



# Grace Lutheran School

## Social Studies and History Curriculum

### Rationale based on Scripture

God is the Creator of all things, including social studies and history. Our school is committed to providing students with a quality education in social studies and history so they can function effectively as Christians in their church, community, and country. A quality education in social studies and history will help students succeed in high school, in the work place, and help them witness to friends, neighbors, and co-workers about our Savior.

### Exit goals for graduation

Students will demonstrate proficiency, understanding, and/or commitment to the following set of exit goals upon graduation. The level of proficiency of these exit goals will be dependent upon the individual gifts and effort of the student and at what grade the student started attending Grace.

- Demonstrate a positive attitude toward social studies and history
- Observance of God's hand throughout history
- Basic understanding of different cultures in the world
- Knowledge of our country's history from discover through World War II
- Knowledge of Arizona state history
- Basic understanding of our government and how it operates
- Knowledge of geographical terms
- Able to identify US states and capitals and countries and capitals around the world

### Grade specific themes

At the end of each school year, students will demonstrate proficiency, understanding, and/or commitment to the following set of grade specific measureable objectives in these classifications: knowledge, skills, and attitudes.

#### Performance Objectives- Kindergarten

<b>History</b>
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By the end of **kindergarten**, students are expected to:

- Understand that history is **God's story**.
- Explain the reasons for national patriotic holidays such as Presidents' Day and Independence Day and identify customs associated with national patriotic holidays.
- Identify the contributions of historical figures such as Stephen F. Austin and George Washington who helped to shape our state and nation.
- Identify ordinary people who have shaped the community.

- Place events in chronological order and use vocabulary related to time and chronology including before, after, next, first, and last.

## Geography

By the end of **kindergarten**, students are expected to:

- Understand that God is the ultimate Creator.
- Understand the concept of location by using terms such as over, under, near, far, left, and right to describe relative location.
- Locate places on the school campus and describe their relative locations.
- Identify the physical characteristics of places such as landforms, bodies of water, natural resources, and weather.
- Identify the human characteristics of places such as types of houses and ways of earning a living.

## Economics

By the end of **kindergarten**, students are expected to:

- Identify basic human needs and explain how basic human needs of food, clothing, and shelter can be met, and understand that God provides us with all we need.
- Identify jobs in the home, school, and community and explain why people have jobs.

## Government

By the end of **kindergarten**, students are expected to:

- Understand that the 10 Commandments are God's laws for us.
- Identify purposes for having rules.
- Identify rules that provide order, security, and safety in the home and school.
- Identify authority figures in the home, school, and community.
- Explain how authority figures make and enforce rules.

## Citizenship

By the end of **kindergarten**, students are expected to:

- Understand that while we are citizens on earth, we also are preparing for our citizenship in heaven.
- Identify the flags of the United States and Arizona.

- Recite the Pledge of Allegiance.
- Explain the use of voting as a method for group decision making.

## Culture

By the end of **kindergarten**, students are expected to:

- Understand that God created all people as equal, but he also created us with many differences.
- Identify personal attributes common to all people such as physical characteristics.
- Identify differences among people.
- Identify family customs and traditions and explain their importance.
- Compare family customs and traditions.
- Describe customs of the local community.

## Performance Objectives- First Grade

## History

By the end of **grade 1**, students are expected to:

- Understand that history is God's story.
- Be able to understand how historical figures helped to shape our community, state, and nation.
- Understand the origins of customs, holidays, celebrations and be able to compare them.
- Understand the concepts of time and chronology, such as past, present, and future, yesterday, today, and tomorrow and calendar and timeline.

## Geography

By the end of **grade 1**, students are expected to:

- Understand that God is the ultimate Creator.
- Understand the relative location of places and objects using the four cardinal directions.
- Be able to understand the purpose of maps and globes by creating simple maps to identify places in the classroom, school, community, and beyond.
- Understand various physical and human characteristics of the environment such as landforms, bodies of water, natural resources, and weather in the community, state, and nation.

## Economics

By the end of **grade 1**, students are expected to:

- Understand that God provides for all of our needs.
- Understand the concepts of goods and services identify them, and be able to show ways that people exchange goods and services.
- Be able to identify examples of people wanting more than they can have and knowing that they have to make choices when buying goods and service.
- Understand the value of work and know the characteristics of a job well done.

## Government

By the end of **grade 1**, students are expected to:

- Understand that the Ten Commandments are God's laws for us.
- Understand the purpose and need for rules and laws.
- Be able to give examples of rules or laws that establish order, provide security, and manage conflict at home, school, and the community.
- Identify leaders in the community, state, and nation.
- Be able to describe the rolls of public officials including mayor, governor, and president.

## Citizenship

By the end of **grade 1**, students are expected to:

- Understand that while we are citizens on earth, we are also preparing for our citizenship in heaven.
- Understand and identify characteristics of good citizenship exemplified by historical figures and ordinary people, such as belief in justice, truth, equality, and responsibility of the common good.
- Understand important customs, symbols, and celebrations that represent American beliefs and principals and contribute to our nation identity such as, the Pledge of Allegiance, the U.S. and Arizona flags, and the Liberty Bell.
- To know that the use of voting is a way of making choices and decisions.
- To know who certain customs, symbols, and celebrations are a reflection of our American love for individualism, inventiveness, and freedom.

## Culture

By the end of **grade 1**, students are expected to:

- Understand that God created all people as equals who have many differences.
- Understand and describe ways in which families meet basic human needs.
- Understand and explain the importance of family, beliefs, customs, language, and traditions.

## Performance Objectives- Second Grade

### History

By the end of **grade 2**, students are expected to:

- See God's hand in the course of history.
- Understand the historical significance of landmarks and historical celebrations in the community, state, and nation.
- Use vocabulary related to chronology, including past, present, and future.
- Describe and measure calendar time by days, weeks, months, and years.
- Understand how various sources provide information about the past.
- Understand how historical figures and ordinary people helped to shape our community, state, and nation.

### Geography

By the end of **grade 2**, students are expected to:

- Enjoy and appreciate God's intricate creation.
- Use simple geographic tools such as maps, globes and be able to determine directions on a map.
- Understand the locations and characteristics of places and regions including major landforms and bodies of water, continents and oceans.
- Understand how physical characteristics of places and regions affect people's activities and settlement patterns.
- Understand how humans use and modify the physical environment.

### Economics

By the end of **grade 2**, students are expected to:

- Trust God in all economic times, both recessions and times of plenty.
- Understand the importance of work; explain how work provides income to purchase goods and services.
- Identify the roles of producers and consumers in the production of goods and services.

### Government

By the end of **grade 2**, students are expected to:

- Remember that all authority in heaven and earth is God's but that he has placed government figures over us and we should respect them.

- Understand the purpose of governments and its functions.
- Understand the role of public officials.

### **Citizenship**

By the end of **grade 2**, students are expected to:

- Understand that while we are citizens on earth, we are also preparing for our citizenship in heaven.
- Understand characteristics of good citizenship as exemplified by historic figures and ordinary people.
- Understand important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity.

### **Culture**

By the end of **grade 2**, students are expected to:

- Comprehend and appreciate the wonderful differences in culture and ethnicity that God has created in the world.
- Identify selected stories, poems, statues, paintings, and other examples of the local cultural heritage.

## **Performance Objectives- Third Grade**

### **History**

By the end of **grade 3**, students are expected to:

- Describe how individuals, events, and ideas have changed God's creation over time.
- Identify reasons people have formed communities.
- Compare ways in which people in the local community and communities around the world meet their needs for government, education, communication, transportation, and recreation, over time and in the present.
- Use vocabulary related to chronology, including ancient and modern times and past, present, and future times.
- Create and interpret timelines.
- Describe historical times in terms of years, decades, and centuries.

### **Geography**

By the end of **grade 3**, students are expected to:

- Identify the difference between God’s created variations in the physical environment and changes that have occurred over time.
- Describe and explain variations in the physical environment including climate, landforms, natural resources, and natural hazards.
- Compare how people in different communities adapt to or modify the physical environment.
- Use cardinal and intermediate directions to locate places such as the Amazon River, Himalayan Mountains, and Washington D.C. on maps and globes.
- Use a scale to determine the distance between places on maps and globes.
- Identify and use the compass rose, grid, and symbols to locate places on maps and globes.
- Draw maps of places and regions that contain map elements including a title, compass rose, legend, scale, and grid system.

### **Economics**

By the end of **Grade 3**, students are expected to:

- Analyze a simple budget that allocates money for offerings to God, saving, and spending.
- Identify ways of earning, spending, and saving money.
- Explain the impact of scarcity on the production, distribution, and consumption of goods and services.
- Explain the concept of a free market.
- Give examples of how a simple business operates.
- Explain how supply and demand affect the price of a good or service.
- Explain how the cost of production and selling price affect profits.
- Identify historic figures such as Henry Ford who have started new businesses.

### **Government**

By the end of **grade 3**, students are expected to:

- Identify local government officials, explain how they are chosen, and understand the responsibility God has given us regarding this process.
- Describe the basic structure of government in the local community.
- Identify services commonly provided by local governments.
- Explain how local government services are financed

### **Citizenship**

By the end of **grade 3**, students are expected to:

- Identify characteristics of good citizenship as a belief in justice, truth, equality, and keeping God’s commands.

- Identify historic figures such as Jane Addams, Helen Keller, Harriet Tubman, and biblical examples who have exemplified good citizenship.
- Identify and explain the importance of acts of civic responsibility, including obeying laws and voting.
- Give examples of community changes that result from individual or group decisions.
- Identify examples of actions individuals and groups can take to improve the community.

## Culture

By the end of **grade 3**, students are expected to:

- Understand that God created all people equal.
- Compare ethnic and/or cultural celebrations in Arizona, the United States, and other nations.
- Identify the heroic deeds of state and national heroes such as Daniel Boone and Davy Crockett.
- Retell the heroic deeds of characters from American folktales and legends such as Pecos Bill and Paul Bunyan.
- Identify selected individual writers and artists and their stories, poems, statues, paintings, and other examples of cultural heritage from communities around the world.
- Explain the significance of selected individual writers and artists and their stories, poems, statues, paintings, and other examples of cultural heritage to communities around the world.

## Performance Objectives- 4<sup>th</sup> Grade

## History

By the end of **grade 4**, students are expected to:

- Believe that history is His story.
- Understand similarities and differences between Native Americans.
- Compare ways of life of Native Americans before and after European exploration.
- Understand reasons for European exploration and settlement.
- Identify accomplishments of significant explorers: Cabeza de Vaca, Christopher Columbus, Francisco Coronado, Rene Robert Cavelier, and Sieur de la Salle
- Explain purpose and functions of Spanish missions.
- Summarize events of Mexico's independence of Spain.
- Identify accomplishments of leaders.
- Describe impact of Civil War and Reconstruction.
- Identify impact of urbanization.
- Identify accomplishments of notable individuals.

## Geography

By the end of **grade 4**, students are expected to:

- See God's beauty, power, and creativity in nature.
- Uses geographic tools to collect and analyze data.
- Describe a variety of regions, including the following: political, population, landform, and climate.
- Explain patterns of settlements at different time periods.
- Understand the consequences of human modification of the environment in Arizona, past and present.

### **Economics**

By the end of **grade 4**, students are expected to:

- Understand how and why economics are an important stewardship aspect in the lives of Christians.
- Understand economic patterns for Native Americans and European explorers.
- Understand reasons for exploration and settlements.
- Understand characteristics and benefits of free enterprise system.
- How people in different regions earn their living.
- Explain how Arizona is interdependent with other states and countries.

### **Government**

By the end of **grade 4**, students are expected to:

- Identify the purposes and roles of government and government positions in God's plan for His people.
- Compare how selected Native-American groups governed themselves.
- Identify characteristics of Spanish and Mexican colonial governments and their influence on inhabitants of Arizona.
- Understand important ideas in historic documents of Arizona.
- Explain three different branches of government: legislative, executive, and judicial.

### **Citizenship**

By the end of **grade 4**, students are expected to:

- Understand their responsibilities as citizens of God's Kingdom and apply it to their lives on Earth.
- Understand important customs, symbols, and celebrations of Arizona including.
- Explain how individuals can participate voluntarily in civic affairs at state and local levels.
- Explain the role of the individual in state and local elections.

- Understand how to contact elected and appointed leaders in state and local governments.
- Understand the importance of voluntary individual participation in the democratic process.
- Identify importance of historical individuals.

## Culture

By the end of **grade 4**, students are expected to:

- Understand that cultures and customs are blessings from God.
- Explain the various aspects of what culture involves.
- Identify the contributions, customs, celebrations, and traditions of various culture groups.

## Performance Objectives- Fifth Grade

## History

By the end of **grade 5**, students are expected to:

- See God's hand involved in the course and direction of history.
- Identify the contributions of different Native American tribes.
- Identify the contributions of significant colonial leaders.
- Analyze the causes for European exploration.
- Analyze the causes and effects of events leading to the American Revolution
- Identify the major battles and events of the American Revolution.
- Summarize the events at the Constitutional Convention which led to the formation of the U.S. Constitution.
- Connect the Industrial Revolution with the United States and describe the major changes within the United States as a result.
- Identify reasons why people moved west.
- Describe the causes and effects of the Civil War.
- Analyze the different attitudes regarding reconstruction after the Civil War.
- Identify the major contributions of Native American and immigrant groups to the different regions of the United States.
- Analyze the U.S. neutrality and involvement in World War I.
- Describe the causes of the Great Depression.
- Describe the actions that were taken to bring the U.S. out of the financial depression.
- Analyze the U.S. neutrality and involvement in World War II.

## Geography

By the end of **grade 5**, students are expected to:

- See the beauty and diversity of God’s created world.
- Locate the 50 states and capitals.
- Describe the types of settlements and patterns of land use in the colonization of the United States.
- Construct maps with basic geographic tools.
- Interpret maps to gain information.
- Describe ways that people have modified their environment in the United States and study the consequences of those actions.

### **Economics**

By the end of **grade 5**, students are expected to:

- See the providence of God as He daily supplies the world with its needs.
- Explain what led to the colonization and settlement of different European nations.
- Understand the economics that led to the American Revolution.
- Identify the major industries of colonial America.
- Describe the free enterprise system in colonial America and the United States.
- Examine how different people earned a living in the United States.
- Analyze the effects of immigration on different regions and industry of the United States.
- Analyze how developments in transportation have influenced economy in the United States.

### **Government**

By the end of **grade 5**, students are expected to:

- See God’s authority and dominion over the world and all established governments.
- Identify the contributions of the men who created our government and see the formation of the three branches of the U.S. government.
- Understand the system of checks and balances among the three branches of the U.S. government.
- Explain the purpose and importance of the Declaration of Independence
- Explain the purpose of the U.S. Constitution.
- Summarize the reasons for the creation of the Bill of Rights.

### **Citizenship**

By the end of **grade 5**, students are expected to:

- Display God's love in their daily lives of service to their church, community, city, state, and country.
- Recite the Pledge of Allegiance.
- Know the significance of national celebrations like Memorial Day, Labor Day, Columbus Day, and Presidents' Day.
- Explain the role of the individual in elections.
- Explain how to contact elected leaders in government.
- Identify leaders in the national government, including the President, members of Congress, and political parties.
- Describe individual rights granted by the Bill of Rights, such as freedom of religion, speech, press, and the right to assemble.

## Culture

By the end of **grade 5**, students are expected to:

- See the variation of God's people on Earth.
- Identify significant examples of art, music, and literature from various periods in U.S. history.
- Explain the time-period significance of those examples.
- Describe customs, celebrations, and traditions of selected ethnic groups.

## Performance Objectives- 6<sup>th</sup> Grade

## History

By the end of **grade 6**, students are expected to:

- Understand the history is really His story.
- Analyze the historical background of selected contemporary societies to evaluate relationships between past conflicts and current conditions.
- Explain the significance of individuals or groups from selected societies, past and present.
- Describe the influence of individual and group achievement on selected historical and contemporary societies.
- Learn about the ancient civilizations of the Fertile Crescent (3200-500B.C.), including Sumer, Babylon, Assyria, Phoenicia, and Israel.
- Learn about the ancient civilizations of the Nile River (2700-500B.C.), including Egypt and Nubia.
- Learn about the ancient civilizations of the Indus and Ganges River Valleys (2500-500B.C.).
- Learn about the ancient civilizations of China's River Valleys (1750B.C.-220A.D.).
- Learn about ancient Greece (1750B.C.-431B.C.).
- Learn about Ancient Rome (500B.C.-500A.D.).
- Learn about the Byzantine and Muslim civilizations (330-1629).
- Learn about Europe in the Middle Ages (500-1300).
- Understand the significance of the Renaissance and Reformation (1300-1650).

- Learn about the contemporary history in selected countries from Europe, North America, Latin America, Asia, Africa and the Middle East (1945-present).

## Geography

By the end of **Grade 6**, students are expected to:

- Understand that God created the world with a variety of physical characteristics.
- Locate major historical and contemporary societies on maps and globes
- Locate the seven continents, four oceans, and selected world cities, major bodies of water, and mountain ranges and maps and globes.
- Construct timelines, thematic maps, graphs, charts, and models representing various aspects of the United States.
- Compare selected world regions and countries using data from maps, graphs, charts, databases, and modes.
- Identify and explain the geographic factors responsible for patterns of population in places and regions.
- Identify and analyze ways people have adapted to the physical environment in selected places and regions.
- Identify and explain the geographic factors responsible for the location of economic activities in places and regions.
- Identify geographic factors that influence a society's ability to control territory and shape the domestic and foreign policies of the society.
- Describe physical processes such as erosion, ocean circulation, and earthquakes.
- Describe and explain the physical processes that produce renewable and nonrenewable natural resources such as fossil fuels, fertile soils, and timber.

## Economics

By the end of **Grade 6**, students are expected to:

- Understand that money is a blessing from God to be used wisely.
- Understand the various ways in which people organize economic systems.
- Identify the benefits of a free market system.
- Identify ways in which factors of production such as natural resources, labor, and capital influence economies.
- Understand the categories of economic activities and the means to measure an economy.

## Government

By the end of **Grade 6**, students are expected to:

- Understand that government is instituted by God for our physical welfare.
- Understand the concepts of limited government, such as a democracy, and unlimited government, such as totalitarianism.
- Compare how governments function in selected world societies compared to the United States.

### Citizenship

By the end of **Grade 6**, students are expected to:

- Understand the idea of dual citizenship for the Christian.
- Identify and compare rights and responsibilities of citizens in democratic and nondemocratic societies.
- Understand the importance of voluntary individual participation in our democracy.

### Culture

By the end of **Grade 6**, students are expected to:

- Understand that God wants all people, regardless of race, skin color, language, gender, or socio-economic status, to be saved.
- Define the concepts of culture and culture region.
- Identify cultural institutions that are basic to all societies, such as government, education, and religion.
- Identify and explain examples of conflict and cooperation between cultures.
- Identify examples of art, music, literature, drama, and architecture from a variety of cultures.
- Compare religious and philosophical ideas, such as Islam and Buddhism, with the Bible.
- Compare religious holidays and observances, such as Ramadan and Yom Kippur, with other those of the Christian calendar.

### Performance Objectives- 7<sup>th</sup> grade

### History

By the end of **grade 7**, students are expected to:

- Believe that history is His story.
- Identify the major eras in Arizona history and describe their defining characteristics.
- Apply chronology through the sequencing of significant individuals, events, and time periods.
- Explain significance to the following dates: 1519, 1718, 1821, 1836, 1845, 1861.
- Compare cultures of Native Americans prior to European colonization.
- Identify significant individuals, events, and issues from Reconstruction through the beginning of the 20<sup>th</sup> century.

- Explain the political, economic, and social impact of the cattle and oil industries.
- Evaluate the Progressive and other reform movements in the 19<sup>th</sup> and 20<sup>th</sup> centuries.
- Trace the civil rights and equal rights movements of various groups.
- Analyze the political, economic, and social impact of major wars, including WWI and WWII.
- Trace the emergence of the two-party system during the second half of the 20<sup>th</sup> century.

## Geography

By the end of **grade 7**, students are expected to:

- See God's beauty, power, and creativity in nature.
- Create maps, graphs, charts, models, and databases representing various aspects of Arizona.
- Locate places and regions of importance in Arizona.
- Compare places and regions of Arizona terms of physical and human characteristics.
- Analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Arizona.
- Understand the effects of the interaction between humans and the environment in Arizona during the 19<sup>th</sup> and 20<sup>th</sup> centuries.
- Analyze why immigrant groups came to Arizona and where they settled.
- Analyze how immigration and migration to Arizona in the 19<sup>th</sup> and 20<sup>th</sup> centuries have influenced Arizona.
- Analyze the effects of the changing population distribution in Arizona during the 20<sup>th</sup> century.
- Describe the structure of the population of Arizona using demographic concepts such as growth rate and age distribution.

## Economics

By the end of **grade 7**, students are expected to:

- Understand how and why economics are an important stewardship aspect in the lives of Christians.
- Explain economic factors that led to the urbanization of Arizona.
- Trace the development of major industries that contributed to urbanization.
- Explain the kinds of jobs and occupations that have resulted from the urbanization of Arizona.
- Analyze the impact of economic phenomena within the free enterprise system such as supply and demand, profit, government regulation, and world competition on the economy of Arizona.
- Analyze the impact of significant industries in Arizona.

## Government

By the end of **grade 7**, students are expected to:

- Identify the purposes and roles of government and government positions in God’s plan for His people.
- Understand the basic principles reflected in the Arizona and United States’ constitutions.
- Understand the structure and functions of government created by the Arizona Constitution.
- Describe the structure and functions of government at different levels.
- Identify major sources of revenue for state and local governments.

### Citizenship

By the end of **grade 7**, students are expected to:

- Understand and their responsibilities as citizens of God’s kingdom and apply it to their lives on Earth.
- Identify different points of view of political parties and interest groups on important Arizona issues.
- Describe the importance of free speech, press, and religion in a democratic society.
- Identify the leadership qualities of elected and appointed leaders of Arizona, past and present.

### Culture

By the end of **grade 7**, students are expected to:

- Understand that cultures and customs are blessings from God.
- Explain how the diversity of Arizona is reflected in a variety of cultural activities, celebrations, and traditions.
- Describe how people from selected racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Arizona culture.

### Performance Objectives- 8<sup>th</sup> Grade

### History

By the end of **grade 8**, students are expected to:

- Understand that history is really His story.
- Identify and chronologically sequence the major eras in U.S. history through 1877.
- Explain the significance of the following dates: 1492, 1607, 1775-1781, 1787, 1803, and 1861-1865.
- Identify reasons for European exploration and colonization of North America.
- Identify European explorers, including Christopher Columbus, Hernando Cortez, Henry Hudson, Ferdinand Magellan, and Amerigo Vespucci.
- Explain the significance of St. Augustine, Jamestown, and Plymouth.

- Compare political, economic, and social reasons for establishment of the 13 original colonies.
- Understand the foundations of representative government in the United States during colonial times.
- Analyze the events leading up to the American Revolution, including the French and Indian War, Proclamation of 1763, British mercantilism, and “taxation without representation.
- Explain the roles played by significant individuals during the American Revolution, including Samuel Adams, John Adams, Paul Revere, Benjamin Franklin, Thomas Paine, King George III, General Howe, General Cornwallis, Thomas Jefferson, George Washington, and Henry Knox.
- Understand important events of the American Revolution, including the Boston Massacre, Lexington and Concord, Battle of Bunker Hill, Battle of Long Island, Declaration of Independence, Battle of Trenton, winter of 1777 at Valley Forge, Battle of Saratoga, Battle of Yorktown, Treaty of Paris of 1783.
- Evaluate the provisions of the Articles of Confederation, its provisions, strengths and weaknesses, and the various state constitutions.
- Analyze the issues of the Philadelphia Convention of 1787, including major compromises and arguments for and against ratification.
- Identify and explain the fundamental principles of the Constitution, including popular sovereignty, separation of powers, checks and balances, federalism, and the addition of the Bill of Rights.
- Explain the causes and issues surrounding important events of the War of 1812.
- Memorize the first verse of the Star Spangled Banner.
- Examine the significance of the Jacksonian era, including the removal and resettlement of the Choctaw, Chickasaw, Creek, Seminole, and Cherokee tribes.
- Examine and discuss Manifest Destiny as a motivation and justification for westward expansion.
- Describe the causes and effects of the Louisiana Purchase and the explorations of Lewis and Clark.
- Compare and contrast the causes of rapid settlement of Oregon and California in the late 1840s and 1850s.
- Explain the causes and effects of the Industrial Revolution, including the invention of the cotton gin, the demand for cotton in the northern and European textile factories, and increased demand for slaves.
- Compare the congressional conflicts and compromises prior to the Civil War, including the Missouri Compromise and the Kansas-Nebraska Act.
- Explain the significance of the election of 1860 and its relation to the start of the Civil War.
- Compare the strengths and weaknesses of the Union and Confederacy going into the Civil War.
- Explain the roles played by significant individuals during the Civil War, including Abraham Lincoln, Jefferson Davis, Robert E. Lee, and Ulysses S. Grant.
- Explain the issues surrounding significant events of the Civil War, the secession of South Carolina, Fort Sumter, First Battle of Bull Run, Battle of Gettysburg, Siege of Vicksburg, Emancipation Proclamation, Sherman’s March, Lee’s surrender at Appomattox Court House, and the assassination of Lincoln.
- Analyze the Gettysburg Address.
- Examine the successes and failures of Reconstruction.
- Explain the social problems that faced the South during Reconstruction and evaluate their impact on different groups.

## Geography

By the end of **Grade 8**, students are expected to:

- Understand that God created the world with a variety of physical characteristics.
- Locate on a United States map all 50 states and capitals, major bodies of water and mountain ranges.
- Construct timelines, thematic maps, graphs, charts, and models representing various aspects of the United States.
- Understands the location and characteristics of places and regions of the United States, present and past.
- Analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities.

## Economics

By the end of **Grade 8**, students are expected to:

- Understand that money is a blessing from God to be used wisely.
- Explain the free market system developed in the United States.
- Describe the characteristics and benefits of the free enterprise system.
- Identify economic differences among different regions of the United States.

## Government

By the end of **Grade 8**, students are expected to:

- Understand that government is instituted by God for our physical welfare.
- Summarize the strengths and weaknesses of the Articles of Confederation.
- Explain how a representative democracy functions.
- Identify the influence of ideas on the Constitution from historical documents, including the Magna Carta, the English Bill of Rights, the Mayflower Compact, the Declaration of Independence, and the Federalist Papers.
- Analyze the Constitution's principles of limited government, including checks and balances, separation of powers, and individual rights.
- Examine the content of the Bill of Rights.
- Describe the impact of the 19<sup>th</sup> century amendments, including the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> amendments.
- Explain the process of judicial review.
- Understand the powers of the national government and state governments.
- Analyze arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason.

- Describe historical conflicts arising over the issue of states' rights prior to the Civil War.
- Evaluate the impact of landmark Supreme Court decisions, including Marbury vs. Madison and Dred Scott vs. Sandford.

### Citizenship

By the end of **Grade 8**, students are expected to:

- Understand the idea of dual citizenship for the Christian.
- Understand the importance of voluntary individual participation in our democracy.
- Identify different political parties and their views on government and issues.
- Describe the importance of freedom of religion and free speech in our democratic society.
- Evaluate the contributions of the Founding Fathers as models of civic virtue.

### Culture

By the end of **Grade 8**, students are expected to:

- Understand that God wants all people, regardless of race, skin color, language, gender, or socio-economic status, to be saved.
- Identify the different racial, ethnic, and religious groups that settled in the United States and their reasons for coming to America.
- Identify the contributions of people of various racial, ethnic, and religious groups to our country.
- Describe the historical development of the abolitionist movement.
- Evaluate the impact of reform movements, including public education, temperance, and women's rights.
- Trace the development of religious freedom in the United States.
- Describe developments in art, music, literature, drama, and other cultural activities in the history of the United States.

## Evidence of continuity from grade to grade

The curriculum is constructed using skill-based measurable objectives so that the knowledge, attitudes, and skills learned in each grade form building blocks for what is taught in the succeeding grades.

## Assessment of the academic growth and achievement of each student

Each individual teacher will assess the academic growth of their students on a regular basis through a variety of methods (e.g., daily questioning, worksheets, class participation, quizzes, tests, projects, and presentations).