midwestern U.S. 1880-1920 Progressive Era Economics Social Reforms A World Power	2 days 1 day 4 days 4 days <u>6 days</u> 17 Total
<u>3rd Qtr</u>	Map Skills Physical & Political Features Longitude & Latitude Grid Maps Charts & Graphs Geography Southeastern U.S. Immigration World War I Great Depression World War II	3 days 2 days 4 days 2 days 3 days <u>2 days</u> 16 Total	Map Skills Longitude & Latitude Charts & Graphs Geography Southeastern U.S. 1914-1947 World War I Issues & Conflict Conclusion Prosperity and Great Depression World War II The War Begins Conflict and Resolution	1 day 1 day 3 days 3 days 3 days 3 days <u>3 days</u> 17 Total
<u>4th Qtr</u>	Map Skills Compass Contour Lines Thematic Maps Geography Northeastern U.S. Diversity in America Civil Rights Movement Modern Heroes Space Age Careers	1 day 2 days 3 days 2 days 4 days 3 days <u>1 day</u> 16 Total	Map Skills Population Map Time Zones Geography Northeastern U.S. 1945- Present Cold War Korea & Vietnam Wars Civil Rights Movements Technology Modern Politics Ethical Issues	1 day 1 day 3 days 2 days 3 days 3 days 2 days <u>2 days</u> 17 Total

* Note: The pacing is based on one hour per day.

PUBLISHERS

Adventist Book Center
www.adventistbookcenter.com

Amazon
www.amazon.com

Barefoot Books
Phone: 866-417-2369
www.barefoot-books.com

Candlewick
Phone: 800 - 733-3000
www.candlewick.com

Carson-Dellosa Publishing Co., Inc.
Phone: 800-321-0943
www.carsondellosa.com

Clarion Books
www.houghtonmifflinbooks.com

Creative Teaching Press, Inc.
Phone: 800-287-8879
www.creativeteaching.com

Discovery Channel School
Phone: 888-892-3484
Web: www.discoveryschool.com

Educational Insights
Phone: 800-995-4436
www.educationalinsights.com

Edupress, Inc.
Phone: 800-835-7978
www.highsmith.com

Evan-Moor Educational Publishers
Phone: 800-777-4362
www.evan-moor.com

Harcourt Children's Book
Phone: 800-787-8707
www.harcourt.com

Instructional Fair-TS Denison
McGraw-Hill Children Publishing
800-417-3261
www.schoolspecialtypublishing.com

Interact
Phone: 800-359-0961
www.interact-simulations.com

Kids Discover
Phone: 212-677-4457
www.kidsdiscover.com

Library Video Company
Phone: 800-843-3620
www.libraryvideo.com

Mark Twain Media Publishing Co.
(Carson-Dellosa publishing Co.)
Phone: 800-321-0943
www.carsondellosa.com

Mason Crest Publishers
Phone: 866-627-2665
www.masoncrest.com

Nest Entertainment Videos
Phone: 800-447-5955
www.nestfamily.com

Oxford University Press
Phone: 800-445-9714
www.oup.com

PowerKids Press (Rosen Publishing Group)
Phone: 800-237-9932
www.powerkidspress.com

Prentice Hall
Phone: 800-848-9500
www.phschool.com

Riverdeep, Inc.
Phone: 888-242-6747
Web: www.riverdeep.net

Running Press Book Publishers
Phone: 800-371-1669
www.runningpress.com

Schlessinger Media
Phone: 800-843-3620
www.libraryvideo.com

Scholastic
Phone: 800-560-6816
www.scholastic.com

Scott Foresman
Phone: 800-552-2259
www.scottforesman.com

Sierra Club Books for Children
Phone: 415-977-5500 (San Francisco)
202-547-1141 (Washington)

Teacher Created Resources
Phone: 888-343-4335
www.teachercreated.com

Teacher's Discovery
Phone: By Divisions
www.teachers-discovery.com

Teacher's Video Co.
Phone: 800-262-8837
www.teachersvideo.com

Teaching and Learning Co.
Phone: 800-852-1234
www.teachinglearning.com

Trend Enterprises, Inc.
Phone: 800-860-6762
www.trendenterprise.com

Franklin Watts
Phone: 01903-828800 (Britain)
www.wattspub.co.uk/index2.htm

World Almanac Education
Phone: 800-321-1147
www.worldalmanac.com

The Young Peacemaker
Phone: 406-256-1583
www.hispeace.org

Your Story Hour (Local ABC)
Phone: 800-765-6955
www.adventistbookcenter.com

Tom Snyder Productions
Phone: 800-342-0236
www.tomsnyder.com

www.sierraclub.org

Steck-Vaughn School Supply
(Harcourt Supplement Publisher)
Phone: 800-531-5015
www.steck-vaughn.com

Teacher Created Materials
Phone 800-858-7339
www.teachercreatedmaterials.com

WORLD CONNECTIONS / ASSESSMENT OPTIONS

Connections:

- Cultural art, music samples
- Cultural games
- Count to 10 in language
- Children's literature
- Writing: letters, poetry, journals, reports, stories
- Mission stories/projects

Assessment:

- Develop a travel brochure
- Create a map
- Research a topic and present it
- Create convention display
- Invite a cultural guest
- Cook ethnic foods
- Create pictorial collages
- Correspond with pen pals from country
- Create a bulletin board as a group
- Learn words/phrases in country's language
- Research and develop a fact sheet
- Create a multimedia project Make a TV commercial
- Develop and present a puppet show
- Make a radio commercial
- Write a song
- Draw/color/identify country's symbols
- Retell stories of people in the past/present who have impacted American culture

NAD SoSmart

Cycle : 1 Lower

Quarters 1- 4

1ST QUARTER

United States

Cycle: 1 Lower

TOPIC: Map Skills

Pacing: 1 day

Map and Globe Use
Parts of a Map
Charts and Graphs

OBJECTIVES:

1. Describe the basic differences between a map and a globe
2. Identify map symbols
3. Understand how to read a simple map
4. Identify the cardinal directions on maps (see compass rose) and globes
5. Explain cardinal and intermediate directions
6. Use a variety of maps to identify: map, title, legend, cardinal direction, etc.
7. Demonstrate how to use a map scale to measure distances and map symbols to locate natural and artificial features
8. Learn to use graphs and charts to pictorially represent comparative geographic information, i.e., populations, state sizes, ethnic groups
9. Locate the United States, Bermuda, Canada and Mexico on a globe and world map, and locate the local community on a state/parish/province map
10. Identify places on a local community map (towns, lakes, rivers, etc.)

RESOURCES:

1. Textbooks:
 - Scott Foresman:
 - Gr. 1, H20-26; pp. 54-55, 60-61, 120-121, 200-201, 254-255
 - Gr. 2, H18-23; pp. 20-21, 60-61, 124-125, 164, 214-215
 - Gr. 3, H13; pp. 30-33, 98-99, 174
 - Gr. 4, H16; pp. 19, 86, 134-135, 240-241
2. Multimedia:
 - "Map Skills for Children," Schlessinger
 - "The Geography Tutor, #1," Teacher's Discovery
 - Teacher's Video Co.:
 - "Geography Principles"
 - "U.S. Map Adventures"
 - "Globes and Us"
 - "Understanding Geography"
 - "Understanding Maps"
 - "Maps: types, Symbols & Terms"
3. Teacher Resources:
 - "Map Skills," Instructional Fair, by Jan Kennedy, Gr. 3, pp. 4-7, 14, 16-19, 22, 22-30
 - "Map Skills," Teaching and Learning Co., pp. 5-10, 32-39, 40-41
 - "Discovering the World of Geography," Mark Twain Media Publishing Co., Geography Activity Book. Gr. 4-5, pp. 34-38
 - "Mega Fun Map Skills," Scholastic Professional Books, pp. 5-15
 - "Take it to Your Seat Geography Centers, Evan Moor, Gr. 2-3, pp. 49-62, 89-104
 - "Take it to Your Seat Geography Centers," Evan Moor, Gr. 1-2, pp. 75-86, 99-134, 179-184
 - "Basic Map Skills," Instructional Fair-TS Denison, Gr. 3, pp. 4-7, 14-30
 - "Map Skills, Teaching a Variety of Map Skills," Instructional Fair-TS Denison, Gr. 3-4, pp. 6-41

1ST QUARTER World

Cycle: 1 Lower

TOPIC: Geography

Pacing: 2 days

Asia

OBJECTIVES:

1. Define regions and identify the features of the region (rivers, mountains, etc.)
2. Identify climates (in this region) of various places using a map, a globe and pictures
3. List examples of natural resources (water, trees, soil, etc.)
4. Describe how natural resources (in this region) are used to meet basic needs in the home, school and community
5. Identify ways the physical environment influences human activity

RESOURCES:

1. Teacher Resource:
 - *Building Skills by Exploring Maps – The World*, pp. 10-11, 22-23, 42-43, Creative Teaching Press, Inc.,
2. Multimedia:
 - "Exploring the World's Geography," Discovery School
 - "China," Trav's Travels Geography for Kids Series, Library Video Co.

1ST QUARTER World

Cycle: 1 Lower

TOPIC: Biblical Egypt

Pacing: 4 days

OBJECTIVES:

1. Order events by using designation of time periods such as ancient times and modern times
2. Use vocabulary related to chronology, including past, present and future
3. Understand time measurements: dates in terms of centuries (B.C. through A.D.)
4. Develop an understanding of time: years, decades, centuries.
5. Listen to and retell stories about people in the past who showed honesty, courage and responsibility; include Biblical characters and church founders
6. Identify challenges of the different cultural groups throughout history
7. Understand the influence of religious heritage on culture

SPIRITUAL APPLICATIONS:

1. Exodus 1-2:10
2. Deuteronomy 11:1-4
3. Philippians 3:13 (Obj. 4)

RESOURCES:

1. Textbooks:
Scott Foresman:
- Gr. 2 – pp. 272-275 (Robyn Hamilton)
2. Multimedia:
- Website: Ancient Egypt Teacher Resource File (<http://falcon.jmu.edu/~ramseyil/egypt.htm>)
- "Ancient Civilizations for Children, Ancient Egypt," Bk6724, Schlessinger
- "Animated Stories of the Old Testament – Moses," Video Nest
3. Teacher Resources:
- *Ancient Egypt Activity Book* – Edupress
- *The Ancient World* - World Studies, pp. 68-95, Prentice Hall, Gr. 5-8
4. Literature:
- *Patriarchs and Prophets*, E.G. White, pp. 241-272
- *History Readers: Egypt*, Stephen Krensky
- *True Tales: Ancient World* NTS, Katherine Gleason
- *Mummies Tombs & Treasures*
- *You Wouldn't Want to be an Egyptian Mummy*, David Stewart
- Ancient Egypt Color and Learn, Edupress, Edw-63024

CONNECTIONS:

Bible: Compare reward of Moses to those of a pharaoh. Draw two pictures to illustrate

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Write a message in hieroglyphics – include a code and have a friend decipher it
2. Design a pyramid with artifacts you would want – compare to artifacts found in tombs
3. Make a timeline showing Egypt's place in history
4. Draw an Egyptian style drawing showing work from their time. Draw a modern version and compare
5. Compare Israelite and Egyptian religion

1ST QUARTER World

Cycle: 1 Lower

TOPIC: Modern Egypt

Pacing: 3 days

OBJECTIVES:

Culture

1. Understand customs and holidays of different cultures (food, music, clothes, traditions, holiday, language, etc.)
2. Demonstrate respect for all people of different ages, backgrounds and ethnicity
3. Understand how different people in the same region maintain different ways of life
4. Identify the different social groups to which people belong and the functions these groups perform

Religion

5. Begin to identify the major religions of the world
6. Develop an understanding of current world missions of the Seventh-day Adventist Church
7. Develop respect for people with different religious beliefs

Government

8. Understand that our neighboring countries have different forms of government

Economics

9. Understand that goods are made locally, in other parts of the country, and the world
10. Tell how natural resources from the region are used and how they contribute to the economy of the region

History

11. Identify challenges of the different cultural groups through the history of the region
12. Listen to and retell stories about people in the past/present who showed honesty, courage and responsibility

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Develop a travel brochure
2. Draw a map of Egypt
3. Compare religions of ancient and modern Egypt
4. Examine Muslim holidays (Ramadan, Eid, Etc.) compare to ours
5. Make an Eid Card
6. Practice Islamic calligraphy
7. Draw a picture book of the events of the Hajj (Pilgrimage to Mecca)
8. See "World Connections/Assessment Options," in So Smart manual.

CONNECTIONS:

1. Make a Muslim calendar. Find the differences between it and a Western calendar
2. Make a "mummy" with a skeleton. See *Ancient Communities*, Gr. 3, pp. 12, Scott Foresman

RESOURCES:

1. Multimedia:
 - "Understanding World Religions – What is Islam?"
 - "American Cultures for Children – Arab American Heritage"
2. Teacher Resources:
 - *Africa - World Studies*, pp. 107, 110-115, Prentice Hall, Gr. 5-8
 - "Ancient Communities," Scott Foresman
3. Literature:
 - *Egypt and the Middle East* (Gr. 4-9), Carson Dellosa
 - *A Trip Around the World*, Carson Dellosa
 - *Taking Your Camera to Egypt*, Steck-Vaughn
 - *Countries Around the World – Egypt*, Bridgestone
 - *First Reports: Countries – Egypt*, Compass Point
 - *Globe-Trotters Club – Egypt*, Carolrhoda
 - *Look What Came From Egypt*, Franklin Watts
 - *Egypt: A Question and Answer Book*, Fact Finders Books
 - *Welcome to Egypt*, Gareth Sevens

SPIRITUAL APPLICATIONS:

Genesis 16; 21:1-21

1ST QUARTER World

Cycle: 1 Lower

TOPIC: Biblical Israel

Pacing: 3 days

OBJECTIVES:

1. Order events by using designation of time periods such as ancient times and modern times
2. Use vocabulary related to chronology, including past, present and future
3. Understand time measurements: dates in terms of centuries (B.C. through A.D.)
4. Develop an understanding of time: years, decades, centuries.
5. Listen to and retell stories about people in the past who showed honesty, courage, and responsibility; include Biblical characters and church founders
6. Identify challenges of the different cultural groups throughout the history of the state/parish/province
7. Understand the influence of religious heritage on culture

SPIRITUAL APPLICATIONS:

1. Deuteronomy 33:26-29
2. Philippians 3:13 (Obj. 4)
3. Judges 6 (Courage)
4. Numbers 13 & 14 (Caleb & Joshua)
5. II Kings 5 (Captain Naaman)
6. Genesis 39:1-6 (Joseph - Responsibility)
7. Genesis 19-23 (Joseph in Prison)

RESOURCES:

1. Teacher Resources:
 - *The Ancient World* – World Studies, pp. 55-57, Prentice Hall, Gr. 5-8
2. Literature:
 - *Patriarch and Prophets*, pp. 125-131, Ellen G. White
 - Biblical and modern maps. Ex. Standard Bible Atlas, Standard Publishing
 - *The Kregel Bible Atlas*, Kregel Academic and Professional, Tim Dowley
 - *The Kregel Pictorial Guide to Everyday Life in Bible Times*, Kregel Academic and Professional, Tim Dowley
 - *The Kregel Pictorial Guide to Biblical History*, Kregel Academic and Professional, Tim Dowley

CONNECTIONS:

1. Write a description of your favorite Bible character explaining what you admire about them
2. Write a message backwards (as in Hebrew). Get a friend to translate

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Compare temple worship and decoration to your church
2. Make a Biblical times menu
3. Draw a Biblical home and find things you would find in it. Draw the modern counterpart
4. Make a booklet of Bible times jobs
5. Make a catalog for Biblical clothes
6. Make a timeline of main Biblical events

1ST QUARTER World

Cycle: 1 Lower

TOPIC: Modern Israel

Pacing: 3 days

OBJECTIVES:

Culture

1. Understand customs and holidays of different cultures (food, music, clothes, traditions, holiday, language, etc.)
2. Demonstrate respect for all people of different ages, backgrounds and ethnicity
3. Understand how different people in the same region maintain different ways of life
4. Identify the different social groups to which people belong and the functions these groups perform

Religion

5. Begin to identify the major religions of the world
6. Develop an understanding of current world missions of the Seventh-day Adventist Church
7. Develop respect for people with different religious beliefs

Government

8. Understand that our neighboring countries have different forms of government

Economics

9. Understand that goods are made locally, in other parts of the country, and the world
10. Tell how natural resources from the region are used and how they contribute to the economy of the region

History

11. Identify challenges of the different cultural groups through the history of the region
12. Listen to and retell stories about people in the past/present who showed honesty, courage and responsibility

SPIRITUAL APPLICATIONS:

1. Genesis 32:28; 35:10 (Jacob – Israel)
2. Esther 9:22 (Purim)
3. Exodus 12:21-23 (Passover)
4. Exodus 34:22 (Pentecost)
5. Acts 2:1; 20:16

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Compare maps of Biblical and modern Israel
2. Develop a travel brochure
3. Compare similarities/differences – Christianity/Judaism/Islam – dress, symbols, beliefs, etc.
4. Make a timeline of Israel's history from Bible to now (showing loss of homeland)
5. Discuss how we would feel if we had no country of our own. What would be different?
6. See "World Connections/Assessment Options," in SoSmart Manual.

RESOURCES:

1. Teacher Resources:
 - *Asia and Pacific* - World Studies, pp. 176, 195-199, Prentice Hall, Gr. 5-8
2. Multimedia:
 - Schlessinger:
 - "American Cultures for Children – Jewish American Heritage"
 - "Holidays for Children, Hanukkah, Passover"
 - "My Family From Israel"
 - "Understanding World Religions – What is Judaism?"
3. Literature:
 - *Taking Your Camera to Israel*, Steck-Vaughn
 - *Another Trip Around the World*, Leland Graham
 - *Count Your Way Through Israel*, James Haskins
 - *Countries of the World – Israel*, Kristen Thoenness
 - *First Reports: Countries – Israel*, Compass Point
 - *Globe Trotters Club – Israel*, Marcia Gresko
 - *Postcards From Israel*, Raintree
 - *Ticket to Israel*, Marcia Gresko
 - *Visit to Israel*, Roop Peter

CONNECTIONS:

Math: Count in Hebrew

2ND QUARTER United States

Cycle: 1 Lower

TOPIC: Map Skills

Pacing: 1 day

Geographical Terms
Map Scale
Identify Locations
Thematic Maps

OBJECTIVES:

1. Use a map of North America to identify and label the following: United States, Bermuda, Canada, Mexico, oceans, islands, major rivers, the Great Lakes, major mountain ranges and major cities
2. Identify on a globe and world map: equator, oceans, islands, North Pole, South Pole, continents, etc.
3. Study thematic maps (population, natural resources, etc.) to gather information about states/parishes/provinces
4. Recognize from maps where major population centers are and give reasons for the development of those centers
5. Define and be able to identify the following natural regions and features on a map: mountains, oceans, continents, peninsulas, bays, etc.
6. Show how to use lines of longitude and latitude, a map scale, and the compass rose to locate places on world and North American maps
7. Demonstrate how to use map scale to measure distance and map symbols to locate natural and artificial features
8. Learn important geographical terms, i.e., continents, oceans, equator, northern and southern hemispheres, eastern and western hemispheres, mountain ranges
9. Recognize from maps where population centers are and give reasons for the development of those centers

RESOURCES:

1. Textbooks:
Scott Foresman:
- Gr. 2 – H20-23; pp. 20, 47, 65, 214-215, 239
- Gr. 3 – H19; pp. 32-33, 110-111, 240-241, 413
- Gr. 4 – H12-14; pp. 86-87, 408-409
2. Multimedia:
- "Map Skills for Children," Schlessinger
- "The Geography Tutor, #1," Teacher's Discovery
3. Teacher Resources:
- "Map Skills," Teaching and Learning Co., pp. 11-16, 31, 54-61
- "Discovering the World of Geography," Mark Twain Media Publishing Co., Geography Activity Book, Gr. 4-5, pp. 3-19
- "Take it to Your Seat Geography Centers," Evan Moor, Gr. 2-3, pp. 105-118
- "Take It to Your Seat Geography Centers," Evan Moor, Gr. 1-2, pp. 179-184
- "Basic Map Skills," Instructional Fair-TS Denison, Gr. 3, pp. 11-13, 15, 24-26
- "Map Skills," Instructional Fair-TS Denison, Teaching a Variety of Map Skills, Gr. 3-4, pp. 36-41

2ND QUARTER World

Cycle: 1 Lower

TOPIC: Geography

Pacing: 2 days

Asia & The Pacific Islands

OBJECTIVES:

1. Define regions and identify the features of the region (rivers, mountains, etc.)
2. Identify climates (in this region) of various places using a map, a globe and pictures
3. List examples of natural resources (water, trees, soil, etc.)
4. Describe how natural resources (in this region) are used to meet basic needs in the home, school and community
5. Identify ways the physical environment influences human activity

RESOURCES:

Teacher Resources:

- *Building Skills by Exploring Maps – The World*, pp. 22-23, 42-43, Creative Teaching Press, Inc.
- *Pacific Islands*, pp. 34-39, Evan Moor
- *Australia*, pp. 11-33, 40-46, Evan Moor

2ND QUARTER World

Cycle: 1 Lower

TOPIC: Asia

Pacing: 3 days

India

OBJECTIVES:

Culture

1. Understand customs and holidays of different cultures (food, music, clothes, traditions, holiday, language, etc.)
2. Demonstrate respect for all people of different ages, backgrounds and ethnicity
3. Understand how different people in the same region maintain different ways of life
4. Identify the different social groups to which people belong and the functions these groups perform

Religion

5. Begin to identify the major religions of the world
6. Develop an understanding of current world missions of the Seventh-day Adventist Church
7. Develop respect for people with different religious beliefs

Government

8. Understand that our neighboring countries have different forms of government

Economics

9. Understand that goods are made locally, in other parts of the country, and the world
10. Tell how natural resources from the region are used and how they contribute to the economy of the region

History

11. Identify challenges of the different cultural groups through the history of the region
12. Listen to and retell stories about people in the past/present who showed honesty, courage and

SPIRITUAL APPLICATIONS:

Matthew 5-6: Consider the themes from the Sermon on the Mount and how people like Gandhi and Mother Teresa lived up to that. Consider what we can do to follow Jesus.

CONNECTIONS:

1. Draw a picture of a Hindu god
2. Make a wildlife book of India
3. Draw a diagram of the Caste system
4. Prepare an Indian meal

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Compare Gandhi and Mother Teresa. Write a recipe for what it takes to be a great person.
2. Make a tour brochure of India

RESOURCES:

1. Multimedia:
 - "Families of India," Families of the World, Library Video Co.
 - "My Family from India," Schlessinger Media
 - "India: People and Environment," Discovery School
 - "Our World Faiths: Religions of the World," Library Video Co.
 - "What is Hindiusm?" Schlessinger
2. Teacher Resources:
 - *Asia and the Pacific* - World Studie, Gr. 5-8, pp. 175, 184-189, Prentice Hall, Gr. 5-8
3. Literature:
 - *Rikki-Tikki-Tavi*, Rudyard Kipling
 - *Mother Teresa*, Demi
 - *Colors of India*, Holly Littlefield
 - *Look What Came from India*, Miles Harvey
 - *Tales from India*, J.E.B. Gray
 - *In the Heart of the Village*, Barbara Bash
 - *Jungle Book: Mowgli's Story*, Rudyard Kipling
 - *Ghandi: The Father of Modern India*, Pratima Mitchell
 - *Stories Told by Mother Teresa*, Mother Teresa/Edward Le Joy

2ND QUARTER World

Cycle: 1 Lower

TOPIC: Asia

Pacing: 3 days

China

OBJECTIVES:

Culture

1. Understand customs and holidays of different cultures (food, music, clothes, traditions, holiday, language, etc.)
2. Demonstrate respect for all people of different ages, backgrounds and ethnicity
3. Understand how different people in the same region maintain different ways of life
4. Identify the different social groups to which people belong and the functions these groups perform

Religion

5. Begin to identify the major religions of the world
6. Develop an understanding of current world missions of the Seventh-day Adventist Church
7. Develop respect for people with different religious beliefs

Government

8. Understand that our neighboring countries have different forms of government

Economics

9. Understand that goods are made locally, in other parts of the country, and the world
10. Tell how natural resources from the region are used and how they contribute to the economy of the region

History

11. Identify challenges of the different cultural groups throughout the history of the region
12. Listen to and retell stories about people in the past/present who showed honesty, courage and responsibility

SPIRITUAL APPLICATIONS:

1. Acts 10:1-34 (Obj. 4)
2. 17:26 (KJV) (Obj. 4)
3. Deuteronomy 10:17
4. Romans 2:11 (No Partiality)
5. Ephesians 6:9

CONNECTIONS:

1. Make a mask
2. Learn how to count to 10 in Chinese
3. Write a journal entry "Why I would or would not like to live in China"

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Retell stories of people in the past/present who impacted American culture
2. Research a topic and present it
3. Create a map

* See "World Connections/Assessment Options," p. 14 in SoSmart Manual

RESOURCES:

1. Multimedia:
 - "China: People and Places," Teacher's Video Co.
 - Library Video Co.:
 - "Trav's Travels China (#K1689)
 - "Big Bird in China (#K2553)
 - "Disney's Mulan (#K1548)
 - "The Amazing Panda Adventure" (#K0221)
 - "Families of China" (#JK4927)
2. Teacher Resources:
 - "Ancient Communities," Scott Foresman Edupress Pub. Co.:
 - *Hands-on Heritage Activity Book: China* (#EP069)
 - *Photo Fun Activities: China* (#EP070)
3. Literature:
 - *Sadako and the Thousand Paper Cranes*, Eleanor Coerr
 - *Exploring Cultures Through Art: China & Japan*, Diana Granat
 - *Count Your Way Through China*, Jim Haskins

2ND QUARTER World

Cycle: 1 Lower

TOPIC: Asia

Pacing: 3 days

Japan

OBJECTIVES:

Culture

1. Understand customs and holidays of different cultures (food, music, clothes, traditions, holiday, language, etc.)
2. Demonstrate respect for all people of different ages, backgrounds and ethnicity
3. Understand how different people in the same region maintain different ways of life
4. Identify the different social groups to which people belong and the functions these groups perform

Religion

5. Begin to identify the major religions of the world
6. Develop an understanding of current world missions of the Seventh-day Adventist Church
7. Develop respect for people with different religious beliefs

Government

8. Understand that our neighboring countries have different forms of government

Economics

9. Understand that goods are made locally, in other parts of the country, and the world
10. Tell how natural resources from the region are used and how they contribute to the economy of the region

History

11. Identify challenges of the different cultural groups throughout the history of the region
12. Listen to and retell stories about people in the past/present who showed honesty, courage and responsibility

SPIRITUAL APPLICATIONS:

1. Acts 10:1-34; 17:26 (KJV)
2. Deuteronomy 10:17
3. Romans 2:11
4. Ephesians 6:9

CONNECTIONS:

1. Make origami paper shapes
2. Literature Unite: The Big Wave, Pearl S. Buck
3. Listen to country's national anthem
4. Make a poster to show the types of vehicles built in Japan

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Retell stories of people in the past/present who impacted American culture
2. Develop a travel brochure
3. Create a convention display

* See "World Connections/Assessment Options," p. 14 in SoSmart Manual

RESOURCES:

1. Multimedia:
 - "Families Around the World: My Family From Japan (#JK9084), Library Video Co.
 - "Families of Japan" (#JK4925), Library Video Co.
 - "Big Bird in Japan" (#K2568), Library video Co.
2. Teacher Resources:
 - "Passport to World Communities," Scott Foresman
 - Edupress Pub. Co.:
 - *Hands-on Heritage Activity Book: Japan* (#EP048)
 - *PhotoFun Activities: Japan* (#EP053)
3. Literature:
 - *Grandfather's Journey*, Allen Say
 - *The Bicycle Man*, Allen Say
 - *How My Parents Learned to Eat*, Ina R. Friedman
 - *The Big Wave*, Pearl S. Buck
 - *Count Your Way Through Japan*, Jim Haskins
 - *Taking Your Camera to Japan*, Ted Park
 - *Exploring Cultures Through Art: China & Japan*, Diana Granat

2ND QUARTER World

Cycle: 1 Lower

TOPIC: Pacific

Pacing: 2 days

Australia

OBJECTIVES:

Culture

1. Understand customs and holidays of different cultures (food, music, clothes, traditions, holiday, language, etc.)
2. Demonstrate respect for all people of different ages, backgrounds and ethnicity
3. Understand how different people in the same region maintain different ways of life
4. Identify the different social groups to which people belong and the functions these groups perform

Religion

5. Begin to identify the major religions of the world
6. Develop an understanding of current world missions of the Seventh-day Adventist Church
7. Develop respect for people with different religious beliefs

Government

8. Understand that our neighboring countries have different forms of government

Economics

9. Understand that goods are made locally, in other parts of the country, and the world
10. Tell how natural resources from the region are used and how they contribute to the economy of the region

History

11. Identify challenges of the different cultural groups throughout the history of the region
12. Listen to and retell stories about people in the past/present who showed honestv. courage and responsibility

SPIRITUAL APPLICATIONS:

1. Acts 10:1-34; 17:26 (KJV)
2. Deuteronomy 10:17
3. Romans 2:11
4. Ephesians 6:9

CONNECTIONS:

Research the involvement of Mrs. E. G. White in the decision of selecting the site for Avondale College.

ASSESSMENT/INSTRUCTIONAL IDEAS:

* See "World Connections/Assessment Options," p. 14 in SoSmart Manual

Many ideas found at websites listed in resources

RESOURCES:

1. Multimedia:
 - "Wee Sing Around the World" (cassette tape)
 - "Hello From Around the World Video Series: Australia" #K3251, Library Video Co.
 - "National Geographic Really Wild Animals: Wonders Down Under," #K0438, Library Video Co.
 - "The Rescuers Down Under," Disney
2. Teacher Resources:
 - "Passport to World Communities," Scott Foresman
 - *A Trip Around the World*, Gr. K-3, Carson Dellosa Pub.
<http://atozteacherstuff.com>
www.theteacherscorner.net/thematicunits
 - A packet of Australia's background can be obtained by contacting: Embassy of Australia, 1601 Massachusetts Ave., NW, Washington, DC 20036-2273, (202) 797-3000

2ND QUARTER World

Cycle: 1 Lower

TOPIC: Pacific

Pacing: 2 days

Pacific Islands

OBJECTIVES:

Culture

1. Understand customs and holidays of different cultures (food, music, clothes, traditions, holiday, language, etc.)
2. Demonstrate respect for all people of different ages, backgrounds and ethnicity
3. Understand how different people in the same region maintain different ways of life
4. Identify the different social groups to which people belong and the functions these groups perform

Religion

5. Begin to identify the major religions of the world
6. Develop an understanding of current world missions of the Seventh-day Adventist Church
7. Develop respect for people with different religious beliefs

Government

8. Understand that our neighboring countries have different forms of government

Economics

9. Understand that goods are made locally, in other parts of the country, and the world
10. Tell how natural resources from the region are used and how they contribute to the economy of the region

History

11. Identify challenges of the different cultural groups throughout the history of the region
12. Listen to and retell stories about people in the past/present who showed honesty, courage and responsibility

SPIRITUAL APPLICATIONS:

1. Isaiah 41:1-5
2. Matthew 10:29-31
3. God knows all the earth, even the smallest of islands.

CONNECTIONS:

1. Science: Make a volcano
2. Make a lei

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Make a relief map of the islands
2. Draw a fashion catalog for local dress
3. Contact an Adventist missionary in the Pacific Islands

RESOURCES:

1. Multimedia:
 - "U.S. commonwealth and Territories," Schlessinger Media
 - "New Zealand and the South Pacific Islands," Hello From Around the World, Library Video Co.
2. Teacher Resources:
 - *Asia and Pacific* - World Studies, pp. 130-134, Prentice Hall, Gr. 5-8
3. Literature
 - *We're Sailing to Galapagos: A Week in the Pacific*, Laurie Krebs
 - *Islands of the Pacific Rim and Their Peoples*, Robert MacDonald
 - *Pacific Islanders*, Douglas Ford
 - *A is for Aloha*, Stephanie Feeney

3RD QUARTER United States

Cycle: 1 Lower

TOPIC: Map Skills

Pacing: 1 day

**Physical and Political Features
Longitude and Latitude
Grid Maps
Charts and Graphs**

OBJECTIVES:

1. Define absolute and relative location of the school and homes in the community using a simple grid map. (Absolute location is the street address; relative location is next to, across from, etc.)
2. Show how to use lines of longitude and latitude, a map scale and the compass rose to locate places on world and North American maps
3. Distinguish between physical and political features on maps
4. Learn to use graphs and charts to pictorially represent comparative geographic information, i.e., populations, state sizes, ethnic groups
5. Differentiate between physical features and human made features
6. Demonstrate an understanding of map symbols for natural physical features
7. Explain how natural features contribute to regional and local settlements
8. Locate time zones and describe their purpose

RESOURCES:

1. Textbooks:
Scott Foresman:
- Gr. 1, H22-23, 26; pp. 60, 98, 120, 132, 154, 192-193, 254-255, 270
- Gr. 2, H18-21; pp. 20, 60, 80, 130, 164, 184, 214
- Gr. 3, H12-13, 17-18; pp. 32, 98, 158-159, 324-325
- Gr. 4, H16-17, 20, 54-55; pp. 240-241
2. Multimedia:
- "Map Skills for Children," Schlessinger
- "Earth's Physical Features," Teacher's Discovery
3. Teacher Resources:
- Social Studies Plus, Scott Foresman Supplement, Gr. 1, pp. 6, 7, 14-15
- Social Studies Plus, Scott Foresman Supplement, Gr. 3, pp. 18, 48, 56
- "Map Skills," Teaching and Learning Co., pp. 17-28, 43-61
- "Take it to Your Seat Geography Centers," Evan Moor, Gr. 1-2, pp. 61-74
- "Take it to Your Seat Geography Centers," Evan Moor, Gr. 2-3, pp. 77-88, 119-136
- "Discovering the World of Geography," Mark Twain Media Publishing Co., Geography Activity Book. Gr. 4-5, pp. 20-24, 113-121
- "Geography," Steck-Vaughn School Supply (Harcourt Supplemental Publisher), Gr. 1-4, pp. 22, 35-40
- "Basic Map Skills," Instructional Fair -TS Denison, Gr. 3, pp. 4-7, 14-30
- "Map Skills, Teaching a Variety of Map Skills," Instructional Fair-TS Denison, Gr. 3-4, pp. 42-81

3RD QUARTER World

Cycle: 1 Lower

TOPIC: Geography

Pacing: 2 days

Africa

OBJECTIVES:

1. Define regions and identify the features of the region (rivers, mountains, etc.)
2. Identify climates (in this region) of various places using a map, a globe and pictures
3. List examples of natural resources (water, trees, soil, etc.)
4. Describe how natural resources (in this region) are used to meet basic needs in the home, school and community
5. Identify ways the physical environment influences human activity

RESOURCES:

1. Textbooks:
Scott Foresman:
 - Gr. 1 – pp. 106-107, 174-175, R1, R5
 - Gr. 2 – pp. 38-39, 250-252, R2, R5
 - Gr. 3 – pp. 30-32, 110-111, 182-183, R1-R3
2. Teacher Resources:
 - *Passport to World Communities*, pp. 16-29, Scott Foresman
 - *Building Skills by Exploring Maps – The World*, pp. 8-9, Creative Teaching Press, Inc.
 - *Africa*, pp. 11-46, Evan Moor
 - *Africa* (2nd Edition), pp. 4-62, Teacher Created Materials, Inc.

3RD QUARTER World

Cycle: 1 Lower

TOPIC: Africa

Pacing: 3 days

West Africa/Ghana

OBJECTIVES:

Culture

1. Understand customs and holidays of different cultures (food, music, clothes, traditions, holiday, language, etc.)
2. Demonstrate respect for all people of different ages, backgrounds and ethnicity
3. Understand how different people in the same region maintain different ways of life
4. Identify the different social groups to which people belong and the functions these groups perform

Religion

5. Begin to identify the major religions of the world
6. Develop an understanding of current world missions of the Seventh-day Adventist Church
7. Develop respect for people with different religious beliefs

Government

8. Understand that our neighboring countries have different forms of government

Economics

9. Understand that goods are made locally, in other parts of the country, and the world
10. Tell how natural resources from the region are used and how they contribute to the economy of the region

History

11. Identify challenges of the different cultural groups through the history of the region
12. Listen to and retell stories about people in the past/present who showed honesty, courage and responsibility

SPIRITUAL APPLICATIONS:

Revelation 21:18-21

Consider how precious we are to God as gold has been to humans. Examine the future use of gold in heaven. What does this say about our priorities?

CONNECTIONS:

English: Write a new folktale showing an important moral

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Design West African clothing
2. Hold an African festival
3. Slavery link – Discuss the impact on a town if many workers were taken to be slaves
4. Make a book comparing a day in your life with a child in Ghana

RESOURCES:

1. Multimedia:
Library Video Co.:
- "Ghana," Hello From Around the World
- "Families of Ghana," Families of the World,
- "Koi and the Kola Nuts," Rabbit Ears
- "West Africa," Worlds Together for Kids
2. Teachers Resources:
- *Africa* - World Studies, pp. 84-89, 130, 142-147, Prentice Hall, Gr. 5-8
3. Literature:
- *Kente Colors*, Debbie Chocolate
- *Colors of Ghana*, Holly Littlefield
- *Songs of West Africa*, Dan Gorlin, Alokli West African Dance
- *Dancing Masks of Africa*, Christine Price, Encore Editions
- *Stories from West Africa*, Robert Hull, Steck-Vaughn
- *Ancient West African Kingdoms*, Mary Quigley

3RD QUARTER World

Cycle: 1 Lower

TOPIC: Africa

Pacing: 3 days

Democratic Republic of the Congo

OBJECTIVES:

Culture

1. Understand customs and holidays of different cultures (food, music, clothes, traditions, holiday, language, etc.)
2. Demonstrate respect for all people of different ages, backgrounds and ethnicity
3. Understand how different people in the same region maintain different ways of life
4. Identify the different social groups to which people belong and the functions these groups perform

Religion

5. Begin to identify the major religions of the world
6. Develop an understanding of current world missions of the Seventh-day Adventist Church
7. Develop respect for people with different religious beliefs

Government

8. Understand that our neighboring countries have different forms of government

Economics

9. Understand that goods are made locally, in other parts of the country, and the world
10. Tell how natural resources from the region are used and how they contribute to the economy of the region

History

11. Identify challenges of the different cultural groups through the history of the region
12. Listen to and retell stories about people in the past/present who showed honesty, courage and responsibility

SPIRITUAL APPLICATIONS:

Genesis 7:1-4. Consider our role in conservation and God's view of this.

CONNECTIONS:

Draw the wildlife and habitat of Congo. List those that are endangered and explain why.

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Make a booklet of things made from Congo's natural resources
2. Design a postcard of a Safari in Congo. Write about what you would see.
3. Make a resource map of Congo
4. Perform a song from Congo

RESOURCES:

1. Multimedia:
 - "Songs on the Congo," Audi Cassette, Harper Audio
 - "Sing Children Sing: Songs of the Congo," Caemdon Audio Cassette
 2. Teacher Resources:
 - *Africa - World Studies*, pp. 194, 200-205, Prentice Hall, Gr. 5-8
 3. Literature:
 - *Why the Crab Has no Head: An African Folktale*, Barbara Knutson, Carolrhoda Books
 - *Monkey for Sale*, Sanna Stanley, Farrar, Straus & Giroux
 - *The Rains Are Coming*, Sanna Stanley, Greenwillow
- Randon House Books for Young Readers:
- *Congo Activity Book: Jungle Jaunts*, Jim Thomas
 - *Congo Activity Book: Safari Adventure*, Jim Thomas

3RD QUARTER World

Cycle: 1 Lower

TOPIC: Africa

Pacing: 3 days

Kenya

OBJECTIVES:

Culture

1. Understand customs and holidays of different cultures (food, music, clothes, traditions, holiday, language, etc.)
2. Demonstrate respect for all people of different ages, backgrounds and ethnicity
3. Understand how different people in the same region maintain different ways of life
4. Identify the different social groups to which people belong and the functions these groups perform

Religion

5. Begin to identify the major religions of the world
6. Develop an understanding of current world missions of the Seventh-day Adventist Church
7. Develop respect for people with different religious beliefs

Government

8. Understand that our neighboring countries have different forms of government

Economics

9. Understand that goods are made locally, in other parts of the country, and the world
10. Tell how natural resources from the region are used and how they contribute to the economy of the region

History

11. Identify challenges of the different cultural groups through the history of the region
12. Listen to and retell stories about people in the past/present who showed honesty, courage and responsibility

SPIRITUAL APPLICATIONS:

Psalm 72:16-20

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Make a travel brochure of Kenya
2. Present a travelogue of Kenya
3. Perform a puppet show of a local folktale
4. Compare city life to rural life in Kenya and your country

CONNECTIONS:

Learn five words in Swahili. Make a children's picture book with these words.

RESOURCES:

1. Multimedia:
 - "East Africa," Worlds Together for Kids, Library Video Co.
2. Teacher Resources:
 - *Africa* - World Studies, pp. 92-96, 162, 178-182, Prentice Hall, Gr. 5-8
3. Literature:
 - *Daddy, There's a Hippo in the Grapes*, Lucy M. Dobkins
 - *Mama Panya's Pancakes: A Village Tale from Kenya*, Mary Chamberlin
 - *Kenya A-Z*, Justine Fontes
 - *Furaha Means Happy: A Book of Swahili Words*, Ken Wilson-Max, Jump at the Sun
 - *Welcome to Kenya*, Compass Point Books
 - *Kenya in Pictures*, Alison Auch
 - *Postcards from Kenya*, Helen Arnold
 - *Colors of Kenya*, Fran Sommis
 - *A Family in Kenya*, Michael Griffin

3RD QUARTER World

Cycle: 1 Lower

TOPIC: Africa

Pacing: 2 days

South Africa

OBJECTIVES:

Culture

1. Understand customs and holidays of different cultures (food, music, clothes, traditions, holiday, language, etc.)
2. Demonstrate respect for all people of different ages, backgrounds and ethnicity
3. Understand how different people in the same region maintain different ways of life
4. Identify the different social groups to which people belong and the functions these groups perform

Religion

5. Begin to identify the major religions of the world
6. Develop an understanding of current world missions of the Seventh-day Adventist Church
7. Develop respect for people with different religious beliefs

Government

8. Understand that our neighboring countries have different forms of government

Economics

9. Understand that goods are made locally, in other parts of the country, and the world
10. Tell how natural resources from the region are used and how they contribute to the economy of the region

History

11. Identify challenges of the different cultural groups through the history of the region
12. Listen to and retell stories about people in the past/present who showed honesty, courage and responsibility

SPIRITUAL APPLICATIONS:

1. Luke 10:25-28 – How should we treat others?
2. Galatians 3:26-28 – The Golden Rule
3. Matthew 5:9 – God's view on peacemakers

CONNECTIONS:

Write a report on the Nobel Prize for Nelson Mandela and F. N. deKlerk. What could you do to be a peacemaker?

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Compare apartheid with American segregation. What difficulties and effects would this have in each place?
2. Make a book of Nelson Mandela's life. What made him a success?
3. Simulation: Have students choose a marble from a bag. Those with a certain color would get to do things others can't. Discuss how this would affect them.

RESOURCES:

1. Multimedia:
 - "Abiyoyo," Simon & Schuster Children's
 - "My Family from South Africa," Schlessinger
 - "My Xhosa Family from South Africa," Schlessinger
 - "Children's Stories from Africa," Vol. 1-4, Library Video Co.
2. Teacher Resources:
 - *Africa* - World Studies, pp. 97-100, 198, 206-212, Prentice Hall, Gr. 5-8
 - *Somewhere in Africa*, Ingrid Mennen, Dutton Children's Books
 - *Ticket to South Africa*, Mary N. Olvonye, Lerner Pub. Group
 - *South Africa*, Scholastic Library Pub.
 - *We Come from South Africa*, Alison Brownlie, Raintree Pub.
 - "Festivals of the World, South Africa," Jay Heale, Gareth Stevens Audio

3RD QUARTER World

Cycle: 1 Lower

TOPIC: Africa

Pacing: 2 days

North Africa - Algeria

OBJECTIVES:

Culture

1. Understand customs and holidays of different cultures (food, music, clothes, traditions, holiday, language, etc.)
2. Demonstrate respect for all people of different ages, backgrounds and ethnicity
3. Understand how different people in the same region maintain different ways of life
4. Identify the different social groups to which people belong and the functions these groups perform

Religion

5. Begin to identify the major religions of the world
6. Develop an understanding of current world missions of the Seventh-day Adventist Church
7. Develop respect for people with different religious beliefs

Government

8. Understand that our neighboring countries have different forms of government

Economics

9. Understand that goods are made locally, in other parts of the country, and the world
10. Tell how natural resources from the region are used and how they contribute to the economy of the region

History

11. Identify challenges of the different cultural groups through the history of the region
12. Listen to and retell stories about people in the past/present who showed honesty, courage and responsibility

SPIRITUAL APPLICATIONS:

Isaiah 35:1-10

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Draw and color a climate map of Algeria
2. List the problems and possible ways to deal with living in a desert
3. Draw a picture of a Mosque and of a church you have visited. Compare them.

RESOURCES:

Teacher Resources:

- *Africa - World Studies*, pp. 78-83, 106, 118-122, Prentice Hall, Gr. 5-8
- *Algeria (Modern Middle East Nations and Their Strategic Place in the World)*, Mason Crest James Morrow Pub.
- *Algeria (Modern Nations of the World)*, Tony Zurio, Lucent Books
- *Sabbath Lion: A Jewish Folktale from Algeria*, Howard Schwartz
- *Algeria (Cultures of the World)*, Falaq Kagda, Benchmark Books
- *Algeria (Countries of the World)*, William Mark Habeeb, Stevens Pub.
- *Algeria (Enchantment of Africa)*, Allan Carpenter, Children's Press

CONNECTIONS:

Make a model of a desert environment

3RD QUARTER United States

Cycle: 1 Lower

TOPIC: Africa Resources

RESOURCES:

Some general resources on Africa that might be useful for a number of lessons in this unit.

1. Multimedia:
 - Africa: People and Places Learning Pack, Discovery Channel School
 - "Ancient Africa," Schlessinger
 - African and African-American Folktales, Schlessinger
 - African-American Cultures for Children – African American Heritage, Schlessinger
 - Africa: People and Places, Discovery Channel School
 - Children's Stories from Africa, Vol. 1-4, Library Video Co.
 - Africa: Namibian Ecosystem, Discover Channel School
 - African Story Magic, Family Home Entertainment
 - Animals of Africa (CD-ROM), DK Publishing
 - "Multicultural Tales," SVE and Churchill Media
2. Teacher Resources:
 - *Ancient Communities*, pp. 58-71, Scott Foresman
 - *Passport to World Communities*, Scott Foresman
 - Africa, Teacher Created Resources
 - Exploring Africa, Mark Twain Media, Carson-Dellosa Publishing
 - Black Stars – African Heroes, Jim Haskins, Wiley
 - *Gambia, Ghana, Liberia, Sierra Leone: A first Book*, Henry Gilford, Franklin Watts
 - West Africa (food & festivals), Alison Brownlie, Raintree
 - "South Africa – The Culture," Domini Clark, Crabtree Pub.
 - *How Giraffe Got Such a Long Neck...and Why Rhino is so Grumpy*, Michael Rosen, Dial Books for Young Readers
 - "Countries of the World – South Africa," Mitchell Dahl, Capstone Press
3. Literature:
 - *Madoulina: A Girl Who Wanted to Go to School*, Joel Bognomo
 - *Kofi and His Magic*, Maya Angelou
 - *Adventures of Riley – Safari in South Africa*, Amanda Lumry
 - *My Sister's Wedding: A Story of Kenya*, Waithira

4TH QUARTER United States

Cycle: 1 Lower

TOPIC: Map Skills

Pacing: 1 day

Compass
Contour Lines
Thematic Maps

OBJECTIVES:

1. Learn important geographical terms, i.e., continents, oceans, equator, northern and southern hemispheres, eastern and western hemispheres, mountain ranges
2. Demonstrate how to use a map scale to measure distances and map symbols to locate natural and artificial features
3. Study thematic maps (population, natural resources, etc.) to gather information about states/ parishes/provinces
4. Recognize from maps where major population centers are and give reasons for the development of those centers
5. Use a compass and recognize basic and intermediate directions
6. Explain the use of contour lines to show elevation changes

RESOURCES:

1. Textbooks:
Scott Foresman:
- Gr. 1 – H20-23, 26; pp. 24-25, 54
- Gr. 2 – H18-21; pp. 214-215
- Gr. 3 – H12-17; pp. 30-32, 100, 160-163, 320
- Gr. 4 – H12-15; 19; pp. 26-31, 76-77, 86-87, 178-183, 402-404
2. Multimedia:
- "Maps and Globes," Schlessinger, Map Skills for Children
- "Tell Me Why," Geography, Vol. XXIV
- CD-ROM: Tom Snyder Production
 "Neighborhood Map Machine," (www.tomsnyder.com/tour)
 "Five Themes of Geography," Teacher's Video Co.
3. Teacher Resources:
- "Take It to Your Seat Geography Centers," Evan Moor, Gr. 2-3, pp. 35-48, 119-136
- "Take It to Your Seat Geography Centers," Evan Moor, Gr. 1-2, pp. 33-60, 87-98
- "Map Skills, Teaching a Variety of Map Skills," Instructional Fair-TS Denison, Gr. 3-4, pp. 6-27

4TH QUARTER World

Cycle: 1 Lower

TOPIC: Geography

Pacing: 2 days

Mediterranean

OBJECTIVES:

1. Define regions and identify the features of the region (rivers, mountains, etc.)
2. Identify climates (in this region) of various places using a map, a globe and pictures
3. List examples of natural resources (water, trees, soil, etc.)
4. Describe how natural resources (in this region) are used to meet basic needs in the home, school and community
5. Identify ways the physical environment influences human activity

RESOURCES:

Teacher Resources:

- *Greece*, Teacher Created Materials, Inc.
- *Geography*, Gr. 3, pp. 19, Steck-Vaughn School Supply (Harcourt Supplemental Publisher)

4TH QUARTER World

Cycle: 1 Lower

TOPIC: Geography

Pacing: 2 days

Climate

OBJECTIVES:

1. Explain the difference between climate and weather
2. Show how climate affects vegetation and animal life in a specific region and how organisms depend on others for survival
3. Describe how the tilt of the Earth and the rotation of the Earth around the sun affects climate variation on different parts of the Earth creating seasons in some areas and lack of seasons in others
4. Explain the essential facts of the Earth/sun relationship and how it relates to the climate of their locale
5. Explain weather changes as a result of sun (flood, seasons, etc.)
6. Identify physical processes of weather (rainy, sunny, cloudy, etc.) and observe and record weather changes
7. Explain how climate and seasons affect the environment and its inhabitants (basic needs and migration)
8. Explain how latitude, landforms and ocean currents affect climate
9. Tell how the climate influences work and lifestyle
10. Tell how climate and natural features affect growing seasons and development of resources
11. Describe Earth's atmosphere, lithosphere, hydrosphere and biosphere, and how they affect life
12. Learn how latitude is related to climate

RESOURCES:

1. Multimedia:
 - "Weather and Climate Video," The Geography Tutor, Teacher's Discovery
 - "All About Climate and Seasons," Weather for Children, Library Video Co.
 - "Climate and Seasons," Video Quiz, Teacher's Video Co.
2. Integrate with science "SMART" map on weather

4TH QUARTER World

Cycle: 1 Lower

TOPIC: Greece

Pacing: 3 days

Ancient

OBJECTIVES:

1. Order events by using designation of time periods such as ancient times and modern times
2. Use vocabulary related to chronology, including past, present and future
3. Understand time measurements: dates in terms of centuries (B.C. through A.D.)
4. Develop an understanding of time: years, decades, centuries
5. Listen to and retell stories about people in the past who showed honesty, courage and responsibility; include Biblical characters and church founders
6. Identify challenges of the different cultural groups throughout history
7. Understand the influence of religious heritage on culture

SPIRITUAL APPLICATIONS:

1. Daniel 2:24-45; 7:6
2. Acts 17:16-34

CONNECTIONS:

Bible: Compare Ancient Greek beliefs to the Christian beliefs taught by Paul on Mars Hill in Athens

RESOURCES:

1. Textbooks:
Scott Foresman: Gr. 3, pp. 337- 352,358-359, 406
2. Multimedia:
- Ancient Greece Learning Pack (768531A), Discovery Channel School
- "Ancient Civilizations for Children: Ancient Greece," Schlessinger
- "Greek Mythology for Students," Schlessinger
3. Teacher Resources:
- *Ancient Communities*, pp. 30-43, Scott Foresman, Gr. 3
- *The Ancient World - World Studies*, pp. 168-207, Prentice Hall, Gr. 5-8
- "Greece" (TCR3719), Teacher Created Materials
4. Literature:
- *Ancient Greece*, Eyewitness Books
- "Core Knowledge History and Geography – Ancient Greece," Pearson Learning
- "Ancient Myths Set," Picture Window Books
- Primary Sources in Ancient Civilizations – Greece, Powerkids Press

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Compare the Greek idea of democracy with our own
2. Make a book retelling the story of a Greek legend
3. Compare modern and ancient Olympics – make a timeline to show the length of time between them
4. Hold an ancient Olympics
5. Design an ancient Greek work of art or building

4TH QUARTER World

Cycle: 1 Lower

TOPIC: Greece

Pacing: 2 days

Modern

OBJECTIVES:

Culture

1. Understand customs and holidays of different cultures (food, music, clothes, traditions, holiday, language, etc.)
2. Demonstrate respect for all people of different ages, backgrounds and ethnicity
3. Understand how different people in the same region maintain different ways of life
4. Identify the different social groups to which people belong and the functions these groups perform

Religion

5. Begin to identify the major religions of the world
6. Develop an understanding of current world missions of the Seventh-day Adventist Church
7. Develop respect for people with different religious beliefs

Government

8. Understand that our neighboring countries have different forms of government

Economics

9. Understand that goods are made locally, in other parts of the country, and the world
10. Tell how natural resources from the region are used and how they contribute to the economy of the region

History

11. Identify challenges of the different cultural groups through the history of the region
12. Listen to and retell stories about people in the past/present who showed honesty, courage and responsibility

SPIRITUAL APPLICATIONS:

I Corinthians 9:24-27

RESOURCES:

1. Teacher Resources:
 - *Europe and Russia* - World Studies, pp. 71, 115, Prentice Hall, Gr. 5-8
2. Literature:
 - *Enchantment Around the World – Greece*, Children's Press
 - *Welcome to Greece (Countries of the World)*, Chelsea House Publications
 - *Great Cities of the World – Athens*, World Almanac Library
 - *Look What Came from Greece*, Franklin Watts

CONNECTIONS:

Physical Education: Hold your own Olympic games

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Make a booklet with pictures of a Greek holiday
2. Draw a picture of a Greek Orthodox church
3. Greek/Turkish conflict: Discuss how neighbors can disagree/consider Bible view on how we should treat our neighbors
4. Trade: Re-enact trade between Greece and other countries using pictures of goods

4TH QUARTER World

Cycle: 1 Lower

TOPIC: Ancient Rome

Pacing: 3 days

OBJECTIVES:

1. Order events by using designation of time periods such as ancient times and modern times
2. Use vocabulary related to chronology, including past, present and future
3. Understand time measurements: dates in terms of centuries (B.C. through A.D.)
4. Develop an understanding of time: years, decades, centuries
5. Listen to and retell stories about people in the past who showed honesty, courage and responsibility; include Biblical characters and church founders
6. Identify challenges of the different cultural groups throughout history
7. Understand the influence of religious heritage on culture

SPIRITUAL APPLICATIONS:

1. Daniel 3:29-35; 40-44
2. John 18:29-31; 19:6-11

RESOURCES:

1. Textbooks:
 - Scott Foresman: Gr. 3, pp. 337, 372-373, 407
2. Multimedia:
 - "Life in Ancient Rome," Discovery Channel
3. Teacher Resources:
 - *The Ancient World* - World Studies, pp. 208-242, Prentice Hall, Gr. 5-8
 - *Hands-on Heritage – Ancient Rome*, Edupress
 - *Clothes and Crafts in Roman Times*, Gareth Stevens & P. Steel
 - *History Opens Windows: Ancient Romans*, Heinemann & J. Shuter
 - *Let's See Library: Ancient Civilizations: Ancient Rome*, Compass Point
 - *Color and Learn Ancient Rome*, Edupress
 - *Photo Fun: Ancient Rome*, Edupress
 - Life in Ancient Rome Learning Pack (768580A), Discovery Channel School
 - *Ancient Rome*, Eyewitness Books
 - *100 Things You Should Know About Ancient Rome*, Mason Crest Publishers
 - Primary Sources in Ancient Civilizations, Powerkids Press

CONNECTIONS:

Art: Make a Roman collage

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Design a Roman city
2. Make a menu for a Roman feast. Link to trade – where did the food come from?
3. Color a map of Roman territory on a world map
4. Draw a picture book of the life of a Roman emperor
5. Compare modern life to Roman life
6. Make a timeline of the Roman empire showing the change from BC to AD

4TH QUARTER World

Cycle: 1 Lower

TOPIC: Modern Italy

Pacing: 3 days

OBJECTIVES:

Culture

1. Understand customs and holidays of different cultures (food, music, clothes, traditions, holiday, language, etc.)
2. Demonstrate respect for all people of different ages, backgrounds and ethnicity
3. Understand how different people in the same region maintain different ways of life
4. Identify the different social groups to which people belong and the functions these groups perform

Religion

5. Begin to identify the major religions of the world
6. Develop an understanding of current world missions of the Seventh-day Adventist Church
7. Develop respect for people with different religious beliefs

Government

8. Understand that our neighboring countries have different forms of government

Economics

9. Understand that goods are made locally, in other parts of the country, and the world
10. Tell how natural resources from the region are used and how they contribute to the economy of the region

History

11. Identify challenges of the different cultural groups through the history of the region
12. Listen to and retell stories about people in the past/present who showed honesty, courage and responsibility

SPIRITUAL APPLICATIONS:

Daniel 2:41-45

RESOURCES:

1. Multimedia:
 - "Families Around the World – Italy," Schlessinger
2. Teacher Resources:
 - *Europe and Russia* - World Studies, pp. 145-153, Prentice Hall, Gr. 5-8
3. Literature:
 - *Enchantment Around the World – Italy*, Children's Press
 - *Countries of the World – Italy*, Bridgestone Books
 - *Great Cities of the World – Rome*, World Almanac Library
 - "Country Files – Italy," Smart Apple Media
 - "Questions & Answers About Italy," Fact Finders
 - *Taking Your Camera to Italy*, Steck-Vaughn
 - *Look What Came From Italy*, Franklin Watts

CONNECTIONS:

Art: Design a stained glass window

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Draw a comparison of St. Peter's Basilica in Rome with a church you have visited
2. Color world map showing Catholic countries. Discuss how these came to be Catholic because of the settlers. Compare Protestant.
3. Sample Italian foods. Consider what would be missing if these didn't exist
4. Discuss similarities and differences between your life and life in Italy

NAD SoSmart

Cycle : 2 Lower

Quarters 1- 4

1ST QUARTER United States

Cycle: 2 Lower

TOPIC: Map Skills

Pacing: 2 days

Map and Globe Use
Parts of a Map
Charts and Graphs

OBJECTIVES:

1. Describe the basic differences between a map and a globe
2. Identify map symbols
3. Understand how to read a simple map
4. Identify the cardinal directions on maps (see compass rose) and globes
5. Explain cardinal and intermediate directions
6. Use a variety of maps to identify: map, title, legend, cardinal direction, etc.
7. Demonstrate how to use a map scale to measure distances and map symbols to locate natural and artificial features
8. Learn to use graphs and charts to pictorially represent comparative geographic information, i.e., populations, state sizes, ethnic groups
9. Locate the United States, Bermuda, Canada and Mexico on a globe and world map, and locate the local community on a state/parish/province map
10. Identify places on a local community map (towns, lakes, rivers, etc.)

RESOURCES:

1. Textbooks:
Scott Foresman:
- Gr. 1, H20-26; pp. 54-55, 60-61, 120-121, 200-201, 254-255
- Gr. 2, H18-23; pp. 20-21, 60-61, 124-125, 164, 214-215
- Gr. 3, H13; pp. 30-33, 98-99, 174
- Gr. 4, H16; pp. 19, 86, 134-135, 240-241
2. Multimedia:
- "Map Skills for Children," Schlessinger
- "The Geography Tutor, #1," Teacher's Discovery
Teacher's Video Co.:
- "Geography Principles"
- "U.S. Map Adventures"
- "Globes and Us"
- "Understanding Geography"
- "Understanding Maps"
- "Maps: types, Symbols & Terms"
3. Teacher Resources:
- "Map Skills," Instructional Fair, by Jan Kennedy, Gr. 3, pp. 4-7, 14, 16-19, 22, 22-30
- "Map Skills," Teaching and Learning Co., pp. 5-10, 32-39, 40-41
- "Discovering the World of Geography," Mark Twain Media Publishing Co., Geography Activity Book. Gr. 4-5, pp. 34-38
- "Mega Fun Map Skills," Scholastic Professional Books, pp. 5-15
- "Take it to Your Seat Geography Centers, Evan Moor, Gr. 2-3, pp. 49-62, 89-104
- "Take it to Your Seat Geography Centers," Evan Moor, Gr. 1-2, pp. 75-86, 99-134, 179-184
- "Basic Map Skills," Instructional Fair-TS Denison, Gr. 3, pp. 4-7, 14-30
- "Map Skills, Teaching a Variety of Map Skills," Instructional Fair-TS Denison, Gr. 3-4, pp. 6-41

1ST QUARTER United States

Cycle: 2 Lower

TOPIC: Geography

Pacing: 2 days

Northeastern United States

OBJECTIVES:

1. *Locate and memorize the states/parishes/provinces and their capitals (in this region)
2. Define regions and identify the features of the region (rivers, mountains, etc.)
3. Identify climates (in this region) of various places using a map, a globe and pictures
4. List examples of natural resources (water, trees, soil, etc.)
5. Describe how natural resources (in this region) are used to meet basic needs in the home, school and community
6. Identify ways the physical environment influences human activity

RESOURCES:

1. Textbooks:
Scott Foresman:
- Gr. 4, Unit 1, Ch. 1 – pp. 27-31
2. Multimedia:
- "U.S. Geography for Children video series: The Northeast"
- "U.S. Geography for Children: The Northeast," Schlessinger
- "U.S. Geography: The Northeast," Discovery Channel School
- "United States Geography: The Northeast," Teacher's Video Company.
3. Teacher Resources:
- Geography Centers for Gr. 1-2, Evan Moor, pp. 147-162

** The intention is that this objective would be dispersed over the entire quarter. This quarter covers the Northeast states and capitals.*

1ST QUARTER

United States

Cycle: 2 Lower

TOPIC: Time

Pacing: 3 days

OBJECTIVES:

1. Make a timeline of personal family history
2. Develop an understanding of time: years, decades, centuries
3. Use vocabulary related to chronology, including past, present and future
4. Compare past and present similarities and differences in the family and in daily life
5. Use time-related terms to sequentially order school events
6. Develop a simple timeline of events important in each student's life
7. Describe and measure calendar time by days, weeks, months and years
8. Understand time measurements: dates in terms of centuries (B.C. through A.D.)

SPIRITUAL APPLICATIONS:

1. Ecclesiastes 3:1-11
2. Genealogies: Matthew 1
3. Genesis 1:5

RESOURCES:

1. Textbooks:
Scott Foresman:
- Gr. 1 – pp. 12-13, 58-59, 102-103, 148, 164-167, 246-253
- Gr. 2 – pp. 22-23, 226-227, 240, 256-257, 280
- Gr. 3 – pp. 248-249
- Gr. 4 – p. 135
2. Multimedia:
- "Time," Hullabaloo Video Series
- Just the Facts: It's About Time Series
 1) "Historic Time"
 2) "Time in Your World"
- Software: Scholastic/Tom Snyder Productions, TimeLiner 5.0

CONNECTIONS:

- Calculate Averages:
- Have students create a vertical timeline entitled *Number of Immigrants to the United States*.
 - Have them plot the following dates and approximate numbers on their time lines:
1961-1970: 3,322,000; 1971-1980: 4,493,000;
1981-1990: 7,338,000; 1991-1995: 5,426,000.
 - Ask students to calculate the average rate of immigration each year over the entire 34-year period (587,971) and have them explain trends in immigration over the charted period.

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Make a timeline of personal family history
2. Invite a family representing several generations to visit your class
3. Teacher could present family photos representing several generations to the class
4. Make a timeline of the school year
5. Rules then and now (www.history.org). Make a list of classroom rules
6. Illustrate what an invention looked like in the past, what it looks like now and how it could change in the future

1ST QUARTER

United States

Cycle: 2 Lower

TOPIC: Northeast Native Americans

Pacing: 4 days

Woodland Indians

OBJECTIVES:

1. Study the Native Peoples of each region of the United States/Bermuda/Canada and know the food, clothing, transportation and homes of each
2. Identify Native Peoples who originally lived in the local area
3. Identify the important historical events of each region of the United states/Bermuda/Canada
4. Listen to and retell stories about people in the past who showed honest, courage and responsibility
5. Explore the cultures of the Native Peoples in each region prior to European exploration

SPIRITUAL APPLICATIONS:

1. Psalms 34:17-20
2. Hebrews 6:9-12

RESOURCES:

1. Textbooks:
Scott Foresman:
- Gr. 1 – pp. 190-195, 199, 244-245
- Gr. 2 – pp. 202-209, 212-213
- Gr. 3 – pp. 122-123, 208-209
- Gr. 4 – pp. 126-129
2. Multimedia:
- "Indians of North America" video collection (Gr. 5-8) Schlessinger
- "Squanto: A Warrior's Tale, Disney
- "Native Americans," Discovery School
3. Literature:
- *If You Lived With the Iroquois*, Ellen Levine

CONNECTIONS:

1. Art: Create a Narragansett and/or Iroquois village
2. Music: "O Hal'lwe," Making Music, Gr. 3, Silver Burdett

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Study these tribes:
- Wampanoag
- Iroquois
- Abenaki
- 'Powhatan'
- Narragansett
2. Discuss how the Europeans changed the way the Indians lived
3. Compare and contrast the lifestyles of the Pilgrims and Woodland Indians

1ST QUARTER United States

Cycle: 2 Lower

TOPIC: Colonists

Pacing: 5 days

OBJECTIVES:

1. Identify early explorers to the United States/Bermuda/Canada and understand the reasons that brought them
2. Know the impact of early settlers in the United State/Bermuda/Canada
3. Identify the important historical events of each region of the United States/Bermuda/Canada
4. Identify people and events observed in national celebrations and holidays (President's Day, Independence Day)
5. Listen to and retell stories about people in the past who showed honest, courage and responsibility. Include Biblical characters and church founders
6. Explain how the first settlers governed their communities
7. Give examples of how early government dealt with the needs and wants of people establishing order and management conflict
8. Begin to identify the influences of religious beliefs in the development of history

SPIRITUAL APPLICATIONS:

1. Hebrews 11:13-16 (Pilgrims - KJV)
2. Philippians 3:20 (Commonwealth=Heaven)
3. Proverbs 3:27-35
4. John 15:1-17

RESOURCES:

1. Scott Foresman:
 - Gr. 1 – pp. 196-209, 212-215
 - Gr. 2 – pp. 210-225, 240, 256-259
 - Gr. 3 – Unit 4, 104-109
 - Gr. 4 – pp. 38-45, 196-197
2. Multimedia:
 - "Pilgrims," www.interact-simulations.com
 - "The Mouse on the Mayflower," Schlessinger video
 - "Colonial Life Series for Children," Schlessinger video
3. Literature:
 - *Felicity*, American Girl Series
 - *Samuel Eaton's Day*, A Day in the Life of a Pilgrim Boy, Katie Waters
 - *Sarah Morton's Day*, A Day in the Life of a Pilgrim Boy, Katie Waters
 - *If You Sailed on the Mayflower in 1670*, Ann McGovern
 - *It's a Family Thanksgiving*, Deborah Fink

CONNECTIONS:

1. Music: "Over the River and Through the Wood," Making Music, Gr. 3, Silver Burdett
2. Create a brochure to historical sites in the Northeast

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Have each student choose one of the explorers and write a brief report on his expeditions
2. Create a map showing explorers' routes
3. Plan a vacation to the Northeast. What historical sights would you want to see?
4. Complete a simulation of a pilgrim colony. Compare and contrast life of a child in colonial days with a child of today

2ND QUARTER United States

Cycle: 2 Lower

TOPIC: Map Skills

Pacing: 1 day

**Geographical Terms
Map Scale
Identify Locations
Thematic Maps**

OBJECTIVES:

1. Use a map of North America to identify and label the following: United States, Bermuda, Canada, Mexico, oceans, islands, major rivers, the Great Lakes, major mountain ranges and major cities
2. Identify on a globe and world map: equator, oceans, islands, North Pole, South Pole, continents, etc.
3. Study thematic maps (population, natural resources, etc.) to gather information about states/parishes/provinces
4. Recognize from maps where major population centers are and give reasons for the development of those centers
5. Define and be able to identify the following natural regions and features on a map: mountains, oceans, continents, peninsulas, bays, etc.
6. Show how to use lines of longitude and latitude, a map scale, and the compass rose to locate places on world and North American maps
7. Demonstrate how to use map scale to measure distance and map symbols to locate natural and artificial features
8. Learn important geographical terms, i.e., continents, oceans, equator, northern and southern hemispheres, eastern and western hemispheres, mountain ranges
9. Recognize from maps where population centers are and give reasons for the development of those centers

RESOURCES:

1. Textbooks:
Scott Foresman:
- Gr. 2 – H20-23; pp. 20, 47, 65, 214-215, 239
- Gr. 3 – H19; pp. 32-33, 110-111, 240-241, 413
- Gr. 4 – H12-14; pp. 86-87, 408-409
2. Multimedia:
- "Map Skills for Children," Schlessinger
- "The Geography Tutor, #1," Teacher's Discovery
3. Teacher Resources:
- "Map Skills," Teaching and Learning Co., pp. 11-16, 31, 54-61
- "Discovering the World of Geography," Mark Twain Media Publishing Co., Geography Activity Book, Gr. 4-5, pp. 3-19
- "Take it to Your Seat Geography Centers," Evan Moor, Gr. 2-3, pp. 105-118
- "Take It to Your Seat Geography Centers," Evan Moor, Gr. 1-2, pp. 179-184
- "Basic Map Skills," Instructional Fair-TS Denison, Gr. 3, pp. 11-13, 15, 24-26
- "Map Skills," Instructional Fair-TS Denison, Teaching a Variety of Map Skills, Gr. 3-4, pp. 36-41

2ND QUARTER United States

Cycle: 2 Lower

TOPIC: Geography

Pacing: 2 days

Southeastern United States

OBJECTIVES:

1. *Locate and memorize the states/parishes/provinces and their capitals (in this region)
2. Define regions and identify the features of the region (rivers, mountains, etc.)
3. Identify climates (in this region) of various places using a map, a globe and pictures
4. List examples of natural resources (water, trees, soil, etc.)
5. Describe how natural resources (in this region) are used to meet basic needs in the home, school and community
6. Identify ways the physical environment influences human activity

RESOURCES:

1. Textbooks:
 Scott Foresman:
 - Gr. 1 – pp. 74-75
 - Gr. 3 – pp. 18, 214-219
 - Gr. 4 – p. 12, Unit 3, pp. 164-184, 186-222
2. Multimedia:
 - "U.S. Geography: The South," Discovery Channel School
 - "U.S. Geography for Children: The Southeast," Schlessinger
3. Teacher Resources:
 - "Geography Centers for Gr. 1-2," pp. 147-162, Evan Moor
 - "Map Skills," pp. 53-57, 86-98 Instructional Fair-TS Denison

** The intention is that this objective would be dispersed over the entire quarter. This quarter covers the Southeast states and capitals.*

2ND QUARTER United States

Cycle: 2 Lower

TOPIC: A New Nation

Pacing: 2 days

OBJECTIVES:

1. Listen to and retell stories about people in the past who showed honesty, courage, and responsibility.
2. Give examples of people, events and technological developments that brought important changes to the local community.
3. Understand the contribution and significance of historical figures in the church and community.
4. Identify the important historical events of each region of the United States.
5. Read and construct simple time lines of historical events.

SPIRITUAL APPLICATIONS:

Isaiah 11:1-16

CONNECTIONS:

Poem: "Midnight Ride of Paul Revere"
by Longfellow

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Create a chart of notable characters of this time period. Note the character strengths of each and cite supporting examples
2. Create a time line of significant events of this time period.
3. Choose a famous historical character of this time period. Present an oral or written report or make presentation about them.

RESOURCES:

1. Textbooks:
Scott Foresman:
- Gr. 1 – pp. 202-212
- Gr. 2 – pp. 216-221
- Gr. 3 – Unit 6
- Gr. 4 – Unit 1
2. Multimedia:
- "And Then What Happened Paul Revere?" Jean Fritz Collection, 1973
- "Six Revolutionary War Figures," Jean Fritz Collection, 1983
- "George Washington," Nest Videos
- "American History for Children: American Independence & U.S. Flag," Schlessinger
- Community Construction Kit, (software)
www.tomsnyder.com
- Diorama Designer, www.tomsnyder.com
3. Literature:
- *The Boston Tea Party*, by C. F. Klingel, Child's World, 2002
- *In 1776*, by Jean Marzollo
- *Victory or Death!: Stories of the American Revolution*, by Doreen Rappaport
- *Famous Women of the American Revolution*, by Jeremy Thornton

2ND QUARTER United States

Cycle: 2 Lower

TOPIC: U. S. Government

Pacing: 4 days

OBJECTIVES:

1. Describe the basic structure of government
2. Identify and explain the major responsibilities of the president/premier/prime minister and heads of state
3. Explain how governments establish order, provide security, and manage conflict
4. Describe how laws are made, applied and enforced
5. Recite and explain the meaning of the Pledge of Allegiance
6. Show how the Ten Commandments relate to the laws of a country
7. Explain the rights and responsibilities of voting
8. Explain the roles people have in making and changing laws
9. Understand that voting is a way of making choices and decisions
10. Explain the meaning of national and patriotic symbols of the United States/Bermuda/Canada
11. Compare and contrast national services with those commonly provided by state/parish/province
12. Identify local and national holidays and understand the reasons they are celebrated

SPIRITUAL APPLICATIONS:

1. Exodus 20 – Ten Commandments
2. Daniel 2:21
3. Matthew 22:21 (Render Unto Caesar)
4. Romans 13:1-7 (Subject to Authority)
5. I Peter 2:13-17

RESOURCES:

1. Textbooks:
Scott Foresman:
- Gr. 1 – Unit 2
- Gr. 2 – Unit 4
- Gr. 3 – pp. 349-381
- Gr. 4 – pp. 46-61
2. Multimedia:
- "America Rock! (How a Bill Becomes a Law) Schoolhouse Rocks!" Library Video Co.
- "American Government for Children video series," Schlessinger
3. Literature:
- *Shh! We're Writing the Constitution*, Jean Fritz
- *Give Me Liberty! The Story of the Declaration of Independence*, Russell Freedman
- *A Kid's Guide to Washington D.C.*, D. C. Clark
- *Hail to the Chief: The American Presidency*, Don Robb
- *The Pledge of Allegiance*, Scholastic Publishing
- *The Story of the White House*, Kate Waters

CONNECTIONS:

1. Language: Write an essay about what it means to be an American (or why proud to be an American)
2. Music: CD, "American Favorite Patriotic Songs," Brentwood ASIN: B0000649N4

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Make a graphic organizer of the three branches of government. Make a pyramid mobile of the government's three branches (one pyramid per branch). Write the name of the branch on one side, positions of branch on another side, and job description on final side. Poke a small hole in top of pyramids and string them onto a long piece of yarn. Hang up mobile
2. Memorize and recite the Pledge of Allegiance
3. Conduct a mock election for class president
4. Conduct a class brainstorming session suggesting "new rules" for the school. Discuss pros and cons and then vote
5. Write a class constitution/Bill of Rights

2ND QUARTER United States

Cycle: 2 Lower

TOPIC: Southwest Native Americans

Pacing: 4 days

OBJECTIVES:

1. Study the Native Peoples of each region of the United States/Bermuda/Canada and know the food, clothing, transportation, and home of each
2. Identify Native Peoples who originally lived in the local area
3. Identify the important historical events of each region of the United States/Bermuda/Canada
4. Listen to and retell stories about people in the past who showed honesty, courage and responsibility
5. Explore the cultures of the Native Peoples in each region prior to European exploration

SPIRITUAL APPLICATIONS:

1. Acts 2:43-47
2. Acts 4:32-37

CONNECTIONS:

- Art:
- Create a sand art project
 - Create a Navajo rug finding patterns of possible designs

RESOURCES:

1. Textbooks:
Scott Foresman:
- Gr. 1, pp. 190-191
- Gr. 2, pp. 66-67, 202, 205
- Gr. 3, pp. 154-155
- Gr. 4, pp. 302, 324-331, 334-357
2. Multimedia:
- "Indians of North America Video Collection," (Gr. 5-8), Schlessinger
3. Teacher Resources:
- "Native Americans," Scott Foresman, Gr. 3
- *History Pockets-Native Americans*, Gr. 1-3, Evan-Moor Pub. #EMC3703
- *A Thematic Unit About Southwest Indians*, Gr. 3-6, Evan-Moor Pub, EMC556
4. Literature:
- *Annie and the Old One*, Miska Miles
- *If you Lived With the Hopi*, Anne Kamma
- *The Girl Who Loved Horses*, Paul Goble

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. - Anasazi (Pueblo)
- Havasupai
- Navajo
- Pima
- Yuma
- Hopi
2. Make fry bread
3. Create a picture dictionary of words and terms for the American tribe being studied
4. Compare and contrast the houses of the Navajo and Pueblo tribes
5. How to Pow-Wow, Social Studies Plus, Scott Foresman Supplement, Gr. 2, p. 55
6. Research different headdresses worn by Native Americans. Create one to wear to a class Pow-Wow where important issues of the tribe will be discussed.
7. Describe a Spanish mission and discuss its purpose and significance.
8. Discuss the Navajo tribe's contribution to WWII (Navajo Code Talkers)

2ND QUARTER United States

Cycle: 2 Lower

TOPIC: Inventors

Pacing: 3 days

OBJECTIVES:

1. Understand the influence of technological developments and inventions
2. Listen to and retell stories about people in the past who showed honesty, courage and responsibility
3. Identify changes that have occurred in technology, i.e., tools and transportation
4. Give examples of people, events and technological developments that brought important changes
5. Describe instances in which changes in value, beliefs and attitudes have resulted from new scientific and technological knowledge

SPIRITUAL APPLICATIONS:

1. Matthew 5:14-16
2. I Corinthians 12:4-11
3. James 1:17

CONNECTIONS:

1. Draw a picture of a machine of the future
2. Rename an inventor to suit his/her invention and write a poem or song for it

RESOURCES:

1. Textbooks:
Scott Foresman:
- Biographies are scattered throughout the S.F. series.
- Gr. 1 – pp. 246-253
- Gr. 2 – pp. 268-283
- Gr. 3 – pp. 242-247, 250-269
- Gr. 4 – pp. 132, 135, 407
2. Multimedia:
- Alex Bell, Thomas Edison, Wright Brothers, Ben Franklin, Nest Videos
- "Inventors of the World Series, A History of Invention," Schlessinger
3. Teacher Resources:
- *Good Idea! How Inventions Shape Our Lives*, Scott Foresman, Gr. 4, leveled reader
- *Faster, Easier, Better: The World of Inventions*, Scott Foresman, Gr. 4, leveled reader

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Research an inventor. Present oral/visual report.
2. Compare/contrast (Venn Diagram) Modern Harvester with McCormick's reaper
3. Write a message to a friend using Morse Code
4. Create a vertical time line to show the inventions in U.S.A.

3RD QUARTER United States

Cycle: 2 Lower

TOPIC: Map Skills

Pacing: 1 day

Physical and Political Features
Longitude and Latitude
Grid Maps
Charts and Graphs

OBJECTIVES:

1. Define absolute and relative location of the school and homes in the community using a simple grid map. (Absolute location is the street address; relative location is next to, across from, etc.)
2. Show how to use lines of longitude and latitude, a map scale and the compass rose to locate places on world and North American maps
3. Distinguish between physical and political features on maps
4. Learn to use graphs and charts to pictorially represent comparative geographic information, i.e., populations, state sizes, ethnic groups
5. Differentiate between physical features and human made features
6. Demonstrate an understanding of map symbols for natural physical features
7. Explain how natural features contribute to regional and local settlements
8. Locate time zones and describe their purpose

RESOURCES:

4. Textbooks:
Scott Foresman:
- Gr. 1, H22-23, 26; pp. 60, 98, 120, 132, 154, 192-193, 254-255, 270
- Gr. 2, H18-21; pp. 20, 60, 80, 130, 164, 184, 214
- Gr. 3, H12-13, 17-18; pp. 32, 98, 158-159, 324-325
- Gr. 4, H16-17, 20, 54-55; pp. 240-241
5. Multimedia:
- "Map Skills for Children," Schlessinger
- "Earth's Physical Features," Teacher's Discovery
6. Teacher Resources:
- Social Studies Plus, Scott Foresman Supplement, Gr. 1, pp. 6, 7, 14-15
- Social Studies Plus, Scott Foresman Supplement, Gr. 3, pp. 18, 48, 56
- "Map Skills," Teaching and Learning Co., pp. 17-28, 43-61
- "Take it to Your Seat Geography Centers," Evan Moor, Gr. 1-2, pp. 61-74
- "Take it to Your Seat Geography Centers," Evan Moor, Gr. 2-3, pp. 77-88, 119-136
- "Discovering the World of Geography," Mark Twain Media Publishing Co., Geography Activity Book. Gr. 4-5, pp. 20-24, 113-121
- "Geography," Steck-Vaughn School Supply (Harcourt Supplemental Publisher), Gr. 1-4, pp. 22, 35-40
- "Basic Map Skills," Instructional Fair -TS Denison, Gr. 3, pp. 4-7, 14-30
- "Map Skills, Teaching a Variety of Map Skills," Instructional Fair-TS Denison, Gr. 3-4, pp. 42-81

3RD QUARTER United States

Cycle: 2 Lower

TOPIC: Geography

Pacing: 2 days

Midwestern United States

OBJECTIVES:

1. *Locate and memorize the states/parishes/provinces and their capitals (in this region)
2. Define regions and identify the features of the region (rivers, mountains, etc.)
3. Identify climates (in this region) of various places using a map, a globe and pictures
4. List examples of natural resources (water, trees, soil, etc.)
5. Describe how natural resources (in this region) are used to meet basic needs in the home, school and community
6. Identify ways the physical environment influences human activity

RESOURCES:

1. Textbooks:
Scott Foresman:
- Gr. 1 – pp. 142-149
- Gr. 3 –pp. 18-19, 66-71
- Gr. 4 – p. 12, Unit 4, Ch. 8, pp. 230-253; Ch. 9, pp. 264-266
2. Multimedia:
- "The Midwest," U.S. Geography for children Video Series
- "U.S. Geography: The Midwest," Discovery Channel School
3. Teacher Resources:
- Geography Centers for Gr. 1-2, pp. 147-162, Evan-Moor
- "Map Skills," pp. 67-85, Instructional Fair-TS Denison

**The intention is that this objective would be dispersed over the entire quarter. This quarter covers the Midwest states and capitals.*

3RD QUARTER United States

Cycle: 2 Lower

TOPIC: Pioneers

Pacing: 3 days

OBJECTIVES:

1. Listen to and retell stories about people in the past who showed honesty, courage and responsibility
2. Identify the important historical events of each region of the United State/Bermuda/Canada
3. Discuss the significance and events of the expedition of Lewis and Clark (Gr. 5-8)
4. Discuss the purpose, challenges and economic incentives associated with the westward expansion (Gr. 5-8)
5. Know the impact of early settlers in the United States/Bermuda/Canada
6. Identify early explorers to the United State/Bermuda/Canada
7. Explain how the first settlers governed their communities

SPIRITUAL APPLICATIONS:

1. Genesis 2:8-15
2. Psalm 50:1-15
3. Hebrews 2:10 (Jesus – Pioneer of Salvation)
4. Hebrews 12:2 (Jesus – Pioneer of Faith)

CONNECTIONS:

1. Art: Lewis and Clark Expedition Coloring Book, Peter F. Copeland
2. Literature Unit – *Little House in the Big Woods*, Teacher Created Materials #TC40539, 1-800-662-4321

ASSESSMENT/INSTRUCTIONAL IDEAS:

- Areas to be covered:
- Lewis and Clark
 - Daniel Boone
 - Gold Rush
 - Oregon Trail (Pioneer Life/Settlers)

RESOURCES:

1. Textbooks:
Scott Foresman:
- Gr. 1, pp. 164-167, 196-201
- Gr. 2, pp. 222-229
- Gr. 3, pp. 82-89, 214-235
- Gr. 4, pp. 38-44, 66-69, 270-283, 400-406
2. Multimedia:
- "Pioneer Life for Children," Schlessinger Media
3. Teacher Resources:
- History Pocket Books, *Moving West*, Evan-Moor Pub.
- *Hands-on History: Pioneers*, Gr. 4-8, Scholastic, #NTS941126
- "Pioneers – Exploring History," Simulation and Activities for Gr. 3-8. Teacher Created Materials
- Thematic Unit – "Gold Rush," Gr. 3-5, Teacher Created Materials
- CD ROM "Oregon Trail" (game)
- *Westward Ho*, (TCY0282), Teacher Created Materials
- *Hands-on Heritage*, Frontier American Activity Book, Edupress
4. Literature:
- *Little House on the Prairie*, Laura Ingalls Wilder
- *The Josephine Story Quilt*, Eleanor Coerr
- *If You Were a Pioneer on the Prairie*, Anne Kamma
- *If You Traveled West in a Covered Wagon*, Ellen Levine

3RD QUARTER United States

Cycle: 2 Lower

TOPIC: Midwest

Pacing: 4 days

Native Americans (Plains Indians)

OBJECTIVES:

1. Study the Native Peoples of each region of the United States/Bermuda/Canada and know the food, clothing, transportation, and homes of each
2. Identify Native People who originally lived in the local area
3. Identify the important historical events of each region of the United States/Bermuda/Canada
4. Listen to and retell stories about people in the past who showed honesty, courage and responsibility
5. Explore the cultures of the Native Peoples in each region prior to European exploration

SPIRITUAL APPLICATIONS:

1. Romans 5:1-11
2. Matthew 18:15-17

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Compare their dwellings:
 - Pawnee
 - Comanche
 - Sioux
 - Cheyenne
 - Cherokee
 - Ojibwa
2. Create a picture dictionary of words and terms from the Native American tribe being studied
3. Discuss the reasons for outcomes of the Trail of Tears
4. List and label the tribes of Indians that lived in or near your state
5. Tell the story of Sitting Bull and discuss his contributions to society

RESOURCES:

1. Textbooks:
Scott Foresman:
 - Gr. 1, pp. 190-195
 - Gr. 2, pp. 66-67, 202-209
 - Gr. 3, pp. 118-119
 - Gr. 4, pp. 188-193, 256-261, 188-193, 268-278
2. Multimedia:
 - "Indians of North America video collection" (Gr. 5-8), Schlessinger
 - "The Sign of the Beaver," Library Video Co.
 - "Caddie Woodlawn," Library Video Co.
 - Your Story Hour Tapes, Album 10, "Queer Moccasins," "Caracooche"
3. Teacher Resources:
 - A Thematic Unit About Plains Indians, Gr. 3-6, Evan-Moor Pub #EMC545
4. Literature:
 - *If You Lived With the Cherokee*, Peter and Connie Roop
 - *If You Lived With the Sioux Indians*, Ann McGovern
 - *Swift Arrow*, Josephine Cunningham Edwards
 - *Spotted Boy and the Comanchos*, Mabel Earp

CONNECTIONS:

1. Language: Write an acrostic poem using the letters INDIAN
2. Write a story about getting lost and ending up in a Plains Indian's tepee

3RD QUARTER United States

Cycle: 2 Lower

TOPIC: Economics

Pacing: 2 days

Consumers and Producers

OBJECTIVES:

1. Describe how people in school and communities are both producers and consumers
2. Understand that workers earn money to provide for needs and wants
3. Explain how wanting more than they can have requires that people make choices
4. Understand scarcity and how limited resources affect production and consumption
5. Understand that individual economic choices involve tradeoffs
6. Define the importance of saving money
7. Explain how saving money allows people to return gifts to God and plan for future purchases
8. Discuss the relationship of students' "good work" in school to their future earning potential
9. Gather data about a proposed economic change in the community
10. Describe food production and consumption past and present

SPIRITUAL APPLICATIONS:

1. II Thessalonians. 3:10
2. Matthew 20:1-16
3. I Timothy 5:18

CONNECTIONS:

Study the relationship between consumers and producers between two or more countries

RESOURCES:

1. **Textbooks:**
Scott Foresman:
- Gr. 1 – pp. 90-91, 100-107
- Gr. 2 – pp. 52-53, 68, 71
- Gr. 3 – pp. 290-295, 300-305, 321-343
- Gr. 4 – pp. 72-85
2. **Multimedia:**
- "Saving, Spending and Investing Money," VHS PK6746, DVD PV6081, Schlessinger
- "Starting a Business," VHS PK 6747, DVD PV6082, Schlessinger
3. **Teacher Resources:**
Scott Foresman, Gr. 4, leveled readers:
- *The Economy and How It Works*
- *The American Economy*

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Identify ways children and adults earn money
2. Create a chart of needs and wants.
3. Prepare a simple budget: Given \$8/wk for five weeks, how much will be spent and saved? Calculate savings after five weeks

3RD QUARTER United States

Cycle: 2 Lower

TOPIC: Economics

Pacing: 2 days

Goods and Services

OBJECTIVES:

1. Research goods and services that are produced in the local community and describe how people may be both producers and consumers
2. Explain why people trade for goods and services
3. Explain how money makes trade easier
4. Understand that Bermuda, Canada, Mexico and the United States trade goods and services
5. Give examples of how tax revenues by your local state/parish/province are used to provide goods and services
6. Explain that buyers and sellers interact to determine the prices of goods and services
7. Know that choices about what goods and services to buy and consume determine how resources will be used
8. Understand that goods are made locally, in other parts of the country, and the world
9. Identify the specialized work that people do to manufacture, transport and market goods and services
10. Explain how buyers and sellers benefit from voluntary trade

SPIRITUAL APPLICATIONS:

1. Genesis 34:10
2. Luke 19:11-27

RESOURCES:

1. Textbooks:
Scott Foresman
- Gr. 1 – pp. Unit 3
- Gr. 2 – pp. Unit 3
- Gr. 3 – pp. 306-311, 316-341
- Gr. 4 – pp. 26-33, 66-79, 410-417
2. Multimedia:
- “U.S. Industries and Resources,” VHS PK6748, DVD PV 6083, Schlessinger
- “What is Economics,” VHS PK6749, DVD PV6084, Schlessinger

CONNECTIONS:

Choose one of the cities around the school and make a study. Find out the local resources used to manufacture products. What are the contributions to the local economy? Survey the job market for the local residents.

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Create picture and/or word webs for: goods, services
2. Find illustrations and pictures of goods and services; categorize them

3RD QUARTER United States

Cycle: 2 Lower

TOPIC: Economics

Pacing: 2 days

Cost and Profit

OBJECTIVES:

1. Explain that a price is what people pay when they buy and what people receive when they sell
2. Explore price vs. cost from the viewpoint of a consumer
3. Define profit and describe how it is an incentive for entrepreneurs
4. Use biblical principles to make decisions about spending
5. Discover the importance of managing one's personal finances
6. Identify different ways people save their money and explain advantages and disadvantages of each
7. Understand that individual economic choices involve tradeoffs
8. Identify entrepreneurs who have influenced the state/parish/province and the local community
9. Explain that prices change as a result of supply and demand
10. List the functions of money and compare and contrast things that have been used as money in the state/parish/province

SPIRITUAL APPLICATIONS:

1. I Samuel 15
2. Matthew 16:26

RESOURCES:

1. Textbooks:
Scott Foresman:
- Gr. 1 – pp. 238-239
- Gr. 2 –
- Gr. 3 – pp. 310-311
- Gr. 4 – pp. 76-78
2. Multimedia:
- Money and You Part 2 of Math: Kids and Cash, Discovery Channel School
3. Literature:
- *Follow the Money!* Loreen Leedy, Gr. K-3
- Money Power Set, Gr. 2-4, World Almanac Education
- *The Coin Counting Book*, Rozanne Lanczak William

CONNECTIONS:

Math: Follow the price per gallon of gasoline for a period of time. Compute amount of increase and decrease. Find out the mileage per gallon of the family vehicle and the average cost of gas per week for the family.

ASSESSMENT/INSTRUCTIONAL IDEAS:

Ask students to determine the cost, figure in a desirable profit and then set the price of a small business venture: lemonade stand, pizza lunch sales, etc.

4TH QUARTER United States

Cycle: 2 Lower

TOPIC: Map Skills

Pacing: 1 day

Compass
Contour Lines
Thematic Maps

OBJECTIVES:

1. Learn important geographical terms, i.e., continents, oceans, equator, northern and southern hemispheres, eastern and western hemispheres, mountain ranges
2. Demonstrate how to use a map scale to measure distances and map symbols to locate natural and artificial features
3. Study thematic maps (population, natural resources, etc.) to gather information about states/ parishes/provinces
4. Recognize from maps where major population centers are and give reasons for the development of those centers
5. Use a compass and recognize basic and intermediate directions
6. Explain the use of contour lines to show elevation changes

RESOURCES:

1. Textbooks:
Scott Foresman:
- Gr. 1 – H20-23, 26; pp. 24-25, 54
- Gr. 2 – H18-21; pp. 214-215
- Gr. 3 – H12-17; pp. 30-32, 100, 160-163, 320
- Gr. 4 – H12-15; 19; pp. 26-31, 76-77, 86-87, 178-183, 402-404
2. Multimedia:
- "Maps and Globes," Schlessinger, Map Skills for Children
- "Tell Me Why," Geography, Vol. XXIV
- CD-ROM: Tom Snyder Production
 "Neighborhood Map Machine," (www.tomsnyder.com/tour)
 "Five Themes of Geography," Teacher's Video Co.
3. Teacher Resources:
- "Take It to Your Seat Geography Centers," Evan Moor, Gr. 2-3, pp. 35-48, 119-136
- "Take It to Your Seat Geography Centers," Evan Moor, Gr. 1-2, pp. 33-60, 87-98
- "Map Skills, Teaching a Variety of Map Skills," Instructional Fair-TS Denison, Gr. 3-4, pp. 6-27

4TH QUARTER United States

Cycle: 2 Lower

TOPIC: Geography

Pacing: 2 days

Western and Southwestern United States

OBJECTIVES:

1. Locate and memorize the states/parishes/provinces and their capitals (in this region)
2. Define regions and identify the features of the region (rivers, mountains, etc.)
3. Identify climates (in this region) of various places using a map, a globe and pictures
4. List examples of natural resources (water, trees, soil, etc.)
5. Describe how natural resources (in this region) are used to meet basic needs in the home, school and community
6. Identify ways the physical environment influences human activity

RESOURCES:

1. Textbooks:
 Scott Foresman:
 - Gr. 1 – pp. 16-69
 - Gr. 2 – pp. 228-229
 - Gr. 3 – pp. 142-147, 204-205
 - Gr. 4 – Unit 5, pp. 291-355; Unit 6, pp. 359-421
2. Multimedia:
 - "U.S. Geography: The West," Discovery Channel School
 - "U.S. Geography for Children: The West," Schlessinger
3. Teacher Resources:
 - "Geography Centers for Gr. 1-2," pp. 147-162, Evan-Moor
 - "Map Skills," pp. 125-138, Instructional Fair-TS Denison

**The intention is that this objective would be dispersed over the entire quarter. This quarter covers the Western/Southwestern states and capitals.*

4TH QUARTER United States

Cycle: 2 Lower

TOPIC: Slavery

Pacing: 2 days

OBJECTIVES:

1. Listen to and retell stories about people in the past who showed honesty, courage and responsibility; include Biblical characters and church founders
2. Identify examples of cause and effect relationships
3. Identify important historical events of each region of the United States/Bermuda/ Canada

SPIRITUAL APPLICATIONS:

1. Exodus 6:1-11
2. Luke 10:25-28
3. Golden Rule
4. Compare Israelite and American slavery
5. How does God view each person in the world?
6. Conflict resolution: How should we act?
7. Galatians 3:28

RESOURCES:

1. Textbooks:
Scott Foresman:
- Gr. 2, pp. 230-237
- Gr. 3, pp. 189-191
- Gr. 4, pp. 136-137, 198-209
2. Multimedia:
- "Harriet Tubman," Animated Hero Classics (video)
3. Literature:
- *If You Lived When There Was Slavery in America*, Scholastic
- *A Picture Book of Frederick Douglas*, David A. Adler
- *Wanted Dead or Alive: The True Story of Harriet Tubman*, Ann McGovern
- *In Their Own Words: Sojourner Truth*, Connie Roop, NTS926323

CONNECTIONS:

Music: Follow the Drinkin' Gourd
(Scott Foresman, Gr. 2, pp. 246-237)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Have students list choices that they can make
- Also list choices others make for them (parents, laws, etc.)
- Compare to slaves' lives and choices they had
2. Discuss causes of Civil War – differences North and South/ conflict resolution
3. Color a map of slave states and free states
- Consider newer states (Kansas, etc.) going free
4. Name personal qualities seen in those who opposed slavery. Are there people today with the same?

4TH QUARTER United States

Cycle: 2 Lower

TOPIC: Civil War & Reconstruction

Pacing: 3 days

OBJECTIVES:

1. Listen to and retell stories about people in the past who showed honesty, courage and responsibility
2. Identify examples of cause and effect relationships
3. Read and construct simple timelines of historical events
4. Identify the important historical events of each region of the United States

SPIRITUAL APPLICATIONS:

1. Matthew 5:21-26
2. Matthew 5:43-48
3. Revelation 12:7-9
4. II Chronicles 9:29-10:19
5. What was the first war?
6. What is the cause of all wars? (first and now)

CONNECTIONS:

1. Write your own Gettysburg address saying why all people should be treated equally
2. Scott Foresman, Gr. 3, Teacher Edition, Curriculum Connection, pp. 185.
3. Application: How do we make up with those we disagreed with?
4. Draw a picture montage of ways you could make up with people

RESOURCES:

1. Textbooks:
Scott Foresman:
- Gr. 1, pp. 216-217
- Gr. 2, pp. 182, 230-235
- Gr. 4, pp. 136-139, 187, 202-206
2. Teacher Resources:
- Hands-on Heritage, Civil War Era Activity Book, EDW 88965, Edupress
3. Literature:
- *Tunes That Teach American History*, Scholastic
- *Abe Lincoln's Hat*, Martha Brenner, Scholastic
- *Pink and Say*, Patricia Pollacco
- *If You Lived at the Time of the Civil War*, Scholastic, NTS45422
- *If You Grew Up With Abraham Lincoln*, Scholastic NTS45154
- *A. Lincoln and Me*, Louise W. Borden, NTS45715

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Color map of Civil War states. Compare sides to slave states vs. free states. Consider causes of Civil War.
2. What is a civil war? List differences and similarities between civil war and other war. Is one worse?
3. Role play: Divide class into two sections according to seating arrangement. Give each group a set of beliefs and ask if they agree. Would they change sides? Would they be against friends?
4. Construct a timeline of the events from 1861-1877
5. Consider what qualities a good leader needs. Compare to Lincoln.
- Discuss in what ways we remember Lincoln today. (Penny, etc.)
- Why do we remember some people?
- Design own monument for someone you respect or an important event from history
6. Did things get better for slaves after the war? List position of slaves on two sides of the board before and after the war
7. Reconstruction: How the south was helped

4TH QUARTER United States

Cycle: 2 Lower

TOPIC: Western Native Americans

Pacing: 4 days

OBJECTIVES:

1. Study the Native Peoples of each region of the United States/Bermuda/Canada and know the food, clothing, transportation, and homes of each
2. Identify Native Peoples who originally lived in the local area
3. Identify the important historical events of each region of the United States/Bermuda/Canada
4. Listen to and retell stories about people in the past who showed honesty, courage and responsibility
5. Explore the cultures of the Native Peoples in each region prior to European exploration

SPIRITUAL APPLICATIONS:

1. Exodus 20:12
2. I Timothy 5:3-4
3. Ephesians 6:1-4
4. Colossians 3:20-21
5. Respecting and honoring our family is important

RESOURCES:

1. Textbooks:
Scott Foresman:
- Gr. 1 – pp. 194-195
- Gr. 3 – pp. 178-179
- Gr. 4 – pp. 394-399, 401
2. Teacher Resources:
- Native American Thematic Unit, Gr. 1-4, EMC561, Evan Moor
- A Thematic Unite About NW Indians, Gr. 3-6, EMC557, Evan Moor
- Native Americans, Evan Moor

CONNECTIONS:

Have the students find out which tribe(s) of Native Americans lived in their communities. Learn some of their influence to the area.

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Study these tribes:
- Arapaho
- Duwamish
- Ute
- Tlingit
- Kwakinti
2. Draw a Tlingit chilkat blanket
3. Design a totem pole of your family
4. Compare a porlatch to other similar events (birthday, wedding, etc.)

4TH QUARTER United States

Cycle: 2 Lower

TOPIC: Natural Resources

Pacing: 2 days

OBJECTIVES:

1. Explain how natural resources contribute to regional and local settlements
2. Explain the responsibility for the conservation and care of natural resources
3. Tell how resources are gifts from God
4. Explain uses of God's gift of natural resources for meeting human needs
5. Tell how geographic features and the environment affect migration patterns
6. Identify and describe examples in which science and technology have led to changes in the physical environment
7. Suggest ways to monitor science and technology in order to protect the environment
8. Explain why different natural resources, plants and animals are found in various regions of the earth and how they are used
9. Explain ecological concerns such as the greenhouse effect, acid rain, earth's ozone layer
10. Explain how technology might contribute to the exploitation of natural resources, i.e., fertilizers, mining, pesticides, farming methods
11. Explain how technology might contribute to the conservation of natural resources, i.e., alternate materials developed for construction, better farming practices, better mapping of natural resources.

RESOURCES:

1. Textbooks:
Scott Foresman:
- Gr. 1 – pp. 140-141, 156-163, 170-178
- Gr. 2 – pp. 76-79, 86-87, 203-205
- Gr. 3 – pp. 94, 140-147, 161-167, 180-181, 200, 260-269, 318-323
- Gr. 4 – pp. 26-31, 66-71, 178-183, 312-319
2. Multimedia:
- "Westward Expansion in the U.S.," Pioneer Life for Children, Schlessinger, VHS X4K6863, DVD X4V6003
- "Daily Pioneer Life," Pioneer Life for Children, Schlessinger, VHS X4K6861, DVD X4V6001
- "All About Food Chains," Animal Life for Children, Schlessinger, VHS X4K7051
- "Conserving North American Biomes," North American Biomes Series, VHS PN8691, Library Video Co./Schlessinger
3. Literature:
- *Bread is For Eating*, David and Phillis Gershator
- *Blast Off to Earth*, Loreen Leedy
- *Somewhere in the World Right Now*, Stacy Schuett

4TH QUARTER United States

Cycle: 2 Lower

TOPIC: Environment

Pacing: 1 day

Pollution

OBJECTIVES:

1. Identify sources of pollution and explain the results of pollution on land, water, animal/bird populations and air
2. Show how pollution is the result of sin
3. Identify sources of pollution from your community affecting your immediate environment
4. Identify ways the environment is damaged by pollution and recognize the responsibility of conservation

SPIRITUAL APPLICATIONS:

1. Result of Eve's sin
2. Genesis 3:14-19

RESOURCES:

1. Textbooks:
Scott Foresman:
- Gr. 4 – pp. 29, 118, 145
2. Multimedia:
- "Pollution," Science in Action Video Series,
Library Video Co.
- "Pollution Solutions," VHS PK9861, Schlessinger
- "Pollutions," VHS, PK9862, Schlessinger

CONNECTIONS:

Science: Integrate with the SMART science lesson on pollution

ASSESSMENT/INSTRUCTIONAL IDEAS:

Collect water samples from a few different places. Take a close observation of the areas around the places where the water samples are collected. Study the water samples under the microscope. Compare the samples.

4TH QUARTER United States

Cycle: 2 Lower

TOPIC: Economics

Pacing: 1 day

Recycling

OBJECTIVES:

1. Understand scarcity and how limited resources affect production and consumption
2. Describe the differences between renewable and non-renewable resources and our responsibility to care for both
3. Define the three types of productive resources: human resources, natural resources, capital resources
4. Describe the ways in which local producers use natural, human and capital resources to produce goods and services

SPIRITUAL APPLICATIONS:

1. Luke, 16:1-13, 21:34-36
2. Mark 4:30-32

CONNECTIONS:

1. Music: Have students write a song about conserving resources
2. English: Create a TV commercial about the importance of recycling

RESOURCES:

1. Textbooks:
Scott Foresman:
- Gr. 1 – pp. 156-159, 170-173
- Gr. 2 – pp. 76-79, 86-87, 95
- Gr. 3 – pp. 164-167, 318-319, 340-341
- Gr. 4 – pp. 28-29, 81-82, 142-147
2. Multimedia:
- "All About Natural Resources," Schlessinger Earth Science for Children Series, Library Video
- "All About the Water Cycle," Schlessinger Earth Science for Children Series, Library Video, Gr. K-4
- "All About Water Ecosystem," Ecosystem for Children Video Series, Library Video

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Scott Foresman:
Gr. 3 – p. 198, Make something new from something you have already used
2. Set up recycling bins to be taken to the local recycling center
3. Research alternative energy sources
4. Create a map of their state's resources

NAD SoSmart

Cycle : 3 Lower

Quarters 1- 4

1ST QUARTER World

Cycle: 3 Lower

TOPIC: Map Skills

Pacing: 1 day

Map and Globe Use
Parts of a Map
Charts and Graphs

OBJECTIVES:

1. Describe the basic differences between a map and a globe
2. Identify map symbols
3. Understand how to read a simple map
4. Identify the cardinal directions on maps (see compass rose) and globes
5. Explain cardinal and intermediate directions
6. Use a variety of maps to identify: map, title, legend, cardinal direction, etc.
7. Demonstrate how to use a map scale to measure distances and map symbols to locate natural and artificial features
8. Learn to use graphs and charts to pictorially represent comparative geographic information, i.e., populations, state sizes, ethnic groups
9. Locate the United States, Bermuda, Canada and Mexico on a globe and world map, and locate the local community on a state/parish/province map
10. Identify places on a local community map (towns, lakes, rivers, etc.)

RESOURCES:

1. Textbooks:
Scott Foresman:
- Gr. 1, H20-26; pp. 54-55, 60-61, 120-121, 200-201, 254-255
- Gr. 2, H18-23; pp. 20-21, 60-61, 124-125, 164, 214-215
- Gr. 3, H13; pp. 30-33, 98-99, 174
- Gr. 4, H16; pp. 19, 86, 134-135, 240-241
2. Multimedia:
- "Map Skills for Children," Schlessinger
- "The Geography Tutor, #1," Teacher's Discovery
Teacher's Video Co.:
- "Geography Principles"
- "U.S. Map Adventures"
- "Globes and Us"
- "Understanding Geography"
- "Understanding Maps"
- "Maps: types, Symbols & Terms"
3. Teacher Resources:
- "Map Skills," Instructional Fair, by Jan Kennedy, Gr. 3, pp. 4-7, 14, 16-19, 22, 22-30
- "Map Skills," Teaching and Learning Co., pp. 5-10, 32-39, 40-41
- "Discovering the World of Geography," Mark Twain Media Publishing Co., Geography Activity Book. Gr. 4-5, pp. 34-38
- "Mega Fun Map Skills," Scholastic Professional Books, pp. 5-15
- "Take it to Your Seat Geography Centers, Evan Moor, Gr. 2-3, pp. 49-62, 89-104
- "Take it to Your Seat Geography Centers," Evan Moor, Gr. 1-2, pp. 75-86, 99-134, 179-184
- "Basic Map Skills," Instructional Fair-TS Denison, Gr. 3, pp. 4-7, 14-30
- "Map Skills, Teaching a Variety of Map Skills," Instructional Fair-TS Denison, Gr. 3-4, pp. 6-41

1ST QUARTER World

Cycle: 3 Lower

TOPIC: Geography

Pacing: 2 days

Europe, Part 1

OBJECTIVES:

1. Define regions and identify the features of the region (rivers, mountains, etc.)
2. Identify climates (in this region) of various places using a map, a globe and pictures
3. List examples of natural resources (water, trees, soil, etc.)
4. Describe how natural resources (in this region) are used to meet basic needs in the home, school and community
5. Identify ways the physical environment influences human activity

RESOURCES:

1. Multimedia:
 - Exploring the World's Geography, VHS 776468F, DVD 776542F, Discovery Channel School
2. Teacher Resources:
 - "Building Skills by Exploring Maps – The World," Creative Teaching Press, Inc., pp. 16-17, 24-25, 38-39
3. Literature:
 - *Continents Set: Europe*, World Almanac Education, RT19353
 - *Geography of the World*, World Almanac Education, RT06768

1ST QUARTER World

Cycle: 3 Lower

TOPIC: Middle Ages

Pacing: 1 day

History

OBJECTIVES:

1. Order events by using designation of time periods such as ancient times and modern times
2. Listen to historical stories and compare daily life in the past and present
3. Begin to identify the influences of religious beliefs in development of history

SPIRITUAL APPLICATIONS:

The Great Controversy:

- An Era of Spiritual Darkness, Ch. 3
- The Waldenses, Ch. 4

RESOURCES:

1. Multimedia:
 - Your Story Hour Tapes/CD, Album #7 – “The Girl General” and “Joan and the Dwarf”
 - Animated Hero Classics: Joan of Arc, Nest Entertainment, Inc.
2. Teacher Resources:
 - *Medieval Times to Today* – World Studies, pp. 116-151, Prentice Hall, Gr. 5-8
 - The Medieval Experience: Medieval Life and Times Research Unit
www.pineriver.k12.mi.us/ms/medieval/medieval.htm

CONNECTIONS:

Literature: *The Door in the Wall*, by Marguerite De Angel

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Create a timeline of historical events
 - Collapse of Roman Empire
 - Black Death
 - Crusades
 - 100 Years War
2. Research Joan of Arc

1ST QUARTER World

Cycle: 3 Lower

TOPIC: Middle Ages

Pacing: 2 days

Social Structure (Feudal & Manor System)

OBJECTIVES:

1. Understand that our neighboring countries have different forms of government
2. Begin to understand the influence of religious beliefs in development of history
3. Understand how different people in the same region maintain different ways of life
4. Compare past and present similarities and differences in the family and in daily life

SPIRITUAL APPLICATIONS:

Papal Oppression
 - 1260 Day Prophecy
 - Daniel 7
 - Hosea 4:6

RESOURCES:

1. Multimedia:
 - Life in the Middle Ages Video Series, Schlessinger
2. Teacher Resources:
 - *Medieval Times to Today* – World Studies, pp. 116-151, Prentice Hall, Gr. 5-8
 - World History Simulations (e-book)
www.buyteachercreated.com/estore/product0481
 - www.coreknowledge.org – Search Lesson Plans
 Keyword: Middle Ages

CONNECTIONS:

Handwriting: Write manuscript letters as the monks did

ASSESSMENT/INSTRUCTIONAL IDEAS:

Feudal System Simulation (Feudal M&M's)
 - See Teacher Resources above

1ST QUARTER World

Cycle: 3 Lower

TOPIC: Middle Ages

Pacing: 5 days

Life Style

OBJECTIVES:

1. Understand how different people in the same region maintain different ways of life
2. Understand customs and holidays of different cultures
3. Compare past and present similarities and differences in the family and in daily life

SPIRITUAL APPLICATIONS:

1. II Timothy 1:10
2. Revelation 21:4

RESOURCES:

Teacher Resources:

- *Medieval Times to Today* – World Studies, pp. 116-151, Prentice Hall ,Gr. 5-8
- www.coreknowledge.org – Search Lesson Plans
Keyword: Middle Ages
- *Hands-on History: Middle Ages*, by Susan Kapuscinski Gaylord (Scholastic)

CONNECTIONS:

Language: Discuss and understand old English sayings

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Learn how to play chess
2. Make foods from time period
3. Look at pictures of period clothing and design own outfit

1ST QUARTER World

Cycle: 3 Lower

TOPIC: Middle Ages

Pacing: 5 days

Knights and Castles

OBJECTIVES:

1. Listen to and retell stories about people in the past who showed honesty, courage and responsibility
2. Understand how different people in the same region maintain different ways of life

SPIRITUAL APPLICATIONS:

1. Ephesians 6:11-18
2. Revelation 7:3-4 – Seal of God

CONNECTIONS:

Attend a Medieval Festival

RESOURCES:

1. Multimedia:
 - Times Medieval Learning Pack #768614A, Discovery Channel School, (video, worksheets, CD-ROM)
2. Teacher Resources:
 - *Medieval Times to Today* – World Studies, pp. 116-151, Prentice Hall ,Gr. 5-8
 - www.coreknowledge.org – Search Lesson Plans
Keyword: Middle Ages
3. Literature:
 - *If You Lived in the Days of the Knights*, by Ann McGovern
 - *100 Things You Should Know About Knights and Castles*, Mason Pub.
 - *King Arthur and the Knights of the Round Table*, Emma Gelders-Sterne
 - *Eyewitness: Castle*, Christopher Gravett

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Design a coat of arms
2. Make a cardboard box castle
3. Research King Arthur and the Knights of the Round Table

2ND QUARTER World

Cycle: 3 Lower

TOPIC: Map Skills

Pacing: 1 day

Geographical Terms
Map Scale
Identify Locations
Thematic Maps

OBJECTIVES:

1. Use a map of North America to identify and label the following: United States, Bermuda, Canada, Mexico, oceans, islands, major rivers, the Great Lakes, major mountain ranges and major cities
2. Identify on a globe and world map: equator, oceans, islands, North Pole, South Pole, continents, etc.
3. Study thematic maps (population, natural resources, etc.) to gather information about states/parishes/provinces
4. Recognize from maps where major population centers are and give reasons for the development of those centers
5. Define and be able to identify the following natural regions and features on a map: mountains, oceans, continents, peninsulas, bays, etc.
6. Show how to use lines of longitude and latitude, a map scale, and the compass rose to locate places on world and North American maps
7. Demonstrate how to use map scale to measure distance and map symbols to locate natural and artificial features
8. Learn important geographical terms, i.e., continents, oceans, equator, northern and southern hemispheres, eastern and western hemispheres, mountain ranges
9. Recognize from maps where population centers are and give reasons for the development of those centers

RESOURCES:

1. Textbooks:
Scott Foresman:
- Gr. 2 – H20-23; pp. 20, 47, 65, 214-215, 239
- Gr. 3 – H19; pp. 32-33, 110-111, 240-241, 413
- Gr. 4 – H12-14; pp. 86-87, 408-409
2. Multimedia:
- "Map Skills for Children," Schlessinger
- "The Geography Tutor, #1," Teacher's Discovery
3. Teacher Resources:
- "Map Skills," Teaching and Learning Co., pp. 11-16, 31, 54-61
- "Discovering the World of Geography," Mark Twain Media Publishing Co., Geography Activity Book, Gr. 4-5, pp. 3-19
- "Take it to Your Seat Geography Centers," Evan Moor, Gr. 2-3, pp. 105-118
- "Take It to Your Seat Geography Centers," Evan Moor, Gr. 1-2, pp. 179-184
- "Basic Map Skills," Instructional Fair-TS Denison, Gr. 3, pp. 11-13, 15, 24-26
- "Map Skills," Instructional Fair-TS Denison, Teaching a Variety of Map Skills, Gr. 3-4, pp. 36-41

2ND QUARTER World

Cycle: 3 Lower

TOPIC: Geography

Pacing: 2 days

Europe, Part 2

OBJECTIVES:

1. Define regions and identify the features of the region (rivers, mountains, etc.)
2. Identify climates (in this region) of various places using a map, a globe and pictures
3. List examples of natural resources (water, trees, soil, etc.)
4. Describe how natural resources (in this region) are used to meet basic needs in the home, school and community
5. Identify ways the physical environment influences human activity

RESOURCES:

1. Multimedia:
 - "Families Around the World: My Family From France," Schlessinger VHSFK9079
2. Teacher Resources:
 - "Europe," Evan Moor, pp. 11-46,
3. Literature:
 - *Countries in the News: Germany*, Gr. 2-5, World Almanac Education, RT25925
 - *France, Countries A to Z Set*, RT25901, Gr. 2-4

2ND QUARTER World

Cycle: 3 Lower

TOPIC: Biographies of the Renaissance

Pacing: 7 days

1300-1600 A.D.

OBJECTIVES:

1. Compare past and present similarities and differences in the family and in daily life
2. Order events by using designation of time periods such as ancient times and modern times
3. Listen to and retell stories about people in the past who showed honesty, courage and responsibility
4. Listen to historical stories and compare daily life in the past and present
5. Understand the contributions and significance of historical figures
6. Recognize that personal actions and choices affect others

SPIRITUAL APPLICATIONS:

1. Romans 6 – Renaissance means rebirth
2. Discuss the differences between how God and man create (inventions)
3. Tell the different Bible stories depicted in the sculptures and paintings of the artists (art)

RESOURCES:

1. Multimedia:
 - Your Story Hour Tape/CD, Album #6
 - "Beyond the Horizon"
 - "The Disappearing Light – Hardships & Perils"
 - "Mutiny of Alonzo"
 - "Columbus in Chains"
 - Animated Hero Classics: Nest Entertainment, Inc. (videos)
 - "Christopher Columbus"
 - "Leonardo da Vinci"
 - "Galileo"
2. Teacher Resources:
 - *Medieval Times to Today* – World Studies, pp. 154-157, Prentice Hall, Gr. 5-8
3. Literature:
 - DK Eyewitness Books:
 - Leonard and His Times*, EZ13925
 - Renaissance*, EZ13227
 - Shakespeare*, EZ24087
 - *Welcome to the Globe: The Story of Shakespeare's Theater*, Peter Chrisp
 - *A Picture Book of Christopher Columbus*, Daniel A. Adler
 - *Michaelangelo*, Diane Stanley

CONNECTIONS:

1. Visit a printing press. Find out what stimulated the idea of the invention of printing
2. Research on how the first Bible was printed
3. Study the invention of printing by Joannes Gutenberg. What part did it play in Renaissance?

ASSESSMENT/INSTRUCTIONAL IDEAS:

- Find out what these people contributed to Renaissance:
- Michelangelo
 - Leonardo da Vinci
 - Raphael
 - William Shakespeare
 - Galileo
 - Christopher Columbus

2ND QUARTER World

Cycle: 3 Lower

TOPIC: Biographies of the Reformation

Pacing: 6 days

OBJECTIVES:

1. Compare past and present similarities and differences in the family and in daily life
2. Order events by using designation of time periods such as ancient times and modern times
3. Listen to and retell stories about people in the past who showed honesty, courage and responsibility
4. Listen to historical stories and compare daily life in the past and present
5. Understand the contributions and significance of historical figures
6. Recognize that personal actions and choices affect others

SPIRITUAL APPLICATIONS:

The Great Controversy:

- John Wycliffe, Ch. 5
- Huss and Jerome, Ch. 6
- Luther's Separation From Rome, Ch. 7

RESOURCES:

Multimedia:

- "God's Outlaw: The Story of William Tyndale," DVD, #4737D
- Gateway Films Vision Video (ABC Book Store):
- "Martin Luther," DVD, #4623D
 - "John Huss," DVD, #4783D

CONNECTIONS:

Work with students to create a display of articles about the forms of protest happening today

ASSESSMENT/INSTRUCTIONAL IDEAS:

Make a poster to show how each individual kept the "Light" (Bible) burning:

- Martin Luther
- Johann Gutenberg
- John Calvin
- Charles Wesley
- John Wycliff
- John Huss

3RD QUARTER World

Cycle: 3 Lower

TOPIC: Map Skills

Pacing: 1 day

Physical and Political Features
Longitude and Latitude
Grid Maps
Charts and Graphs

OBJECTIVES:

1. Define absolute and relative location of the school and homes in the community using a simple grid map. (Absolute location is the street address; relative location is next to, across from, etc.)
2. Show how to use lines of longitude and latitude, a map scale and the compass rose to locate places on world and North American maps
3. Distinguish between physical and political features on maps
4. Learn to use graphs and charts to pictorially represent comparative geographic information, i.e., populations, state sizes, ethnic groups
5. Differentiate between physical features and human made features
6. Demonstrate an understanding of map symbols for natural physical features
7. Explain how natural features contribute to regional and local settlements
8. Locate time zones and describe their purpose

RESOURCES:

1. Textbooks:
Scott Foresman:
- Gr. 1, H22-23, 26; pp. 60, 98, 120, 132, 154, 192-193, 254-255, 270
- Gr. 2, H18-21; pp. 20, 60, 80, 130, 164, 184, 214
- Gr. 3, H12-13, 17-18; pp. 32, 98, 158-159, 324-325
- Gr. 4, H16-17, 20, 54-55; pp. 240-241
2. Multimedia:
- "Map Skills for Children," Schlessinger
- "Earth's Physical Features," Teacher's Discovery
3. Teacher Resources:
- Social Studies Plus, Scott Foresman Supplement, Gr. 1, pp. 6, 7, 14-15
- Social Studies Plus, Scott Foresman Supplement, Gr. 3, pp. 18, 48, 56
- "Map Skills," Teaching and Learning Co., pp. 17-28, 43-61
- "Take it to Your Seat Geography Centers," Evan Moor, Gr. 1-2, pp. 61-74
- "Take it to Your Seat Geography Centers," Evan Moor, Gr. 2-3, pp. 77-88, 119-136
- "Discovering the World of Geography," Mark Twain Media Publishing Co., Geography Activity Book. Gr. 4-5, pp. 20-24, 113-121
- "Geography," Steck-Vaughn School Supply (Harcourt Supplemental Publisher), Gr. 1-4, pp. 22, 35-40
- "Basic Map Skills," Instructional Fair -TS Denison, Gr. 3, pp. 4-7, 14-30
- "Map Skills, Teaching a Variety of Map Skills," Instructional Fair-TS Denison, Gr. 3-4, pp. 42-81

3RD QUARTER World

Cycle: 3 Lower

TOPIC: Geography

Pacing: 2 days

Canada & Russia

OBJECTIVES:

1. Define regions and identify the features of the region (rivers, mountains, etc.)
2. Identify climates (in this region) of various places using a map, a globe and pictures
3. List examples of natural resources (water, trees, soil, etc.)
4. Describe how natural resources (in this region) are used to meet basic needs in the home, school and community
5. Identify ways the physical environment influences human activity

RESOURCES:

1. Multimedia:
 - Exploring the World's Geography: Geography of Europe and Russia, Discovery School
 - Geography of Canada, VHS 773721F, DVD 773994F, Discovery Channel School
 - The Geography of Canada, VHS FK6842, DVD FV8762, Schlessinger
2. Teacher Resources:
 - USA and Canada, pp. 36-37, Building skills by Exploring Maps, Creative Teaching Press, Inc.
 - The World, Building Skills by Exploring Maps, Creative Teaching Press, Inc., pp. 34-35
 - Canada Activity Book, pp. 4-5, 38-39, Edupress, Inc.

3RD QUARTER World

Cycle: 3 Lower

TOPIC: Russia

Pacing: 6 days

OBJECTIVES:

Culture

1. Understand customs and holidays of different cultures (food, music, clothes, traditions, holiday, language, etc.)
2. Demonstrate respect for all people of different ages, backgrounds and ethnicity
3. Understand how different people in the same region maintain different ways of life
4. Identify the different social groups to which people belong and the functions these groups perform

Religion

5. Begin to identify the major religions of the world
6. Develop an understanding of current world missions of the Seventh-day Adventist Church
7. Develop respect for people with different religious beliefs

Government

8. Understand that our neighboring countries have different forms of government

Economics

9. Understand that goods are made locally, in other parts of the country, and the world
10. Tell how natural resources from the region are used and how they contribute to the economy of the region

History

11. Identify challenges of the different cultural groups through the history of the region
12. Listen to and retell stories about people in the past/present who showed honesty, courage and responsibility

SPIRITUAL APPLICATIONS:

1. Genesis 11:1-9 – Tower of Babel and confusions of languages
2. Revelation 3:7-8 – The Lord opens and closes doors
3. Ephesians 2:14
4. Matthew 28:19

CONNECTIONS:

Music of Tchaikovsky

ASSESSMENT/INSTRUCTIONAL IDEAS:

Refer to World Connections/Assessment Options, p. 14

RESOURCES:

1. Multimedia:
 - "Anastasia '97" Library Video Co., #V0234
 - "The Nutcracker and the Mouseking," Library Video Co., #V3874
 - "Families of Russia" Library Video Co., #K4914
2. Teacher Resources:
 - *Europe and Russia* – World Studies, Prentice Hall Gr. 5-8
 - Russian Folklore, <http://russian-crafts.com/tales.html>
 - Countries and Cultures for Young Explorers: Russia, Instructional Fair-TS Denison, #IF-2633
 - A World of Recipes: Russia, World Almanac Education, #RT22813
3. Literature:
 - *Russia in Pictures*, Heron Marquez
 - *Count Your Way Through Russia*, Jim Haskins
 - *Eloise in Moscow*, Kay Thompson
 - *Eyewitness: Russia*, Kathleen Berton Marrell
 - *Peter and the Wolf*, Sergei Prokofiev

3RD QUARTER World

Cycle: 3 Lower

TOPIC: Canada

Pacing: 7 days

OBJECTIVES:

Culture

1. Understand customs and holidays of different cultures (food, music, clothes, traditions, holiday, language, etc.)
2. Demonstrate respect for all people of different ages, backgrounds and ethnicity
3. Understand how different people in the same region maintain different ways of life
4. Identify the different social groups to which people belong and the functions these groups perform

Religion

5. Begin to identify the major religions of the world
6. Develop an understanding of current world missions of the Seventh-day Adventist Church
7. Develop respect for people with different religious beliefs

Government

8. Understand that our neighboring countries have different forms of government

Economics

9. Understand that goods are made locally, in other parts of the country, and the world
10. Tell how natural resources from the region are used and how they contribute to the economy of the region

History

11. Identify challenges of the different cultural groups through the history of the region
12. Listen to and retell stories about people in the past/present who showed honesty, courage and responsibility

SPIRITUAL APPLICATIONS:

1. Mark 12:31
2. Psalms 147:14

CONNECTIONS:

Language Arts/Reading:

- *Anne of Green Gables*, by Lucy Montgomery
- *My Side of the Mountain*, by Jean Craighead George

ASSESSMENT/INSTRUCTIONAL IDEAS:

Refer to World Connections/Assessment Options, p. 14

RESOURCES:

1. Multimedia:
 - Canada for Children Video Series, Schlessinger
2. Teacher Resources:
 - *The United States and Canada* – World Studies, Prentice Hall Gr. 5-8
 - Canada, Teacher Created Resources, #TCR3630
 - A Unit About Canada, by Jane M. Coe
 - Country ABCs: Canada ABCs, World Almanac Education, #RT23615
 - www.coreknowledge.org – Lesson Plans Search Keyword: Canada
 - The Time Traveler Series: Canada, McGraw Hill Publishers
 - Canada Activity Book, Education, #EDW-74959
3. Literature:
 - *Wow Canada! Exploring land From Coast to Coast*, Vivien Bowers
 - *The Kids Books of Canada*, Barbara Greenwood
 - *That's Very Canadian!* Vivien Bowers
 - *M is for Maple: A Canadian Alphabet*, Mike Ulmer

3RD QUARTER World

Cycle: 3 Lower

TOPIC: Map Skills

Pacing: 1 day

Physical and Political Features
Longitude and Latitude
Grid Maps
Charts and Graphs

OBJECTIVES:

1. Define absolute and relative location of the school and homes in the community using a simple grid map. (Absolute location is the street address; relative location is next to, across from, etc.)
2. Show how to use lines of longitude and latitude, a map scale and the compass rose to locate places on world and North American maps
3. Distinguish between physical and political features on maps
4. Learn to use graphs and charts to pictorially represent comparative geographic information, i.e., populations, state sizes, ethnic groups
5. Differentiate between physical features and human made features
6. Demonstrate an understanding of map symbols for natural physical features
7. Explain how natural features contribute to regional and local settlements
8. Locate time zones and describe their purpose

RESOURCES:

1. Textbooks:
Scott Foresman:
- Gr. 1, H22-23, 26; pp. 60, 98, 120, 132, 154, 192-193, 254-255, 270
- Gr. 2, H18-21; pp. 20, 60, 80, 130, 164, 184, 214
- Gr. 3, H12-13, 17-18; pp. 32, 98, 158-159, 324-325
- Gr. 4, H16-17, 20, 54-55; pp. 240-241
2. Multimedia:
- "Map Skills for Children," Schlessinger
- "Earth's Physical Features," Teacher's Discovery
3. Teacher Resources:
- Social Studies Plus, Scott Foresman Supplement, Gr. 1, pp. 6, 7, 14-15
- Social Studies Plus, Scott Foresman Supplement, Gr. 3, pp. 18, 48, 56
- "Map Skills," Teaching and Learning Co., pp. 17-28, 43-61
- "Take it to Your Seat Geography Centers," Evan Moor, Gr. 1-2, pp. 61-74
- "Take it to Your Seat Geography Centers," Evan Moor, Gr. 2-3, pp. 77-88, 119-136
- "Discovering the World of Geography," Mark Twain Media Publishing Co., Geography Activity Book. Gr. 4-5, pp. 20-24, 113-121
- "Geography," Steck-Vaughn School Supply (Harcourt Supplemental Publisher), Gr. 1-4, pp. 22, 35-40
- "Basic Map Skills," Instructional Fair -TS Denison, Gr. 3, pp. 4-7, 14-30
- "Map Skills, Teaching a Variety of Map Skills," Instructional Fair-TS Denison, Gr. 3-4, pp. 42-81

3RD QUARTER World

Cycle: 3 Lower

TOPIC: Geography

Pacing: 2 days

Canada & Russia

OBJECTIVES:

1. Define regions and identify the features of the region (rivers, mountains, etc.)
2. Identify climates (in this region) of various places using a map, a globe and pictures
3. List examples of natural resources (water, trees, soil, etc.)
4. Describe how natural resources (in this region) are used to meet basic needs in the home, school and community
5. Identify ways the physical environment influences human activity

RESOURCES:

1. Multimedia:
 - Exploring the World's Geography: Geography of Europe and Russia, Discovery School
 - Geography of Canada, VHS 773721F, DVD 773994F, Discovery Channel School
 - The Geography of Canada, VHS FK6842, DVD FV8762, Schlessinger
2. Teacher Resources:
 - USA and Canada, pp. 36-37, Building skills by Exploring Maps, Creative Teaching Press, Inc.
 - The World, Building Skills by Exploring Maps, Creative Teaching Press, Inc., pp. 34-35
 - Canada Activity Book, pp. 4-5, 38-39, Edupress, Inc.

3RD QUARTER World

Cycle: 3 Lower

TOPIC: Russia

Pacing: 6 days

OBJECTIVES:

Culture

1. Understand customs and holidays of different cultures (food, music, clothes, traditions, holiday, language, etc.)
2. Demonstrate respect for all people of different ages, backgrounds and ethnicity
3. Understand how different people in the same region maintain different ways of life
4. Identify the different social groups to which people belong and the functions these groups perform

Religion

5. Begin to identify the major religions of the world
6. Develop an understanding of current world missions of the Seventh-day Adventist Church
7. Develop respect for people with different religious beliefs

Government

8. Understand that our neighboring countries have different forms of government

Economics

9. Understand that goods are made locally, in other parts of the country, and the world
10. Tell how natural resources from the region are used and how they contribute to the economy of the region

History

11. Identify challenges of the different cultural groups through the history of the region
12. Listen to and retell stories about people in the past/present who showed honesty, courage and responsibility

SPIRITUAL APPLICATIONS:

1. Genesis 11:1-9 – Tower of Babel and confusions of languages
2. Revelation 3:7-8 – The Lord opens and closes doors
3. Ephesians 2:14
4. Matthew 28:19

CONNECTIONS:

Music of Tchaikovsky

RESOURCES:

1. Multimedia:
 - "Anastasia '97" Library Video Co., #V0234
 - "The Nutcracker and the Mouseking," Library Video Co., #V3874
 - "Families of Russia" Library Video Co., #K4914
2. Teacher Resources:
 - *Europe and Russia* – World Studies, Prentice Hall Gr. 5-8
 - Russian Folklore, <http://russian-crafts.com/tales.html>
 - Countries and Cultures for Young Explorers: Russia, Instructional Fair-TS Denison, #IF-2633
 - A World of Recipes: Russia, World Almanac Education, #RT22813
3. Literature:
 - *Russia in Pictures*, Heron Marquez
 - *Count Your Way Through Russia*, Jim Haskins
 - *Eloise in Moscow*, Kay Thompson
 - *Eyewitness: Russia*, Kathleen Berton Marrell
 - *Peter and the Wolf*, Sergei Prokofiev

ASSESSMENT/INSTRUCTIONAL IDEAS:

Refer to World Connections/Assessment Options, p. 14

3RD QUARTER World

Cycle: 3 Lower

TOPIC: Canada

Pacing: 7 days

OBJECTIVES:

Culture

1. Understand customs and holidays of different cultures (food, music, clothes, traditions, holiday, language, etc.)
2. Demonstrate respect for all people of different ages, backgrounds and ethnicity
3. Understand how different people in the same region maintain different ways of life
4. Identify the different social groups to which people belong and the functions these groups perform

Religion

5. Begin to identify the major religions of the world
6. Develop an understanding of current world missions of the Seventh-day Adventist Church
7. Develop respect for people with different religious beliefs

Government

8. Understand that our neighboring countries have different forms of government

Economics

9. Understand that goods are made locally, in other parts of the country, and the world
10. Tell how natural resources from the region are used and how they contribute to the economy of the region

History

11. Identify challenges of the different cultural groups through the history of the region
12. Listen to and retell stories about people in the past/present who showed honesty, courage and responsibility

SPIRITUAL APPLICATIONS:

3. Mark 12:31
4. Psalms 147:14

CONNECTIONS:

Language Arts/Reading:

- *Anne of Green Gables*, by Lucy Montgomery
- *My Side of the Mountain*, by Jean Craighead George

ASSESSMENT/INSTRUCTIONAL IDEAS:

Refer to World Connections/Assessment Options, p. 14

RESOURCES:

1. Multimedia:
 - Canada for Children Video Series, Schlessinger
2. Teacher Resources:
 - *The United States and Canada* – World Studies, Prentice Hall Gr. 5-8
 - Canada, Teacher Created Resources, #TCR3630
 - A Unit About Canada, by Jane M. Coe
 - Country ABCs: Canada ABCs, World Almanac Education, #RT23615
 - www.coreknowledge.org – Lesson Plans Search Keyword: Canada
 - The Time Traveler Series: Canada, McGraw Hill Publishers
 - Canada Activity Book, Education, #EDW-74959
3. Literature:
 - *Wow Canada! Exploring land From Coast to Coast*, Vivien Bowers
 - *The Kids Books of Canada*, Barbara Greenwood
 - *That's Very Canadian!* Vivien Bowers
 - *M is for Maple: A Canadian Alphabet*, Mike Ulmer

4TH QUARTER World

Cycle: 3 Lower

TOPIC: Map Skills

Pacing: 1 day

Compass
Contour Lines
Thematic Maps

OBJECTIVES:

1. Learn important geographical terms, i.e., continents, oceans, equator, northern and southern hemispheres, eastern and western hemispheres, mountain ranges
2. Demonstrate how to use a map scale to measure distances and map symbols to locate natural and artificial features
3. Study thematic maps (population, natural resources, etc.) to gather information about states/ parishes/provinces
4. Recognize from maps where major population centers are and give reasons for the development of those centers
5. Use a compass and recognize basic and intermediate directions
6. Explain the use of contour lines to show elevation changes

RESOURCES:

1. Textbooks:
Scott Foresman:
- Gr. 1 – H20-23, 26; pp. 24-25, 54
- Gr. 2 – H18-21; pp. 214-215
- Gr. 3 – H12-17; pp. 30-32, 100, 160-163, 320
- Gr. 4 – H12-15; 19; pp. 26-31, 76-77, 86-87, 178-183, 402-404
2. Multimedia:
- "Maps and Globes," Schlessinger, Map Skills for Children
- "Tell Me Why," Geography, Vol. XXIV
- CD-ROM: Tom Snyder Production
 "Neighborhood Map Machine," (www.tomsnyder.com/tour)
 "Five Themes of Geography," Teacher's Video Co.
3. Teacher Resources:
- "Take It to Your Seat Geography Centers," Evan Moor, Gr. 2-3, pp. 35-48, 119-136
- "Take It to Your Seat Geography Centers," Evan Moor, Gr. 1-2, pp. 33-60, 87-98
- "Map Skills, Teaching a Variety of Map Skills," Instructional Fair-TS Denison, Gr. 3-4, pp. 6-27

4TH QUARTER World

Cycle: 3 Lower

TOPIC: Geography

Pacing: 2 days

Latin America

OBJECTIVES:

1. Define regions and identify the features of the region (rivers, mountains, etc.)
2. Identify climates (in this region) of various places using a map, a globe and pictures
3. List examples of natural resources (water, trees, soil, etc.)
4. Describe how natural resources (in this region) are used to meet basic needs in the home, school and community
5. Identify ways the physical environment influences human activity

RESOURCES:

1. Multimedia:
 - "Mexico for Children: Geography of Mexico," VHS FK5862, DVD FV8767, Schlessinger
2. Teacher Resources:
 - "South America," EMC 764, Evan Moor, pp. 11-47
 - "Geography of South America," VHS 773754F, DVD 774026F, Schlessinger
 - "Geography of Mexico and Central America," VHS 773739F, DVD 774000F, Schlessinger
 - "Geography of the World Geography," VHS 776468F, DVD 776542F, Schlessinger

4TH QUARTER World

Cycle: 3 Lower

TOPIC: Early Civilization of Middle America

Pacing: 6 days

Aztec, Inca, Maya

OBJECTIVES:

1. Order events by using designation of time periods such as ancient times and modern times
2. Use vocabulary related to chronology, including past, present and future
3. Understand time measurements: dates in terms of centuries (B.C. through A.D.)
4. Develop an understanding of time: years, decades, centuries
5. Listen to and retell stories about people in the past who showed honesty, courage and responsibility; include Biblical characters and church founders
6. Identify challenges of the different cultural groups throughout history
7. understand the influence of religious heritage on culture

SPIRITUAL APPLICATIONS:

Genesis 11:1-9

CONNECTIONS:

1. Create a chart to show the social classes of the Mayas or Aztec
2. Find out the responsibilities of the Aztec priests. Compare this with the priests of the Jews
3. "Build" the city of Tenochtitlan with the causeways on Lake Texcoco with available materials

RESOURCES:

1. Multimedia:
 - Ancient Civilizations for Children: Ancient Maya, Schlessinger
 - Ancient Civilizations for Children: Ancient Inca, Schlessinger
2. Teacher Resources:
 - *Latin America* – World Studies, Prentice Hall, Gr. 5-8
 - www.coreknowledge.org – Search Lesson Plans
Keywords: Inca, Maya, Aztec, Mexico
 - Hands-on Heritage Activity Books: Inca, Aztec, Maya, Edupress, #EP150
 - Color and Learn: Inca, Aztec, Maya, #EP-211, Edupress.
3. Literature:
 - *Aztec, Inca and Maya*, Elizabeth Baquedano, Eyewitness Books

ASSESSMENT/INSTRUCTIONAL IDEAS:

Refer to World Connections/Assessment Options, p. 14

4TH QUARTER World

Cycle: 3 Lower

TOPIC: Modern Latin America

Pacing: 7 days

Mexico

OBJECTIVES:

Culture

1. Understand customs and holidays of different cultures (food, music, clothes, traditions, holiday, language, etc.)
2. Demonstrate respect for all people of different ages, backgrounds and ethnicity
3. Understand how different people in the same region maintain different ways of life
4. Identify the different social groups to which people belong and the functions these groups perform

Religion

5. Begin to identify the major religions of the world
6. Develop an understanding of current world missions of the Seventh-day Adventist Church
7. Develop respect for people with different religious beliefs

Government

8. Understand that our neighboring countries have different forms of government

Economics

9. Understand that goods are made locally, in other parts of the country, and the world
10. Tell how natural resources from the region are used and how they contribute to the economy of the region

History

11. Identify challenges of the different cultural groups through the history of the region
12. Listen to and retell stories about people in the past/present who showed honesty, courage and responsibility

SPIRITUAL APPLICATIONS:

1. Mark 12:31
2. Psalms 147:14

CONNECTIONS:

1. Learn some Mexican traditions:
 - gringos
2. List the changes the Mexicanos went through after the arrivals of the Anglos

ASSESSMENT/INSTRUCTIONAL IDEAS:

Refer to World Connections/Assessment Options, p. 14

RESOURCES:

1. Multimedia:
 - Mexico for Children Video Series, Schlessinger
 - American Cultures for Children: Mexican-American Heritage, Schlessinger
2. Teacher Resources:
 - *Latin America* – World Studies, Prentice Hall, Gr. 5-8
 - www.coreknowledge.org – Search Lesson Plans Keyword: Mexico
 - Mexico, #TCR3093, Teacher Created Resources,
 - Countries and Cultures for Young Explorers: Mexico, #IF-8872, Instructional Fair
 - Hands-on Heritage Activity Books: Mexico, #EP-073, Edupress
 - Everything for Cinco de Mayo, IF-8872, Instructional Fair,
 - Color and Learn: Mexico, #EP-205, Edupress,
 - A World of Recipes: Mexico, #RT19517, World Almanac,
3. Literature:
 - *Mexico: Our Southern Neighbor* (16 vol. set), #1-59084-074-7, Mason Crest
 - *Country ABCs: Mexico ABCs*, #RT22677, World Almanac Education,
 - *American Girl Series: Meet Josefina*, Valerie Tripp

NAD SoSmart

Cycle : 4 Lower

Quarters 1- 4

1ST QUARTER United States

Cycle: 4 Lower

TOPIC: Map Skills

Pacing: 1 day

Map and Globe Use
Parts of a Map
Charts and Graphs

OBJECTIVES:

1. Describe the basic differences between a map and a globe
2. Identify map symbols
3. Understand how to read a simple map
4. Identify the cardinal directions on maps (see compass rose) and globes
5. Explain cardinal and intermediate directions
6. Use a variety of maps to identify: map, title, legend, cardinal direction, etc.
7. Demonstrate how to use a map scale to measure distances and map symbols to locate natural and artificial features
8. Learn to use graphs and charts to pictorially represent comparative geographic information, i.e., populations, state sizes, ethnic groups
9. Locate the United States, Bermuda, Canada and Mexico on a globe and world map, and locate the local community on a state/parish/province map
10. Identify places on a local community map (towns, lakes, rivers, etc.)

RESOURCES:

1. Textbooks:
 - Scott Foresman:
 - Gr. 1, H20-26; pp. 54-55, 60-61, 120-121, 200-201, 254-255
 - Gr. 2, H18-23; pp. 20-21, 60-61, 124-125, 164, 214-215
 - Gr. 3, H13; pp. 30-33, 98-99, 174
 - Gr. 4, H16; pp. 19, 86, 134-135, 240-241
2. Multimedia:
 - "Map Skills for Children," Schlessinger
 - "The Geography Tutor, #1," Teacher's Discovery
 - Teacher's Video Co.:
 - "Geography Principles"
 - "U.S. Map Adventures"
 - "Globes and Us"
 - "Understanding Geography"
 - "Understanding Maps"
 - "Maps: types, Symbols & Terms"
3. Teacher Resources:
 - "Map Skills," Instructional Fair, by Jan Kennedy, Gr. 3, pp. 4-7, 14, 16-19, 22, 22-30
 - "Map Skills," Teaching and Learning Co., pp. 5-10, 32-39, 40-41
 - "Discovering the World of Geography," Mark Twain Media Publishing Co., Geography Activity Book. Gr. 4-5, pp. 34-38
 - "Mega Fun Map Skills," Scholastic Professional Books, pp. 5-15
 - "Take it to Your Seat Geography Centers," Evan Moor, Gr. 2-3, pp. 49-62, 89-104
 - "Take it to Your Seat Geography Centers," Evan Moor, Gr. 1-2, pp. 75-86, 99-134, 179-184
 - "Basic Map Skills," Instructional Fair-TS Denison, Gr. 3, pp. 4-7, 14-30
 - "Map Skills, Teaching a Variety of Map Skills," Instructional Fair-TS Denison, Gr. 3-4, pp. 6-41

1ST QUARTER United States

Cycle: 4 Lower

TOPIC: Geography

Pacing: 2 days

Western and Southwestern United States

OBJECTIVES:

1. * Locate and memorize the states/parishes/provinces and their capitals
2. Define regions and identify the features of the region (rivers, mountains, etc.)
3. Identify climates (in this region) of various places using a map, a globe and pictures
4. List examples of natural resources (water, trees, soil, etc.)
5. Describe how natural resources (in this region) and locate major rivers and mountain ranges
6. Identify ways the physical environment influences human activity

RESOURCES:

1. Textbooks:
Scott Foresman:
- Gr. 1 – pp. 168-169
- Gr. 2 – pp. 228-229
- Gr. 3 – pp. 142-147, 204-205
- Gr. 4 – Unit 5, pp. 291-355; Unit 6, pp. 359-421
2. Multimedia:
- "U.S. Geography: The West," Discovery Channel School
- "U.S. Geography for Children: The West," Schlessinger
3. Teacher Resource Books:
- *Geography Centers for Gr. 1-2*, Evan-Moor, pp. 147-162
- "Map Skills," Instructional Fair-TS Denison, pp. 125-138

** The intention is that this objective would be dispersed over the entire quarter. This quarter covers the Western/Southwestern states and capitals.*

1ST QUARTER

United States

Cycle: 4 Lower

TOPIC: SDA Church History

Pacing: 4 days

OBJECTIVES:

1. Identify the accomplishments of notable Seventh-day Adventists in the history of each region of the U.S./Bermuda/Canada
2. Describe the structure and organization of the SDA church organization
3. Describe and illustrate the value of tithing and giving offerings
4. Listen to historical stories and compare daily life in the past and present. Include stories of Biblical characters, Ellen and James White, early church pioneers, etc.
5. Identify leaders in the church/community/state/parish/province and nation
6. Read Bible and church history stories that portray how God works through people to make the community a better place
7. Identify leaders in the church
8. Understand the unique message and mission of the Seventh-day Adventist Church
9. Understand how the Seventh-day Adventist Church helps communities

SPIRITUAL APPLICATIONS:

1. Numbers 18:21-32
2. Leviticus 27:30-33
3. Malachi 3:10

RESOURCES:

Literature:

- *Ellen White: Trailblazer for God*, Paul B. Ricchiuti
- *Long Ago Stories*, Miriam Hardinge
- *Ellen White Stories* (flipbooks), Paul B. Ricchiuti
- *Ellen, The Girl with Two Angels*, Mabel Miller

CONNECTIONS:

1. Journal: Tell what talents you think the Lord has given you and how you can use those talents
2. Math: Compute 10% of a dollar amount

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Use money and a tithe envelope to model how to figure tithe and offerings
2. Demonstrate how to use a tithe envelope
3. Make a graphic organizer labeling the church's organization

1ST QUARTER

United States

Cycle: 4 Lower

TOPIC: Communities

Pacing: 3 days

Mission/Outreach

OBJECTIVES:

1. Participate in age-appropriate outreach/service projects
2. Tell how the Seventh-day Adventist Church helps in neighborhoods and communities
3. Identify how the local community is made up of individuals and groups
4. Understand how God works through people to help make the community a better place

SPIRITUAL APPLICATIONS:

1. Live together in harmony
2. Psalm 133:1-3

RESOURCES:

Textbooks:
 Scott Foresman:
 - Gr. 1 – pp. 50-59, 70-71
 - Gr. 2 – pp. 22-27
 - Gr. 3 – Unit 1, 2

CONNECTIONS:

1. Explore and implement Bible Labs
2. Identify the “10-40 Window” of countries not yet reached for Christ

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Gather information from community newsletters and make a schedule to show the events that will happen in the spring and summer
2. “Adopt” a grandparent in the church and or local nursing home

1ST QUARTER United States

Cycle: 4 Lower

TOPIC: Citizenship

Pacing: 2 days

Family

OBJECTIVES:

1. Recognize the contributions of those who work in the home
2. Acquire knowledge, attitudes and skills essential to meeting family responsibilities
3. Respect the similarities and differences in individuals and families
4. Identify family traditions
5. Understand responsibilities that individuals have in the family, neighborhood and church
6. Learn home address: house number, city, state/parish/province, country and continent
7. Work independently and cooperatively to accomplish goals
8. Understand the importance of cooperation and sharing information when working in a group

SPIRITUAL APPLICATIONS:

1. Traditions: II Thessalonians 2:13-17
2. Proverbs 1:8-9; 23:22-25
3. Proverbs 31:10-31 (virtuous woman)
4. Psalms 103:13
5. Ephesians 6:4 (Fathers)
6. Colossians 3:18-23
7. Deuteronomy 6:4-9

RESOURCES:

Textbooks:
Scott Foresman:
- Gr. 2 – pp. 248-249
- Gr. 3 – pp. 105-107

CONNECTIONS:

1. Music:
 - "Happy, Happy Home"
 - "I'm So Glad I'm a Part of the Family of God"
2. Bible: Make proverbs posters. Print a proverb and illustrate and/or decorate it

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Discuss different family traditions, i.e., family worship, holidays, birthdays, special foods, etc.
2. Learn home address: house number, city, state/parish/province, country and continent

1ST QUARTER

United States

Cycle: 4 Lower

TOPIC: Citizenship

Pacing: 2 days

Personal/Values

OBJECTIVES:

1. Demonstrate one's best effort in every task
2. Understand the importance of developing a personal relationship with Christ
3. Develop principals of pursuing excellence, respecting rights and property of others and practicing fairness
4. Recognize that individuals have different interests, motivation, skills and talents
5. Recognize individual responsibilities in caring for one another
6. Respect the right of others to make choices
7. Recognize the role of useful work in personal development and maintaining self-worth
8. Identify how people show concern, respect one another, behave responsibly in a group and deal with conflict peacefully
9. Demonstrate cooperation, respect and honesty
10. Identify the different social groups to which people belong and the functions these groups perform
11. Achieve a balance in work and leisure balancing physical, mental, social and spiritual activities
12. Understand the importance of managing one's personal finances
13. Demonstrate effective time management
14. Recognize each individual's uniqueness and value to God
15. Recognize that personal actions and choices affect others

SPIRITUAL APPLICATIONS:

1. Proverbs 25:6, 7, 15
2. Doing One's Best
 - Ecclesiastes 9:10
 - Colossians 3:23
 - I Corinthians 10:31
3. Care for Others
 - Galatians 6:2
 - Luke 10:25-37
4. Personal Relationships
 - John 3:16; 14:1-3; 15:5
 - Acts 16:30-33

RESOURCES:

1. Textbooks:
Scott Foresman:
 - Gr. 1 – pp. 12-15, 88-89, 108-113,
 - Gr. 2 – pp. 18-19, 68-69, 112-113,
 - Gr. 3 – pp. 16-17, 82-83, 190-191, 256-257, 332-333, 350, 396-397
 - Gr. 4 – pp. 60-61, 148-149, 200-201, 260-261, 318-319, 416-417
2. Multimedia:
 - American Government for Children Series, "American Citizenship," (VHSFK6731), Schlessinger
3. Teacher Resource:
 - *The Young Peacemaker*, Corlette Sande

CONNECTIONS:

1. For one week, journal examples of good citizenship seen at school, home, TV, etc.
2. Set criteria and give good citizenship awards
3. Math: For one week, track how time is spent each day. Add hours to equal 24/day

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Outreach project/Kids Care Club
2. Work with pairs or small groups of children to create and perform short skits showing examples of caring
3. Create a list of historic figures who have modeled good citizenship
4. Read stories of people who have modeled good citizenship
5. Discuss how the actions by an individual improved a community

1ST QUARTER United States

Cycle: 4 Lower

TOPIC: Citizenship

Pacing: 2 days

Rights & Responsibilities

OBJECTIVES:

1. Identify that people are citizens of their community, state/parish/province, nation and explain the importance of good citizenship
2. Discuss rights and responsibilities of citizens in the school and the community
3. Identify civic virtues that are needed to be a good citizen, i.e., fairness, honesty, compassion, responsibility and active participation
4. Understand that because federal, state and local governments have problems of scarcity, they cannot fund all the projects their citizens want
5. Identify and explain the importance of acts of civic responsibility
6. Explain the consequences of violating laws
7. Identify rules and laws and why they exist; describe the consequences of not having rules and laws

SPIRITUAL APPLICATIONS:

1. Isaiah 33:15-17
2. Psalm 1:1-3

RESOURCES:

Textbooks:
Scott Foresman:
- Gr. 1 – pp. 172-175
- Gr. 2 – pp. H2-3, 88-89
- Gr. 3 – pp. 298-299, 376-379, 387, 394-395
- Gr. 4 – pp. H2-3, 60-61, 138, 205

CONNECTIONS:

1. Organize the classroom into mini-communities (3-5 students). Elect a mayor, police chief, sanitation engineer, etc.
2. Music: "America the Beautiful," Scott Foresman, Gr. 2, p. 90

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Give students opportunity to vote
 - recess activity
 - class activity
 - class officers
2. Discuss laws of community, state, nation
3. Create a citizenship web
4. Conduct a mock election
5. Role-play the consequences of violating a law

2ND QUARTER United States

Cycle: 4 Lower

TOPIC: Map Skills

Pacing: 1 day

**Geographical Terms
Map Scale
Identify Locations
Thematic Maps**

OBJECTIVES:

1. Use a map of North America to identify and label the following: United States, Bermuda, Canada, Mexico, oceans, islands, major rivers, the Great Lakes, major mountain ranges and major cities
2. Identify on a globe and world map: equator, oceans, islands, North Pole, South Pole, continents, etc.
3. Study thematic maps (population, natural resources, etc.) to gather information about states/parishes/provinces
4. Recognize from maps where major population centers are and give reasons for the development of those centers
5. Define and be able to identify the following natural regions and features on a map: mountains, oceans, continents, peninsulas, bays, etc.
6. Show how to use lines of longitude and latitude, a map scale, and the compass rose to locate places on world and North American maps
7. Demonstrate how to use map scale to measure distance and map symbols to locate natural and artificial features
8. Learn important geographical terms, i.e., continents, oceans, equator, northern and southern hemispheres, eastern and western hemispheres, mountain ranges
9. Recognize from maps where population centers are and give reasons for the development of those centers

RESOURCES:

1. Textbooks:
Scott Foresman:
- Gr. 2 – H20-23; pp. 20, 47, 65, 214-215, 239
- Gr. 3 – H19; pp. 32-33, 110-111, 240-241, 413
- Gr. 4 – H12-14; pp. 86-87, 408-409
2. Multimedia:
- "Map Skills for Children," Schlessinger
- "The Geography Tutor, #1," Teacher's Discovery
3. Teacher Resources:
- "Map Skills," Teaching and Learning Co., pp. 11-16, 31, 54-61
- "Discovering the World of Geography," Mark Twain Media Publishing Co., Geography Activity Book, Gr. 4-5, pp. 3-19
- "Take it to Your Seat Geography Centers," Evan Moor, Gr. 2-3, pp. 105-118
- "Take It to Your Seat Geography Centers," Evan Moor, Gr. 1-2, pp. 179-184
- "Basic Map Skills," Instructional Fair-TS Denison, Gr. 3, pp. 11-13, 15, 24-26
- "Map Skills," Instructional Fair-TS Denison, Teaching a Variety of Map Skills, Gr. 3-4, pp. 36-41

2ND QUARTER United States

Cycle: 4 Lower

TOPIC: Geography

Pacing: 2 days

Midwestern United States

OBJECTIVES:

1. *Locate and memorize the states/parishes/provinces and their capitals
2. Define regions and identify the features of the region (rivers, mountains, etc.)
3. Identify climates (in this region) of various places using a map, a globe and pictures
4. List examples of natural resources (water, trees, soil, etc.)
5. Describe how natural resources (in this region) are used to meet basic needs in the home, school and community
6. Identify ways the physical environment influences human activity

RESOURCES:

1. Textbooks:
 Scott Foresman
 - Gr. 1 – pp. 75-77
 - Gr. 2 – pp. 222-225
 - Gr. 3 – pp. 18-23
 - Gr. 4 – p. 12, Unit 4, Ch. 8, pp. 230-253; Ch. 9, pp. 254-290
2. Multimedia:
 - "The Midwest," U.S. Geography for Children, Schlessinger
 - "U.S. Geography: The Midwest," Discover Channel School
3. Teacher Resource Books:
 - *Geography Centers for Gr. 1-2*, Evan-Moor, pp. 147-162
 - "Map Skills," Instructional Fair-TS Denison, pp. 67-85

**The intention is that the objective would be dispersed over the entire quarter. This quarter covers the Midwest states and capitals.*

2ND QUARTER United States

Cycle: 4 Lower

TOPIC: Local & State

Pacing: 10 days

History & Government

This quarter is intended to be spent focusing on the local/state/parish/province history and government of your school's location. Check with your LCOE for additional resources.

OBJECTIVES:

Government:

1. Give examples of people who have the authority to make and enforce rules, i.e., God, parents, teachers and principals
2. Categorize rules and laws followed by the members of a family, school and community
3. Show how the Ten Commandments relate to governmental laws
4. Explain how community leaders are selected
5. Identify leaders in the church, government, community, state/parish/province and nation
6. Identify the selection process for local officials
7. Use a variety of resources to gather information about community leaders and civic issues
8. Give examples of how citizens can participate in their state/parish/province

History:

9. Give examples of the kinds of goods and services produced in the state/parish/province in different historical periods
10. Tell how natural resources from your region are used and how they contribute to the economy of your region
11. Explain how and why the local community was established and identify founders and early settlers

SPIRITUAL APPLICATIONS:

1. Governments
2. Isaiah 9:6, 7

RESOURCES:

1. Textbooks:
Scott Foresman:
- Gr. 1 – pp. 70-71, 218-221
- Gr. 2 – pp. 154-157, 160-165
- Gr. 3 – pp. 355, 382, Ch. 12
2. Check with your local conference office of education for additional state/parish/province resources

CONNECTIONS:

Language Arts: Write a letter to a community leader suggesting an improvement in their community

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Discuss why we need rules and laws. Make a list of community laws. Each student chooses one to illustrate and share with the class
2. Create a graphic organizer illustrating local government
3. Role-play a city council meeting
4. Make a Venn Diagram of the differences and similarities between the mayor and the governor
5. Make a state book of all the important state symbols and facts

2ND QUARTER United States

Cycle: 4 Lower

TOPIC: Communities

Pacing: 3 days

Local Neighborhoods

OBJECTIVES:

1. Identify changes that have occurred in the local neighborhood
2. Identify individuals who impacted the local neighborhoods
3. Understand and construct simple timelines of community events
4. Explain why and how the local community was established and identify founders and early settlers
5. Understand the contributions and significance of historical figures in the church and community
6. Give examples of people, events and technological developments that brought important changes to the local community
7. Understand that community/state/parish/province/employs various service workers
8. Recognize that students' positive actions contribute to the common good of the community
9. Explain the history of community traditions and local celebrations
10. Identify local and national holidays and understand the reasons they are celebrated
11. Identify how your community is connected with other communities through cultural exchanges and technology
12. Identify factors that make the local community unique, including how the community is enriched through foods, crafts, customs, languages, the arts, and the contributions of individual artists
13. Use community resources (museums, libraries, historic buildings and other landmarks) to gather information about your community

SPIRITUAL APPLICATIONS:

1. Relationship With Neighbors
2. Exodus 22:25-27

RESOURCES:

1. Textbooks:
Scott Foresman:
- Gr. 1 – Unit 2
- Gr. 2 – Unit 1, Unit 3
- Gr. 3 – Ch. 1-7
2. Teacher Resource:
- Pictures/felts of community workers
3. Literature:
- *The Little House*, Virginia Lee Burton
- *Community Helpers from A to Z*, Bobbie Kalman and Niki Walker

CONNECTIONS:

1. Create a make-believe neighborhood (cereal boxes, shoe boxes, etc.) and label streets. Must include homes and other support businesses (gas station, fire station, school, etc.)
2. Journal: What I'd like to be when I grow up
3. Field trips: Fire station, police station, library, etc.
4. Services: Make job coupons for family and friends

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Have students draw pictures of their homes. Paste their address on the back. Have students memorize their home address
2. Make a jobs booklet. Students draw pictures of different community workers and write sentences describing their job
3. Interview an older person and ask them to describe life in the community when they were a child. Report to the class

3RD QUARTER United States

Cycle: 4 Lower

TOPIC: Map Skills

Pacing: 3 days

Physical and Political Features
Longitude and Latitude
Grid Maps
Charts and Graphs

OBJECTIVES:

1. Define absolute and relative location of the school and homes in the community using a simple grid map. (Absolute location is the street address; relative location is next to, across from, etc.)
2. Show how to use lines of longitude and latitude, a map scale and the compass rose to locate places on world and North American maps
3. Distinguish between physical and political features on maps
4. Learn to use graphs and charts to pictorially represent comparative geographic information, i.e., populations, state sizes, ethnic groups
5. Differentiate between physical features and human made features
6. Demonstrate an understanding of map symbols for natural physical features
7. Explain how natural features contribute to regional and local settlements
8. Locate time zones and describe their purpose

RESOURCES:

1. Textbooks:
 - Scott Foresman:
 - Gr. 1, H22-23, 26; pp. 60, 98, 120, 132, 154, 192-193, 254-255, 270
 - Gr. 2, H18-21; pp. 20, 60, 80, 130, 164, 184, 214
 - Gr. 3, H12-13, 17-18; pp. 32, 98, 158-159, 324-325
 - Gr. 4, H16-17, 20, 54-55; pp. 240-241
2. Multimedia:
 - "Map Skills for Children," Schlessinger
 - "Earth's Physical Features," Teacher's Discovery
3. Teacher Resources:
 - Social Studies Plus, Scott Foresman Supplement, Gr. 1, pp. 6, 7, 14-15
 - Social Studies Plus, Scott Foresman Supplement, Gr. 3, pp. 18, 48, 56
 - "Map Skills," Teaching and Learning Co., pp. 17-28, 43-61
 - "Take it to Your Seat Geography Centers," Evan Moor, Gr. 1-2, pp. 61-74
 - "Take it to Your Seat Geography Centers," Evan Moor, Gr. 2-3, pp. 77-88, 119-136
 - "Discovering the World of Geography," Mark Twain Media Publishing Co., Geography Activity Book. Gr. 4-5, pp. 20-24, 113-121
 - "Geography," Steck-Vaughn School Supply (Harcourt Supplemental Publisher), Gr. 1-4, pp. 22, 35-40
 - "Basic Map Skills," Instructional Fair -TS Denison, Gr. 3, pp. 4-7, 14-30
 - "Map Skills, Teaching a Variety of Map Skills," Instructional Fair-TS Denison, Gr. 3-4, pp. 42-81

3RD QUARTER United States

Cycle: 4 Lower

TOPIC: Geography

Pacing: 2 days

Southeastern United States

OBJECTIVES:

1. * Locate and memorize the states/parishes/provinces and their capitals
2. Define regions and identify the features of the region (rivers, mountains, etc.)
3. Identify climates (in this region) of various places using a map, a globe and pictures
4. List examples of natural resources (water, trees, soil, etc.)
5. Describe how natural resources (in this region) are used to meet basic needs in the home, school and community
6. Identify ways the physical environment influences human activity

RESOURCES:

1. Textbooks:
Scott Foresman:
- Gr. 1 – pp. 74-75
- Gr. 3 – p. 18. 214-219
- Gr. 4 – p. 12, Unit 3; Chap. 6, pp. 164-184; Chap. 7, pp. 186-222
2. Multimedia:
- "U.S. Geography for Children: The Southeast," Schlessinger
- "U.S. Geography: The South," Discovery Channel School
3. Teacher Resources Books:
- *Geography Centers for Gr. 1-2*, Evan-Moor, pp. 147-162
- "Map Skills," Instructional Fair-TS Denison, pp. 53-57, 86-98

** The intention is that this objective would be interspersed over the entire quarter. This quarter covers the Southeast states and capitals.*

3RD QUARTER United States

Cycle: 4 Lower

TOPIC: Immigration

Pacing: 4 days

OBJECTIVES:

1. Explain why and how the local community was established and identify founders and early settlers
2. Identify the important historical events of each region of the United States/Bermuda/Canada
3. Explore the impact of immigration
4. Explain the meaning of national and patriotic symbols of the United States/Bermuda/Canada
5. Identify fundamental democratic principles and ideals in songs, stories and symbols

SPIRITUAL APPLICATIONS:

Our citizenship is in heaven. Our permanent house is in heaven. This world is not our home.

RESOURCES:

1. Textbooks:
Scott Foresman:
- Gr. 1 – pp. 208-211 (symbols of U.S.)
- Gr. 2 – pp. 180-183, 244-253
- Gr. 3 – pp. 72-95
- Gr. 4 – pp. 132-133
2. Multimedia:
- www.ellisland.org
Schlessinger Videos: American History for Children Series:
- "United States Flag"
- "U.S. Songs and Poems"
- "Immigration to the U.S."
3. Literature:
- *Coming to America*, Betsy Maestro
- *Grandfather's Journey*, Allen Say
- *A is for America*, Devin Scillian
- *If Your Name Was Changed at Ellis Island*, Ellen Levine
- *The Story of the Statue of Liberty*, B. & G. Maestro
- *Meet Kirsten*, J. Shaw

CONNECTIONS:

1. Literature: Read "The New Colossus" by Emma Lazarus and have students write poems about the Statue of Liberty
2. Music:
- "I'm A Pilgrim," *SDA Church Hymnal*, p. 444
- "I'm But a Stranger Here," *SDA Church Hymnal*, p. 445
- CD: "American Favorite Patriotic Songs," (Brentwood ASIN: B0000649N4)
- Silver Burdett, "Making Music," Gr. 3, Unit 7; Gr. 5, Unit 7

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Discuss the meaning of "E Pluribus Unum" (one of many)
2. Journal about feelings regarding moving
3. Role-play journey to Ellis Island (www.coreknowledge.org)
4. Make crafts of American symbols: "Hooray for the USA!" (Teacher Created Materials)

3RD QUARTER United States

Cycle: 4 Lower

TOPIC: World War I

Pacing: 2 days

OBJECTIVES:

1. Listen to and retell stories about people in the past (for this time period) who showed honesty, courage and responsibility; include Biblical characters and church founders
2. Identify individuals who impacted the local neighborhoods
3. Listen to historical stories and compare daily life in the past and present
4. Understand the contributions and significance of historical figures in the church and community
5. Read and construct simple timelines of historical events

SPIRITUAL APPLICATIONS:

1. Story of Tabitha (Dorcas)
2. Acts 9:36-42

RESOURCES:

1. Textbooks:
Scott Foresman:
- Gr. 5 – pp. 608-611, 615
2. Literature:
- *World War I*, Dorling Kindersley Eyewitness Book

CONNECTIONS:

1. Music “Over There,” by George M. Cohen
2. Locate the different countries involved in WWI on a world map

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Introduce terms: Central Powers and Allied Powers
2. Make a two-column cause and effect chart with regard to WWI
3. Create a timeline of events leading up to war
4. Create a graphic organizer depicting the influence of technology on war
5. Introduce Corporal Alvin York and Eddie Rickenbacker to students

3RD QUARTER United States

Cycle: 4 Lower

TOPIC: The Great Depression

Pacing: 3 days

Roaring Twenties

OBJECTIVES:

1. Listen to and retell stories about people in the past (during this time period) who showed honesty, courage and responsibility
2. Identify individuals who impacted the local neighborhoods
3. Listen to historical stories and compare daily life in the past and present
4. Understand the contributions and significance of historical figures in the church and community
5. Read and construct simple timelines of historical events

SPIRITUAL APPLICATIONS:

1. Strength to the needy in distress
2. Isaiah 25

RESOURCES:

1. Textbooks:
Scott Foresman:
- Gr. 1 – pp. 222-223
- Gr. 3 – pp. 326-327
2. Multimedia:
- "Annie," 1999 version, Disney
- Shirley Temple movies, Family Feature, Library Video Co.
3. Literature:
- *Eleanor Everywhere: The Life of Eleanor Roosevelt*, Monica Kulling
- *Flying Ace: The Story of Amelia Earhart*, Angela Bull
- *Meet Kit*, The American Girl Series, Valerie Tripp

CONNECTIONS:

1. Music: "Brother, Can You Spare a Dime," performed by Bing Crosby
2. Biographies:
- Charles Lindbergh
- Wilbur and Orville Wright
- Amelia Earhart
- Henry Ford
- F. Scott Fitzgerald

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Compare American life in the Roaring Twenties with life in the Great Depression
2. List the causes that led to the Great Depression
3. Introduce Franklin and Eleanor Roosevelt to the students
4. Create an organizer depicting all the ways the New Deal helped bring the country out of the depression
5. Explore ways in which people redirected their focus away from the Depression to personal achievement and entertainment, i.e., movies, swing music, games, building projects)

3RD QUARTER United States

Cycle: 4 Lower

TOPIC: WWII

Pacing: 2 days

Pearl Harbor

OBJECTIVES:

1. Listen to and retell stories about people in the past (during this time period) who showed honesty, courage and responsibility
2. Identify individuals who impacted the local neighborhoods
3. Listen to historical stories and compare daily life in the past and present
4. Understand the contributions and significance of historical figures in the church and community
5. Read and construct simple timelines of historical events

SPIRITUAL APPLICATIONS:

Proverbs 6:15; 24:21-22

RESOURCES:

1. Textbooks:
Scott Foresman:
- Gr. 5 – pp. 624-630
2. Literature:
- *Pearl Harbor*, Stephen Krensky
- *Attack on Pearl Harbor: The True Story of the Day America Entered World War II*, Shelley Tanaka

CONNECTIONS:

1. Locate the different countries involved in WWII on a world map
2. Interview a veteran

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Discuss how the U.S. was drawn into WWII
2. Explain how and why the U.S. responds to being attacked, i.e., Pearl Harbor and September 11
3. Invite a veteran as a guest speaker

4TH QUARTER United States

Cycle: 4 Lower

TOPIC: Map Skills

Pacing: 1 day

Compass
Contour Lines
Thematic Maps

OBJECTIVES:

1. Learn important geographical terms, i.e., continents, oceans, equator, northern and southern hemispheres, eastern and western hemispheres, mountain ranges
2. Demonstrate how to use a map scale to measure distances and map symbols to locate natural and artificial features
3. Study thematic maps (population, natural resources, etc.) to gather information about states/ parishes/provinces
4. Recognize from maps where major population centers are and give reasons for the development of those centers
5. Use a compass and recognize basic and intermediate directions
6. Explain the use of contour lines to show elevation changes

RESOURCES:

1. Textbooks:
Scott Foresman:
- Gr. 1 – H20-23, 26; pp. 24-25, 54
- Gr. 2 – H18-21; pp. 214-215
- Gr. 3 – H12-17; pp. 30-32, 100, 160-163, 320
- Gr. 4 – H12-15; 19; pp. 26-31, 76-77, 86-87, 178-183, 402-404
2. Multimedia:
- "Maps and Globes," Schlessinger, Map Skills for Children
- "Tell Me Why," Geography, Vol. XXIV
- CD-ROM: Tom Snyder Production
 "Neighborhood Map Machine," (www.tomsnyder.com/tour)
 "Five Themes of Geography," Teacher's Video Co.
3. Teacher Resources:
- "Take It to Your Seat Geography Centers," Evan Moor, Gr. 2-3, pp. 35-48, 119-136
- "Take It to Your Seat Geography Centers," Evan Moor, Gr. 1-2, pp. 33-60, 87-98
- "Map Skills, Teaching a Variety of Map Skills," Instructional Fair-TS Denison, Gr. 3-4, pp. 6-27

4TH QUARTER United States

Cycle: 4 Lower

TOPIC: Geography

Pacing: 2 days

Northeastern United States

OBJECTIVES:

1. * Locate and memorize the states/parishes/provinces and their capitals
2. Define regions and identify the features of the region (rivers, mountains, etc.)
3. Identify climates (in this region) of various places using a map, a globe and pictures
4. List examples of natural resources (water, trees, soil, etc.)
5. Describe how natural resources (in this region) are used to meet basic needs in the home, school and community
6. Identify ways the physical environment influences human activity

RESOURCES:

1. Textbooks:
Scott Foresman:
 - Gr. 1 – pp. 190-201
 - Gr. 2 – pp. 210-221
 - Gr. 3 – pp. 230-235
 - Gr. 4 – Unit 2, Ch. 4, pp. 102-122; Ch. 5, pp. 124-156
2. Multimedia:
 - "U.S. Geography for Children video series: The Northeast"
 - "U.S. Geography for Children: The Northeast," Schlessinger
 - "U.S. Geography: The Northeast," Discovery Channel School
 - "United States Geography: The Northeast," Teacher's Video Company
3. Teacher Resources:
 - *Geography Centers for Gr. 1-2*, Evan-Moor, pp. 147-162

4TH QUARTER United States

Cycle: 4 Lower

TOPIC: Diversity in America

Pacing: 3 days

OBJECTIVES:

1. Identify the different social groups to which people belong and the functions these groups perform
2. Identify ways that social groups influence individual behavior and responsibilities
3. Explain the history of community traditions and local celebrations
4. Identify challenges of the different cultural groups throughout the history of the state/parish/province
5. Understand that many different religious beliefs exist
6. Identify reasons for observing customs, holidays and traditions
7. Identify the history of local celebrations and traditions
8. Identify people and events observed in national celebrations and holidays
9. Recognize how groups and organizations, including the church, encourage unity and work with diversity
10. Exhibit tolerance and respect for beliefs of others
11. Demonstrate respect for people of different ages, backgrounds and ethnicity
12. Recognize each individual's uniqueness and value to God

SPIRITUAL APPLICATIONS:

1. Live together in unity
2. Psalm 133
3. Ephesians 4:11-13

RESOURCES:

1. Textbooks:
Scott Foresman:
- Gr. 1 – pp. 106-107, 258-259
- Gr. 2 – pp. 40-41, 186-187
- Gr. 3 – pp. E10-11, pp. 28-29, 54-55, 78-81, 104-109, 114-117
- Gr. 4 – pp. E10-11, pp. 43, 214-215, 336-337, 398-399
2. Multimedia:
Schlessinger Videos:
- Holidays for Children Series
- American Cultures for Children Series

CONNECTIONS:

Music: Silver Burdett, "Making Music:"
- Gr. 3, Unit 12, "Holidays to Share"
- Gr. 5, Unit 8, "Music Around the World"

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Scott Foresman:
- Gr. 4 – p. E21, Complete graphic organizer of cultural ceremonies
- Gr. 3 – p. E21, Complete graphic organizer of family traditions
2. Create a family tree
3. Invite guests from various ethnic backgrounds and have them share family traditions, holidays, etc.

4TH QUARTER United States

Cycle: 4 Lower

TOPIC: Civil Rights Movement

Pacing: 2 days

OBJECTIVES:

1. Describe major rights and freedoms of citizens
2. Define and provide examples of civic virtues in a democracy, i.e., self-discipline/self-governance, respect for the rights and dignity of all individuals, respect for the law, courage, reasoned patriotism, commitment to the common good
3. Recognize that we are all God's children, and He loves everyone equally

SPIRITUAL APPLICATIONS:

1. Hebrew servants
2. Exodus 21:1-11
3. Daniel 1:1-21

RESOURCES:

1. Textbooks:
Scott Foresman:
- Gr. 1 – pp. 18-19
- Gr. 3 – pp. 190-191
- Gr. 4 – pp. 136-137, 202, 207
2. Multimedia:
- "Ruby Bridges," Disney, 1989, Library Video Co.
- "Our Friend, Martin," Kids First, Library Video Co.
- "Selma, Lord, Selma," Disney, Library Video Co.
- Schlessinger American History for Children Series, "Equal Rights for All"
3. Literature:
- *I am Rosa Parks*, Rosa Parks and James Haskins
- *Martin Luther King, Jr.*, Rosemary Bray (Mulberry Books, ISBN 0-688-15219-8, 1997)
- *A Picture Book of Martin Luther King, Jr.*, David Adler

CONNECTIONS:

1. English: Write an "I Have a Dream" speech
2. Music: "Shed a Little Light," James Taylor. Silver Burdett *Making Music*, Gr. 3

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Make a list of the rights and freedoms all citizens enjoy, i.e., free speech
2. Discuss segregation. Have students use toys to act out segregation
3. Invite a speaker who lived and experienced the effects of segregation

4TH QUARTER United States

Cycle: 4 Lower

TOPIC: Modern Heroes

Pacing: 4 days

OBJECTIVES:

1. Listen to and retell stories about people in the past who showed honesty, courage, and responsibility.
2. Give examples of people, events and technological developments that brought important changes to the local community.
3. Understand the contribution and significance of historical figures in the church and community.
4. Recognize that personal actions and choices affect others

SPIRITUAL APPLICATIONS:

1. Matthew 5:14-16
2. 1 Corinthians 12:4-11
3. James 1:17
4. Jeremiah 29:11

CONNECTIONS:

1. Literature: Read a biography on a modern hero
2. Science: Research a modern hero who has impacted the scientific world

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Choose a modern hero to research. Prepare a speech in the first person. Discuss personal accomplishments and ideals. Design a costume representative of the era of the modern hero. Present findings.
2. Write a report about a modern hero using info from the textbook and other resources
3. Create a Power Point presentation on a modern hero
4. Create a picture book about the life of a modern hero
5. Create a matching game or crossword puzzle on modern heroes and their distinguishing contribution to society

RESOURCES:

1. Textbooks:

Scott Foresman:

Gr. 1

- p. 10 Carl Stotz - Little League
 18 Ruby Bridges Hall - Equal Rights/African Am.
 112 Kids' Kitchen - Community Service
 160 Tree Musketeers - Environment
 162 Elvia Niebla- Environment/Latin Am.
 222 Eleanor Roosevelt - Human Rights
 244 Joseph Bruchac - Writer/Native American
 256 Mae Jemison - Astronaut/African Am.
 262 Laurence Yep - Writer/Asian Am.

Gr. 2

- p. 28 Rosalynn Carter - Humanitarian
 74 Cesar Chavez - Migrant Workers/Latin Am.
 86 Rachel Carson - Writer/Biologist
 88 Earth Angels - Environment
 132 Linda Alvarado - Business owner/Latin Am.
 158 Ana Beavers - Community Service
 206 Ella Cara Deloria - Writer/Native Am.
 254 Ellen Ochoa - Astronaut/Latin Am.
 268 Leoh Ming Pei - Architect/Asian Am.

Gr. 3

- p. 24 Sonia Manzano- Writer/Actress/Latin Am.
 46 William Levitt - Construction
 82 Jane Adams - Immigration/Humanitarian
 96 Langston Huges - Writer/African Am.
 156 Maria Martinez - Artist/Latin Am.
 256 9/11/01 - Fund Raising
 298 Roberto Goizueta - Philanthropist/Latin Am.
 396 Charles Curtis - Public Service/Native Am.

Gr. 4

- p. 45 F. La Guardia - Public Service
 53 Daniel Inouye - Public Service/Asian Am.
 60 Seth & Sam - Honesty
 148 Ethan - Photographer/9/11/01
 207 Rosa Parks - Equal Rights/African Am.
 260 Joseph Podlasek - Culture/Native Am.
 318 Jerrie Cobb - Pilot
 329 Henry Chee Dodge - Education/Native Am.
 349 Willis H. Carrier - Air Conditioning
 416 Thomas Bradley - Public Service/African Am.

2. Multimedia:

- "Great Americans for Children Series,"
 Schlessinger

4TH QUARTER U.S. History

Cycle: 4 Lower

TOPIC: Space Age

Pacing: 3 days

History of Flight

OBJECTIVES:

1. Understand the influence of technological developments and inventions
2. Identify and order events that take place in a sequence
3. Read and construct simple time lines of historical events
4. Listen to and retell stories about people in the past who showed honesty, courage, and responsibility
5. Give examples of people, events and technological developments that brought important changes to the local community
6. Understand the contribution and significance of historical figures in the church and community
7. Identify the important historical events of each region of the United States

SPIRITUAL APPLICATIONS:

1. Daniel 12:4
2. Creation: Genesis 1

RESOURCES:

1. Textbooks:
Pearson Scott Foresman:
- Gr. 3 – E6-7
- Gr. 4 – pp. 161, 316-319
2. Multimedia:
Schlessinger Videos:
- "Physical Science for Children: All About Flight"
- "Ballooning," The Way Things Work video series
- "Flight," The Way Things Work video series
- "Flight," Eyewitness Discovery Series
3. Literature:
- *Amazing Flights: The Golden Age*, Ole Steen Hansen
- *The Story of Flight*, Sheila Keenan
- *Footprints on the Moon*, Alexandra Siy
- *Apollo 11 Mission: The First Man to Walk on the Moon*, Helen Zelon
- *Armstrong Lands on the Moon*, Gordon Charleston
- *The Space Shuttle*, Jacqueline Langille
- *Space Shuttle Challenger*, Sue Hamilton

CONNECTIONS:

Science:
- Build a model rocket
- Fold different types of paper airplanes. Compare and contrast structure with flight

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Create a scrapbook of the history of flight.
2. Create a time line of the history of flight.
3. Identify acts of courage and responsibility with regard to the history of flight
4. Create a cause/effect chart that identifies the impact of space technology on societies.
5. Visit local library. Find newspaper articles/photos related to flight/space age events on microfilm. Print out and enter into scrapbook.

4TH QUARTER United States

Cycle: 4 Lower

TOPIC: Economics

Pacing: 1 day

Careers

OBJECTIVES:

1. Identify one's interests, abilities, and values, understanding their relationship to career options
2. Recognize the role of useful work in personal development and maintaining self-worth
3. Discuss skills that will enhance employability
4. Identify specialized jobs in the school and community

SPIRITUAL APPLICATIONS:

1. Ecclesiastes 9:10
2. II Thessalonians 3:6-13

RESOURCES:

1. Textbooks:
Scott Foresman:
- Gr. 1 – Unit 3
- Gr. 2 – Unit 3
- Gr. 3 – Unit 5
- Gr. 4 – Unit 1, Ch. 3
2. Literature:
- *Mama and Papa Have a Store*, Anne F. Rockwell

CONNECTIONS:

1. Compare/contrast modern careers with Biblical or early historical time careers
2. Hold a career day. Invite members of the community to come in and speak on their careers

ASSESSMENT/INSTRUCTIONAL IDEAS:

- Project:
- Have students take an interests inventory
 - Have students decide on a career they are interested in based on inventory results
 - Write a report about career, i.e., tell why interested, list people who work/worked in area, job description, pictures
 - Interview a person currently in this field

NAD SoSmart

Cycle : 1 Upper

Quarters 1- 4

1ST QUARTER
World
Ancient Middle East
Cycle: 1 Upper

TOPIC: Map Skills

Pacing: 2 days

Globe (Continents, Hemispheres, Distortion)

Parts of a Map

Political/Physical Maps

OBJECTIVES:

1. Learn the continents and their locations
2. Recognize the four hemispheres of the Earth
3. Describe why there are distortions in map making
4. Describe parts of a map
5. Explain the components and use of maps
6. Identify the information shown on maps of ancient regions and their modern counterparts
7. Compare maps to determine changes in national boundaries and distribution of population

RESOURCES:

1. Prentice Hall: World Studies, *Asia and the Pacific*, pp. 35-41
2. *Inspirer Geography Series*, Tom Snyder

1ST QUARTER
World
Ancient Middle East
Cycle: 1 Upper

TOPIC: Geography

Pacing: 2 days

Western Asia

OBJECTIVES:

Places

1. Memorize and label the countries of western Asia
2. Name and locate major regions, mountain ranges, and river systems in Western Asia
3. Identify physical and cultural sub-regions in Western Asia
4. Explain the reasons for the locations of major cities related to natural landforms, waterways, and climate in Western Asia

Climate

5. Identify the climate regions of Western Asia and explain how water and landforms affect the climate
6. Describe the restrictions climate and landforms place on land use in regions of Western Asia
7. Describe the human factors that have had an impact on the climate and vegetation of Western Asia

Natural Resources and Environment

8. Explain why specific areas have major petroleum and mineral deposits and describe the processes that formed deposits in these areas (flood)
9. Identify current issues related to the environment and the use of natural resources
10. Explain the interdependency between environment and culture in the eastern hemisphere
11. Explain how care of natural resources and the environment is a responsibility to both God and country

Commerce

12. Identify the natural resources for Western Asia and explain how each contributes to the way people live and have their basic needs and wants met

RESOURCES:

Prentice Hall, World Studies:

- *The Ancient World*, pp. 33-36, 69-75
- *Asia and the Pacific*, pp. 35-41

1ST QUARTER
World
Ancient Middle East
Cycle: 1 Upper

TOPIC: Origins of Man

Pacing: 1 day

OBJECTIVES:

History

1. Know the Biblical account of the creation of man
2. Compare the Biblical account of the beginning of civilization with the evolutionary viewpoint
3. Research the location of the Garden of Eden

Please Note:

Teachers should use caution in the use of materials from Ch. 1 of the Ancient World. The materials are written from a strong evolutionary perspective and will require critiquing from a Creationist viewpoint

SPIRITUAL APPLICATIONS:

John 1:1-3

RESOURCES:

1. Prentice Hall: World Studies, *The Ancient World*, pp. 24-28
2. Genesis 1-2
3. Genesis 4, 10, 11
4. *Patriarchs and Prophets*, Ch. 10

CONNECTIONS:

1. Art: Create a mural of the Garden of Eden.
2. Literature: *Song of Eve*, June Strong
3. Make a cartoon strip of the days of creation

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Create a map showing the possible location of the Garden of Eden. Genesis 2:10-14
2. Create two timelines for the beginning of civilization, one from the creationist viewpoint and one from the evolutionary viewpoint. Decide which one you believe to be the truth, and support its credibility with at least 5 arguments

1ST QUARTER
World
Ancient Middle East
Cycle: 1 Upper

TOPIC: Mesopotamia

Pacing: 2 days

OBJECTIVES:

History

1. Explore early civilizations in Mesopotamia
2. Know the significance of Hammurabi's Code

Economics

3. Trace the development of agricultural techniques that led to economic surplus and the emergence of cities

SPIRITUAL APPLICATIONS:

Compare the Mosaic law to Hammurabi's Code.

RESOURCES:

1. Prentice Hall: World Studies, *The Ancient World*, pp. 37-51
2. Video: "Ancient Civilizations for Children: Mesopotamia," Schlessinger
3. Simulation: *Ancient Mesopotamia*, Teacher Created Materials
4. Computer Simulation: "Ancient Empires," Tom Snyder

CONNECTIONS:

Create a rap or poem using Mesopotamian facts

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Find Bible stories that took place in Mesopotamia
2. Create a map, tracing Abram's route through Mesopotamia
3. Research the ancient city of Babylon

1ST QUARTER

World

Ancient Middle East

Cycle: 1 Upper

TOPIC: Egypt

Pacing: 7 days

OBJECTIVES:

History

1. Explore the rise of early civilizations in the river valleys of Northeastern Africa
2. Describe the achievements of ancient Egypt in art, religion, architecture, government and the development of the concept of theocracy
3. Trace the evolution of Egyptian language and its written form

Civics and Government

4. Understand how politics enables people with differing ideas to reach binding agreements
5. Distinguish between private life and civic life

Economics

6. Describe the role of Egyptian trade in the eastern Mediterranean and Nile Valley
7. Describe how the environment in different countries contributes to the way people make a living

Individuals, Society, and Culture

8. Define anthropology and archaeology and show how they contribute to an understanding of eastern civilizations

SPIRITUAL APPLICATIONS:

Exodus 5-13

RESOURCES:

1. Prentice Hall: World Studies:
 - *The Ancient World*, pp. 76-105
 - *Africa*, pp. 39-46
2. Interdisciplinary Thematic Unit: "Ancient Egypt," Teacher Created Materials
3. Simulation: "Ancient Egypt," 2nd Edition, Teacher Created Materials
4. Computer Simulation: "Ancient Empires," Tom Snyder
5. Video: "Ancient Civilizations for Children: Ancient Egypt," Schlessinger

CONNECTIONS:

1. Math: Solve math problems using the Egyptian counting symbols
2. Host an Egyptian day; dress Egyptian and do Egyptian activities
3. Create your own cartouche
4. *Joseph*, Terri Fivash
5. Literature: *Egypt Rap Lyrics*, by Teacher's Discovery
6. Create a collage of Egyptian culture

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Create a power point of Ancient Egypt
2. Compare the theocracy of Egypt to the theocracy of Israel
3. Create a journal for Joseph, in which he shares his spiritual challenges faced in ruling Egypt

1ST QUARTER
World
Ancient Middle East
Cycle: 1 Upper

TOPIC: Israel

Pacing: 3 days

OBJECTIVES:

History

1. Discuss the movements of Hebrew peoples, including the Exodus
2. Describe the origins of Judaism including the significance of Abraham, Moses, Rahab, Naomi, Ruth, and David as the bloodline of Christ
3. Identify how the beliefs of Judaism set the stage for the birth and life of Christ
4. Discuss how Judaism evolved after the destruction of the second Temple in A.D. 70

Individuals, Society, and Culture

5. Discuss the ethical and moral issues of decisions made during specific times in history
6. Compare the basic beliefs of the Seventh-day Adventist Church to eastern religions and philosophies
7. Compare the Creator God to the gods of Eastern religions
8. Understand the importance of developing a personal relationship with Christ

SPIRITUAL APPLICATIONS:

1. Study the sanctuary system and its relationship to Christ.
2. Romans 9:6-8. Discuss our role as spiritual Israel.

RESOURCES:

1. Prentice Hall: World Studies:
 - *The Ancient World*, pp. 52-64
 - *Asia and the Pacific*, pp.195-199
2. Promise to Abraham, Genesis 13:14-18
3. Slavery in Egypt, Exodus 1, 12:29-51
4. Rahab, Joshua 2, 6
5. Lineage of Jesus, Matthew 1:1-17

CONNECTIONS:

Art: Build a model of the Sanctuary

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Make a book in which you compare the Judaism to Seventh-day Adventism. On each page compare one aspect of religion, i.e., death, salvation, forgiveness, God/gods, prayer
2. Write a biography of someone in the bloodline of Christ

2ND QUARTER
World
Asia and the Pacific
Cycle: 1 Upper

TOPIC: Map Skills

Pacing: 1 day

Topography/Elevation Maps
Map Scale

OBJECTIVES:

1. Use latitude, longitude, the compass rose, map scale, legends, and the grid system to locate places on a map
2. Learn to read topographic maps and interpret their symbols

RESOURCES:

Inspirer Geography Series, by Tom Snyder

2ND QUARTER
World
Asia and the Pacific
Cycle: 1 Upper

TOPIC: Geography

Pacing: 2 days

Eastern Asia & Oceania

OBJECTIVES:

Places

1. Memorize and label the countries of Eastern Asia and Oceania
2. Name and locate major regions, mountain ranges, and river systems in Eastern Asia and Oceania
3. Identify physical and cultural sub-regions in Eastern Asia and Oceania
4. Explain the reasons for the locations of major cities related to natural landforms, waterways, and climate in Eastern Asia and Oceania

Climate

5. Identify the climate regions of Eastern Asia and Oceania and explain how water and landforms affect the climate
6. Describe the restrictions climate and landforms place on land use in regions of Eastern Asia and Oceania
7. Describe the human factors that have had an impact on the climate and vegetation of Eastern Asia and Oceania

Natural Resources and Environment

8. Identify current issues related to the environment and the use of natural resources
9. Explain the interdependency between environment and culture in the eastern hemisphere
10. Identify current issues related to science, technology, the environment and the use of natural resources
11. Explain why specific areas have major petroleum and mineral deposits and describe the process that formed deposits in these areas (flood)
12. Explain how care of natural resources and the environment is a responsibility to both God and country

Commerce

13. Identify the natural resources for each region of Eastern Asia and Oceania and explain how each contributes to the way people live and have their basic needs and wants met

RESOURCES:

Prentice Hall: World Studies, *Asia and the Pacific*, pp. 9-34

2ND QUARTER

World

Asia and the Pacific

Cycle: 1 Upper

TOPIC: History and Culture of India

Pacing: 3 days

OBJECTIVES:

History

1. Compare the early civilizations of the Indus River Valley in South Asia with the Huang-He of China
2. Trace the voyages of exploration from Europe that resulted in colonization of parts of parts of Asia and the Southwest Pacific
3. Identify European nations that colonized Asia and Africa

Economics

4. Study the economy of India

Individuals, Society, and Culture

5. Understand the caste system as traditionally practiced in India
6. Identify how various groups grow to form and affect a society
7. Discuss the ethical and moral issues of decision made during specific times in history
8. Identify eastern customs and holidays

SPIRITUAL APPLICATIONS:

How would Jesus view the caste system?

- Romans 2:11
- Acts 10:34
- Matthew 9:10-11

RESOURCES:

1. Prentice Hall: World Studies:
 - *The Ancient World*, pp. 106-133
 - *Medieval Times to Today*, pp 108-114, 234-235,
 - *Asia and the Pacific*, pp. 96-102, 184-189
2. Video: "Understanding World Religions: What is Hinduism?" Schlessinger
3. Video: "Wonders of the Ancient World: India," Schlessinger

CONNECTIONS:

1. Math: Graph the population growth of India over the past 100 years
2. Home Ec.: Prepare an Indian meal
3. Magazine: "Ancient India," by Kids Discover

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Compare the teachings of Ghandi with those of Jesus
2. Develop a PowerPoint presentation on selected aspects of India's history and/or culture
3. Write a brief biography of Ghandi or Mother Theresa
4. Research the story behind the Taj Mahal

2ND QUARTER

World

Asia and the Pacific

Cycle: 1 Upper

TOPIC: China

Pacing: 3 days

History and Economics

OBJECTIVES:

History

1. Explain the importance of early trade including the Silk Road, trans-Saharan trade routes
2. Describe developments in agriculture, technology, and commerce during the Tang and Song Dynasties in China
3. Explain how Mongol rulers of China extended the empire and modified Chinese culture
4. Describe advances in Chinese society under the Ming Dynasty

Economics

5. Explain the geographic features of China that made the spread of goods difficult and served to isolate the country from the rest of the world
6. Explore the economic impact of the discovery of tea, the manufacture of paper, wood-block printing, the compass, and gunpowder in China
7. Study the economy of China

SPIRITUAL APPLICATIONS:

Discuss the Chinese character for “flood” (which consists of a boat with eight people)

RESOURCES:

1. Prentice Hall: World Studies:
 - *The Ancient World*, pp. 136-163
 - *The Medieval Times to Today*, pp. 88-99
 - *Asia and the Pacific*, pp. 77-90, 148-153
2. Simulation: “China,” by Interact
3. Video: “Explorers of the World: Marco Polo,” by Schlessinger
4. Video: “Wonders of the Asian World: China and South Korea,” by Schlessinger
5. Video: “Ancient Civilizations for Children: Ancient China,” by Schlessinger

CONNECTIONS:

1. Magazine: “Ancient China” and “Marco Polo,” by Kids Discover
2. Literature: *The Man Who Couldn't be Killed*, by Stanley Maxwell

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Design a picture flowchart showing the process of silk production
2. Make a paper mache topographical map of China
3. Write a first person account of your adventures as Marco Polo

2ND QUARTER
World
Asia and the Pacific
Cycle: 1 Upper

TOPIC: China

Pacing: 2 days

Government and Culture

OBJECTIVES:

Civics and Government

1. Understand how politics enables people with differing ideas to reach binding agreements
2. List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty
3. Describe the contributions of the Han Dynasty to the expansion of the empire

Individuals, Society and Culture

4. Identify how various groups grow to form and affect a society
5. Discuss the ethical and moral issues of decisions made during specific times in history
6. Identify eastern customs and holidays

SPIRITUAL APPLICATIONS:

Compare the writings of Confucius to Proverbs

RESOURCES:

1. Prentice Hall: World Studies:
 - *The Ancient World*, pp. 146-162
 - *Asia and the Pacific*, pp. 78-81
2. Simulation: "China," Interact
3. Video: "Understanding World Religions: What is Buddhism?" Schlessinger

CONNECTIONS:

1. Handwriting: Learn to write several Chinese characters
2. Art: Make a Chinese kite
3. Field trip: Go to a Chinese restaurant
4. Literature: *In the Year of the Boar and Jackie Robinson*, by Betty Bao Lord
5. Literature: *Confucius: The Golden Rule*, by Russell Freedman

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Research the relationship between China and Taiwan or China and Tibet
2. Plan a Chinese holiday celebration

2ND QUARTER

World

Asia and the Pacific

Cycle: 1 Upper

TOPIC: Japan

Pacing: 3 days

History and Culture

OBJECTIVES:

History

1. Describe the development of Japanese court life, feudalism, the shogunate and warrior class system, and the rise of military society

Civics and Government

2. Distinguish between private life and civic life
3. Identify principles and practices of democracy in current governments of countries in Asia
4. Define and compare, through current events, citizenship and the citizen's role in selected countries of Asia

Economics

5. Study the economy of Japan

Individuals, Society and Culture

6. Identify how various groups grow to form and affect a society
7. Discuss the ethical and moral issues of decisions made during specific times in history
8. Identify eastern customs and holidays
9. Examine and describe the influence of eastern culture on the scientific and technological choices and advancement, such as in transportation, medicine and warfare

SPIRITUAL APPLICATIONS:

Compare Jesus' death to that of a kamikaze pilot

RESOURCES:

1. Prentice Hall: World Studies:
- *Medieval Times to Today*, pp. 100-107
- *Asia and the Pacific*, pp. 154-161
2. Simulation: "War Lords of Japan," Interact
3. Video: "Wonders of the Ancient World: Japan," Schlessinger

CONNECTIONS:

1. Writing: E-mail or write letters to a student in one of the Adventist schools in Japan (pen pal)
2. Art: Learn to make origami
3. Language Arts: Learn some basic Japanese words
4. Physical Education: Invite a martial arts instructor to give a demonstration

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Create a commercial showing how the term "made in Japan" has changed
2. Create a PowerPoint or poster board presentation on Japanese feudalism

2ND QUARTER

World

Asia and the Pacific

Cycle: 1 Upper

TOPIC: Pacific

Pacing: 2 days

History

OBJECTIVES:

History

1. Trace the voyages of exploration from Europe that resulted in colonization of parts of the Southwest Pacific

Civics and Government

2. Identify principles and practices of democracy in current governments of countries in the Southwest Pacific
3. Define and compare, through current events, citizenship, and the citizen's role in selected countries of the Southwest Pacific

Economics

4. Study the economy of the Southwest Pacific

Individuals, Society and Culture

5. Identify how various groups grow to form and affect a society
6. Discuss the ethical and moral issues of decisions made during specific times in history
7. Identify eastern customs and holidays

SPIRITUAL APPLICATIONS:

Invite a missionary or student missionary to talk about his/her experiences

RESOURCES:

1. Prentice Hall: World Studies, *Asia and the Pacific*, pp. 120-136, 218-243
2. Website: www.lareau.org/pitc.html
3. Simulation: "Pacific Rim," by Interact

CONNECTIONS:

1. Literature: *Miracles and Milestones*, "A Tale of Two Ships"
2. Art: Reproduce Aboriginal art on a rock

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Prepare a report on one of the Southwest Pacific countries to share orally. Have the students bring native food, artifacts and dress. Invite parents.
2. Create a video or digital slide report on Captain Cook's exploration

2ND QUARTER
World
Asia and the Pacific
Cycle: 1 Upper

TOPIC: The World and Me

Pacing: 1 day

OBJECTIVES:

Individual, Society, and Culture

1. Recognize the influence of peer relationships in an individual's choices and interest
2. Examine Seventh-day Adventist global outreach
3. Participate in community or mission outreach/service projects
4. Define anthropology and archaeology and show how they contribute to an understanding of eastern civilizations
5. Compare the basic beliefs of the Seventh-day Adventists Church to eastern religions and philosophies
6. Compare the Creator God to the gods of Eastern religions

SPIRITUAL APPLICATIONS:

Compare the Creator God to the gods of eastern religions

RESOURCES:

1. Websites:
 - www.adventist.org
 - www.adventistyearbook.org
 - www.afmonline.org
 - adventistmission.org
 - awr.org
 - adra.org
 - circle.adventist.org/browse/?browse_node=63

CONNECTIONS:

Literature: Do a book report on a missionary book from this region

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Communicate with an Adventist missionary and help meet their needs in some way
2. Make posters to display in local churches to support missions

3RD QUARTER
World
Africa
Cycle: 1 Upper

TOPIC: Map Skills

Pacing: 1 day

Longitude and Latitude
Charts and Graphs

OBJECTIVES:

1. Demonstrate how different types of maps are used to portray specific information
2. Use latitude, longitude, the compass rose, map scale, legends, and the grid system to locate places on a map

RESOURCES:

1. Prentice Hall: World Studies, *Africa*, pp. M4-M17
2. *Inspire Geography Series*, by Tom Snyder

3RD QUARTER
World
Africa
Cycle: 1 Upper

TOPIC: Geography

Pacing: 4 days

Africa

OBJECTIVES:

Places

1. Memorize and label the countries of Africa
2. Name and locate major regions, mountain ranges, and river systems in Africa
3. Identify physical and cultural sub-regions in Africa
4. Explain the reasons for the locations of major cities related to natural landforms, waterways, and climate in Africa

Climate

5. Identify the climate regions of Africa and explain how water and landforms affect the climate
6. Describe the restrictions climate and landforms place on land use in regions of Africa
7. Describe the human factors that have had an impact on the climate and vegetation of regions in Africa

Natural Resources and Environment

8. Explain why specific areas have major petroleum and mineral deposits and describe the processes that formed deposits in these areas (flood)
9. Identify current issues related to the environment and the use of natural resources
10. Explain the interdependency between environment and culture in the eastern hemisphere

Commerce

11. Identify the natural resources for each region in Africa and explain how each contributes to the way people live and have their basic needs and wants met

RESOURCES:

Prentice Hall: World Studies, *Africa*, pp. 8-33

3RD QUARTER

World

Africa

Cycle: 1 Upper

TOPIC: Africa

Pacing: 5 days

History and Culture

OBJECTIVES:

History

1. Identify European nations that colonized Asia and Africa
2. Explain the importance of early trade including the Silk Road, trans-Saharan and African trade routes

Individuals, Society and Culture

3. Discuss the ethical and moral issues of decisions made during specific times in history
4. Identify how various groups grow to form and affect a society
5. Define anthropology and archaeology and show how they contribute to an understanding of eastern civilizations
6. Identify eastern customs and holidays

SPIRITUAL APPLICATIONS:

Discuss African Bible characters such as the Ethiopian Eunuch, Simon of Cyrene, Moses' wife and Pharaoh

RESOURCES:

1. Prentice Hall: World Studies:
 - *Africa*, pp. 42-56
 - *Medieval Times to Today*, pp. 34-58
2. Simulation: "Sanga," Interact
3. Video: "Ancient Civilizations for Children: Ancient Africa," Schlessinger

CONNECTIONS:

1. Art: Research different styles of African masks and then design your own
2. Music: On the Internet find and play samples of African music
3. Magazine: "African Kingdoms," by Kids Discover

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Write a list of 5-6 questions that you would like to ask Dr. Livingston about his experiences in Africa.
2. Map early African trade routes

3RD QUARTER

World

Africa

Cycle: 1 Upper

TOPIC: Africa

Pacing: 5 days

Modern

OBJECTIVES:

Geography

1. Describe the human factors that have had an impact on the climate and vegetation of Africa
2. Identify current issues related to the environment and the use of natural resources

Civics and Government

3. Identify principles and practices of democracy in current governments of countries in Africa
4. Define and compare, through current events, citizenship and the citizen's role in selected countries of Africa

Economics

5. Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa
6. Describe how the environment in different countries contributes to the way people make a living

Individuals, Society and Culture

7. Examine examples of conflict, cooperation and interdependence among groups, societies and nations

SPIRITUAL APPLICATIONS:

Read a current mission story from Africa and discuss the growth of the church there

RESOURCES:

1. Prentice Hall: World Studies, *Africa*, pp. 66-72, 104-213
2. CD-ROM: "African Trail," Library Video Co.
3. Video:
 - "African Collection," National Geographic
 - "South Africa" Apartheid's Legacy," Discovery Channel School

CONNECTIONS:

1. Science: Research endangered species of African animals
2. Math: Graph the number of AIDS victims in the last 50 years

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Make a natural resource map of Africa
2. Define genocide and find examples in recent African history
3. Compare South Africa's experience with Apartheid to the civil rights movement in the United States

3RD QUARTER

World

Africa

Cycle: 1 Upper

TOPIC: The World and Me

Pacing: 2 days

OBJECTIVES:

1. Understand how one's values and attitudes influence our choices
2. Compare the basic beliefs of the Seventh-day Adventist Church to eastern religions and philosophies
3. Examine Seventh-day Adventist global outreach
4. Participate in community or mission outreach/service projects
5. Work independently and cooperatively to accomplish goals

SPIRITUAL APPLICATIONS:

Matthew 28:18-20

RESOURCES:

1. Website:
 - <http://www.adventist.org/>
 - www.adventistyearbook.org
 - www.afmonline.org (Adventist Frontier Missions)
2. Adventist World Radio
3. The Bible Labs Notebook

CONNECTIONS:

1. Writing: Become a pen pal with an Adventist missionary or student
2. Adopt an Adventist school in Africa

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Role play world leaders discussing the AIDS crisis in Africa
2. In small groups or as a class, create a poem or song about missionary work in Africa

4TH QUARTER
World
Greece and Rome
Cycle: 1 Upper

TOPIC: Map Skills

Pacing: 1 day

Temperature/Precipitation Maps
Time Zones

OBJECTIVES:

1. Demonstrate how different types of maps are used to portray specific information
2. Identify time zones on a map or globe

RESOURCES:

1. Prentice Hall: World Studies, *Ancient World*, pp. M4-M17
2. *Inspirer Geography Series*, Tom Snyder

4TH QUARTER
World
Greece and Rome
Cycle: 1 Upper

TOPIC: Geography

Pacing: 1 day

Africa

Review 3rd quarter objectives:

Places

12. Memorize and label the countries of Africa
13. Name and locate major regions, mountain ranges, and river systems in Africa
14. Identify physical and cultural sub-regions in Africa
15. Explain the reasons for the locations of major cities related to natural landforms, waterways, and climate in Africa

Climate

16. Identify the climate regions of Africa and explain how water and landforms affect the climate
17. Describe the restrictions climate and landforms place on land use in regions of Africa
18. Describe the human factors that have had an impact on the climate and vegetation of regions in Africa

Natural Resources and Environment

19. Explain why specific areas have major petroleum and mineral deposits and describe the processes that formed deposits in these areas (flood)
20. Identify current issues related to the environment and the use of natural resources
21. Explain the interdependency between environment and culture in the eastern hemisphere

Commerce

22. Identify the natural resources for each region in Africa and explain how each contributes to the way people live and have their basic needs and wants met

RESOURCES:

Prentice Hall: World Studies, *Africa*, pp. 8-33

4TH QUARTER

World

Greece and Rome

Cycle: 1 Upper

TOPIC: Ancient Greece

Pacing: 4 days

OBJECTIVES:

History

1. Study the role of Greece and Medo-Persia as they relate to the Biblical image of Daniel 7
2. Review the story of Daniel and his three friends as it refers to the Babylonian and Medo-Persian Kingdoms; including the story of Daniel in the lion's den

Civics and Government

3. Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece
4. State the key differences between Athenian, direct democracy and representative democracy

Individuals, Society, and Culture

5. Identify how various groups grow to form and affect a society

Economics

6. Discuss the connections between geography, trade and commerce in the development of Greek city-states

SPIRITUAL APPLICATIONS:

Read the story of Daniel and the Lion's Den

RESOURCES:

1. Prentice Hall, World Studies:
 - *The Ancient World*, pp. 168-177, 191
 - *Europe and Russia*, pp. 38-39
2. Daniel 3, 6, 7
3. Simulation:
 - "Greeks," Interact
 - "Decisions, Decisions 5.0: Ancient Empires," Tom Snyder
4. Video: "Ancient Civilizations for Children: Ancient Greece," Schlessinger

CONNECTIONS:

1. Art: Sculpt a model of the image of Daniel 2
2. Bible: Create a basic Greek-English dictionary using a concordance
3. Magazine: "Ancient Greece," by Kids Discover

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Create a Venn diagram comparing dictatorship, oligarchy, direct democracy and representative democracy
2. Map the city states of ancient Greece

4TH QUARTER

World

Greece and Rome

Cycle: 1 Upper

TOPIC: Classical Greece

Pacing: 4 days

OBJECTIVES:

History

1. Show how Greek literature has influenced Christianity and how it contrasts with beliefs of the Seventh-day Adventist church
2. Compare and contrast life in Athens and Sparta with emphasis on their roles in the Persian and Peloponnesian Wars
3. Trace the rise of Alexander the Great and the spread of Greek culture eastward into Egypt
4. Describe the enduring contributions of important Greek figures in the arts and sciences

Economics

5. Identify the reasons for the growth of Roman territories and expansion of the empire

Individuals, Society and Culture

6. Develop appreciation of eastern cultures including early Greece and Rome through art, music, literature, celebrations, etc.

SPIRITUAL APPLICATIONS:

1. Compare the sacrifice of Jesus with the suicide of Socrates
2. Contrast the Greek religious beliefs with Biblical Christianity

RESOURCES:

1. Prentice Hall, World Studies:
 - *The Ancient World*, pp. 177-202
 - *Europe and Russia*, pp. 39-40
2. Simulation: "Greeks," Interact

CONNECTIONS:

1. Physical Education: Stage a mini-Olympics
2. Home Ec.: Have a Greek food feast
3. Create a catalog advertising Greek art, music, literature

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Make a cartoon strip based on the life of Alexander the Great
2. On a map plot the travels of Alexander the Great
3. Write an essay supporting your decision to live in either Athens or Sparta

4TH QUARTER
World
Greece and Rome
Cycle: 1 Upper

TOPIC: Roman Empire

Pacing: 4 days

OBJECTIVES:

History

1. Trace the major developments and achievements of the Roman Republic and the rise and expansion of the Roman Empire
2. Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law

Economics

3. Identify the reasons for the growth of Roman territories and expansion of the empire

Individuals, Society and Culture

4. Develop appreciation of eastern cultures including early Greece and Rome through art, music, literature, celebrations, etc.

Civics and Government

5. Describe the government of the Roman Republic and its significance

SPIRITUAL APPLICATIONS:

1. Find and list references to the Roman empire during the life of Christ
2. Luke 2:1-5

RESOURCES:

1. Prentice Hall, World Studies:
 - *The Ancient World*, pp. 210-228
 - *Europe and Russia*, pp. 41-42, 61
2. Simulation: "Romans," Interact
3. Video "Ancient Civilizations for Children: Ancient Rome," Schlessinger

CONNECTIONS:

1. Magazine: "Roman Empire," by Kids Discover
2. Art: Make a model of a famous Roman structure (Ex.: aqueduct, coliseum, etc.)
3. Field Trip: Find examples of Roman architecture in your home town

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Create a timeline of the major developments and achievements of the Roman Republic
2. Research a famous Roman and list five questions you would like to ask him/her

4TH QUARTER
World
Greece and Rome
Cycle: 1 Upper

TOPIC: Fall of the Roman Empire

Pacing: 3 days

OBJECTIVES:

History

1. Study the contribution of the Apostle Paul to the definition and spread of Christian beliefs to the Gentiles
2. Describe the circumstances that led to the spread of Christianity in Europe and other Roman territories
3. Analyze reasons for the decline and fall of the Roman Empire
4. Describe the migration of Jews and the spread of Christianity and the Roman Catholic Church in Western Europe during the Roman Empire
5. Discuss the persecution of the early Christian church and its impact on the spread of the gospel
6. Understand that the fall of Rome marked the end of the ancient world

Individuals, Society, and Cultures

7. Discuss the ethical and moral issues of decisions made during specific times in history

SPIRITUAL APPLICATIONS:

Romans 1:1, 7

RESOURCES:

1. Prentice Hall, World Studies:
 - *The Ancient World*, pp. 229-240
 - *Europe and Russia*, pp. 42-43, 61
2. Simulation: "Romans," Interact

CONNECTIONS:

1. Literature: *Fox's Book of Martyrs*, by Fox
2. Math: Learn Roman numerals for 1-1000

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Map the spread of Christianity throughout the Roman Empire
2. Debate the pros and cons of establishing Christianity as the state religion of Rome
3. List the reasons for the fall of the empire and propose a plan that would have stabilized the government

NAD SoSmart

Cycle : 2 Upper

Quarters 1- 4

1ST QUARTER
United States
Pre-Columbian to 1763
Cycle: 2 Upper

TOPIC: Map Skills

Pacing: 2 days

Globe (Contents, Hemisphere, Distortion)

Parts of a Map

Political/Physical Maps

OBJECTIVES:

1. Locate and label all the world's continents
2. Recognize the four hemispheres of the Earth
3. Describe why there are distortions in map making
4. Explain the components and use of maps
5. Locate the European, Asian, and African countries that contributed to the early settlement of the United States/Bermuda/Canada
6. Describe parts of a map

RESOURCES:

1. Prentice Hall:
 - *American Nation* (©2005), pp. 4-19
 - *American Nation* (©1995), pp. 8-12
2. Scott Foresman:
 - *The United States* (©2005), pp. H12-13, 37, 141, 166
3. *Inspirer Geography Series*, Tom Snyder

1ST QUARTER
United States
Pre-Columbian to 1763
Cycle: 2 Upper

TOPIC: Geography

Pacing: 1 day

Northeastern United States

OBJECTIVES:

1. Memorize the states and capitals of the Northeastern region of the United States
2. Name and locate major regions, mountain ranges and river systems in the Northeastern United States
3. Identify physical and cultural sub-regions in the Northeastern United States
4. Explain the reasons for the locations of major cities related to natural landforms, waterways and climate in the Northeastern United States

RESOURCES:

1. Prentice Hall:
 - *American Nation* (©2005), pp. 3-33, 918
 - *American Nation* (©1995), pp. 2-27, 893
2. Scott Foresman:
 - *The United States* (©2005), pp. R6-R17, H12-H22, 24-39

1ST QUARTER
United States
Pre-Columbian to 1763
Cycle: 2 Upper

TOPIC: European Explorers

Pacing: 2 days

OBJECTIVES:

History

1. Trace the routes of major European explorers and discuss their interaction with the Native Indians
2. Examine the events leading to and the results of European voyages of discovery and conquest
3. Demonstrate an understanding of why European settlers came to live in Latin and North America
4. Examine the impact of European explorers and settlers on native Latin and North American peoples and cultures

SPIRITUAL APPLICATIONS:

1. Abram being led by God toward an unknown place
2. Compare Paul's motives for his missionary journeys with the motives of the explorers
3. Deuteronomy 4:29

RESOURCES:

1. Prentice Hall:
 - *American Nation* (©2005), pp. 59-86
 - *American Nation* (©1995), pp. 61-83
2. Scott Foresman:
 - *The United States* (©2005), pp. 110-118, 134-139
3. Simulation: "The Age of Exploration," Teacher Created Materials
4. Video: "Three World's Meet (Origins-1620)," Schlessinger
5. Simulation: "Discovery," Interact
6. Video: "Explorers of the World Video Series," Schlessinger

CONNECTIONS:

1. Art: Draw ships- *Arts Attack*, Cycle 5, Clipper Ships
2. Video: "Christopher Columbus," Nest
3. Literature: *Where Do You Think You're Going Christopher Columbus?* Jean Fritz
4. Literature: *Around the World in a Hundred Years: From Henry the Navigator to Magellan*, Jean Fritz

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Research and report on a European Explorer
2. Locate on a map the areas that each Explorer laid claim to
3. List the pros and cons of each explorer and conclude whether their overall contribution was positive or negative
4. Role play the first encounter of a group of Native Americans with the explorers

1ST QUARTER
United States
Pre-Columbian to 1763
Cycle: 2 Upper

TOPIC: Early American Civilizations

Pacing: 2 days

OBJECTIVES:

History

1. Study the civilizations that existed in the Americas before the arrival of the Europeans
2. Describe the cultural achievements of civilizations in North America

SPIRITUAL APPLICATIONS:

1. Compare and contrast Native American religions with Christianity
2. Proverbs 3:6. Discuss Native American beliefs about being led by a higher power

RESOURCES:

1. Prentice Hall:
 - *American Nation* (©2005), pp. 40-49
 - *American Nation* (©1995), pp. 30-37
2. Scott Foresman:
 - *The United States* (©2005), pp. 60-65
3. Simulation: "Mahopa," Interact

CONNECTIONS:

1. Literature: *Sing Down the Moon*, Scott O'Dell
2. Magazine: "Native America," Kids Discover
3. Art: Create a diorama of a Native American village

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Make a poster board presentation of a specific Native American tribe
2. Label a map indicating the tribal regions of North America

1ST QUARTER
United States
Pre-Columbian to 1763
Cycle: 2 Upper

TOPIC: Early Settlements

Pacing: 2 days

OBJECTIVES:

History

1. Investigate the early settlements, such as St. Augustine, Roanoke Island and Jamestown

Civics and Government

2. Compare and contrast life with and without government.
3. Identify and explain ideas about limited government and individual rights.

Geography

4. Explain reasons for the location of early settlements in the United States/Bermuda/Canada.

Individuals, Society, and Culture

5. Examine the effects of poor choices.

SPIRITUAL APPLICATIONS:

If anyone won't work, neither shall he eat.
 II Thessalonians 3:10

RESOURCES:

1. Prentice Hall:
 - *American Nation* (©2005), pp. 55-57, 87-97
 - *American Nation* (©1995), pp. 74-75, 84-89
2. Scott Foresman:
 - *The United States* (©2005), pp. 144-145, 154-175
3. Simulation: "Colonial America," Teacher Created Materials
4. Video: "Pocahontas," Nest
5. Simulation: "Discovery," Interact

CONNECTIONS:

Literature: *The Double Life of Pocahontas*, Jean Fritz.

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Write a newspaper article telling what happened to the settlers of Roanoke Island
2. Plan a mock settlement; including location, resources, and climate
3. Write an advertisement to attract settlers to Jamestown or St. Augustine

1ST QUARTER
United States
Pre-Columbian to 1763
Cycle: 2 Upper

TOPIC: Founding of the Colonies

Pacing: 3 days

OBJECTIVES:

History

1. Explain religious, political, and economic reasons for the movement of people from Europe to the Americas
2. Describe the impact of exploration and settlement on Native Indians
3. Study reasons for the divisions of the British Colonies
4. Evaluate contributions of political and religious leaders in colonial America. i.e., Anne Hutchinson and William Penn
5. Identify the founders and study how the colonies grew

Individuals, Society, and Culture

6. Understand the importance of developing a personal relationship with Christ
7. Recognize the need to develop positive human relationships
8. Understand the common needs of individuals
9. Identify the qualities that make individuals unique and their place in God's overall plan
10. Understand the importance of religious freedom in the United States/ Bermuda/Canada
11. Recognize the influence that religion has had throughout the history of the United States/Bermuda/Canada

Civics and Government

12. Give examples of how British colonies developed forms of government and democratic practices within the British imperial political system, including town meetings, colonial legislature bodies and charters on individual freedoms and rights

SPIRITUAL APPLICATIONS:

1. Using IS&C objectives #6-10, evaluate the success of each colony
2. Find Bible verses supporting the idea that we can communicate directly with God, without the help of the church

RESOURCES:

1. Prentice Hall:
 - *American Nation*, (©2005), pp. 93-94, 100-119
 - *American Nation*, (©1995), pp. 87, 93-113
2. Scott Foresman:
 - *The United States* (©2005), pp. 176-185
3. Simulation: "Colonial America," Teacher Created Materials
4. Simulation: "Discovery," Interact
5. Video: "The Era of Colonization (1585-1763)," Schlessinger

CONNECTIONS:

Literature:

- *The Sign of the Beaver*, Elizabeth George Speare
- *The Light in the Forest*, Conrad Richter
- *Who's That Stepping on Plymouth Rock*, Jean Fritz

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Timeline for the founding of the colonies
2. Create a map of the 13 original colonies, and divide them by region
3. Compare and contrast the beliefs and practices of the colonies and their founders

1ST QUARTER
United States
Pre-Columbian to 1763
Cycle: 2 Upper

TOPIC: Life in the Colonies

Pacing: 3 days

OBJECTIVES:

History

1. Examine the elements of everyday life in the colonies
2. Identify the existence of slavery in the colonies

Geography

3. Identify major manufacturing and agricultural regions in the colonial period
4. Explain how geography affects the way people satisfy their basic needs and wants

Individuals, Society, and Cultures

5. Identify customs and traditions of the various cultural groups that have contributed to the American way of life
6. Understand the similar feelings, physical characteristics, and capabilities shared by people all over the world
7. Understand the values of colonists and pioneers and how those values still shape life in United States/Bermuda/Canada

Economics

8. Understand how the British colonial period created the basis for a free-market economic system

SPIRITUAL APPLICATIONS:

Study a Psalm of Thanksgiving

RESOURCES:

1. Prentice Hall:
 - *American Nation* (©2005), pp. 91, 116-131
 - *American Nation* (©1995), pp. 86-87, 98-123
2. Scott Foresman:
 - *The United States* (©2005), pp. 193-229
3. Simulation: "Colonial America," Teacher Created Materials
4. Video: "The Era of Colonization (1585-1763)," Schlessinger
5. *History Pockets - Colonial America*, Evan-Moor

CONNECTIONS:

1. Literature:
 - *The Witch of Blackbird Pond*, Elizabeth George Speare
 - *The Courage of Sarah Noble*, Alice Dalgliesh
2. Music: Teach the children how to line out a hymn (leader sings a line and the other repeat)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Have a colonial day with colonial dress and activities
2. Choose a geographic region of the colonies, and create a diorama, model, or mural illustrating the way of life in that region

1ST QUARTER
United States
Pre-Columbian to 1763
Cycle: 2 Upper

TOPIC: French and Indian War

Pacing: 1 day

OBJECTIVES:

History

1. Compare and contrast relationships among British, Spanish, French, and Dutch in the struggle for North America control
2. Identify and explain the causes, conditions, and consequences of the French and Indian War

SPIRITUAL APPLICATIONS:

Discuss conflict resolution

RESOURCES:

1. Prentice Hall:
 - *American Nation* (©2005), pp. 82-86, 140-148
 - *American Nation* (©1995), pp. 82-83, 132-141
 Scott Foresman:
 - *The United States* (©2005), pp. 230-255
2. Video: "The Era of Colonization (1585-1763)," by Schlessinger

CONNECTIONS:

Art: Build a model or diorama of trading fort

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Write a persuasive essay supporting an opinion on who should pay for the war (England or the Colonies)
2. Locate on a map the areas of North American land that were controlled by the French, Spanish, Dutch, and British in the years of 1750 and 1763

1ST QUARTER
United States
Pre-Columbian to 1763
Cycle: 2 Upper

TOPIC: Natural Resources and Environment

Pacing: 1 day

OBJECTIVES:

Geography

1. Know how the Earth's position, relative to the sun, affects conditions on earth
2. Understand how the length of day influences human activity in different regions of the world
3. Analyze how the location and environment of Spanish, French, and British colonies influenced their development
4. Describe the major ways land was used by Native Indians and colonists in each region and explain how land use has changed and continues to change
5. Describe the abuse of natural resources in the past and how their use has changed to preserve those resources over time

SPIRITUAL APPLICATIONS:

Discuss the Christian's responsibility for the environment

RESOURCES:

1. Prentice Hall:
 - *American Nation* (©2005), pp. 76-82, 106-112, 113-119
 - *American Nation* (©1995), pp. 72-82, 98-104, 107-110
2. Scott Foresman:
 - *The United States* (©2005), pp. 33-41

CONNECTIONS:

Literature: *A River Ran Wild*, Lynne Cherry

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Make a series of pictures on a specific piece of land and show how it changed over time
2. Make a map depicting the products coming from the British, French and Spanish colonies

2ND QUARTER
United States
1763-1783
Cycle: 2 Upper

TOPIC: Map Skills

Pacing: 2 days

Historical/Natural Resource Maps
Map Scale

OBJECTIVES:

1. Learn to read topographic maps and interpret their symbols
2. Demonstrate how different types of maps are used to portray specific information
3. Use latitude, longitude, the compass rose, map scale, legends, and the grid system to locate places on a map

RESOURCES

1. Prentice Hall:
 - *American Nation* (©2005), pp. 4-19
 - *American Nation* (©1995), pp. 9-13
2. Scott Foresman:
 - *The United States* (©2005), pp. H12-22, R4-15
3. *Inspirer Geography Series*, by Tom Snyder

2ND QUARTER
United States
1763-1783
Cycle: 2 Upper

TOPIC: Geography

Pacing: 1 day

Southeastern United States

OBJECTIVES:

1. Memorize the states and their capitals for the Southeastern United States
2. Name and locate major regions, mountain ranges and river systems in the Southeastern United States
3. Identify physical and cultural sub-regions in the Southeastern United States
4. Explain the reasons for the locations of major cities related to natural landforms, waterways and climate in the Southeastern United States

RESOURCES

1. Prentice Hall:
 - *American Nation* (©2005), pp. 3-33, 918
 - *American Nation* (©1995), pp. 2-27, 893
2. Scott Foresman:
 - *The United States* (©2005), pp. R6-R17, H12-H22, 24-39

2ND QUARTER
United States
1763-1783
Cycle: 2 Upper

TOPIC: American Revolution

Pacing: 3 days

Declaring Independence

OBJECTIVES:

History

1. Identify the causes of the American Revolution
2. Investigate Biblical prophecies about the founding of the United States

Economics

3. Understand how economic issues and interests brought about the Revolution

SPIRITUAL APPLICATIONS:

Revelation 13

RESOURCES:

1. Prentice Hall:
 - *American Nation* (©2005), pp. 146-180
 - *American Nation* (©1995), pp. 142-167
2. Scott Foresman:
 - *The United States* (©2005), pp. 265-301, R26-29
3. Declaration of Independence
4. Simulation: "American Revolution, 2nd Edition," Teacher Created Materials
5. Video: "The American Revolution," Schlessinger
6. Computer Simulation: "Revolutionary Wars," Tom Snyder
7. Simulation: "Independence," Interact
8. Computer Simulation: "Liberty's Kids," Riverdeep

CONNECTIONS:

1. Literature:
 - *Johnny Tremain*, Esther Forbes
 - *If You Live at the Time of the American Revolution*, Kay Moore
 - *Can't You Make them Behave King George*, Jean Fritz
 - *And Then What Happened, Paul Revere?* Jean Fritz
 - *Where was Patrick Henry on the 29th of May?* Jean Fritz
2. Poem: *Paul Revere's Ride*, Henry Wadsworth Longfellow

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Create a timeline of events leading to the American Revolution
2. Discuss the justification for revolution given by the Declaration of Independence
3. Make an interactive bulletin board where students match facts with the correct founding fathers

2ND QUARTER
United States
1763-1783
Cycle: 2 Upper

TOPIC: American Revolution

Pacing: 5 days

Winning Independence

OBJECTIVES:

History

1. Identify major British and American leaders who contributed to the American Revolution and describe their roles and contribution in key events
2. Assess the influence of other countries, such as France, Germany, Poland, and Spain in the American Revolution, and identify individuals from other countries who assisted the American cause
3. Identify and evaluate contributions of women during the American Revolution
4. Explain consequences of the Revolution, including the drafting of state constitutions and the achievement of independence by the United States

Economics

5. Understand the economic impact of the American Revolution and the Civil War on families
6. Discuss the issues of war: financing, inflation, hoarding goods and materials, and profiteering

SPIRITUAL APPLICATIONS:

Compare political freedom to spiritual freedom

RESOURCES:

1. Prentice Hall:
 - *American Nation* (©2005), pp. 181-195
 - *American Nation* (©1995), pp. 169-183
2. Scott Foresman:
 - *The United States* (©2005), pp. 302-308, 314-319
3. Thematic Unit: "Revolutionary War," Teacher Created Materials
4. Simulation: "American Revolution, 2nd Edition," Teacher Created Materials
5. Video: "The American Revolution," Schlessinger
6. Simulation: "Independence," Interact
7. Computer Simulation: "Liberty's Kids," Riverdeep

CONNECTIONS:

1. Literature:
 - *The Fighting Ground*, Avi
 - *If You Live at the time of the American Revolution*, Kay Moore
 - *Why Not, Lafayette?* Jean Fritz
 - *Traitor: The Case of Benedict Arnold*, Jean Fritz
 - *Why Don't You Get a Horse, Sam Adams?* Jean Fritz
 - *What's the Big Idea, Ben Franklin?* Jean Fritz
2. Your Story Hour: "Molly Pitcher"

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Conduct a web search on Deborah Sampson, and draw a cartoon strip of her experience
2. Make a replica of the Betsy Ross Flag
3. Create a map showing the battle sights of the Revolutionary War, indicating wins and losses
4. Examine the monetary system of the colonies, and the effects of the Revolutionary war on this system
5. Research a prominent Revolutionary War leader

2ND QUARTER
United States
1763-1783
Cycle: 2 Upper

TOPIC: New Government

Pacing: 4 days

Constitution

OBJECTIVES:

History

1. Discuss content and importance of the United States Constitution
2. Describe the three-part structure of the new government

Government

3. Examine the Magna Carta as the foundation of the development of the United States Constitution
4. Summarize the principles and purposes of self government in the Preamble to the Constitution of the United States
5. Compare the Constitution to the 10 Commandments
6. Describe the three branches of the United States government and their functions
7. Know the basic uses of the Constitution

SPIRITUAL APPLICATIONS:

1. Exodus 20
2. Discuss the reasons that God gave us the 10 Commandments

RESOURCES:

1. Prentice Hall:
 - *American Nation* (©2005), pp. 220-245, 246-264
 - *American Nation* (©1995), pp. 186-206, 214-224, 227-235
2. Scott Foresman:
 - *The United States* (©2005), pp. R30-40, 344-350
3. The United States Constitution
4. Simulation: "Constitution & New Government, 2nd Edition," Teacher Created Materials
5. Video: "A New Nation (1776-1815)," Schlessinger
6. Computer Simulation: "The Constitution," Tom Snyder

CONNECTIONS:

Literature:

- *Shh! We're Writing the Constitution*, Jean Fritz
- *Will You Sign Here*, John Hancock, Jean Fritz

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Compare and contrast the 10 Commandments, the Magna Carta and the Constitution
2. Memorize the Preamble to the Constitution
3. Present situations that hypothetically occurred within the United States. Which branch of Government would be involved in solving the problem? Would the Constitution prohibit or allow this event?

2ND QUARTER
United States
1763-1783
Cycle: 2 Upper

TOPIC: New Government

Pacing: 1 day

Bill of Rights

OBJECTIVES:

History

1. Discuss main features and purpose of the Bill of Rights

Government

2. Identify and give examples of individual rights in the Bill of Rights

SPIRITUAL APPLICATIONS:

Read an article from Liberty Magazine.

RESOURCES:

1. Prentice Hall:
 - *American Nation* (©2005), pp. 217-218, 249-250
 - *American Nation* (©1995), pp. 206-208, 225-227
2. Scott Foresman:
 - *The United States* (©2005), pp. 42-43, 352-355
3. The Bill of Rights
4. Simulation: "Constitution & New Government, 2nd Edition," by Teacher Created Materials
5. Video: "A New Nation (1776-1815)," by Schlessinger
6. Computer Simulation: "The Constitution," by Tom Snyder

CONNECTIONS:

Literature: *Shh! We're Writing the Constitution*, Jean Fritz

ASSESSMENT/INSTRUCTIONAL IDEAS:

Choose an amendment from the Bill of Rights and make an oral report on how it affects your own lives

2ND QUARTER
United States
1763-1783
Cycle: 2 Upper

TOPIC: New Government

Pacing: 1 day

Citizenship

OBJECTIVES:

Government

1. Describe various kinds of elections and how they are conducted
2. Demonstrate civic responsibility in group and individual actions, including cooperation, respect, and responsible participation
3. Examine ways by which citizens may effectively voice opinions, monitor government, and bring about change
4. Identify and evaluate issues that involve civic responsibility, individual rights, and common good

Individuals, Society, and Culture

5. Identify the development of national holidays

SPIRITUAL APPLICATIONS:

Discuss holidays that Jesus celebrated

RESOURCES:

1. Prentice Hall:
 - *American Nation* (©2005), pp. 265-268
 - *American Nation* (©1995), pp. 235-237
2. Scott Foresman:
 - *The United States* (©2005), pp. 16-17
3. Simulation: "Constitution & New Government, 2nd Edition," Teacher Created Materials
4. Computer Simulation: "Town Government," Tom Snyder

CONNECTIONS:

Literature: *So You Want to Be President?* Judith St. George & David Small

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Create a class book examining the origins of our national holidays
2. Hold a mock election
3. Write a letter to your congressman
4. Participate in a community service project
5. Invite a speaker from the board of elections to come to your class to speak about the election process

3RD QUARTER
United States
1783-1865
Cycle: 2 Upper

TOPIC: Map Skills

Pacing: 2 days

Longitude and Latitude
Charts and Graphs

OBJECTIVES:

1. Name and locate major regions, rivers, mountain ranges, drainages, and the continental divides of North America
2. Demonstrate an understanding of latitude and longitude as measures of degrees of a circle, and how places are precisely located where these lines intersect
3. Pinpoint the location of a place using degrees north or south of the equator or east or west of the prime meridian
4. Demonstrate how different types of maps are used to portray specific information
5. Memorize the states and capitals for the Midwest region of the United States

RESOURCES:

1. Prentice Hall:
 - *American Nation* (©2005), pp.3-33, 918
 - *American Nation* (©1995), pp. 9-13, 16-21
2. Scott Foresman:
 - *The United States* (©2005), pp. H12-H22, 140-141
3. *Inspirer Geography Series*, Tom Snyder

3RD QUARTER
United States
1783-1865
Cycle: 2 Upper

TOPIC: Geography

Pacing: 1 day

Midwestern United States

OBJECTIVES:

1. Memorize the states and capitals for the Midwest region of the United States
2. Name and locate major regions, mountain ranges and river systems in the Midwestern United States
3. Identify physical and cultural sub-regions in the Midwestern United States.
4. Explain the reasons for the locations of major cities related to natural landforms, waterways and climate in the Midwestern United States

RESOURCES:

1. Prentice Hall:
 - *American Nation* (©2005), pp.3-33, 918
 - *American Nation* (©1995), pp. 9-13, 16-21
2. Scott Foresman:
 - *The United States* (©2005), pp. H12-H22, 140-141

3RD QUARTER
United States
1783-1865
Cycle: 2 Upper

TOPIC: Louisiana Purchase

Pacing: 2 days

OBJECTIVES:

History

1. Describe the events leading up to and the significance of the Louisiana Purchase, and the expedition of Lewis and Clark

Geography

2. Give examples of how physical natural features influenced historical events and movements

SPIRITUAL APPLICATIONS:

Compare the role of Sacagawea to that of the Holy Spirit in guiding our lives

RESOURCES:

1. Prentice Hall:
 - *American Nation* (©2005), pp.306-310
 - *American Nation* (©1995), pp. 271-278
2. Scott Foresman:
 - *The United States* (©2005), pp. 370-377
3. Video: "Expansionism," Schlessinger
4. Book & Bulletin Board: *Lewis and Clark/ Louisiana Purchase*, Teacher Created Materials

CONNECTIONS:

1. Omnimax Film: Lewis & Clark
2. Writing: Write a poem about the Lewis & Clark expedition

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Map the Louisiana Purchase and then trace the route of Lewis and Clark
2. Write a series of journal entries for Lewis and Clark, especially noting geographical and natural features

3RD QUARTER
United States
1783-1865
Cycle: 2 Upper

TOPIC: War of 1812

Pacing: 1 days

OBJECTIVES:

History

Understand the political and economic causes and consequences of the War of 1812, and know the major battles, leaders and events that led to a final peace

SPIRITUAL APPLICATIONS:

Discuss William Miller's experiences in the War of 1812

RESOURCES:

1. Prentice Hall:
 - *American Nation* (©2005), pp.312-313, 319, 321-324
 - *American Nation* (©1995), pp. 278-291
2. Soctt Foresman:
 - *The United States* (©2005), pp. 380-384
3. Video: "Expansionism," Schlessinger

CONNECTIONS:

1. Music: Study Francis Scott Key's writing of "The Star Spangled Banner"
2. Literature: *The Great Little Madison*, Jean Fritz

ASSESSMENT/INSTRUCTIONAL IDEAS:

Take an interactive look at the ship, "The Constitution," at www.PHSchool.com, Web code mfd-1003.

3RD QUARTER

United States

1783-1865

Cycle: 2 Upper

TOPIC: Westward Movement

Pacing: 6 days

OBJECTIVES:

History

1. Explain the concept of Manifest Destiny and its relationship to the westward movement of settlers and territorial expansion
2. Outline the important early treaties with American Indian Nations and the varying outcome of those treaties
3. Describe the impact of the California gold rush on westward expansion

Geography

4. Understand and explain voluntary and involuntary reasons for human migration

Economics

5. Describe the purpose, challenges, and economic incentives associated with the westward expansion, including the concept of Manifest Destiny

Individuals, Society, and Cultures

6. Identify cultures that impacted growth and development of the American West

SPIRITUAL APPLICATIONS:

1. Discuss the concept of Manifest Destiny
2. Discuss the Exodus in relation to westward expansion

RESOURCES:

1. Prentice Hall:
 - *American Nation* (©2005), pp. 392-403
 - *American Nation* (©1995), pp. 403-406, 439-445
2. Scott Foresman:
 - *The United States* (©2005), pp. 403-406, 439-445
3. Video: "Expansionism," Schlessinger
4. Simulation: "Westward Expansion," Teacher Created Materials
5. Hands-On History, "Pioneers," Michael Gravois
6. Thematic Unit: "Westward Ho," Teacher Created Materials
7. Simulation: "Gold Rush," Interact

CONNECTIONS:

1. Literature: *Sing Down the Moon*, Scott O'Dell
2. *Little House on the Prairie* Series
3. *Caddie Woodlawn*, Carol Ryrie Brink
4. *Grasshopper Summer*, Anne Turner

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Make a model of a covered wagon
2. Create a free homestead poster to encourage people to move west or a Native American poster to encourage people not to move west
3. Write your own chapter for a Little House book

3RD QUARTER
United States
1783-1865
Cycle: 2 Upper

TOPIC: Mexican-American War

Pacing: 2 days

OBJECTIVES:

Study the changing boundaries of the United States and explore how the relationship with border countries influenced westward expansion and led to the Mexican American War

SPIRITUAL APPLICATIONS:

Consider sacrifices made by Christians to advance the cause of God

RESOURCES:

1. Prentice Hall:
 - *American Nation* (©2005), pp.395-397
 - *American Nation* (©1995), pp. 356-368
2. Scott Foresman:
 - *The United States* (©2005), pp. 430-436
3. Video: "Expansionism," Schlessinger

CONNECTIONS:

1. Virtual Field Trip - Alamo: www.PHSchool.com, Web code mfd-1302
2. Literature: *Voices of the Alamo*, Sherry Garland

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Research the famous saying, "Remember the Alamo"
2. Map the territory gained as a result of the Mexican American War

3RD QUARTER
United States
1783-1865
Cycle: 2 Upper

TOPIC: Founding of SDA Church

Pacing: 3 days

OBJECTIVES:

History

1. Identify how God has ultimate control and protection over human affairs, and discuss the way He has led in the past
2. Teach how the history of the Seventh-day Adventist Church is threaded throughout modern United States history
3. Trace the Millerite movement of the 1830's to the 1840's and the Great Disappointment
4. Study Joseph Bates and the beginning and spread of Sabbath keeping
5. Discuss the aftermath of the Great Disappointment and the gift of prophecy given to Ellen White
6. Explain the role of publishing in the founding of the Seventh-day Adventist Church

Individuals, Society, and Cultures

7. Examine the Seventh-day Adventist Church's efforts to alleviate social problems i.e., homelessness, hunger, disease, pollution
8. Participate in community or mission outreach/service projects

SPIRITUAL APPLICATIONS:

1. Revelation 12, 14
2. Daniel 8, 9

RESOURCES:

1. Legacy of Light (CD Collection)
2. Ellen White Estate
3. Website: adventist.org
4. Adventist Historical Society
5. *Early Writings*, E. G. White

CONNECTIONS:

Field Trip: Visit an Adventist historical site

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Create a timeline of Adventist history from the Millerite movement to the incorporation of the Adventist Church
2. Research the history of your local conference or academy

4TH QUARTER
United States
1820-1865
Cycle: 2 Upper

TOPIC: Map Skills

Pacing: 2 days

Population Maps
 Time Zones

OBJECTIVES:

1. Trace the boundaries between the North and the South during the Civil War and describe the differences between the two regions (agriculture vs. industry, climate, population, etc.)
2. Demonstrate how different types of maps are used to portray specific information
3. Identify time zones on a map or globe
4. Understand the characteristics of a population on a variety of scales, i.e., ethnicity, age, life expectancy
5. Explain reasons for the spatial distribution of population in terms of climate, transportation and types of natural resources
6. Map and describe the climatic regions of the United States/Bermuda/Canada
7. Describe how mountain ranges affect the differences between the humid and arid regions

RESOURCES:

1. Prentice Hall:
 - *American Nation* (©2005), pp. 4-19
 - *American Nation* (©1995), pp. 8-13, 22-25, 453, 892-897
2. Scott Foresman:
 - *The United States* (©2005), pp. H-12-H22, 29, 486
3. *Inspire Geography Series*, Tom Snyder

4TH QUARTER
United States
1820-1865
Cycle: 2 Upper

TOPIC: Geography

Pacing: 1 day

Western and Southwestern United States

OBJECTIVES:

1. Memorize the states and capitals of the Western and Southwestern region of the United States
2. Name and locate major regions, mountain ranges and river systems in the Western and Southwestern United States
3. Identify physical and cultural sub-regions in the Western and Southwestern United States
4. Explain the reasons for the locations of major cities related to natural landforms, waterways and climate in the Western and Southwestern United States

RESOURCES:

1. Prentice Hall:
 - *American Nation* (©2005), pp. 3-33, 918
 - *American Nation* (©1995), pp. 2-27, 893
2. Scott Foresman:
 - *The United States* (©2005), pp. H-12-H22, 29, 486

4TH QUARTER
United States
1820-1865
Cycle: 2 Upper

TOPIC: The Road to War

Pacing: 6 days

OBJECTIVES:

History

1. Describe the abolition of slavery in the northern states, the issues associated with the westward expansion of slavery, and the continued resistance to slavery by African Americans
2. Identify people's responsible for the Underground Railroad, and study consequences of helping the freedom cause.
3. Analyze the causes and effects of events leading to the Civil War, including development of sectional conflict over slavery

Economics

4. Describe how regions were linked economically and how trade affects the way people have their needs and wants met

Individuals, Society, and Cultures

5. Explore cultural differences which led to conflicts in America from early colonization through the Civil War

SPIRITUAL APPLICATIONS:

1. Compare Rahab hiding the spies to the Underground Railroad
2. Discuss methods for conflict resolution when both sides have strong opinions

RESOURCES:

1. Prentice Hall:
 - *American Nation* (©2005), pp. 430-431, 439-443, 458-483
 - *American Nation* (©1995), pp. 276-406, 426-449
2. Scott Foresman:
 - *The United States* (©2005), pp. 464-482
3. Video: "Causes of Civil War," Schlessinger
4. Simulation: "Civil War," Teacher Created Materials
5. Your Story Hour: "The Young A. Lincoln," Story tapes and resource book

CONNECTIONS:

1. Literature: *Pink and Say*, Patricia Palacco
2. Music: "Go Down Moses" and other spirituals
3. *Escape From Slavery: Five Journeys to Freedom*, Doreen Rappaport

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Role play a Yankee's and a Confederate's position on Civil War issues (slavery, states rights, etc.)
2. Construct a timeline of factors/compromises leading to the Civil War
3. Role play Civil War issues (slavery, states rights, etc.)

4TH QUARTER
United States
1820-1865
Cycle: 2 Upper

TOPIC: Civil War

Pacing: 6 days

OBJECTIVES:

History

1. Describe the importance of key events in the Civil War
2. Discuss Ellen White's vision that shows God's involvement in the outcome of the Civil War
3. Study the views and lives of leaders and soldiers on both sides of the war, including those of black soldiers and regiments

SPIRITUAL APPLICATIONS:

Compare the apparent early success of the Confederate states with the verse Proverbs 16:18

RESOURCES:

1. Prentice Hall:
 - *American Nation* (©2005), pp. 484-511
 - *American Nation* (©1995), pp. 450-479
2. Scott Foresman:
 - *The United States* (©2005), pp. 484-511
3. Website: <http://www.freedomcenter.org>
4. Simulation: "Civil War," Teacher Created Materials
5. Video: "Civil War," Schlessinger
6. Movie: "Gettysburg," VHS, 1993, through Library Video Co.

CONNECTIONS:

Literature:

- *The Red Badge of Courage*, Stephen Crane
- *Across Five Aprils*, Irene Hunt
- Short Story: "Henry White, Drummer Boy," found in Life Series, Level 12, *On Eagles Wings*

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Research Ellen White's comments on the Civil War
2. Map the major battles of the Civil War
3. Make trading cards telling about the generals from the North and South

4TH QUARTER
United States
1820-1865
Cycle: 2 Upper

TOPIC: Women's Rights Movement

Pacing: 1 day

OBJECTIVES:

History

1. Identify the beginning of the women's civil rights movement
2. Describe the role of pioneer women and the new status that western women achieved

SPIRITUAL APPLICATIONS:

1. Discuss the roles of women in the Bible
2. Genesis 1:27

RESOURCES:

1. Prentice Hall:
 - *American Nation* (©2005), pp. 361, 397, 444-447, 645-648, 725-726, 766
 - *American Nation* (©1995), pp. 408-411, 528, 607-608
2. Scott Foresman:
 - *The United States* (©2005), p 419

CONNECTIONS:

Literature: *You Want Women to Vote, Lizzie Stanton?*
 Jean Fritz

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Research and report on the Seneca Falls Convention
2. Compare the role of the women of the West with the women of the East

4TH QUARTER
United States
1820-1865
Cycle: 2 Upper

TOPIC: Ethical Issues

Pacing: 1 day

OBJECTIVES:

Individuals, Society, and Cultures

1. Discuss the impact of prejudice on society
2. Evaluate the consequences of poor choices as related to the events of early American history
3. Discuss the ethical and moral issues of decision made during specific times in history
4. Understand how different people in the same region maintain different ways of life

SPIRITUAL APPLICATIONS:

Peter's prejudice against preaching to Gentiles, Acts 10

RESOURCES:

1. Computer Simulation: "Prejudice," Tom Snyder
2. Use this time to reflect on modern applications of lessons learned from the Civil War

CONNECTIONS:

1. Analyze photos taken during the Civil War era
2. Have students role play that they are African American soldiers fighting in the Union army. Have them write a series of diary entries describing their experiences and their feelings about the war

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Role play prejudice. Randomly divide into four groups. Choose one group to be considered inferior to other groups for a day. Then switch roles. Keep a journal of your experience
2. List moral and ethical issues of: John Brown, Shay's Rebellion, racism, Ku Klux Klan, Fidel Castro

NAD SoSmart

Cycle : 3 Upper

Quarters 1- 4

1ST QUARTER
World
Middle Ages
Cycle: 3 Upper

TOPIC: Map Skills

Pacing: 2 days

Globe (Continents, Hemispheres, Distortion)

Parts of a Map

Political/Physical Maps

OBJECTIVES:

1. Locate and label all the world's continents
2. Recognize the four hemispheres of the Earth
3. Describe parts of a map
4. Describe why there are distortions in map making
5. Use longitude, latitude, map scales, the compass rose, and the grid system to find specific locations on a map
6. Compare ancient and modern maps and describe the information they portray

RESOURCES:

1. Prentice Hall: World Studies, *Europe and Russia*, pp. M2-M17
2. *Inspire Geography Series*, Tom Snyder

**World
Middle Ages
Cycle: 3 Upper**

TOPIC: Geography

Pacing: 2 days

Western Europe

OBJECTIVES:

1. Label and memorize the countries in Western Europe
2. Describe how the rotations of the earth and weather patterns influence the climate of the countries in Western Europe
3. Explain the reasons climate affects the way people in Western Europe live
4. Tell how natural physical landforms affect the climate of regions in Western Europe
5. Explain the human effect on climate and vegetation in Western Europe
6. Name and locate major regions, mountain ranges and river systems of Western Europe
7. Identify physical and cultural sub-regions in Western Europe
8. Explain the reasons for the locations of major cities related to natural land forms, waterways and climate in Western Europe

Economics

9. Identify the natural resources for each region in Western Europe, and explain how each contributes to the way people live and have their basic needs and wants met
10. Describe how the environment in different countries contributes to the way people make a living

RESOURCES:

Prentice Hall: World Studies, *Europe and Russia*, pp. 8-33, 110-161

1ST QUARTER
World
Middle Ages
Cycle: 3 Upper

TOPIC: Byzantine Empire

Pacing: 1 day

OBJECTIVES:

History

Describe the establishment by Constantine of the new capital in Constantinople and the development of the Byzantine Empire

SPIRITUAL APPLICATIONS:

Revelation 2:12-17 - Compare to this Byzantine time period

RESOURCES:

1. Prentice Hall: World Studies:
- *Medieval Times to Today*, pp. 8-15
- *The Ancient World*, pp. 239-240
2. *The Great Controversy*, pp. 49-53, 574
3. Video: "Byzantium," Discovery School

CONNECTIONS:

Bible: Trace the pagan Rome origins of such Christian holidays as Easter and Christmas, Sunday worship, etc.

ASSESSMENT/INSTRUCTIONAL IDEAS:

Map the Roman Empire under Constantine

1ST QUARTER

World

Middle Ages

Cycle: 3 Upper

TOPIC: Feudalism

Pacing: 5 days

OBJECTIVES:

History

1. Describe the feudal system in medieval society
2. Explain how the Black Death led to the decline of medieval monarchies

Economics

3. Understand the development of feudalism and its role in the medieval European economy

Individuals, Society and Culture

4. Understand that an individual's behavior is affected by heredity and environment
5. Study the roles of people in each society including class structures, family life, and religious belief and practices as they apply to the western hemisphere

SPIRITUAL APPLICATIONS:

1. II Timothy 1:10
2. Revelation 21:4

RESOURCES:

1. Prentice Hall: World Studies, *Medieval Times to Today*, pp. 121-125, 132, 139, 141
2. Simulation: "Feudalism," Tom Snyder
3. Simulation: "Christendom," Interact
4. E-Book:
www.buyteachercreated.com/estore/product0481
5. Video: "Life in the Middle Ages Video Series," Schlessinger

CONNECTIONS:

1. Art: Build a historically accurate castle
2. Literature: *Adam of the Road*, by Elizabeth Janet Gray
3. Magazine: "Knights and Castles" and "Middle Ages," Kids Discover

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Develop a graphic representation of the feudal societal structure
2. Compare the Black Death to the current AIDS epidemic
3. Create a mock feudal system in your classroom with Lords, Ladies, Knights and Serfs

1ST QUARTER
World
Middle Ages
Cycle: 3 Upper

TOPIC: Papacy/European Monarchs

Pacing: 4 days

OBJECTIVES:

History

1. Using the Great Controversy and the Bible, trace Rome as a religious power, and its relationship to the Dark Ages
2. Trace the legacy of prophetic truth through the Dark Ages
3. Study the conflict and cooperation between the papacy and European monarchs i.e. Charlemagne, Gregory VII, Emperor Henry IV

Government

4. Define the term nation-state and describe the rise of nation-states headed by monarchs in Europe from 1500-1700

SPIRITUAL APPLICATIONS:

1. Daniel 7
2. Revelation 12

RESOURCES:

1. Prentice Hall: World Studies, *Medieval times to Today*, pp 120, 140-144
2. Daniel 7 and Revelation 12
3. *The Great Controversy*, pp. 50-60, 78, 83

CONNECTIONS:

Literature: *A Wind to the Flame*, Helen Godfrey Pike
 (Out of print but available through amazon.com)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Create a PowerPoint tracing Rome as a religious power and its relationship to the Dark Ages
2. Choose a European monarch and describe his interactions with the papacy
3. Research the power granted to the pope in the Dark Ages vs. today and place your results in a Venn diagram
4. Create a simulation in which you role play the actions of the Waldenses

1ST QUARTER
World
Middle Ages
Cycle: 3 Upper

TOPIC: Crusades

Pacing: 3 days

OBJECTIVES:

Analyze the diverse interests of those involved in the Crusades

SPIRITUAL APPLICATIONS:

1. II Corinthians 10:3-4
2. Ephesians 6:10-13

RESOURCES:

Prentice Hall: World Studies, *Medieval Times to Today*, pp. 133-137

CONNECTIONS:

- Literature:
- *Canterbury Tales*, Chaucer
 - Analyze the story of Robin Hood for its historical accuracy vs. inaccuracy
 - *Saladin: Noble Prince of Islam*, Diane Stanley

ASSESSMENT/INSTRUCTIONAL IDEAS:

Use a Venn Diagram to compare the Crusades to the Islamic Jihad

2ND QUARTER
World
Renaissance and Reformation
Cycle: 3 Upper

TOPIC: Map Skills

Pacing: 1 day

Topography/Elevation Maps
Map Scale

OBJECTIVES:

1. Learn to read topographic maps and interpret their symbols
2. Use longitude, latitude, map scales, the compass rose, and the grid system to find specific locations on a map

RESOURCES:

3. Prentice Hall: World Studies, *Europe and Russia*, pp. M4-M17
4. *Inspirer Geography Series*, Tom Snyder

2ND QUARTER
World
Renaissance and Reformation
Cycle: 3 Upper

TOPIC: Geography

Pacing: 2 days

Eastern Europe

OBJECTIVES:

1. Label and memorize the countries of Eastern Europe
2. Describe how the rotations of the earth and weather patterns influence the climate of the countries in Eastern Europe
3. Explain the reasons climate affects the way people in Eastern Europe live
4. Tell how natural physical landforms affect the climate of regions in Eastern Europe
5. Explain the human effect on climate and vegetation in Eastern Europe
6. Name and locate major regions, mountain ranges and river systems in Eastern Europe
7. Identify physical and cultural sub-regions of Eastern Europe
8. Explain the reasons for the locations of major cities related to natural land forms, waterways and climate of Eastern Europe

Economics

9. Identify the natural resources for each region in Europe, and explain how each contributes to the way people live and have their basic needs and wants met
10. Describe how the environment in different countries contributes to the way people make a living

RESOURCES:

Prentice Hall: World Studies, *Europe and Russia*, pp. 8-33, 94, 164-205

2ND QUARTER

World

Renaissance and Reformation

Cycle: 3 Upper

TOPIC: Renaissance

Pacing: 5 days

OBJECTIVES:

History

1. Describe the ways in which the revival of classical learning and the arts fostered a new interest in humanism
2. Identify the powerful Monarchs in Europe during the Renaissance and Reformation
3. Detail advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy
4. Examine and describe the influence of western culture on scientific and technological choices and advancement, such as in transportation, medicine and warfare

Government

5. Discuss how the principles in the Magna Carta were embodied in such documents as the English Bill of Rights and the American Declaration of Independence.

Individuals, Society and Culture

6. Understand that the level of skill a person can reach in a particular activity depends on ability, practice, and training.
7. Develop appreciation for western cultures through art, music, literature, celebrations, etc.

Economics

8. Examine the origins of modern capitalism, the influence of mercantilism, and the elements of a market economy in seventeenth-century Europe

SPIRITUAL APPLICATIONS:

Discuss the limitations of humanism and reason as a means for knowing God and truth

RESOURCES:

1. Prentice Hall: World Studies:
 - *Medieval and Today*, pp. 154-157, 170-179
 - *Europe and Russia*, pp.46-51
2. Video: "The Renaissance for Students Video Series," Schlessinger
3. Video: "Inventers of the World: Leonardo da Vinci," Schlessinger

CONNECTIONS:

1. Literature:
 - *Bard of Avon: The Story of William Shakespeare*
 - *Leonardo da Vinci*
 - *Michelangelo*
 - *Good Queen Bess: The Story of Elizabeth I of England*
 - *The Midwife's Apprentice*, Karen Cushman
 - *Catherine, Called Birdy*, by Karen Cushman
2. Field Trip: Visit an art museum

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Prepare a PowerPoint presentation on the life of a Renaissance artist
2. Create a poster comparing the Magna Carta to the English Bill of Rights and the American Declaration of Independence

2ND QUARTER

World

Renaissance and Reformation

Cycle: 3 Upper

TOPIC: Reformation

Pacing: 5 days

OBJECTIVES:

History

1. Describe the growth and effects of new ways of distributing information, i.e., the ability to manufacture paper, translation of the Bible into the language of the people, printing
2. Identify the major translators of the Bible, and discuss the hardships they endured
3. Describe theological, political and economic ideas of major figures during the Reformation
4. Identify and locate the European regions that remained Catholic and those that became Protestant and explain how the division affected the distribution of religions in the New World, and the later development of the Seventh-day Adventist Church
5. Study the effects of the political revolutions that led to the Reformation

Economics

6. List the causes for the internal turmoil and weakening of the Catholic Church, i.e., tax policies, selling of indulgences

SPIRITUAL APPLICATIONS:

1. *Michael Asks Why*, Sally Pierson Dillon (An adaptation of *The Great Controversy* for children)
2. Luke 17:7-10
3. Revelation 3:1-6

RESOURCES:

1. Prentice Hall: World Studies, *Medieval Times and Today*, pp. 158-160
2. *The Great Controversy*, pp. 79-264
3. Videos available through the ABC (Gateway Films):
 - "Martin Luther," Cat. #4623D
 - "God's Outlaw: The Story of William Tyndale," Cat. #4737D
 - "John Huss," Cat. #4783D
 - "Joan of Arc," Cat. #10173

CONNECTIONS:

1. Video: "Luther," by MGM (Available through Library Video Co.)
2. Music: Learn a Reformation hymn such as "A Mighty Fortress is Our God"

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Create a video "Interviews with Reformers," with each student representing a reformer he/she has studied
2. Draw a diagram explaining how the first printing press worked

2ND QUARTER

World

Renaissance and Reformation

Cycle: 3 Upper

TOPIC: Age of Exploration

Pacing: 4 days

OBJECTIVES:

History

1. Know the great voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new European worldview
2. Examine the importance of Asian trade routes and trace the rise of cultural centers and trading cities, such as Florence and Venice
3. Explore the events that led to the European Renaissance and voyages of discovery

Economics

4. Identify Marco Polo and understand the economic effects of the reopening of the ancient "Silk Road" between China and Europe

SPIRITUAL APPLICATIONS:

1. Joshua 6
2. Psalm 119:105
3. Psalm 139:7-10

RESOURCES:

1. Prentice Hall: World Studies:
 - *Medieval Times and Today*, pp. 91, 92, 97, 161-169, 810-185
 - *The Ancient World*, pp. 159-160
2. Video: "Explorers of the World," video series, Schlessinger
3. Simulation: "Galleon," Interact

CONNECTIONS:

1. Magazine: "Marco Polo" and "Explorers," Kids Discover
2. Art: Paint a picture of an explorer's ship

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Imagine that you were one of the explorers and keep a daily ship log
2. Debate the positive and negative results of European exploration. Use *Around the World in a Hundred Years*, by Jean Fritz
3. Label the sections of a sailing ship
4. Map the trade routes and label the products being traded

3RD QUARTER
World
Modern Europe
Cycle: 3 Upper

TOPIC: Map Skills

Pacing: 1 day

Longitude and Latitude
Charts and Graphs

OBJECTIVES:

1. Demonstrate how different types of maps are used to portray specific information
2. Use longitude, latitude, map scales, the compass rose, and the grid system to find specific locations on a map

RESOURCES:

1. Prentice Hall: World Studies, *The United States and Canada*, pp. M4-M17
2. *Inspirer Geography Series*, Tom Snyder

3RD QUARTER
World
Modern Europe
Cycle: 3 Upper

TOPIC: Geography

Pacing: 2 days

Canada and Russia

OBJECTIVES:

1. Compare the impact of artificial features on the environment
2. Explain the interdependence between environment and culture in Europe, North America, and South America
3. Describe the Christian's responsibility for the environment
4. Label and memorize the provinces in Canada, the parishes of Bermuda, and their capitals
5. Describe how the rotations of the earth and weather patterns influence the climate of countries in North America
6. Explain the reasons climate affects the way people live in North America
7. Tell how natural physical land forms affect the climate of regions in North America
8. Explain the human effect on climate and vegetation in North America
9. Understand how the length of day influences human activity in different regions of the world
10. Name and locate major regions, mountain ranges and river systems in Canada and Russia
11. Identify physical and cultural sub-regions in Canada and Russia
12. Explain the reasons for the locations of major cities related to natural landforms, waterways and climate in Canada and Russia

RESOURCES:

Prentice Hall: World Studies, *The United States and Canada*, pp. 9-31, 146-151

3RD QUARTER
World
Modern Europe
Cycle: 3 Upper

TOPIC: Industrial Revolution

Pacing: 2 days

OBJECTIVES:

History

1. Study the Industrial Revolution and its impact on the world
2. Explain how industrialism and nationalism created the environment for imperialism

SPIRITUAL APPLICATIONS:

Daniel 12:4

RESOURCES:

1. Prentice Hall: World Studies:
 - *Medieval Times to Today*, pp. 190-216
 - *Europe and Russia*, pp. 53-59

CONNECTIONS:

1. Magazine: "Industrial Revolution," Discover Kids
2. Use Legos or K'nex to create an invention

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Make a bulletin board of inventors and their inventions
2. Create a historical map illustrating European imperialism from 1800-1900

3RD QUARTER
World
Modern Europe
Cycle: 3 Upper

TOPIC: World Wars

Pacing: 5 days

OBJECTIVES:

History

1. Study the growth of nationalism in Europe, and describe how it set the stage for the World Wars
2. Examine the causes and effects of 20th century wars

Economics

3. Examine the domestic and international impact of the Great Depression

SPIRITUAL APPLICATIONS:

1. Matthew 24:6
2. Revelation 14:10

RESOURCES:

1. Prentice Hall: World Studies:
 - *Medieval Times to Today*, pp. 222-229
 - *Europe and Russia*, pp. 58-59, 66-68, 154-157
2. Movie: "Wars of the 20th Century Video 5-Pack," Discovery School

CONNECTIONS:

1. Magazine: "World War I" and "World War II," Kids Discover
2. Literature:
 - *Diary of Anne Frank*
 - *Number the Stars*, Lois Lowry
 - *Snow Treasure*, Marie McSwigen
 - *The Upstairs Room*, Johanna Reiss
 - *A Thousand Shall Fall*, Susi Hasel Mundy
3. Book or video: "The Hiding Place," Corie TenBoom
4. Video: "The Great Dictator," Charlie Chapman

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Discuss the positive and negative effects of patriotism and nationalism
2. Make a 20th century timeline of European political and economic events
3. Develop a Webquest for students to explore economic causes of World War II

3RD QUARTER
World
Modern Europe
Cycle: 3 Upper

TOPIC: The Cold War

Pacing: 4 days

OBJECTIVES:

History

1. Examine the causes and effects of the 20th century wars
2. Describe how the cold war varied from other wars, and how it has affected the world

SPIRITUAL APPLICATIONS:

Ephesians 2:14-16

RESOURCES:

1. Prentice Hall: World Studies:
 - *Medieval Times to Today*, pp. 230-235
 - *Europe and Russia*, pp. 62-69, 158-159
2. Simulation: "The Cold War," Tom Snyder
3. Video: "United States History Origins to 2000: The Cold War," Schlessinger
4. Video: "Cold War Into Guerilla War," Discover School
5. Movie: "The Wall: The building and Destruction of the Berlin Wall," The History Channel

CONNECTIONS:

Music: Find examples of Korean and Vietnamese music

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Poster project/collage of Cold War symbols
2. Interview a Korean or Vietnam War veteran
3. Compare a pre-1980 European map to a post-2000 map to look for changes caused by the end of the Cold War
4. Compare and contrast life in East and West Berlin

3RD QUARTER

World

Modern Europe

Cycle: 3 Upper

TOPIC: Current Events

Pacing: 3 days

OBJECTIVES:

History

1. Review current world events, and discuss how they effect change in our world

Government

2. Compare the parliamentary democracies of Europe, Bermuda, Canada, and Latin America with the United States
3. Describe the European Union and its relationship to member and non-member nations

Individual, Society, and Culture

4. Understand how cultural diversity benefits society
5. Analyze examples of conflict, cooperation and interdependence among groups, societies and nations

SPIRITUAL APPLICATIONS:

1. I Corinthians 12:12-14
2. Matthew 24:32-33
3. Romans 12:4-8

RESOURCES:

1. Prentice Hall: World Studies:
 - *The United States and Canada*, pp. 74-93, 153-154
 - *Medieval Times to Today*, pp. 238-243
 - *Europe and Russia*, pp. 50, 84-97, 126-127, 70-74
2. CNN/Fox News

CONNECTIONS:

1. Magazines:
 - "Current Events," Weekly Reader
 - "Scholastic News," Scholastic
2. Math: Convert U.S. or Canadian currency to Euros

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Create a current events bulletin board
2. Prepare a PowerPoint on a parliamentary democracy of Europe, Bermuda, Canada or Latin America

4TH QUARTER
World
Latin America and Canada
Cycle: 3 Upper

TOPIC: Map Skills

Pacing: 1 day

Temperature/Precipitation Maps
Time Zones

OBJECTIVES:

1. Demonstrate how different types of maps are used to portray specific information
2. Identify time zones on a map or globe
3. Label and memorize the countries in Latin America

RESOURCES:

1. Prentice Hall: World Studies, *Latin America*, pp. M4-M17
2. *Inspirer Geography Series*, Tom Snyder

4TH QUARTER
World
Latin America and Canada
Cycle: 3 Upper

TOPIC: Geography

Pacing: 2 days

South and Inter-America

OBJECTIVES:

1. Label and memorize the countries in Latin America
2. Describe how the rotations of the earth and weather patterns influence the climate of countries in South and Inter-America
3. Explain the reasons climate affects the way people in South and Inter-America live
4. Tell how natural physical land forms affect the climate of regions in South and Inter-America
5. Explain the human effect on climate and vegetation in South and Inter-America
6. Explain the universal impact of the destruction of rain forests
7. Describe the impact of science and technology on (a) the exploitation and/or conservation of natural resources, and (b) the environment
8. Name and locate major regions, mountain ranges and river systems in South and Inter-America
9. Identify physical and cultural sub-regions in South and Inter-America
10. Explain the reasons for the locations of major cities related to natural land forms, waterways and climate in South and Inter-America

RESOURCES:

Prentice Hall: World Studies, *Latin America*, pp. 2-30

4TH QUARTER
United States
Latin America and Canada
Cycle: 3 Upper

TOPIC: Maya and Aztec

Pacing: 3 days

OBJECTIVES:

History

1. Study the civilizations that existed in the Americas before the arrival of Europeans
2. Describe the cultural achievements of civilizations in Latin America

Economics

3. Study the economies of the Maya and Aztec

Individuals, Society and Culture

4. Define anthropology and archaeology and show how they contribute to the understanding of societies past and present
5. Understand that most cultures are shaped by religious beliefs

SPIRITUAL APPLICATIONS:

1. Psalm 51:16, 17
2. Compare the sacrifice of Jesus to the human sacrifices of these cultures

RESOURCES:

1. Prentice Hall: World Studies:
 - *Latin America*, pp. 40-44
 - *Medieval times to Today*, pp. 70-77
2. Simulation: "Maya," Interact
3. Schlessinger Videos:
 - "Indians of North America, The Aztec"
 - "Indians of North America: The Maya"
4. Video: "Mystic Lands: Maya-Messages in Stone," Discovery School
5. Simulation: "Dig," Interact
6. CD-ROM: "Mayaquest," Riverdeep

CONNECTIONS:

1. Magazines: "The Maya" and "Aztecs," Kids Discover
2. Language Arts: Develop your own hieroglyphic alphabet
3. Art: Create an Aztec headdress
4. Science: Create a model of an Aztec floating garden

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Create a concept map of the Mayan and Aztec civilizations
2. Create a travel brochure for an Aztec or Mayan archeological site

4TH QUARTER
World
Latin America and Canada
Cycle: 3 Upper

TOPIC: Inca

Pacing: 3 days

OBJECTIVES:

History

1. Study the civilizations that existed in the Americas before the arrival of the Europeans
2. Describe the cultural achievements of civilizations in Latin America

Economics

3. Study the economy of the Inca

Individuals, Society and Culture

4. Define anthropology and archaeology and show how they contribute to the understanding of societies past and present
6. Understand that most cultures are shaped by religious beliefs

SPIRITUAL APPLICATIONS:

1. Deuteronomy 4:19
2. Romans 1:25

RESOURCES:

1. Prentice Hall: World Studies:
 - *Latin America*, pp. 45-49
 - *Medieval Times to Today*, pp. 62-67
2. Videos:
 - "Secrets of Lost Empires Series," NOVA
 - "Mystic Lands: Peru-Kingdom in the Clouds," Discovery School
3. Simulation: "Dig," Interact

CONNECTIONS:

1. Magazine: "Incas," by Kids Discover
2. Design and plant a terraced garden

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Make a PowerPoint presentation on the Inca civilization
2. Using cooperative groups, hypothesize about how Machu Picchu was built

4TH QUARTER
World
Latin America and Canada
Cycle: 3 Upper

TOPIC: Conquest and Colonization

Pacing: 3 days

OBJECTIVES:

History

1. Study Portuguese and Spanish colonies in Mexico and South America and French and British colonies in Canada
2. Describe how both Latin America and Canada were involved in slavery
3. Investigate the origin and results of the African slave trade

SPIRITUAL APPLICATIONS:

1. Compare the motives of the conquistadors to the motives of the Israelites entering the promised land
2. Romans 6:16-18

RESOURCES:

1. Prentice Hall: World Studies:
 - *Latin America*, pp. 50-56
 - *Medieval Times to Today*, pp. 180-184
2. Scott Foresman, *The United States*, pp. 240-241, 680
3. Videos:
 - "Slave Ship," Discover School
 - "Pizarro and the Empire of Gold," Discovery Channel

CONNECTIONS:

1. Bible: Compare the slavery of the Israelites to the enslaved Africans
2. Math: Graph the religious affiliations of Latin American people

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Map the European colonies in Mexico, South America and Canada
2. Create a diary of a captured African slave
3. List charges to be used in a War Crimes trial against the conquistadors
4. Research Moctezuma and develop five questions to ask him

4TH QUARTER
World
Latin America and Canada
Cycle: 3 Upper

TOPIC: Modern Latin America and Canada

Pacing: 3 days

OBJECTIVES:

Government

1. Compare and contrast citizenship and roles of citizens in selected nation-states of Europe, Bermuda, Canada, and Latin America
2. Compare and contrast different forms of government in Latin America and Canada
3. Evaluate the domestic and international impact of various economic agreements such as NAFTA and the European Union
4. Investigate how countries in Canada and Latin and North America gained independence from European rule

Economics

5. Examine the economic interdependence between countries in Latin America, the United States and Canada
6. Identify the natural resources for each region in Canada and Latin America explaining how each contributes to the way people live and have their basic needs and wants met.

SPIRITUAL APPLICATIONS:

Discuss God's viewpoint on fairness in financial dealings. Leviticus 19:35-36 and Proverbs 11:1

RESOURCES:

1. Prentice Hall: World Studies:
 - *Latin America*, pp. 68, 108, 98-101, 134-136, 160-165
 - *Europe and Russia*, pp. 70-74
2. Simulations:
 - "Amigos," Interact
 - "Canada," Interact

CONNECTIONS:

1. Music:
 - Listen to examples of Latin American music
 - Learn the National Anthem of Canada
 - Look at the lyrics of "Don't Cry for Me Argentina"
2. Magazine: "Caribbean," Kids Discover

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Choose three governments from Latin America and Canada and make a Venn Diagram to compare them
2. Stage a debate on the pros and cons of NAFTA
3. Map the natural resources of Canada and Latin America
4. Choose a country and report on how it gained its independence

4TH QUARTER
World
Latin America and Canada
Cycle: 3 Upper

TOPIC: The World and Me

Pacing: 2 days

OBJECTIVES:

Individuals, Society and Culture

1. Understand the importance of developing a personal relationship with Christ
2. Participate in community or mission outreach/service projects
3. Study how responsible citizens impact society

SPIRITUAL APPLICATIONS:

1. Luke 9:23-26
2. Matthew 11:28-30

RESOURCES:

Video: "Adventures from the Book of Virtues: Citizenship," available through Library Video Co.

CONNECTIONS:

1. Bible: Adopt a Central American or South American orphanage
2. Writing: Set up a pen pal relationship with an Adventist school student in Latin America

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Write a newspaper article about human rights in a chosen Latin American country
2. Research Evita Peron's contribution to Latin American society

NAD SoSmart

Cycle : 4 Upper

Quarters 1- 4

1ST QUARTER
United States
1865-1900
Cycle: 4 Upper

TOPIC: Map Skills

Pacing: 2 days

Globe (Continents, Hemispheres, Distortion)

Parts of a Map

Political/Physical Maps

OBJECTIVES:

1. Explain the components and use of maps
2. Recognize the four hemispheres of the Earth
3. Locate and label all of the world's continents
4. Describe why there are distortions in map making

RESOURCES:

1. Prentice Hall:
 - *The American Nation* (©2005), pp. 7-10
 - *The American Nation* (©1995), pp. 8-9
2. Scott Foresman:
 - *The United States* (©2005), pp. H13-H22, 656-657
3. *Inspire Geography Series*, Tom Snyder

1ST QUARTER
United States
1865-1900
Cycle: 4 Upper

TOPIC: Geography

Pacing: 1 day

Western and Southwestern United States

OBJECTIVES:

1. Memorize the states and capitals of the Western and Southwestern region of the United States
2. Name and locate major regions, mountain ranges and river systems in the Western and Southwestern United States
3. Identify physical and cultural sub-regions in the Western and Southwestern United States
4. Explain the reasons for the locations of major cities related to natural landforms, waterways and climate in the Western and Southwestern United States

RESOURCES:

1. Prentice Hall:
 - *The American Nation* (©2005), pp. 2-33, 918
 - *The American Nation* (©1995), pp. 2-27, 893
2. Scott Foresman:
 - *The United States* (©2005), p. H12-H22, 29, 486

1ST QUARTER
United States
1865-1900
Cycle: 4 Upper

TOPIC: SDA Church Organization

Pacing: 3 days

OBJECTIVES:

History

1. Study the formal organization of the Seventh-day Adventist Church from 1854 to the development of the first conference and the General Conference
2. Identify the founding of Seventh-day Adventist institutions
3. Trace the spread of Seventh-day Adventists to the West Coast and Europe

Individuals, Society & Culture

4. Identify the first Seventh-day Adventist missionaries
5. Identify ways that Seventh-day Adventist organizations work to improve life in communities
6. Participate in community or mission outreach/service projects

SPIRITUAL APPLICATIONS:

I Corinthians 14:40

RESOURCES:

1. "Legacy of Light", Standard Edition (CD collection)
2. Websites:
 - www.whitestag.org
 - www.adventist.org
 - www.tagnet.org/ahm (Adventist Heritage Ministries)

CONNECTIONS:

1. Literature: *Ellen White: Trailblazer for God*, Paul B. Ricciuti (Pacific Press)
2. *An Adventist Girl* Series, Jean Boonstra

ASSESSMENT/INSTRUCTIONAL IDEAS:

3. Research a prominent Adventist missionary
4. E-mail or write to a current SDA missionary
5. Make a chart or graph comparing the Adventist population in selected regions

1ST QUARTER
United States
1865-1900
Cycle: 4 Upper

TOPIC: Reconstruction Era, 1867-1877

Pacing: 3 days

OBJECTIVES:

History

1. Identify the reasons for and consequences of President Johnson's impeachment and trial
2. Discuss the attempts made to improve the lives of African Americans during the Reconstruction era
3. Trace the rise and impact of the KKK

SPIRITUAL APPLICATIONS:

1. Acts 10:34
2. Acts 17:26

RESOURCES:

1. Prentice Hall:
 - *The American Nation* (©2005), pp. 514-531, 527-528
 - *The American Nation* (©1995), pp. 480-502
2. Scott Foresman:
 - *The United States* (©2005), pp. 516-521
3. Video: "U.S. History Reconstruction," Schlessinger
4. U.S. Constitution

CONNECTIONS:

1. Music: "When Johnny Comes Marching Home," *The United States*, p. 524
2. Literature: *Cassie: After Antietam*, Myrtle Long Haldeman (R&H book)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Write a newspaper article describing the new rights and responsibilities African Americans will have as part of the Reconstruction Act
2. Create an amendment for your school's constitution

1ST QUARTER
United States
1865-1900
Cycle: 4 Upper

TOPIC: Citizenship

Pacing: 2 days

OBJECTIVES:

Civics & Government

1. Explain and evaluate the policies, practices and consequences of Reconstruction, including the Thirteenth, Fourteenth and Fifteenth Amendments to the Constitution
2. Identify and explain the relationship between rights and responsibilities of citizens
3. Identify how a person becomes a citizen of the United States

SPIRITUAL APPLICATIONS:

Matthew 22:21

RESOURCES:

1. Prentice Hall:
 - *The American Nation* (©2005), pp. 106, 240-241, 261, 266-269, 271, 519-525, 532
 - *The American Nation* (©1995), pp. 235-237, 946-947
2. Scott Foresman:
 - *The United States* (©2005), pp. 16-17, R45-R46, 517-519
3. U.S. Constitution

CONNECTIONS:

Art: Make a collage of American symbols

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Trace your family history to the first American citizen
2. Interview a naturalized citizen
3. Identify rights and responsibilities at home, school and church
4. Write a letter to your congressman

1ST QUARTER
United States
1865-1900
Cycle: 4 Upper

TOPIC: Industrial Revolution

Pacing: 5 days

OBJECTIVES:

History

1. Identify the major inventors during the time of the Industrial Revolution and discuss how their work affected our nation
2. Describe the growth and development of the transportation industry
3. Show how industrial growth caused people to migrate from rural to urban areas

Individuals, Society & Culture

4. Understand how the daily life of Americans has changed as a result of the Industrial Revolution

Geography

5. Describe how physical features influence industrialization, urbanization and population density in a nation

SPIRITUAL APPLICATIONS:

1. Genesis 4:16, 20-22
2. What are the spiritual advantages/ disadvantages of rural vs. urban living?
3. II Thessalonians 3:10

RESOURCES:

1. Prentice Hall:
 - *The American Nation* (©2005), pp. 330-341, 409-410, 418-419, 549-551, 585
 - *The American Nation* (©1995), pp. 296-302
2. Scott Foresman:
 - *The United States* (©2005), pp. 562-567, 538-541
3. Video: "Industrialization and Urbanization," Schlessinger
4. Simulation: "Exploring History: The Industrial Revolution." Teacher Created Materials

CONNECTIONS:

1. *Ten Mile Day: The Building of the Transcontinental Railroad*, Mary Ann Fraser
2. Write a fictional story of a family that moves from the country to the city

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Market an invention from the past
2. Research an inventor or invention

1ST QUARTER

United States: 1865-1900

Cycle: 4 Upper

TOPIC: Educational Systems

Pacing: 1 day

OBJECTIVES:

1. Trace the development of the American education system including the roles of religious and private schools
2. Study the development of the Adventist education system

SPIRITUAL APPLICATIONS:

II Timothy 2:15

RESOURCES:

1. Prentice Hall:
 - *The American Nation* (©2005), pp. 128-129, 263-264, 437-438, 517-518, 528, 617-618
 - *The American Nation* (©1995), pp. 121-123, 413-414, 483-485, 875-876
2. Scott Foresman:
 - *The United States* (©2005), pp. 216-217, 342
3. *Education*, Ellen G. White

CONNECTIONS:

Literature: *Andrew Carnegie: A Library in Every Town*, by Charnan Simon

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Chart the differences between public and private schools
2. Develop a timeline for the founding of Adventist colleges in the U.S.
3. Write a short biography of Horace Mann

2ND QUARTER
United States
1880-1920
Cycle: 4 Upper

TOPIC: Map Skills

Pacing: 2 days

Historical/Natural Resource Map
Map Scale

OBJECTIVES:

1. Learn to read topographic maps and interpret their symbols
2. Demonstrate how different types of maps are used to portray specific information
3. Use latitude, longitude, the compass rose, map scale, legends and the grid system to locate places on a map

RESOURCES:

1. Prentice Hall:
 - *American Nation* (©2005), pp. 4-19
 - *American Nation* (©1995), pp. 8-21
2. Scott Foresman:
 - *The United States* (©2005), pp. H16-22; 32, 140; R4-15
3. *Inspirer Geography Series*, Tom Snyder

2ND QUARTER
United States
1880-1920
Cycle: 4 Upper

TOPIC: Geography

Pacing: 1 day

Midwestern United States

OBJECTIVES:

1. Memorize the states and capitals of the Midwestern region of the United States
2. Name and locate major regions, mountain ranges and river systems in the Midwestern United States
3. Identify physical and cultural sub-regions in the Midwestern United States
4. Explain the reasons for the locations of major cities related to natural landforms, waterways and climate in the Midwestern United States

RESOURCES:

1. Prentice Hall:
 - *American Nation* (©2005), pp. 2-27
 - *American Nation* (©1995), pp. 3-19
2. Scott Foresman:- *The United States* (©2005), pp. R8-R9, 25-39

2ND QUARTER
United States
1880-1920
Cycle: 4 Upper

TOPIC: Progressive Era

Pacing: 4 days

Economics

OBJECTIVES:

Economics

1. Use charts, graphs, tables and diagrams to compare growth in national product, imports, exports, population growth, etc.
2. Explain how state and federal government programs encouraged business expansion
3. Discuss entrepreneurs, industrialists and bankers in politics, commerce and industry
4. Discuss child labor, working conditions and laissez-faire policies toward big business and examine the labor movement
5. Evaluate how the characteristics of a market economy have affected the economic development of the United States
6. Explore the economic implications caused by the Sherman Antitrust Act

History

7. Describe the national park movement as it spread across the nation

SPIRITUAL APPLICATIONS:

1. Research Ellen White's views of labor unions and business.
2. James 5:1-6
3. Genesis 1:28

RESOURCES:

1. Prentice Hall:
 - *American Nation* (©2005), pp. 634-635, 643-653
 - *American Nation* (©1995), pp. 594-606
2. Scott Foresman:
 - *The United States* (©2005), pp. 568-577, 603
3. Video: "The Progressive Movement," Schlessinger

CONNECTIONS:

1. Literature: *Bully for You, Teddy Roosevelt*, Jean Fritz
2. Art: Draw teddy bears, *Arts Attack*, Lower Cycle 2

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Create a graph showing the economic growth of the U.S. economic growth during this time period
2. Make a one-week diary from the perspective of a child in a factory
3. Stage a debate on the pros and cons of labor unions
4. On a map, plot the location of our national parks

2ND QUARTER
United States
1880-1920
Cycle: 4 Upper

TOPIC: The Progressive Era

Pacing: 4 days

Social Reform

OBJECTIVES:

History

1. Study the events leading up to the ratifying of the 17th and 18th Amendments and the growth of progressive ideas
2. Study the culmination of the 19th Amendment as it affected the growth of the women's rights movement

Individuals, Society & Culture

3. Discuss the influence of women and ethnic groups in the growth of the Seventh-day Adventist Church
4. Show how religious leaders and the spiritual awakening affect reforms from the 19th century to the present

SPIRITUAL APPLICATIONS:

1. Adam given dominion over the earth
2. Proverbs 20:1
3. Discuss women leaders of the Bible, e.g. Deborah, Esther
4. Galatians 3:28

RESOURCES:

1. Prentice Hall:
 - *The American Nation* (©2005), pp. 634-653
 - *The American Nation* (©1995), pp. 606-619, 687-688
2. Scott Foresman:
 - *The United States* (©2005), 602-603, 612

CONNECTIONS:

Literature: *You Want Women to Vote, Lizzie Stanton?*
 Jean Fritz

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Plan a mock trip to a national park
2. Prepare and present a temperance speech

2ND QUARTER
United States
1880-1920
Cycle: 4 Upper

TOPIC: A World Power

Pacing: 6 days

OBJECTIVES:

History

1. Study the causes and effects of the Spanish-American War
2. Explore the concepts of Imperialism vs. Isolationism and how they relate to America as an emerging world power
3. Discuss the open-door policy in China and how it impacted the United States emergence as a world power
4. Describe the U.S. involvement in developing the Panama Canal
5. Study the Great White Fleet and the U.S. as a World Police
6. Study the acquisition of states and territories, i.e., Hawaii, Alaska, Cuba, Guam, Philippines, Wake Island and Puerto Rico

SPIRITUAL APPLICATIONS:

Discuss why God's Kingdom is neither isolationist nor imperialistic

RESOURCES:

1. Prentice Hall:
 - *The American Nation* (©2005), pp. 638-639, 658-680, 708-709
 - *The American Nation* (©1995), pp. 620-645
2. Scott Foresman:
 - *The United States* (©2005), 578-605
3. Video: "U.S. and the World," Schlessinger

CONNECTIONS:

Art: Build a model of a canal lock

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Create a news article discussing the benefits and problems of acquiring one of the territories studied in this section
2. Research and debate justification for the Spanish-American War

3RD QUARTER
United States
1914-1947
Cycle: 4 Upper

TOPIC: Map Skills

Pacing: 1 day

Longitude and Latitude
Charts and Graphs

OBJECTIVES:

1. Use latitude, longitude, the compass rose, map scale, legends and the grid system to locate places on a map
2. Demonstrate how different types of maps are used to portray specific information

RESOURCES:

1. Prentice Hall:
 - *American Nation* (©2005), pp. 4-19
 - *American Nation* (©1995), pp. 8-21
2. Scott Foresman:
 - *The United States* (©2005), pp. H16-22, 32, 140
3. *Inspire Geography Series*, Tom Snyder

3RD QUARTER
United States
1914-1947
Cycle: 4 Upper

TOPIC: Geography

Pacing: 1 day

Southeastern United States

OBJECTIVES:

1. Memorize the states and capitals of the Southeastern region of the United States
2. Name and locate major regions, mountain ranges and river systems in the Southeastern United States
3. Identify physical and cultural sub-regions in the Southeastern United States
4. Explain the reasons for the locations of major cities related to natural landforms, waterways and climate in the Southeastern United States

RESOURCES:

1. Prentice Hall:
 - *American Nation* (©2005), pp. 2-19
 - *American Nation* (©1995), pp. 2-27
2. Scott Foresman:
 - *The United States* (©2005), pp. R8-R9, 24-39

3RD QUARTER
United States
1914-1947
Cycle: 4 Upper

TOPIC: World War I

Pacing: 3 days

Issues & Conflict

OBJECTIVES:

History

1. Describe the political dimensions of pre-WWI Europe
2. Explore the events and reasoning that brought the United States into WWI
3. Trace the major events of WWI beginning with the assassination of Archduke Franz Ferdinand
4. Explore the issues involving the new technology of war used during WWI
5. Identify the Allied powers when the United States entered the war and how the Americans assisted them

Individuals, Society & Culture

6. Discuss the changing roles of women during WWI and WWII

SPIRITUAL APPLICATIONS:

Revelation 13:10

RESOURCES:

1. Prentice Hall:
 - *American Nation* (©2005), pp. 686-700, 726, 774-799
 - *American Nation* (©1995), pp. 646-665
2. Scott Foresman:
 - *The United States* (©2005), pp. 609, 610
3. Video: "The Great War," Schlessinger
4. Simulation: "Exploring History, WWI Era," Teacher Created Materials

CONNECTIONS:

Literature: *Hero Over Here*, Kathleen V. Kudlinski

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Create a timeline of events leading to the war and continue through conflict and resolution
2. Identify the Axis and Allied powers on a map
3. Create a catalog of World War I weaponry
4. Write an essay on how new technology affected warfare

3RD QUARTER
United States
1914-1947
Cycle: 4 Upper

TOPIC: World War I

Pacing: 3 days

Conclusion

OBJECTIVES:

History

1. Explain the Treaty of Versailles and the role of the United States in ending WWI
2. Define short- and long-term effects of WWI on Europe and America, including the Great Migration of 1920
3. Describe the United States foreign affairs and policies that resulted because of WWI

Geography

4. Explain how geography impacts international relationships

Individuals, Society & Culture

5. Recognize the impact of immigration on cultural diversity in the United States/Bermuda/Canada
6. Compare examples of arts, crafts, music and literature from early United States/Bermuda/Canada history and show how they contribute to cultural diversity
7. Explore the cultural diversity of the United States
8. Compare the adaptations of different immigrant groups in the United States/Bermuda/Canada

SPIRITUAL APPLICATIONS:

Jeremiah 6:14 (KJV)

RESOURCES:

1. Prentice Hall:
 - *American Nation* (©2005), pp. 415-417, 600-605, 652-653, 690-693, 701-709, 721-722, 738-739
 - *American Nation* (©1995), pp. 665-671
2. Scott Foresman:
 - *The United States* (©2005), pp. 611-613
3. *World War I*, Eyewitness Books

CONNECTIONS:

1. Art: Cycle 5 *Arts Attack* – Draw the Statue of Liberty
2. Math: Find the ratio of civilians to soldiers lost for the central (axis) and allied powers

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Before reading about the Treaty of Versailles, have students write their own peace treaty to end the war
2. Trace family tree and country of origin
3. Create a class book illustrating the poem, "The New Colossus" by Emma Lazarus (found on the Statue of Liberty)

3RD QUARTER

United States

1914-1947

Cycle: 4 Upper

TOPIC: Prosperity and Great Depression

Pacing: 3 days

OBJECTIVES:

History

1. Discuss the roaring 20's, prohibition and changes that began to reshape America
2. Study the elements that affected the United States history during the crash of the stock market and the resulting Great Depression

Civics & Government

3. Describe the responsibilities of the United States government to its citizens

Economy

4. Explain and evaluate examples of domestic and international interdependence throughout United States history
5. Examine the importance of borrowing and lending (the use of credit) in the United States and list advantages and disadvantages of using credit
6. Compare and contrast job skills needed in different time periods in United States history
7. Examine the domestic and international impact of the Great Depression

Individuals, Society & Culture

8. Describe how the Great Depression affected American society

SPIRITUAL APPLICATIONS:

1. Research the SDA Church's involvement in the prohibition (temperance) movement
2. Proverbs 20:1 (drink)
3. Matthew 18:23-35 (parable of the debtors)

RESOURCES:

1. Prentice Hall:
 - *American Nation* (©2005), pp. 242-243, 716, 724-725, 746-769
 - *American Nation* (©1995), pp. 678-733
2. Scott Foresman:
 - *The United States* (©2005), pp. 618-622
3. Schlessinger Videos:
 - "The Roaring Twenties"
 - "The Great Depression and the New Deal"
4. Simulation: "Roaring Twenties and the Great Depression," Teacher Created Materials

CONNECTIONS:

1. Art: Create a bumper sticker supporting one of the New Deal programs
2. Literature: *Roll of Thunder, Hear My Cry* and *Let the Circle Be Unbroken*, Mildred Taylor
3. Literature: *Skylark*, Patricia MacLachlan

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Debate advantages and disadvantages of using credit
2. Interview someone who lived through the Great Depression

3RD QUARTER
United States
1914-1947
Cycle: 4 Upper

TOPIC: World War II

Pacing: 3 days

The War Begins

OBJECTIVES:

History

1. Explore how the outcome of WWI affected the beginning of WWII
2. Discuss American reluctance to join the war
3. Study the rise of dictators in Europe and Asia that led to WWII
4. Discuss the bombing of Pearl Harbor and the rush to build up armed forces

Civics & Government

5. Define and compare different forms of government

SPIRITUAL APPLICATIONS:

Relate Hitler's goals to Daniel 2

RESOURCES:

1. Prentice Hall:
 - *American Nation* (©2005), pp. 740-709, 772-783
 - *American Nation* (©1995), pp. 734-745
2. Scott Foresman:
 - *The United States* (©2005), pp. 624-626
3. Website: www.nps.gov/usar/
4. *Attack on Pearl Harbor*, Shelley Tanaka
5. Video: "World War II," Schlessinger
6. Simulation: "World War II," Second Edition, Teacher Created Materials

CONNECTIONS:

1. Literature:
 - *Snow Treasure*, Marie McSwigan
 - *The Hiding Place*, Corrie TenBoom
2. Music: "The Sound of Music"
3. Movie: "The Great Dictator," with Charlie Chaplin

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. List reasons for and against America entering the war
2. Discuss the conditions that would lead people to choose a dictator

3RD QUARTER
United States
1914-1947
Cycle: 4 Upper

TOPIC: World War II

Pacing: 3 days

Conflict & Resolution

OBJECTIVES:

History

1. Trace the development of major events of WWII
2. Identify the leading authorities of the Allied Powers
3. Study the events leading to the use of atomic weapons and how they were used to end the war
4. Discuss the change in American attitudes toward world affairs

Geography

5. Identify how climate affected different events in history

Individuals, Society & Culture

6. Discuss the changing roles of women during WWI and WWII
7. Study the internment of the Japanese during WWII

SPIRITUAL APPLICATIONS:

1. Daniel 4:34-35
2. Discuss God's value of all people. Galatians 3:28

RESOURCES:

1. Prentice Hall:
 - *American Nation* (©2005), pp. 772-799
 - *American Nation* (©1995), pp. 646-665
2. Scott Foresman:
 - *The United States* (©2005), pp. 609, 610

CONNECTIONS:

Literature:

- *Number the Stars*, Lois Lowry
- *Sadako and the Thousand Paper Cranes*, Eleanor Coerr
- *Last Page of the Diary*, Colleen L. Reece

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Describe the impact of WWII on women in the workplace
2. Debate the pros and cons of using the atomic bomb on Hiroshima and Nagasaki
3. Write a brief biography on one allied leader
4. Compare and contrast the Nazi concentration camps to the American internment of the Japanese
5. Design a PowerPoint emphasizing the major events of WWII

4TH QUARTER
United States
1945-Present
Cycle: 4 Upper

TOPIC: Map Skills

Pacing: 1 day

Population Map
Time Zones

OBJECTIVES:

1. Demonstrate how different types of maps are used to portray specific information
2. Identify time zones on a map or globe

RESOURCES:

1. Prentice Hall:
 - *American Nation* (©2005), pp. 7-10, 32-33, 918-919
 - *American Nation* (©1995), pp. 12-13
2. Scott Foresman:
 - *The United States* (©2005), pp. H20, 542-543
3. *Inspire Geography Series*, Tom Snyder

4TH QUARTER
United States
1945-Present
Cycle: 4 Upper

TOPIC: Geography

Pacing: 1 day

Northeastern United States

OBJECTIVES:

1. Memorize the states and capitals of the Northeastern region of the United States
2. Name and locate major regions, mountain ranges and river systems in the Northeastern United States
3. Identify physical and cultural sub-regions in the Northeastern United States
4. Explain the reasons for the locations of major cities related to natural landforms, waterways and climate in the Northeastern United States

RESOURCES:

1. Prentice Hall:
 - *American Nation* (©2005), pp. 2-19
 - *American Nation* (©1995), pp. 2-29
2. Scott Foresman:
 - *The United States* (©2005), pp. R8-R9, 24-39

4TH QUARTER
United States
1945-Present
Cycle: 4 Upper

TOPIC: Cold War

Pacing: 3 days

OBJECTIVES:

History

1. Explore how Soviet-American tensions shaped the cold war
2. Discuss the United States attempt to contain communism both at home and abroad

SPIRITUAL APPLICATIONS:

David living in fear of King Saul

RESOURCES:

1. Prentice Hall:
 - *American Nation* (©2005), pp. 808-835
 - *American Nation* (©1995), pp. 772-782, 804-806
2. Scott Foresman:
 - *The United States* (©2005), pp. 636-641, 650-655
3. Simulation: "The Cold War," (Decisions, Decisions 5.0) by Tom Snyder
4. Simulations and Activities: "Exploring History: The Cold War," Teacher Created Materials

CONNECTIONS:

Art: Design a model of a fall-out shelter

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Create a map identifying the Iron Curtain nations
2. Create a concept map comparing and contrasting democratic versus communistic ideologies and practices

4TH QUARTER
United States
1945-Present
Cycle: 4 Upper

TOPIC: Korea & Vietnam Wars

Pacing: 2 days

OBJECTIVES:

History

Study how the Korean Conflict and the Vietnam War were different from the world wars

SPIRITUAL APPLICATIONS:

1. Discuss how the peace movement of the Vietnam era reflected/failed to reflect Christian values
2. Matthew 5:9

RESOURCES:

1. Prentice Hall:
 - *American Nation* (©2005), pp. 818-819, 827-831
 - *American Nation* (©1995), pp. 779-781, 808-814
2. Scott Foresman:
 - *The United States* (©2005), pp. 639, 652-653
3. Video: "The Vietnam War," Schlessinger

CONNECTIONS:

1. Literature: *The Wall*, by Eve Bunting
2. Math: Randomly survey a population sample on support for the Vietnam War. Graph the results
3. Music: Bob Dylan's song, "Blowing in the Wind," *American Nation*, p. 812

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Interview a Vietnam War veteran
2. Venn Diagram comparing World Wars with the Vietnam and Korean wars
3. Simulate the president's cabinet giving him advice on whether or not to go to war

4TH QUARTER
United States
1945-Present
Cycle: 4 Upper

TOPIC: Civil Rights Movements

Pacing: 3 days

OBJECTIVES:

History

1. Identify the labor unrest and the civil rights movement that lead to "The Fair Deal"
2. Explore the civil rights movement and the changes it brought to America
3. Describe how the civil rights movement expanded to include Hispanic, Native Americans, and women

Individuals, Society, and Culture

4. Show the changes in American society as a result of the civil rights movement

SPIRITUAL APPLICATIONS:

Discuss Peter's vision of Acts 10

RESOURCES:

1. Prentice Hall:
 - *American Nation* (©2005), pp. 840, 843, 849-855, 858, 862-867
 - *American Nation* (©1995), pp. 784-793, 814-821, 870-873
2. Scott Foresman:
 - *The United States* (©2005), pp. 642-649
3. Simulation: "Equality," Interact
4. Simulation: "Prejudice," Tom Snyder (Decisions, Decisions 5.0)
5. Video: "Civil Rights," Schlessinger

CONNECTIONS:

Literature:

- *Mississippi Bridges*, Mildred Taylor
- *Souder*, by Armstrong
- *Through My Eyes*, Ruby Bridges
- *The Story of Ruby Bridges*, Robert Coles
- DVD/VHS: "Ruby Bridges," Disney

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Research a prominent civil rights leader during this time period
2. Debate the issues of the women's rights movement

4TH QUARTER
United States
1945-Present
Cycle: 4 Upper

TOPIC: Technology

Pacing: 3 days

OBJECTIVES:

History

1. Discuss the age of flight, the race to space and the impact of modern technology on space exploration

Geography

2. Study the climatic changes brought about by the greenhouse effect, acid rain, air and water pollution, and depletion of the ozone layer
3. Identify the ways that land use has changed over the course of history
4. Identify on maps the distribution of natural resources such as forests, water sources, and wildlife in the United States/Bermuda/Canada at the beginning of the nineteenth century and give examples of how people exploited these resources as the country became more industrialized and/or as people moved westward

SPIRITUAL APPLICATIONS:

1. Daniel 12:4, Knowledge Increasing
2. Discuss 3 Heavens, II Corinthians 12:2

RESOURCES:

1. Prentice Hall:
 - *American Nation* (©2005), pp. 43-45, 309, 311, 397, 401, 513, 580, 641, 825-826, 856-857, 860
 - *American Nation* (©1995), pp. 783, 858-860, 866-869
2. Scott Foresman:
 - *The United States* (©2005), pp. 650-651
3. Simulation: "The Environment," Tom Snyder (Decisions, Decisions 5.0)
4. Video: "America in Space: Video Quiz," Teacher's Video Company

CONNECTIONS:

1. Field Trip: Visit an aviation museum
2. Literature: *On Eagles Wings* (6th Grade), "Those Crazy Barnstormers"
3. Literature: *A River Ran Wild: An Environmental History*, Lynne Cherry

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Create a timeline on the history of flight
2. Choose a current environmental issue and propose a long-term solution
3. Create a poster illustrating the space race

4TH QUARTER
United States
1945-Present
Cycle: 4 Upper

TOPIC: Modern Politics

Pacing: 2 days

OBJECTIVES:

History

1. Discuss the general political philosophies of the presidents from Nixon to the current administration
2. Identify the expansion and involvement of United States military troops in various countries around the modern world

Civics and Government

3. Explain the importance of responsible participation by citizens in a democratic republic
4. Describe the various types of elections and explain ways that citizens can participate in political parties, campaigns and elections

SPIRITUAL APPLICATIONS:

Education, p. 262. "Many a lad of today will yet stand in legislative assemblies, in halls of justice, or in royal courts."

RESOURCES:

1. Prentice Hall:
 - *American Nation* (©2005), pp.287-290, 364, 375, 825, 830, 832-835, 841, 843, 856, 858-861, 884, 872-887
 - *American Nation* (©1995), pp. 801-808, 826-831, 840-849, 600
2. Scott Foresman:
 - *The United States* (©2005), pp. 654-667
3. Video: "U.S. Politics (1960-1980)" and "(1980-2000)" Schlessinger
4. Simulation:
 - "On the Campaign Trail," Tom Snyder
 - "Town Government," Tom Snyder

CONNECTIONS:

Service: Put together a care package for the troops overseas

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Pretend that the presidents from Nixon on are competing with each other to be reelected. Choose one, and act as his campaign manager
2. Map the location of United States troop deployment present and/or past
3. Create a poster educating others about ways citizens can participate in the political process

4th QUARTER
United States
1945-Present
Cycle: 4 Upper

TOPIC: Ethical Issues

Pacing: 2 days

OBJECTIVES:

History

1. Study the impact of freedom issues as they relate to ethical questions, i.e., abortion, flag burning, same sex marriages, current issues

Civics and Government

2. Research and debate positions on issues in which fundamental values and principles related to the Constitution of the United States are in conflict

Individuals, Society, and Culture

3. Understand the importance of developing a personal relationship with Christ
4. Understand that God's plan for the individual is to engage in service to others
5. Identify reasonable and ethical solutions to problems that arise when scientific advancements and social norms or values come into conflict

SPIRITUAL APPLICATIONS:

5. WWJD regarding today's hot topics
6. Discuss the means of developing a healthy relationship with Jesus
7. Story of Esther

RESOURCES:

1. Newspapers, Scholastic News, Weekly Reader, etc.
2. Fox News Channel
3. Simulation: "Decisions, Decisions 5.0: Violence in the Media," Tom Snyder

CONNECTIONS:

Music: Write a song of protest on a current issue

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Plan and execute a community service project
2. Write a letter to your current congressman about a current issue
3. Discuss if it is ever appropriate for a Christian to participate in civil disobedience

S

S

S

S

M

M

M

M

A

A

A

A

R

R

R

R

T

T

T

T