

Chapter 1: God's World

Lesson	Teacher's Edition	Student Text	Activity Manual	Content Objectives & Christian Worldview
1	xxii–3	2–5		Introduction Identify major topics of social studies Infer meaning from pictures by interpreting the clues they contain Interpret a poem's figurative language Identify components of the textbook
2	4–7	6–9	1	God's Creation Explain from the Bible why people are important Affirm that God is the Creator of the world Identify specific features of God's creation Identify the way in which God created the world
3	8–9	10–11	3	God Created Animals and People Affirm that God created all the animals Identify unique features that God gave to each species Affirm that God created people Summarize the special instructions that God gave Adam and Eve Explain from the Bible why people are different from animals
4	10–11	12–13	5	Sin and a Savior Defend the truth that God's creation was very good Explain the rule that God gave to Adam and Eve Define <i>sin</i> and explain the consequences of Adam and Eve's disobedience Contrast what the world was like before sin with what it was like after sin Summarize God's plan of salvation
5	12–13	14–15	7	Introduction to Maps Explain from the Bible why people have moved into different parts of the world Identify the purpose of a map Locate water and land on a map Identify on a map places where people live
6	14–15	16–17	9	Continents and Oceans Identify the large land areas on a map as the seven continents Name the continent where he lives Identify the four large oceans on a map Name the oceans near North America
7	16–17	18–19	11	Cardinal Directions and the Globe Identify the four cardinal directions on a map Recall that a globe is a representation of the earth Compare the shape of the earth to a ball Locate the continents and oceans on a globe
8	18	19		Continents and Oceans on a Map Locate continents and oceans on a map Explain why Jesus wants Christians to go to every continent

9	19–20	20–21	13	World Culture and Hudson Taylor Name things that people do differently around the world Identify Hudson Taylor as a man who was led by God to tell people in China about Jesus Explain why Hudson Taylor dressed and ate like people in China Affirm that God loves all the people of the world
10	21		15	Review and Test

Chapter 2: Your Family

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11	22–25	22–25	17–19	Introduction Affirm that God is the one who puts families together Define a family Identify the first two children born on earth
12	26–27	26–27	21	Roles of Family Members Identify the different roles that family members fill Compare and contrast the first family with a modern family State where God wants families to live
13	28–29	28–29		Families Work and Play Together Explain how family members work together to help each other Identify ways families play together
14	30		23	Graphing the Number of People in Families Visualize differences in families by completing a graph
15	31–32	30–31	25	Family Rules Define <i>rules</i> Distinguish rules that prohibit behavior from rules that demand behavior Identify the basic rules that God gives to families Explain how God helps us keep His rules
16	33–34	32–33	27	Needs and Wants Distinguish between <i>needs</i> and <i>wants</i> Explain the role that choices play in spending money Classify church involvement as a need and not a want
17	35			Making a Timeline Visualize how people grow and change by completing a timeline with photos
18	35		29	Review and Test

Chapter 3: Your Community

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19	36–39	34–37	31	Introduction Identify people and places in a community Describe his community Name goods that his family uses Identify goods that people make, grow, or sell
20	40–41	38–39	33	Service Jobs Identify a service job as a job helping others List people in service jobs Identify paying jobs and volunteer jobs Name a way that his family could serve others
21	42–43	40–41	35	Places in a Community Distinguish community places where people work and visit Associate places with the community where they are found Associate the jobs people do with the places where they work
22	44–45	42–43	37	Recycling and Caring for Natural Resources Explain how God intends for people and places in a community to be cared for List ways to care for God's world by recycling Apply Genesis 1:26–28 to the work of keeping natural resources clean
23	46–47	44–45	39	Government Workers Define the role of a mayor List the duties of the government Explain that the government is made up of workers Explain from the Bible why Christians should obey the law
24	48–49	46–47	41	Benjamin Franklin List ways Benjamin Franklin made his city a better place List ways he can make his city a better place Compare Philadelphia then and now
25	50–51	48–49	43	Maps Locate parts of a map: title, map key, cardinal directions Locate places on a map using cardinal directions Explain the purpose of a map key
26	51		45	Review and Test

Chapter 4: Your State

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27	52–55	50–53	47–49	Introduction Identify the state he lives in Classify his state as part of a country Identify his state as one of the fifty states in the United States Identify the unique symbols and features of his state
28	56–57	54–55	51	State Government Leaders Summarize how state leaders are chosen Explain the state governor's main job Explain the function of a state capitol Explain the role of judges in state courts
29	58–59	56–57	53	States Have Famous People Associate famous people with states Summarize the contributions of George Washington Carver Summarize the contributions of Clara Barton
30	60–61	58–59	55	States Have Famous Places (1) Associate famous places with states Explain the significance of Mount Rushmore Associate the Grand Canyon with the greatness of God
31	62–63	60–61	57	States Have Famous Places (2) Associate famous places with states State facts about the Great Lakes State facts about the Golden Gate Bridge
32	64–66	62–64	59–61	States Have Famous Things Associate famous things with states Explain the significance of the Liberty Bell Explain the significance of the Statue of Liberty Associate the state of Alaska with dog-sled racing
33	67–68	65		State Flower Create a representation of his state flower
34	69		63	Review and Test

Chapter 5: Your Country

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35	70–73	66–69	65	<p>Introduction</p> <ul style="list-style-type: none"> Define the meaning of the word <i>country</i> Explain why the United States is called the Land of the Free Locate the United States on a globe Name the countries that border the United States
36	74–75	70–71	67	<p>The American Flag and the Pledge</p> <ul style="list-style-type: none"> Identify the flag as a symbol of the United States of America Name the colors in the American flag Explain why the phrase <i>under God</i> is important in the pledge to the American flag Explain why people make a pledge to their country
37	76–77	72–73	69	<p>United States Symbols</p> <ul style="list-style-type: none"> Explain why the bald eagle was chosen as a symbol of the United States Identify “In God We Trust” as the motto of the United States Identify “The Star-Spangled Banner” as the official song of the United States
38	78–79	74–75	71	<p>“America the Beautiful”</p> <ul style="list-style-type: none"> Analyze the hymn “America the Beautiful” Name some of the landforms found in America Explain the importance of asking God’s grace for our country
39	80–81	76–77	73	<p>Government of the United States</p> <ul style="list-style-type: none"> Identify the president as the leader of the United States Explain why the Constitution is important Identify the role of a judge Explain what a citizen is
40	82–83	78–79		<p>Elections</p> <ul style="list-style-type: none"> Explain why an election is held List the steps of a voting campaign Explain why voting is important
41	84–85		75	<p>Voting Activity</p> <ul style="list-style-type: none"> Participate in a classroom election
42	85		77	<p>Review and Test</p>

Chapter 6: Your Country's Capital

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43	86–89	80–83	79	Introduction Locate Washington, DC, on a map Classify Washington, DC, as an important city Identify the United States Capitol Associate the Capitol with government workers
44	90–91	84–85	81	The White House Identify the White House as the home of the president and his family Locate the White House in Washington, DC Explain why people visit the White House
45	92–93	86–87	83	The Washington Monument Name the tallest monument in Washington, DC List reasons that a monument was built to honor George Washington Associate George Washington's birthday with the celebration of Presidents' Day
46	94–95			Washington Monument Activity Assemble a model of the Washington Monument Locate the Capitol, the White House, and the Washington Monument on a map of Washington, DC
47	96–97	88–89	85	Map Activity Locate the Capitol, the White House, the Washington Monument, and the World War II Memorial on a map of Washington, DC Define <i>veteran</i> Explain the importance of Veterans Day
48	98–99	90–91	87	The Lincoln Memorial Describe the Lincoln Memorial Locate places on a map of Washington, DC Identify Abraham Lincoln as a president Associate Abraham Lincoln's birthday with the celebration of Presidents' Day
49	100–102	92–95	89	Cardinal Directions Use cardinal directions to locate places on a map Locate places on a map of Washington, DC Explain the significance of the Fourth of July holiday
50	103		91	Review and Test

Chapter 7: Native Americans

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51	104–7	96–99	93	<p>The First Americans</p> <p>Trace the series of events (the Flood, the tower of Babel, and the scattering of people around the world) that brought the first people to North America</p> <p>Identify the meaning of the term <i>Native Americans</i></p> <p>Affirm that Native Americans lived in North America before Europeans came</p> <p>Sequence events on a timeline</p>
52	108–9	100–101	95	<p>Native American Culture</p> <p>Locate on a map of North America areas where Native Americans lived</p> <p>Identify Native American groups as tribes</p> <p>Make cultural distinctions among Native American tribes</p> <p>Associate Native American culture with specific religious beliefs</p> <p>Evaluate Native American religious beliefs in light of biblical teaching</p>
53	110–11	102–3	97	<p>The Kiowa Tribe</p> <p>Associate the Kiowa tribe with the plains</p> <p>Explain the significance of the buffalo to the Kiowa culture</p> <p>Identify distinctive elements of Kiowa culture</p>
54	112–13	104–5	99	<p>The Hopi Tribe</p> <p>Associate the Hopi tribe with the desert of the Southwest</p> <p>Identify distinctive elements of Hopi culture</p> <p>Infer ways that the location of the Hopi affected their culture</p>
55	114–15	106–7	101–3	<p>The Tlingit Tribe</p> <p>Associate the Tlingit tribe with the Northwest Coast</p> <p>Identify distinctive elements of Tlingit culture</p> <p>Infer ways that the location of the Tlingit tribe affected their culture</p>
56	116–17	107		<p>Canoe Activity</p> <p>Make and decorate a Native American canoe</p>
57	118–19	108–9	105	<p>Native American Artifacts</p> <p>Distinguish artifacts from modern objects</p> <p>Infer the function of Native American artifacts</p> <p>Explain how artifacts help us understand history</p>
58	119		107	Review and Test

Chapter 8: Christopher Columbus

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59	120–23	110–13	109	Introduction Recall facts about Columbus's early life that influenced his decision to explore Explain why people wanted to explore and go to Asia Explain why the traditional routes to Asia made travel difficult
60	124–25	114–15	111	Maps Contrast the differences in the beliefs about the size of the earth that were popular in Columbus's day Explain the differences between maps used long ago and those used today
61	125			Mapmaking Participate in a map-making activity Explain how a map gives information
62	126–28	116–18	113	Planning the Voyage Identify the events that led to the funding of Columbus's plan to sail west
63	129–31	119–21	115	Columbus Discovers the New World Summarize the voyage taken by Columbus and his crew Affirm that God used the voyage to change the world Recognize the chronological indicators on a timeline Explain that Columbus's discovery of land happened in 1492
64	132–33	122–23	117	Ships Long Ago and Columbus Day Compare ships made long ago with modern ships Explain why Columbus Day is important
65	134			Columbus Play Recall facts about Columbus by participating in a play
66	135		119	Review and Test

Chapter 9: Jamestown

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67	136–39	124–27		Introduction Recognize why the Europeans came to the New World Locate the Old World and the New World on a map Contrast the appearance of the Native American and the English man
68	140–41	128–29	121–23	Why the English Came Explain why the English came to settle Jamestown Locate an ocean, a coast, a river, and a harbor on a map Locate Jamestown on a map
69	142–43	130–31	125	Meeting the Woodland People Affirm that Native Americans lived in America before the English came Identify Native Americans as Woodland tribes Dramatize the concern of the Woodland people about the arrival of the English Conclude that God wanted Jamestown to be a lasting English settlement
70	144–45	132–33	127–29	Building a Settlement Create a map of the school library Interpret a map key Infer the importance of God and the Bible at Jamestown from looking at a map of Jamestown Sequence a list of three events
71	146–49	134–37	131	Life at Jamestown Classify needs and wants Conclude that John Smith was a wise leader of Jamestown Differentiate trade items between the Native Americans and the colonists
72	150–51	138–39	133	The Woodland People Identify items made from natural resources List goods made from things found in the woods Assemble a wigwam
73	152–53	140–41	135	Pocahontas Differentiate between Woodland culture and English culture Dramatize the story of Pocahontas's interactions with the English
74	154–55	142–43	137	The Settlement Grows Differentiate between Woodland culture and English culture Describe the different family roles Explain the importance of women and families in the survival of Jamestown List good leadership qualities
75	156–57		139	Review and Test

Chapter 10: Plymouth

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76	158–61	144–47	141	Introduction Explain why the Pilgrims came to America Express in role-play the control that the king of England had over churches in England Compose a prayer of thanks to God for the Pilgrims who came to America
77	162–64	148–50	143–45	The <i>Mayflower</i> Read a diagram to identify parts of the <i>Mayflower</i> Describe what life was like for the Pilgrims while traveling on the <i>Mayflower</i>
78	165–67	151–53	147	The Voyage to the New World Identify ways God cared for the Pilgrims on the <i>Mayflower</i> Trace the route of the Pilgrims' voyage to the New World Explain why the Mayflower Compact was written Use cardinal directions
79	168–69	154–55	149	Plymouth Recognize that <i>Of Plymouth Plantation</i> was written by a Pilgrim Affirm that the Pilgrims prayed to God Sequence the events after the Pilgrims landed at Plymouth
80	170–71	156–57	151	The Pilgrims and the Woodland People Conclude from the Pilgrims' friendship with the Woodland people that God was caring for the Pilgrims Write a peace treaty
81	172–73	158–59	153	Squanto Follow directions to plant a simulated garden List proofs of God's providence in the life of Squanto
82	174–75	160–61	155	The First Thanksgiving Use the textbook to find answers Compare the Pilgrim culture with today's culture using a Venn diagram Explain why the Pilgrims held a Thanksgiving feast
83	176			First Thanksgiving Activity Dramatize the first Thanksgiving
84	177		157	Review and Test

Chapter 11: Today and Long Ago

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85	178–81	162–65	159	Introduction Contrast the past with the present Identify ways to learn about the past Identify a specific event in his life that occurred in the past Explain how God's command to fill and care for the earth leads to change
86	182–83	166–67	161	Timeline of Communication Explain how communication has changed over time Identify the order of inventions for communication on a timeline
87	184–85	168–69	163	Tools from the Past Identify tools used in the past Explain how tools help get work done
88	186		165	Changes in Children's Clothing over Time Explain how children's clothing has changed over time
89	187–88	170–71	167	The Future Identify the things that will remain the same in the future Affirm that God is in control and does not change
90	189		169	Family History Day Activity / Optional Review and Test Participate in "Family History Day"