

# Social Studies, Grade 6

**Time on Task:** 3.5 hours per week

## Course Philosophy

In history/social studies the student will acknowledge that mankind began with a grand design from God the creator preserving man's beginning and purpose through His word allowing His truths to be passed on to generations to complete His purpose on Earth.

## Course Description

In Grade 6, students study people and places of the contemporary world. Societies selected for study are chosen from the following regions of the world: "Europe, Russia and the Eurasian republics, North America, Middle America, South America, Southwest Asia-North Africa, Sub-Saharan Africa, South Asia, East Asia, Southeast Asia, Australia, and the Pacific Realm. Students describe the influence of individuals and groups on historical and contemporary events in those societies and identify the locations and geographic Characteristics of selected societies. Students identify different way of organizing economic and governmental systems. The concepts of limited and unlimited government are introduced, and students describe the nature of citizenship in various societies. Students compare institutions common to all societies such as government, education, and religious institutions. Students explain how the level of technology affects the development of the selected societies and identify different points of view about selected events

<b>Goals and Objectives</b>	<b>Scope and Sequence</b>	<b>Spiritual Goals</b>
<p><b>Texas Essential Knowledge and Skills (TEKS)</b></p> <p><b>§113.22. Social Studies, Grade 6.</b></p> <p><b>(a) Introduction.</b></p> <p>(1) In Grade 6, students study people and places of the contemporary world. Societies selected for study are chosen from the following regions of the world: Europe, Russia and the Eurasian republics, North America, Middle America, South America, Southwest Asia-North Africa, Sub-Saharan Africa, South Asia, East Asia, Southeast Asia, Australia, and the Pacific Realm. Students describe the influence of individuals and groups on historical and contemporary events in those societies and identify the locations and geographic characteristics of selected societies. Students identify different ways of organizing economic and governmental systems. The concepts of limited and unlimited government are introduced, and students describe the nature of citizenship in various societies. Students compare institutions common to all societies</p>	<p><b><u>World Studies for Christian Schools</u></b></p> <ul style="list-style-type: none"><li>• Geography<ul style="list-style-type: none"><li>○ Map skills</li><li>○ Climate; natural resources</li><li>○ Topography</li><li>○ Comparison of characteristics of ancient civilizations with the modern regions</li></ul></li><li>• World History<ul style="list-style-type: none"><li>○ Wars</li><li>○ Historical events</li><li>○ Archeological findings</li><li>○ Government</li><li>○ Empires</li></ul></li></ul>	<p><b>God's intended purpose for history/social studies:</b></p> <ol style="list-style-type: none"><li>1. To understand that God has directed that written records be kept. (Daniel 12:4, 8, 9)</li><li>2. To recognize that God expects us to learn from a knowledge of our past behavior. (Psalm 78)</li><li>3. To show that giving thanks to the Creator is important. (Psalm 92:1)</li><li>4. To show students that God has purpose in what He does. (Deuteronomy 7:7, 8)</li><li>5. To show that God leads social groups, leaders, and families when they look to Him for guidance. (I Samuel 23:2)</li><li>6. To recognize that God wants us to</li></ol>

<p>such as government, education, and religious institutions. Students explain how the level of technology affects the development of the selected societies and identify different points of view about selected events.</p> <p>(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as biographies and autobiographies; novels; speeches and letters; and poetry, songs, and artworks is encouraged. Selections may include Sadako and the Thousand Paper Cranes. Motivating resources are also available from museums, art galleries, and historical sites.</p> <p>(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the geography and social studies skills strands in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together.</p> <p>(4) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code, §28.002(h).</p> <p><b>(b) Knowledge and skills.</b></p> <p><b>(1) History.</b> The student understands that historical events influence contemporary events.  <i>The student is expected to:</i></p> <p>(A) describe characteristics of selected contemporary societies such as Bosnia and Northern Ireland that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade; and</p> <p>(B) analyze the historical background of selected contemporary societies to evaluate relationships between</p>	<ul style="list-style-type: none"> <li>○ Rulers</li> <li>• Economics <ul style="list-style-type: none"> <li>○ Trade</li> </ul> </li> <li>• Culture <ul style="list-style-type: none"> <li>○ Ancient customs and traditions</li> <li>○ Languages</li> <li>○ Music</li> <li>○ Food and clothing</li> <li>○ Religions</li> </ul> </li> </ul> <p><b>Correlation with TEKS</b></p> <p><b><u>World Studies for Christian Schools</u> (WS)</b>  Bob Jones Press  Student ISBN  0-57924-0925  Teacher ISBN  1-57924-235-9</p> <p><b><u>World Explorer</u> (WE)</b>  Prentice Hall 2003  Student ISBN  0-13-166800-5  Teacher ISBN  0-13-063496-4</p> <p>WS Ch. 15, pp. 441-443</p> <p>WS Ch. 8, pp. 198-205</p>	<p>learn history. (Deuteronomy 1:1-4:2; Joshua 24:1-13)</p> <p>7. To recognize all believers are a part of God’s plan. (Ephesians 2:20; Romans 6;13)</p> <p>8. To understand God controls the rise and fall of empires and nations and leaders. (Proverbs 8:15, 16; Romans 13:1)</p> <p>9. To gain an awareness and appreciation of Christ-like qualities in men and women who influenced American history so that students will emulate those qualities. (John 1:12; Ephesians 1:4-6)</p> <p>10. To recognize the importance of praying for our government leaders to look to God for guidance. (Jeremiah 29:7; I Timothy 2:1-3)</p> <p>11. To understand God is interested in all nations and in persons from those nations. (Psalm 96:1-10; Mark 16:15)</p> <p>12. To recognize god is responsible for the contour of the earth. (Nehemiah 9:6; Job 28:9-11)</p> <p>13. To appreciate that God gave land to all tribes and nations and is concerned about boundaries. (Numbers 34:1-28; Acts 17:26)</p> <p><b>Biblical Integration Truth Statements</b></p> <p><b>1. <i>What is prime reality, the really real?</i></b>  God exists and is the ultimate reality. (Psalm 90:2, Revelation 22:13)</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>past conflicts and current conditions.</p> <p><b>(2) History.</b> The student understands the contributions of individuals and groups from various cultures to selected historical and contemporary societies. <i>The student is expected to:</i></p> <p>(A) explain the significance of individuals or groups from selected societies, past and present; and</p> <p>(B) describe the influence of individual and group achievement on selected historical or contemporary societies.</p> <p><b>(3) Geography.</b> The student uses maps, globes, graphs, charts, models, and databases to answer geographic questions. <i>The student is expected to:</i></p> <p>(A) create thematic maps, graphs, charts, models, and databases depicting various aspects of world regions and countries such as population, disease, and economic activities;</p> <p>(B) pose and answer questions about geographic distributions and patterns for selected world regions and countries shown on maps, graphs, charts, models, and databases; and</p> <p>(C) compare selected world regions and countries using data from maps, graphs, charts, databases, and models.</p> <p><b>(4) Geography.</b> The student understands the characteristics and relative locations of major historical and contemporary societies. <i>The student is expected to:</i></p> <p>(A) locate major historical and contemporary societies on maps and globes;</p> <p>(B) identify and explain the geographic factors responsible for patterns of population in places and regions;</p> <p>(C) explain ways in which human migration influences the character of places and regions; and</p> <p>(D) identify and explain the geographic factors responsible for the location of economic activities in places and regions.</p> <p><b>(5) Geography.</b> The student understands how geographic factors influence the economic development, political relationships, and policies of societies.</p>	<p>WS Chapter 8</p> <p>WS Chapter 8</p> <p>WS Chapters 9, 10, 15, 20</p> <p>WS Chapter 8</p> <p>WS Chapter 8</p> <p>WS Chapter 8</p> <p>WS Chapters 5, 7, 12, 14</p> <p>WS Chapters 5, 14</p> <p>WS Chapter 12</p> <p>WS Chapter 7</p> <p>WS Chapter 7</p> <p>WS Chapters 6, 16, 18</p>	<p>a. God designed, created, and sustains His creation. (Genesis 1:1-31)</p> <p>b. God is good, holy, and loving. (Luke 18:19, 1 John 4:16, 1 Peter 1:16, Psalm 145:12)</p> <p>c. God is omniscient – all knowing. (Romans 11:33-36, Psalm 147:5)</p> <p>d. God is sovereign – nothing is beyond His ultimate interest, control, and authority. (Daniel 4:25)</p> <p>e. God is personal and also triune- He is coequally and coeternally God the Father, God the Son, Jesus, and God the Holy Spirit. (Hebrews 1:3)</p> <p><b>2. <i>What is the nature of external reality, that is, the world around us?</i></b></p> <p>a. God is the source of everything and created the universe out of nothing. (Genesis 1:1)</p> <p>b. The universe was created by God to be orderly. (Isaiah 45:18, Psalm 147:4)</p> <p>c. God is constantly involved in the unfolding pattern of the ongoing operation of the universe. (Psalm 24:1-2, Psalm 32:13-15)</p> <p>d. The universe reflects His glory. (Psalm 8:1, Psalm 19:1)</p> <p><b>3. <i>What is a human being?</i></b></p> <p>a. God created humans to know Him intimately and to have a loving relationship with Him. (Psalm 100:3)</p> <p>b. Human beings are created in the</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p><i>The student is expected to:</i></p> <p>(A) explain factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence the economic development and foreign policies of societies; and</p> <p>(B) identify geographic factors that influence a society's ability to control territory and that shape the domestic and foreign policies of the society.</p> <p><b>(6) Geography.</b> The student understands the impact of physical processes on patterns in the environment.</p>	<p>WS Chapter 18</p> <p>WS Chapters 6, 16</p>	<p>image of God with the capacity to choose. (Genesis 1:27, Proverbs 8:10)</p> <p>c. Adam and Eve chose disobedience and brought death to themselves and sin entered the world. (Romans 5:12)</p> <p>d. All human beings have a choice and all have chosen sin that brings separation from God. (Romans 3:23)</p>
<p><i>The student is expected to:</i></p> <p>(A) describe and explain how physical processes such as erosion, ocean circulation, and earthquakes have resulted in physical patterns on Earth's surface;</p> <p>(B) describe and explain the physical processes that produce renewable and nonrenewable natural resources such as fossil fuels, fertile soils, and timber; and</p> <p>(C) analyze the effects of physical processes and the physical environment on humans.</p>	<p>WE Chapter 2</p> <p>WE Chapter 2</p> <p>WF Chapter 2</p>	<p>e. Sin is rebellion against God's wishes and ways and this destroys our relationship with God. (Romans 8:7-8)</p> <p>f. God provides a way back to Himself through the death of His son Jesus (the second person of the Trinity), on the cross. (John 3:16, Romans 6:23)</p>
<p><b>(7) Geography.</b> The student understands the impact of interactions between people and the physical environment on the development of places and regions.</p>	<p>WS Chapters 4, 8</p>	<p>g. Human beings must respond to God with repentance of our sins, receiving forgiveness, and accepting Jesus as our Savior. (Romans 10:9-10)</p>
<p><i>The student is expected to:</i></p> <p>(A) identify and analyze ways people have adapted to the physical environment in selected places and regions;</p> <p>(B) identify and analyze ways people have modified the physical environment; and</p> <p>(C) describe ways in which technology influences human capacity to modify the physical environment.</p>	<p>WS Chapter 1</p> <p>WE Chapter 1</p> <p>WE Chapter 1</p>	<p><b>4. <i>What happens to a person at death?</i></b></p> <p>a. For each person death is either the gate to life with God and His people or the gate to eternal separation from God. (1 Corinthians 50:52)</p>
<p><b>(8) Economics.</b> The student understands the various ways in which people organize economic systems.</p> <p><i>The student is expected to:</i></p> <p>(A) compare ways in which various societies organize the production and distribution of goods and services;</p> <p>(B) identify and differentiate among traditional, market, and command economies in selected contemporary societies, including the benefits of the U.S. free enterprise system; and</p>	<p>WS Chapter 1</p> <p>WS Chapter 9</p>	<p>b. After death, your soul will continue to exist in an eternal way and there is a final judgment by God. (Revelation 20:12)</p> <p>c. Everyone chooses to honor and love Him by accepting Jesus as our Lord and Savior or makes a</p>

<p>(C) explain the impact of scarcity on international trade and economic interdependence among societies.</p> <p><b>(9) Economics.</b> The student understands the role factors of production play in a society's economy. <i>The student is expected to:</i></p> <p>(A) describe ways in which factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of selected contemporary societies; and</p> <p>(B) identify problems and issues that may arise when one or more of the factors of production is in relatively short supply.</p> <p><b>(10) Economics.</b> The student understands categories of economic activities and the means used to measure a society's economic level. <i>The student is expected to:</i></p> <p>(A) define and give examples of primary, secondary, tertiary, and quaternary industries; and</p> <p>(B) describe and measure levels of economic development using various indicators such as individual purchasing power, life expectancy, and literacy.</p> <p><b>(11) Government.</b> The student understands the concepts of limited governments, such as constitutional and democratic governments, and unlimited governments, such as totalitarian and nondemocratic governments. <i>The student is expected to:</i></p> <p>(A) describe characteristics of limited and unlimited governments;</p> <p>(B) identify examples of limited and unlimited governments;</p> <p>(C) identify reasons for limiting the power of government; and</p> <p>(D) compare limited and unlimited governments.</p> <p><b>(12) Government.</b> The student understands alternative ways of organizing governments. <i>The student is expected to:</i></p> <p>(A) identify alternative ways of organizing governments such as rule by one, few, or many;</p> <p>(B) identify examples of governments with rule by one, few, or many;</p>	<p>WE Chapters 2, 3</p> <p>WS Chapters 9, 18</p> <p>WS Chapter 19</p> <p>WE Chapter 3</p> <p>WE Chapter 3</p> <p>WS Chapter 11</p> <p>WS Chapter 17</p> <p>WS Chapter 19</p> <p>WS Chapter 19</p> <p>WS Chapters 4, 20</p> <p>WS Chapter 20</p>	<p>choice to reject Jesus and grasp for self-fulfillment and personal glory. (Romans 6:23)</p> <p>d. Those who received Jesus as Savior will spend eternity in Heaven with God. (Philippians 4:10-21)</p> <p>e. Those who rejected Jesus as Savior will spend eternity in Hell without God. (Hebrews 10:26-27)</p> <p><b>5. <i>Why is it possible to know anything at all?</i></b></p> <p>a. Human beings can both know the world around them and God Himself because God has built within them the capacity to do so and because He takes an active role in communicating with them. (John 16:13)</p> <p>b. God's own intelligence is the basis of human intelligence. Knowledge is possible because there is something to be known (God and His creation) and someone to know (God and human beings made in His image). (Genesis 1:27)</p> <p>c. God reveals, Himself to us in two basic ways: by general revelation and by special revelation. (Exodus 3:2, Psalm 19:1-4)</p> <p>d. In general revelation, God speaks through the creation of the universe and through His word, the Bible. (2 Samuel 22:31, Psalm 19:1)</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>(C) identify historical origins of democratic forms of government; and</p> <p>(D) compare how governments function in selected world societies such as China, Germany, India, and Russia.</p> <p><b>(13) Citizenship.</b> The student understands that the nature of citizenship varies among societies. <i>The student is expected to:</i></p> <p>(A) describe roles and responsibilities of citizens in selected contemporary societies including the United States;</p> <p>(B) explain how opportunities for citizens to participate in and influence the political process vary among selected contemporary societies; and</p> <p>(C) compare the role of citizens in the United States with the role of citizens from selected democratic and nondemocratic contemporary societies.</p> <p><b>(14) Citizenship.</b> The student understands the relationship among individual rights, responsibilities, and freedoms in democratic societies. <i>The student is expected to:</i></p> <p>(A) identify and explain the importance of voluntary civic participation in democratic societies; and</p> <p>(B) explain relationships among rights and responsibilities in democratic societies.</p> <p><b>(15) Culture.</b> The student understands the similarities and differences within and among cultures in different societies. <i>The student is expected to:</i></p> <p>(A) define the concepts of culture and culture region;</p> <p>(B) describe some traits that define cultures;</p> <p>(C) analyze the similarities and differences among selected world societies; and</p> <p>(D) identify and explain examples of conflict and cooperation between and among cultures within selected societies such as Belgium, Canada, and Rwanda.</p> <p><b>(16) Culture.</b> The student understands that certain institutions are basic to all societies, but characteristics of these institutions may vary from one society to another. <i>The student is expected to:</i></p> <p>(A) identify institutions basic to all societies, including</p>	<p>WS Chapter 20</p> <p>WS Chapters 15, 17</p> <p>WS Chapter 15</p> <p>WS Chapter 18</p> <p>WS Chapter 18</p> <p>WS Chapter 18</p> <p>WS Chapters 11, 18</p> <p>WE Chapter 3 WS Chapter 5 WS Chapter 18</p> <p>WS Chapters 18, 19</p> <p>WS Chapters 5, 8</p>	<p>➤ The Bible is internally consistent and unified in its principles and claims.</p> <p>➤ There is tremendous coherence across the many authors and centuries during which the various books were written and in which its stories unfold.</p> <p>➤ It is relevant to all the cultures of the world</p> <p>e. Special revelation is God revealing Himself through supernatural ways. Jesus Christ is the ultimate special revelation. He showed us what God is like more fully than any other form of revelation can. Because Jesus was also completely human, he spoke more clearly to us than any other form of revelation can. (John 14:7)</p> <p><b>6. How do we know what is right and wrong?</b></p> <p>a. Ethics or the knowledge of right and wrong is based on the character of God as good (holy and loving). (Psalm 33:4)</p> <p>b. There is an absolute standard by which all moral judgments are measured and God Himself – His character of goodness (holiness and love) – is the standard. (1 Samuel 2:3)</p> <p>c. As a result of sin, morally, we have become less able to discern good and evil and less able to</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>government, economic, educational, and religious institutions; and</p> <p>(B) compare characteristics of institutions in selected contemporary societies.</p> <p><b>(17) Culture.</b> The student understands relationships that exist among world cultures.  <i>The student is expected to:</i></p> <p>(A) explain aspects that link or separate cultures and societies;</p> <p>(B) explain the impact of political boundaries that cut across culture regions;</p> <p>(C) analyze how culture traits spread;</p> <p>(D) explain why cultures borrow from each other;</p> <p>(E) evaluate how cultural borrowing affects world cultures; and</p> <p>(F) evaluate the consequences of improved communication among cultures.</p> <p><b>(18) Culture.</b> The student understands the relationship that exists between artistic, creative, and literary expressions and the societies that produce them.  <i>The student is expected to:</i></p> <p>(A) explain the relationships that exist between societies and their architecture, art, music, and literature;</p> <p>(B) relate ways in which contemporary expressions of culture have been influenced by the past;</p> <p>(C) describe ways in which societal issues influence creative expressions; and</p> <p>(D) identify examples of art, music, and literature that have transcended the boundaries of societies and convey universal themes.</p> <p><b>(19) Culture.</b> The student understands the relationships among religion, philosophy, and culture.  <i>The student is expected to:</i></p> <p>(A) explain the relationship among religious ideas, philosophical ideas, and cultures; and</p> <p>(B) explain the significance of religious holidays and observances such as Christmas and Easter, Ramadan, and Yom Kippur and Rosh Hashanah in selected contemporary societies.</p>	<p>WS Chapter 15</p> <p>WS Chapter 9  WS Chapter 18</p> <p>WS Chapter 1  <u>Brushko</u>  WS Chapter 12</p> <p>WS Chapter 10</p>  <p>WS Chapters 2, 10</p> <p>WS Chapter 2</p> <p>WS Chapter 2</p> <p>WS Chapters 2, 10</p>  <p>WS Chapter 4</p> <p>WS Chapters 3, 18</p>	<p>know God as He truly is. (Proverbs 1:7)</p> <p>d. God has revealed His standard in the various laws and principles expressed in the Bible. (Psalm 111:10)</p> <ul style="list-style-type: none"> <li>➤ He has dictated absolute moral truth to us.</li> <li>➤ Every truth must conform to Biblical principles.</li> <li>➤ Every choice must reflect God’s moral truth.</li> <li>➤ We must promote, defend, and teach these truths to others.</li> </ul> <p>7. <b><i>What is the meaning of human history?</i></b></p> <p>a. History is a meaningful sequence of events leading to the fulfillment of God’s purposes for humanity. (Psalm 22:27-28, Psalm 47:3)</p> <p>b. History is going somewhere, directed toward a known end. (Matthew 25:34)</p> <p>c. History is a form of revelation, not only does God reveal Himself in history, but the very sequence of events is revelation. (Psalm 33:13-14, Psalm 47:9)</p> <p>d. History has meaning because God is behind all events, not only sustaining all things by His powerful word but also in all things working for the good of those who love Him. (Psalm 40:5, Romans 8:28)</p> <p><b><i>What should our response be to God?</i></b></p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p><b>(20) Science, technology, and society.</b> The student understands the relationships among science and technology and political, economic, and social issues and events.  <i>The student is expected to:</i></p> <p>(A) give examples of scientific discoveries and technological innovations, including the roles of scientists and inventors, that have transcended the boundaries of societies and have shaped the world;</p> <p>(B) explain how resources, belief systems, economic factors, and political decisions have affected the use of technology from place to place, culture to culture, and society to society; and</p> <p>(C) make predictions about future social, economic, and environmental consequences that may result from future scientific discoveries and technological innovations.</p> <p><b>(21) Social studies skills.</b> The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.  <i>The student is expected to:</i></p> <p>(A) differentiate between, locate, and use primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about selected world cultures;</p> <p>(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;</p> <p>(C) organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;</p> <p>(D) identify different points of view about an issue or topic;</p> <p>(E) identify the elements of frame of reference that influenced participants in an event; and</p> <p>(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.</p> <p><b>(22) Social studies skills.</b> The student communicates in written,</p>	<p>WS Chapter 11</p> <p>WS Chapter 11</p> <p>WS Chapter 11</p> <p>WS Chapters 1, 2, 3</p> <p>WS chapters 1, 2, 3</p> <p>WS Chapters 1, 2, 3</p> <p>WS Chapters 1, 2, 3</p> <p>WS Chapters 1, 2, 3</p>	<p><i>What were we made for?</i></p> <p><b>We were made to</b>  <b>Love</b> – Matthew 22:37,  <b>Worship</b> – Romans 12:1,  <b>Obey</b> – 2 John 6, and  <b>Give Glory</b> – Psalm 96:3.</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



	<p>Manipulatives  Writer's Workshop  Portfolio  Maps  Character Study</p> <p><b>Teaching Strategies</b>  Direct Instruction  Open-ended Questions  Discussion  Demonstration  Brainstorming  Problem Solving  Read Aloud  Facilitating  Cooperative Learning  Guest Speakers  Visual Aids</p> <p><b>Evaluation Procedures</b>  Observation  Class Participation  Quizzes/Tests  Projects  Reports  Survey (oral/written)  Portfolio  Class Review  Mock Trials</p> <p><b>Other Resources and Bibliography</b>  Student Activity Book, Bob  Jones University Press,  ISBN 1-57924-302-9,  World Studies  Student Test Workbook, Bob</p>	
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

	Jones University Press, ISBN 1-57924-769-5, World Studies	
--	-----------------------------------------------------------------	--