

Course Description

Sixth Grade

AMERICAN GOVERNMENT

Philosophy Statement: History is "His" story. The study of the American Government, History and Geography is an interesting study of our countries foundations and the operation of government for the people and by the people. As Americans of the present, your students are being invited to view Americans of the past in a way that admires their determination, analyzes their choices and become inspired by God's hand in the development of this country and democracy. The students will actively participate in the study through projects, activities, debates, lecture notes and dramatizations. Sixth grade will also practice map skills and explore the geography of our global neighbors.

Course Objective: The students will explore the foundations of our country's government by reading, researching, discussing, and analyzing a variety of materials. In addition, students will develop map skills and knowledge of geography through projects, class activities and research of a selected country.

Materials/Resources:

- *We the People: The Citizen & the Constitution* (Center for Civic Education)
- Supplemental resources in unit notebooks
- TPT resources

Time Allotment:

- 50 minutes one day a week
- 1 hour and 20 minutes two days a week

Biblical Integration:

Understanding the relationship between authority, law, church, and government requires an understanding of God's role in establishing each institution and his purpose for each institution.

Romans 13:1-2 "1 Every person is to be in subjection to the governing authorities. For there is no authority except from God, and those which exist are established by God. 2 Therefore whoever resists authority has opposed the ordinance of God; and those who have opposed will receive condemnation upon themselves." God has established the and ordained the government to provide order and law. He reigns as the supreme authority over all governments.

Course Content:

Government: Weeks 1-9

Building a New Nation

- I can describe the characteristics of life in the British colonies in America during the 1770s
- I can explain what the Founders meant by natural right and what they considered to be the purposes of government
- I can explain the characteristics of republican government
- I can discuss the role of civic virtue and the concept of the common good
- I can distinguish between constitutional government and dictatorial governments
- I can explain basic ideas in the Declaration of Independence

Early Government in the United States Writing the U.S. Constitution

- I can describe the Articles of Confederation
- I can discuss achievements under the Articles
- I can explain the weaknesses of the Articles
- I can describe the concerns that led to the Philadelphia Convention
- I can identify the Framers

- I can describe some important delegates at the Philadelphia
- I can explain how the convention was organized
- I can describe the conflicts about slavery and representation
- I can explain how the Framers settled these conflicts at the convention

Government: Weeks 10-18

The Legislative Branch The Executive Branch The Judicial Branch

- I can explain the basic ideas in the Preamble to the Constitution
- I can define separation of powers and check and balances
- I can explain the reasons that make separation of powers/checks and balances beneficial
- I can describe the powers and responsibilities of the judicial, legislative, and executive branches of the US Government
- I can describe some ways in which the powers of each branch are limited
- I can define a federal system of government
- I can describe how powers are distributed in a federal system of government

The Bill of Rights & Other Amendments: The Three Branches of Government

- I can define what the Bill of Rights is
- I can explain why it was added to the Constitution
- I can explain how it applies to action of either the national or state government
- I can explain the meaning of the five key rights that are guaranteed by the US Constitution: rights to freedom of expression, freedom of religion, equal protection of the law, due process of laws and the right to vote
- I can explain the importance of these basic rights in a democratic society

Government Weeks 19-25

How a Bill Becomes a Law Responsibilities of the U.S. Citizen

- I can describe rights under the Bill of Rights
- I can describe responsibilities under the Bill of Rights
- Immigration and Citizenship Slide Presentation

Black History Weeks 26-27

- I can research key facts about Michelle Obama
- I can organize key points about Michelle Obama on a graphic organizer
- I can research a key black American
- I can detail key points about a key black American on a graphic organizer

Map Skills Weeks 28-29

- I can explain biomes
- I can define and practice latitude and longitude
- I can recognize inset maps
- I can locate hemispheres
- I can practice map scale
- I can define and replicate a compass rose
- I can utilize map terminology

Nation Notebook Weeks 30-36

- I can label a key country
- I can describe its religion
- I can describe local plant life of a specific country
- I can identify key natural resources of a specific country
- I can relate historical facts about a specific country
- I can define its geography including key landmarks/geographical details of a specific country
- I can describe its cultural features and holidays
- I can determine its language/dialects
- I can describe the food and dress
- I can detail the climate of a specific country
- I can identify the capital of a specific country
- I can identify the national anthem of a specific country

- I can describe the government of a specific country
- I can identify parks and locations of a specific country
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Geography: Weekly (Material - Seterra <https://online.seterra.com/>)

- United States - states and capitals
- Thirteen Colonies
- North America
- Central America
- Caribbean Countries
- US Major Cities
- Latitude and Longitude
- South America
- World Continents and Oceans
- World: 21 Major Cities
- Africa: North of the Equator
- Africa: South of the Equator
- Oceania: Countries
- Canadian Provinces and Territories

Areas to be Evaluated:

- Class participation/classwork
- Homework
- Tests
- Quizzes
- Projects

Curriculum Guide

SEVENTH GRADE

WORLD HISTORY

Philosophy: History is really "His story." From the Creation to the Fall, to the Flood, to the dispersion throughout the earth, to the selection of Abraham and his descendents from which Christ came into the world, God has orchestrated His plan with a singular purpose: "Look unto me, and ye saved, all the ends of the earth: for I am God and there is none else" (Isaiah 45:22). Mankind is fulfilling the creative mandates of establishing dominion and inhabiting the earth and reflects the characteristics of God as he seeks to gain knowledge and live within a social system.

Course Objective: The students will explore and experience the culture, location, and history of the ancient world using reading, research, discussion and projects

Resources/Materials:

- *History of the World in the Christian Perspective* (A Beka) - Fifth Edition
- Supplemental materials in unit/chapter notebooks

Time Allotment:

- 45 minutes per day
- 1 hour and 20 minutes on block schedule days

Biblical Integration:

World history is a testimony to the great tradition. The church throughout history has preserved and shared the core of the faith. It has had low moments, moments of revival, and reform. However, it stands as a cloud of witnesses for the church today.

Hebrews 12:1 "Therefore, since we have so great a cloud of witnesses surrounding us, let us also lay aside every encumbrance and the sin which so easily entangles us, and let us run with endurance the race that is set before us,"

Course Content and Objectives

Weeks 1-9

Unit 1 Beginning of World History: Ancient Middle East

Chapter 1 The Beginning

- I can analyze the events during Creation
- I can describe the Fall of Man and his need for redemption
- I can compare and contrast Creation and Evolution
- I can identify details of the Flood and the new beginning for man after the Tower of Babel

Chapter 2 From Sumer to Canaan

- I can describe the contributions and lifestyle of the Sumerian
- I can explain the call and promise to Abraham
- I can specify Hammurabi's leadership and code of law
- I can differentiate the contribution of the Patriarchs of Canaan

Chapter 3 Down to Egypt

- I can describe the contributions of Herodotus, Moses, and Joseph to ancient Egypt
- I can explain archaeology and the preservation of Egyptian relics
- I can discuss the gifts of the Nile River
- I can detail the spiritual confusion of ancient Egypt
- I can differentiate the early leaders/pharaohs of Egypt
- I can discuss God's plagues on Egypt and the redemption of the Hebrew children

Chapter 4 Israel in Its Land

- I can describe the Ten Commandments and the wandering of the Israelites
- I can explain how Israel became a nation with the first three kings
- I can contrast the Hittites and the Phoenecians

Weeks 10-18

Unit 2 New Empires and cultures: Middle East, Greece, and Rome

Chapter 5 According to His Will

- I can differentiate the origins, governments, purpose, and fall of Assyria, Babylon, and Persia

Chapter 6 Greece - A Drama in Two Acts

- I can describe the origin of Greece and the influence of Homer's mythology
- I can explain the rise of early Greek cities
- I can detail the Greco-Persian and Peloponnesian Wars
- I can contrast the different types of Greek government
- I can contrast Sparta and Athens
- I can describe early Greek philosophers and their beliefs
- I can explain the Hellenic and Hellenistic influence on history

Chapter 7 Rome before Christ

- I can explain the origin of Rome
- I can describe the Roman Republic
- I can detail the conquest for Rome including the Punic Wars
- I can discuss the causes for the fall of Rome
- I can analyze the Rise and Fall of Julius Caesar
- I can describe the leaders of the the Roman Empire and the preparation for Jesus Christ

Chapter 8 Rome after Christ

- I can explain the conflict between Rome and Christianity
- I can differentiate the emperor of Rome
- I can describe the distortion of Christianity and the corruption of government/religion

Chapter 9 The Early Church

- I can describe the writing and authors of the Old and New Testament
- I can explain the foundation of the Roman Catholic Church
- I can analyze the beliefs of the Roman Catholic Church
- I can describe the powers and beliefs of the pope

Chapter 10 Islam

- I can describe the foundation and founder of Islam
- I can explain the powers and influence of Islam
- I can explain the principles of the Koran
- I can analyze the distortion of the Koran from the Bible
- I can detail the Crusades

Chapter 11 Feudalism

- I can differentiate the Frankish rulers of the era
- I can describe the fall from Empire to Feudalism
- I can detail feudalistic society
- I can define chivalry and how to become a knight
- I can explain the parts and purpose of a castle

Chapter 12 Age of Darkness

- I can explain the cause for spiritual darkness during the Dark Age
- I can detail the struggle for power
- I can differentiate religions and their key leaders
- I can describe the distortion of the Roman Church
- I can explain the decline in learning
- I can trace the rise of the Holy Roman Empire
- I can describe the turmoil in Europe
- I can explain the issue with combine government and religion

- I can describe the key people, art, and literature of the Renaissance

Chapter 13 The Protestant Reformation

- I can differentiate the forerunners of the Reformation
- I can explain the Catholic Inquisition
- I can describe the importance of the Johann Gutenberg's invention of the movable-type printing press
- I can detail the life and contributions of Martin Luther

Chapter 14 Post-Reformation Europe

- I can describe the Peasants' Revolt
- I can explain the problems of the state churches
- I can define the Counter-Reformation
- I can describe the Thirty Years' War
- I can explain the lifestyle of seventeenth century Europe

Chapter 15 The English nation

- I can detail ancient England
- I can describe the contributions of Alfred the Great
- I can define the Norman Conquest
- I can explain the importance of the Magna Carta
- I can describe English Parliament
- I can define the Hundred Years' War and the War of the Roses
- I can explain the rule of key English monarchs - Henry VIII, Mary, Elizabeth I
- I can detail the English Civil War
- I can describe the return of the monarchy

Chapter 16 Age of Exploration

- I can describe the origin, culture, and contributions of India
- I can describe the origin, culture, and contributions of China
- I can describe the origin, culture, and contributions of Japan
- I can describe the origin, culture, and contributions of Korea
- I can describe the origin, culture, and contributions of Indonesia

Chapter 17 The United States

- I can trace the journey of the pilgrims to the New World
- I can describe the key leaders and influence of the 1st and 2nd Great Awakening
- I can detail the events, leaders, and results of the War for Independence
- I can summarize the US Constitution
- I can define the expansion and progress of America
- I can explain the rise of America as a World Power
- I can discuss the influence of American missions

Chapter 18 The Rise of Modern Europe

- I can describe France during the Protestant Reformation
- I can describe the reign of Louis XIV
- I can trace the events of the French Revolution
- I can explain the Reign of Terror in France
- I can describe the contributions of Napoleon Bonaparte
- I can detail the July Revolution

Chapter 19 The British Empire: Asia, Africa, Australia

- I can describe the reign and contributions of Queen Victoria
- I can detail what moved England into the British Empire
- I can trace the move of missions in Asia
- I can detail Africa in the Modern Age
- I can describe the acquisition of Australia, New Zealand, and Canada

Chapter 20 Science and Industry in the Modern Age

- I can differentiate the founders of Modern Science
- I can contrast Darwin's Evolution with Biblical Creation
- I can describe advancement in agriculture

- I can detail the Industrial Revolution
- I can differentiate key inventors and inventions
- I can explain the benefits of capitalism

Chapter 21 The New World of Classics

- I can evaluate classic literature
- I can recognize classic art
- I can differentiate music eras

Chapter 22 World War I and the Rise of Communism

- I can explain the cause and results of World War I
- I can detail the events and leaders of World War I
- I can compare contrast Karl Marx, Vladimir Lenin, Joseph Stalin
- I can describe the establishment of the Soviet Union

Chapter 23 Before and During World War II

- I can detail the Roaring 20s
- I can describe the Great Depression
- I can detail Fascist Italy under Benito Mussolini
- I can detail Nazi Germany under Adolf Hitler
- I can detail Militaristic Japan under Hirohito/Tojo
- I can describe the cause and results of World War II
- I can differentiate the key events and leaders of World War II

Chapter 24 The Cold War Era

- I can trace the founding of the United Nations
- I can detail the events and key leaders of the Cold War
- I can describe Communist China
- I can detail the events and key leaders of the Korean War
- I can describe Communist Cuba
- I can explain the Race to Space
- I can detail the events and key leaders of the Vietnam Conflict
- I can describe the contributions of the Reagan administration
- I can detail the fall of the Soviet Union

Geography: Cycles Weekly (Material - Seterra <https://online.seterra.com/>)

- United States - states and capitals
- Thirteen Colonies
- North America
- Central America
- Caribbean Countries
- US Major Cities
- Latitude and Longitude
- South America
- World Continents and Oceans
- World: 21 Major Cities
- Africa: North of the Equator
- Africa: South of the Equator
- Canada Provinces
- Oceania: Countries

Areas to Be Evaluated:

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| ● Class Participation | ● Videos |
| ● Homework | ● Dramatizations |
| ● Quizzes | ● Simulations |
| ● Tests | |
| ● Individual Projects (ie: ABC Book of Rome) | |

- Graphic organizers for notes

Curriculum Guide

EIGHTH GRADE

AMERICAN HISTORY

Philosophy: History is really "His story." From the Creation to the Fall, to the Flood, to the dispersion throughout the earth, to the selection of Abraham and his descendents from which Christ came into the world, God has orchestrated His plan with a singular purpose: "Look unto me, and ye saved, all the ends of the earth: for I am God and there is none else" (Isaiah 45:22). Mankind is fulfilling the creative mandates of establishing dominion and inhabiting the earth and reflects the characteristics of God as he seeks to gain knowledge and live within a social system.

Course Objective: The students will explore and experience the foundations of our great nation's history and events of today by reading, researching, discussing and analyzing.

Resources/Materials:

- *America: Land that I Love* (A Beka Book)
- Supplemental materials available in unit/chapter notebooks

Time Allotment:

- 45 minutes per day
- 1 hour and 20 minutes on block schedule days

Biblical Integration:

The Declaration of Independence declares that, "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness." It is the Christian belief in the *Imago Dei* from Genesis 1:27 that best supports the concept of unalienable rights. Secular worldviews are unable to support the intrinsic value of human beings upon which democracy is built.

Course Content and Objective:

Weeks 1-9

UNIT 1 Exploration and Settlement in a New Land

Chapter 1: A New World to Explore

- I can explain God's timing of founding America
- I can correlate the Crusades with rise of middle class and interest in trade route
- I can describe the Renaissance/Reformation role in New World settlement
- I can describe early native Americans
- I can recall early exploration of North and South America

Chapter 2: The First English Colonies/ Chapter 3: Founding of the New Colonies

- I can detail the settlement, success, failures for Roanoke, Jamestown, and Plymouth
- I can analyze the significance of the Mayflower Compact
- I can detail differences between each of the New England, Middle, and Southern colonies

Chapter 4: Life in Colonial America

- I can categorize types of churches in the colonies
- I can recall colonial missionary effort
- I can discuss variety of people who migrated to America
- I can detail life on the frontier
- I can emphasize the significance of education in the colonies

Chapter 5: Preparations for Independence

- I can explain need for revival in the colonies and the key leaders of the Great Awakening
- I can detail the strain between France and England in America
- I can analyze the leadership of George Washington at the time of the French and Indian War
- I can explain the significance of the French and Indian War
- I can compare and contrast the differences between the Englishmen and the colonists
- I can identify and detail the growing conflict between England and the colonies

Weeks 10-18

UNIT 2 Birth of the United States

Chapter 6: Home of the Brave

- I can summarize the Continental Congress
- I can detail the purpose of the Declaration of Independence and England's reaction to it
- I can define why the colonists chose to fight in the War for Independence
- I can summarize the Second Continental Congress
- I can detail the Revolutionary War battles and leaders
- I can discuss the significance of the Revolutionary War

Chapter 7: Land of the Free

- I can compare and Contrast the Articles of Confederation and the US Constitution
- I can recall the first President
- I can discuss early political parties
- I can summarize the presidencies of George Washington, Adams, Jefferson
- Document Focus: The Constitution of the United States
 - I can analyze the Preamble and the Bill of Rights
 - I can explain the balance of governmental powers
 - I can define the checks and balances of government

UNIT 3 Building an American Dream

Chapter 8: From the Appalachians to the Rockies

- I can recall Daniel Boone's influence on westward expansion
- I can define the laws of the Northwest Ordinance
- I can summarize the acquisition and exploration of the Louisiana Purchase
- I can describe the causes and results of the War of 1812
- I can identify the key battles and leaders of the War of 1812
- I can explain the significance of the Missouri Compromise and Monroe Doctrine

Chapter 9: The Jacksonian Era

- I can detail the Jacksonian Era
- I can explain the events surrounding the conflict of states' rights and national unity
- I can detail the presidencies of Van Buren, Harrison, and Tyler

Chapter 10: Innovations and Inventions

- I can describe the advancements in transportation, industry, communication, and medicine

Chapter 11: The Second Great Awakening

- I can describe the events, people, and results of Great Awakening
- I can describe the women involved in reform
- I can detail the evangelizing of Indians and African-Americans
- I can discuss the rise of foreign missions
- I can identify the basic errors of false religion
- I can identify those who influenced education

Weeks 19-27

UNIT 3 (continued)

Chapter 12 Education and Culture

- I can detail the importance of education

- I can identify individuals who were influential in early American education
- I can discuss the beginning of public schools
- I can recall individuals who influenced higher education
- I can identify poets, short story writers, novelists, artists, musicians of the 1800s
- I can compare and contrast life on a farm, town, and city

Chapter 13 the Promise of the West

- I can explain the founding of the Texas colony
- I can summarize the events that led to the conflict between Texas and Mexico
- I can detail the cause and results of the Battle of the Alamo
- I can detail the key leaders at the Battle of the Alamo and the Battle of San Jacinto
- I can identify key leaders in the western expansion
- I can identify individuals influential in settling Oregon
- I can identify key leaders in settling Oregon
- I can describe the path of the Oregon Trail
- I can summarize the events that led the US to westward expansion
- I can determine the significance of the Oregon Treaty
- I can discuss the events and results of the Mexican War
- I can recognize further westward expansion
- I can relate the events that led to the establishment of the Republic of California
- I can correlate the discovery of gold with the settling of California
- I can understand the significance of the Gadsden Purchase

UNIT 4 Times of Testing and Triumph

Chapter 13 The Civil War and Reconstruction

- I can summarize the events leading to the Compromise of 1850
- I can discuss the significance of the Compromise of 1850
- I can relate events of the 1850s to the issues of slavery
- I can compare and contrast the views of Stephen Douglas and Abraham Lincoln
- I can distinguish the leaders of the North and south
- I can determine the reason for fighting the Civil War
- I can differentiate battles and leaders of the Civil War
- I can identify border, slave, and free states during the Civil War
- I can compare and contrast the Union and Confederacy (North and South)
- I can explain the significance of the Emancipation Proclamation
- I can detail the surrender of the Lee to Grant at Appomattox Courthouse
- I can analyze Lincoln's plan for reconstruction
- I can determine the significance of Lincoln
- I can contrast events that helped or hurt the Reconstruction of the South
- I can correlate the Compromise of 1877 to the end of the Reconstruction Era
- I can recognize the schools and people who influenced the New South and freedmen

Chapter 14 The Age of Industry

- I can explain the timeframe of the Age of Industry
- I can identify the inventions of Edison, Carver, and Bell
- I can discuss the significance of the Transcontinental Railroad
- I can recognize other inventors of the Age of Industry
- I can relate events to the rise of skyscrapers
- I can analyze the influence of medical advancements
- I can recognize the influence on Carnegie and Rockefeller
- I can recognize the advancements of the free enterprise system

Chapter 15 Growth in America

- I can discuss the growth of the US population
- I can explain the reasons for the settlement of the Great Plains
- I can understand the problems of inflation
- I can identify governmental attempts to regulate business

- I can analyze benefits and consequences of unions
- I can detail the rise of the Populist Party
- I can classify the events of each presidency during the Gilded Age
- I can identify leaders of evangelism in the cities and the frontier
- I can label art, literature, and music of the Gilded Age

Chapter 17 Growing in Greatness

- I can interpret the Monroe Doctrine
- I can discuss the Venezuelan Boundary Dispute
- I can relate causes and effects of the Spanish-American War
- I can recall the assassination of President McKinley
- I can correlate the popularization of the Progressive Movement with Theodore Roosevelt
- I can analyze Roosevelt's views on business and labor
- I can recognize the contributions of President Roosevelt
- I can detail the building of the Panama Canal
- I can summarize Wilson's foreign policy
- I can classify the false philosophies of the 19th century
- I can correlate failing spirituality in Europe to the rise of socialism and Communism
- I can relate the political turmoil in Europe to the beginning of the Great War
- I can describe the events leading to the US entering World War I
- I can recall the influence of the US in World War I
- I can explain the effect of the Russian Revolution
- I can identify the important battles of World War I

Weeks 28-36

Unit 5 Times of Challenge and Promise

Chapter 18 Into the Twentieth Century

- I can summarize Wilson's Fourteen Points
- I can analyze the results of German surrender and Conference of Versailles
- I can discuss Congress's rejection of the League of Nations
- I can describe the threat of Communism in the United States
- I can recognize the advancement of industry during the Roaring 20s
- I can conclude the influence of the automobile on the average citizen
- I can distinguish the traditional writers from the Lost Generation in American literature
- I can name Lindberg as the first man to make a transatlantic flight
- I can discuss the increase of social unrest
- I can contrast the followers of modernism
- I can identify the 18th and 19th Amendments
- I can analyze the Scopes trial

Chapter 19 Rise of Big Government

- I can analyze the cause and effect of the Great Depression
- I can compare and contrast Hoover's plan with the idea of governmental assistance
- I can discuss domestic policies under Roosevelt regarding the Great Depression
- I can identify the major events during the 1930s
- I can recognize problems with the New Deal

Chapter 20 World at War

- I can identify the leader of World War II
- I can summarize the influence of the US on the world during World War II
- I can relate the effects of World War II
- I can compare and contrast Communism and Americanism
- I can analyze the events of the Cold War
- I can discuss the founding of the United Nations and NATO
- I can summarize Truman's domestic policies
- I can analyze the Korean War and its results

Chapter 21 Time for Freedom and Responsibility

- I can describe spiritual and moral strength in the US
- I can relate American prosperity to a thriving economy
- I can summarize the contributions of Eisenhower
- I can analyze the McCarthy situation
- I can identify the contributions of Kennedy's administration and his assassination
- I can correlate the events in Cuba and Germany to the spreading of Communism
- I can distinguish the differences between conservatives and liberals
- I can discuss the beginning of the civil rights movement
- I can conclude that the increase of governmental programs led to false prosperity
- I can correlate spiritual decline with removal of godly values from education
- I can recognize the results of the Great Society
- I can identify the events and people of the Civil Rights Movement

Chapter 22 Troubled times for America

- I can analyze the events, people and result of the Vietnam Conflict
- I can recall the events surrounding Nixon's election
- I can discuss the environmental movement
- I can identify the accomplishment of the NASA program
- I can summarize the foreign affairs of Nixon and his resignation due to the Watergate Affair
- I can recall presidencies of Ford and Carter
- I can discuss the rise of franchises and chain stores
- I can identify the philosophy of Solzhenitsyn
- I can recognize the influence of the Peace Treaty between Israel and Egypt
- I can correlate declining morality with humanism and rebellion

Chapter 23 Which way, America?

- I can recognize a desire to return to morality with Reagan
- I can identify the domestic/foreign affairs under Reagan
- I can detail Reaganomics
- I can relate the significance of the The Reagan Doctrine on Communism
- I can describe the fall of the Soviet Union
- I can recognize the rise of technology during the Information Age
- I can summarize the administration of George H W Bush
- I can detail the events surrounding the Persian Gulf War
- I can summarize Clinton's administration
- I can describe the rise of terrorism in the US
- I can analyze the moral decline in the US

Chapter 24 In Defense of Freedom

- I can analyze the purpose of the War on Terrorism
- I can recognize the concern of nuclear programs
- I can summarize the administration of George W Bush
- I can summarize the administration of Barack Obama
- I can recall Hurricanes Sandy and Katrina
- I can relate the US being a land of opportunity
- I can recognize that the US must be righteous to be blessed

Geography (Material - Seterra <https://online.seterra.com/>)

- United States - states and capitals
- Thirteen Colonies
- North America
- Central America
- Caribbean Countries
- US Major Cities
- Latitude and Longitude
- South America

- World Continents and Oceans
- World: 21 Major Cities
- Africa: North of the Equator
- Africa: South of the Equator
- Canada Provinces
- Oceania: Countries

Areas to Be Evaluated:

- Class Participation
- Homework
- Quizzes
- Tests
- Individual Projects (ie: Coming to America Journal)

Additional Activities:

- Field Trip
- Videos
- Timelines
- Dramatizations
- Graphic Organizers
- Various note taking activities