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The BJU Press Heritage Studies texts are developed after reviewing many standards, including the standards from the National Council for the Social Studies (NCSS). The NCSS curriculum standards for social studies are grouped under ten thematic strands. Early grades, middle grades, and high school each have their own performance expectations.

This table provides an overview of the areas in which *HERITAGE STUDIES 6* aligns with the NCSS curriculum standards for the middle grades. An *X* on the table indicates that at least one component of the standard is addressed in the chapter.

The topics listed in the table are interpreted and discussed in *HERITAGE STUDIES 6* according to a Christian worldview.

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Bible Action Truths

The quality and consistency of a man's decisions reflect his character. Christian character begins with justification, but it grows throughout the lifelong process of sanctification. God's grace is sufficient for the task, and a major part of God's gracious provision is His Word. The Bible provides the very "words of life" that instruct us in salvation and Christian living. By obeying God's commands and making godly decisions based on His Word, Christians can strengthen their character.

Too often Christians live by only vague guidance—for instance, "do good" to all men. While doing good is desirable, more specific guidance will lead to more consistent decisions.

Man makes consistent decisions when acting on Bible principles—or Bible Action Truths. The thirty-seven Bible Action Truths (listed under eight general principles) provide Christians with specific goals for their actions and attitudes. Study the Scriptures indicated for a fuller understanding of the principles in Bible Action Truths.

Thousands have found this format helpful in identifying and applying principles of behavior. Yet, there is no "magic" in this formula. As you study the Word, you likely will find other truths that speak to you. The key is to study the Scriptures, look for Bible Action Truths, and be sensitive to the leading of the Holy Spirit.

1. Salvation-Separation Principle

Salvation results from God's direct action. Although man is unable to work for this "gift of God," the Christian's reaction to salvation should be to separate himself from the world unto God.

- a. **Understanding Jesus Christ** (Matthew 3:17; 16:16; 1 Corinthians 15:3–4; Philippians 2:9–11) Jesus is the Son of God. He was sent to earth to die on the cross for our sins. He was buried but rose from the dead after three days.
- b. **Repentance and faith** (Luke 13:3; Isaiah 55:7; Acts 5:30–31; Hebrews 11:6; Acts 16:31) If we believe that Jesus died for our sins, we can accept Him as our Savior. We must be sorry for our sins, turn from them, confess them to God, and believe that He will forgive us.
- c. **Separation from the world** (John 17:6, 11, 14, 18; 2 Corinthians 6:14–18; 1 John 2:15–16; James 4:4; Romans 16:17–18; 2 John 10–11) After we are saved, we should live a different life. We should try to be like Christ and not live like those who are unsaved.

2. Sonship-Servant Principle

Only by an act of God the Father could sinful man become a son of God. As a son of God, however, the Christian must realize that he has been "bought with a price"; he is now Christ's servant.

- a. **Authority** (Romans 13:1–7; 1 Peter 2:13–19; 1 Timothy 6:1–5; Hebrews 13:17; Matthew 22:21; 1 Thessalonians 5:12–13) We should respect, honor, and obey those in authority over us. (attentiveness, obedience)
- b. **Servanthood** (Philippians 2:7–8; Ephesians 6:5–8) Just as Christ was a humble servant while He was on earth, we should also be humble and obedient. (attentiveness, helpfulness, promptness, teamwork)

- c. **Faithfulness** (1 Corinthians 4:2; Matthew 25:23; Luke 9:62) We should do our work so that God and others can depend on us. (endurance, responsibility)
- d. **Goal setting** (Proverbs 13:12, 19; Philippians 3:13; Colossians 3:2; 1 Corinthians 9:24) To be faithful servants, we must set goals for our work. We should look forward to finishing a job and going on to something more. (dedication, determination, perseverance)
- e. **Work** (Ephesians 4:28; 2 Thessalonians 3:10–12) God never honors a lazy servant. He wants us to be busy and dependable workers. (cooperativeness, diligence, initiative, industriousness, thoroughness)
- f. **Enthusiasm** (Colossians 3:23; Romans 12:11) We should do all tasks with energy and with a happy, willing spirit. (cheerfulness)

3. Uniqueness-Unity Principle

No one is a mere person; God has created each individual a unique being. But because God has an overall plan for His creation, each unique member must contribute to the unity of the entire body.

- a. **Self-concept** (Psalms 8:3–8; 139; 2 Corinthians 5:17; Ephesians 2:10; 4:1–3, 11–13; 2 Peter 1:10) We are special creatures in God's plan. He has given each of us special abilities to use in our lives for Him.
- b. **Mind** (Philippians 2:5; 4:8; 2 Corinthians 10:5; Proverbs 23:7; Luke 6:45; Proverbs 4:23; Romans 7:23, 25; Daniel 1:8; James 1:8) We should give our hearts and minds to God. What we do and say really begins in our minds. We should try to think humbly of ourselves as Christ did when He lived on earth. (orderliness)
- c. **Emotional control** (Galatians 5:24; Proverbs 16:32; 25:28; 2 Timothy 1:7; Acts 20:24) With the help of God and the power of the Holy Spirit, we should have control over our feelings. We must be careful not to act out of anger. (flexibility, self-control)
- d. **Body as a temple** (1 Corinthians 3:16–17; 6:19–20) We should remember that our bodies are the dwelling place of God's Holy Spirit. We should keep ourselves pure, honest, and dedicated to God's will.
- e. **Unity of Christ and the church** (John 17:21; Ephesians 2:19–22; 5:23–32; 2 Thessalonians 3:6, 14–15) Since we are saved, we are now part of God's family and should unite ourselves with others to worship and grow as Christians. Christ is the head of His church, which includes all believers. He wants us to work together as His church in carrying out His plans, but He forbids us to work in fellowship with disobedient brethren.

4. Holiness-Habit Principle

Believers are declared holy as a result of Christ's finished action on the cross. Daily holiness of life, however, comes from forming godly habits. A Christian must consciously establish godly patterns of action; he must develop habits of holiness.

- a. **Sowing and reaping** (Galatians 6:7–8; Hosea 8:7; Matthew 6:1–8) We must remember that we will be rewarded according to the kind of work we have done. If we are faithful, we will be rewarded. If we are unfaithful, we will not be rewarded. We cannot fool God. (thriftiness)
- b. **Purity** (1 Thessalonians 4:1–7; 1 Peter 1:22) We should try to live lives that are free from sin. We should keep our minds, words, and deeds clean and pure.
- c. **Honesty** (2 Corinthians 8:21; Romans 12:17; Proverbs 16:8; Ephesians 4:25) We should not lie. We should be honest in every way. Even if we could gain more by being dishonest, we should still be honest. God sees all things. (fairness)
- d. **Victory** (1 Corinthians 10:13; Romans 8:37; 1 John 5:4; John 16:33; 1 Corinthians 15:57–58) If we constantly try to be pure, honest, and Christlike, with God's help we will be able to overcome temptations.

5. Love-Life Principle

We love God because He first loved us. God's action of manifesting His love to us through His Son demonstrates the truth that love must be exercised. Since God acted in love toward us, believers must act likewise by showing godly love to others.

- a. **Love** (1 John 3:11, 16–18; 4:7–21; Ephesians 5:2; 1 Corinthians 13; John 15:17) God's love to us was the greatest love possible. We should, in turn, show our love for others by our words and actions. (courtesy, compassion, hospitality, kindness, thankfulness to men, thoughtfulness)
- b. **Giving** (2 Corinthians 9:6–8; Proverbs 3:9–10; Luke 6:38) We should give cheerfully to God the first part of all we earn. We should also give to others unselfishly. (hospitality, generosity, sharing, unselfishness)
- c. **Evangelism and missions** (Psalm 126:5–6; Matthew 28:18–20; Romans 1:16–17; 2 Corinthians 5:11–21) We should be busy telling others about the love of God and His plan of salvation. We should share in the work of foreign missionaries by our giving and prayers.
- d. **Communication** (Ephesians 4:22–29; Colossians 4:6; James 3:2–13; Isaiah 50:4) We should have control of our tongues so that we will not say things displeasing to God. We should encourage others and be kind and helpful in what we say.
- e. **Friendliness** (Proverbs 18:24; 17:17; Psalm 119:63) We should be friendly to others, and we should be loyal to those who love and serve God. (loyalty)

6. Communion-Consecration Principle

Because sin separates man from God, any communion between man and God must be achieved by God's direct act of removing sin. Once communion is established, the believer's reaction should be to maintain a consciousness of this fellowship by living a consecrated life.

- a. **Bible study** (1 Peter 2:2–3; 2 Timothy 2:15; Psalm 119) To grow as Christians, we must spend time with God daily by reading His Word. (reverence for the Bible)

- b. **Prayer** (1 Chronicles 16:11; 1 Thessalonians 5:17; John 15:7, 16; 16:24; Psalm 145:18; Romans 8:26–27) We should bring all our requests to God, trusting Him to answer them in His own way.
- c. **Spirit-filled** (Ephesians 5:18–19; Galatians 5:16, 22–23; Romans 8:13–14; 1 John 1:7–9) We should let the Holy Spirit rule in our hearts and show us what to say and do. We should not say and do just what we want to, for those things are often wrong and harmful to others. (gentleness, joyfulness, patience)
- d. **Clear conscience** (1 Timothy 1:19; Acts 24:16) To be good Christians, we cannot have wrong acts or thoughts or words bothering our consciences. We must confess them to God and to those people against whom we have sinned. We cannot live lives close to God if we have guilty consciences.
- e. **Forgiveness** (Ephesians 4:30–32; Luke 17:3–4; Colossians 3:13; Matthew 18:15–17; Mark 11:25–26) We must ask forgiveness of God when we have done wrong. Just as God forgives our sins freely, we should forgive others when they do wrong things to us.

7. Grace-Gratitude Principle

Grace is unmerited favor. Man does not deserve God's grace. However, after God bestows His grace, believers should react with an overflow of gratitude.

- a. **Grace** (1 Corinthians 15:10; Ephesians 2:8–9) Without God's grace we would be sinners on our way to hell. He loved us when we did not deserve His love and provided for us a way to escape sin's punishment by the death of His Son on the cross.
- b. **Exaltation of Christ** (Colossians 1:12–21; Ephesians 1:17–23; Philippians 2:9–11; Galatians 6:14; Hebrews 1:2–3; John 1:1–4, 14; 5:23) We should realize and remember at all times the power, holiness, majesty, and perfection of Christ, and we should give Him the praise and glory for everything that is accomplished through us.
- c. **Praise** (Psalm 107:8; Hebrews 13:15; 1 Peter 2:9; Ephesians 1:6; 1 Chronicles 16:23–36; 29:11–13) Remembering God's great love and goodness toward us, we should continually praise His name. (thankfulness to God)
- d. **Contentment** (Philippians 4:11; 1 Timothy 6:6–8; Psalm 77:3; Proverbs 15:16; Hebrews 13:5) Money, houses, cars, and all things on earth will last only for a little while. God has given us just what He meant for us to have. We should be happy and content with what we have, knowing that God will provide for us all that we need. We should also be happy wherever God places us.
- e. **Humility** (1 Peter 5:5–6; Philippians 2:3–4) We should not be proud and boastful but should be willing to be quiet and in the background. Our reward will come from God on Judgment Day, and men's praise to us here on earth will not matter at all. Christ was humble when He lived on earth, and we should be like Him.

Bible Action Truths

8. Power-Prevailing Principle

Believers can prevail only as God gives the power. “I can do all things through Christ.” God is the source of our power used in fighting the good fight of faith.

a. Faith in God’s promises (2 Peter 1:4; Philippians 4:6; Romans 4:16–21; 1 Thessalonians 5:18; Romans 8:28; 1 Peter 5:7; Hebrews 3:18; 4:11) God always remains true to His promises. Believing that He will keep all the promises in His Word, we should be determined fighters for Him.

b. Faith in the power of the Word of God (Hebrews 4:12; Jeremiah 23:29; Psalm 119; 1 Peter 1:23–25) God’s Word is powerful and endures forever. All other things will pass away, but God’s Word shall never pass away because it is written to us from God, and God is eternal.

c. Fight (Ephesians 6:11–17; 2 Timothy 4:7–8; 1 Timothy 6:12; 1 Peter 5:8–9) God does not have any use for lazy or cowardly fighters. We must work and fight against sin, using the Word of God as our weapon against the Devil. What we do for God now will determine how much He will reward us in heaven.

d. Courage (1 Chronicles 28:20; Joshua 1:9; Hebrews 13:6; Ephesians 3:11–12; Acts 4:13, 31) God has promised us that He will not forsake us; therefore, we should not be afraid to speak out against sin. We should remember that we are armed with God’s strength.

Bible Promises

A. Liberty from Sin—Born into God’s spiritual kingdom, a Christian is enabled to live right and gain victory over sin through faith in Christ. (Romans 8:3–4—“For what the law could not do, in that it was weak through the flesh, God sending his own Son in the likeness of sinful flesh, and for sin, condemned sin in the flesh: that the righteousness of the law might be fulfilled in us, who walk not after the flesh, but after the Spirit.”)

B. Guiltless by the Blood—Cleansed by the blood of Christ, the Christian is pardoned from the guilt of his sins. He does not have to brood or fret over his past because the Lord has declared him righteous. (Romans 8:33—“Who shall lay any thing to the charge of God’s elect? It is God that justifieth.” Isaiah 45:24—“Surely, shall one say, in the Lord have I righteousness and strength: even to him shall men come; and all that are incensed against him shall be ashamed.”)

C. Basis for Prayer—Knowing that his righteousness comes entirely from Christ and not from himself, the Christian is free to plead the blood of Christ and to come before God in prayer at any time. (Romans 5:1–2—“Therefore being justified by faith, we have peace with God through our Lord Jesus Christ: by whom also we have access by faith into this grace wherein we stand, and rejoice in hope of the glory of God.”)

D. Identified in Christ—The Christian has the assurance that God sees him as a son of God, perfectly united with Christ. He also knows that he has access to the strength and the grace of Christ in his daily living. (Galatians 2:20—“I am crucified with Christ: nevertheless I live; yet not I, but Christ liveth in me: and the life which I now live in the flesh I live by the faith of the Son of God, who loved me, and gave himself for me.” Ephesians 1:3—“Blessed be the God and Father of our Lord Jesus Christ, who hath blessed us with all spiritual blessings in heavenly places in Christ.”)

E. Christ as Sacrifice—Christ was a willing sacrifice for the sins of the world. His blood covers every sin of the believer and pardons the Christian for eternity. The purpose of His death and resurrection was to redeem a people to Himself. (Isaiah 53:4–5—“Surely he hath borne our griefs, and carried our sorrows: yet we did esteem him stricken, smitten of God, and afflicted. But he was wounded for our transgressions, he was bruised for our iniquities:

ties: the chastisement of our peace was upon him; and with his stripes we are healed.” John 10:27–28—“My sheep hear my voice, and I know them, and they follow me: and I give unto them eternal life; and they shall never perish, neither shall any man pluck them out of my hand.”)

F. Christ as Intercessor—Having pardoned them through His blood, Christ performs the office of High Priest in praying for His people. (Hebrews 7:25—“Wherefore he is able also to save them to the uttermost that come unto God by him, seeing he ever liveth to make intercession for them.” John 17:20—“Neither pray I for these alone, but for them also which shall believe on me through their word.”)

G. Christ as Friend—In giving salvation to the believer, Christ enters a personal, loving relationship with the Christian that cannot be ended. This relationship is understood and enjoyed on the believer’s part through fellowship with the Lord through Bible reading and prayer. (Isaiah 54:5—“For thy Maker is thine husband; the Lord of hosts is his name; and thy Redeemer the Holy One of Israel; The God of the whole earth shall he be called.” Romans 8:38–39—“For I am persuaded, that neither death, nor life, nor angels, nor principalities, nor powers, nor things present, nor things to come, nor height, nor depth, nor any other creature, shall be able to separate us from the love of God, which is in Christ Jesus our Lord.”)

H. God as Father—God has appointed Himself to be responsible for the well-being of the Christian. He both protects and nourishes the believer, and it was from Him that salvation originated. (Isaiah 54:17—“No weapon that is formed against thee shall prosper; and every tongue that shall rise against thee in judgment thou shalt condemn. This is the heritage of the servants of the Lord, and their righteousness is of me, saith the Lord.” Psalm 103:13—“Like as a father pitieth his children, so the Lord pitieth them that fear him.”)

I. God as Master—God is sovereign over all creation. He orders the lives of His people for His glory and their good. (Romans 8:28—“And we know that all things work together for good to them that love God, to them who are the called according to his purpose.”)

Leading a Child to Christ

One of the greatest desires of Christian teachers is to lead children to the Savior. God has called you to present the gospel to your students so that they may repent and trust Christ, thereby being acceptable to God through Christ.

Relying on the Holy Spirit, take advantage of the opportunities that arise for presenting the good news of Jesus Christ. Ask questions to personally apply the Ten Commandments to your students (e.g., What is sin? Have you ever told a lie or taken something that wasn't yours? Are you a sinner?). You may also ask questions to discern the child's sincerity or any misunderstanding he might have (e.g., What is the gospel? What does it mean to repent? Can you do anything to save yourself?). Read verses from your Bible. You may find the following outline helpful, especially when dealing individually with a child.

1. I have sinned (Romans 3:23).

- Sin is disobeying God's Word (1 John 3:4). I break the Ten Commandments (Exodus 20:2–17) by loving other people or things more than I love God, worshiping other things or people, using God's name lightly, disobeying and dishonoring my parents, lying, stealing, cheating, thinking harmful and sinful thoughts, or wanting something that belongs to somebody else.
- Therefore, I am a sinner (Psalm 51:5; 58:3; Jeremiah 17:9).
- God is holy and must punish me for my sin (Isaiah 6:3; Romans 6:23).
- God hates sin, and there is nothing that I can do to get rid of my sin myself (Titus 3:5; Romans 3:20, 28). I cannot make myself become a good person.

2. Jesus died for me (Romans 5:8).

- God loves me even though I am a sinner.
- He sent His Son, Jesus Christ, to die on the cross for me. Christ is sinless and did not deserve death. Because of His love for me, Christ took my sin on Himself and was punished in my place (1 Peter 2:24a; 1 Corinthians 15:3; John 1:29).
- God accepted Christ's death as the perfect substitute to take the punishment for my sin (2 Corinthians 5:21).
- Three days later, God raised Jesus from the dead. Jesus Christ is alive today and offers salvation to all. This is the gospel of Jesus Christ: He died on the cross for our sins according to the Scriptures, and He rose again the third day according to the Scriptures (1 Corinthians 15:1–4; 2 Peter 3:9; 1 Timothy 2:4).

3. I need to put my trust in Jesus (Romans 10:9–10, 13–14a).

- I must repent (turn away from my sin) and trust only Jesus Christ for salvation (Mark 1:15).
- If I repent and believe in what Jesus has done, I am putting my trust in Jesus.
- Everyone who trusts in Jesus is forgiven of sin (Acts 2:21) and will live forever with God (John 3:16). I am given His righteousness and become a new creation, with Christ living in me (2 Corinthians 5:21; Colossians 1:27).

If a child shows genuine interest and readiness, ask, "Are you ready to put your trust in Jesus and depend on only Him for salvation?" If he says yes, then ask him to talk to God about this. Perhaps he will pray something like the following:

God, I know that I've sinned against You and that You hate sin but that You also love me. I believe that Jesus died to pay for my sin and that He rose from the dead, so I put my trust in Jesus to forgive me and give me a home with You forever. In Jesus' name I pray. Amen.

Show the child how to know from God's Word whether he is in God's family (1 John 5:12–13; John 3:18). Encourage him to follow Jesus by obeying Him each day. Tell the child that whenever he sins, he will be forgiven as soon as he confesses those sins to God (1 John 1:9).

National Curriculum Standards for Social Studies

Standards for Middle Grades

		Chapter	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
I. Culture																	
Knowledge—Learners will understand																	
a.	"culture" refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people;		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
b.	concepts such as beliefs, values, institutions, cohesion, diversity, accomodation, adaptation, assimilation, and dissonance;		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
c.	how culture influences the ways in which human groups solve the problems of daily living;		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
d.	that the beliefs, values, and behaviors of a culture form an integrated system that helps shape the activities and ways of life that define a culture;		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
e.	how individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication, travel, and study;		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
f.	that culture may change in response to changing needs, concerns, social, political, and geographic conditions;			X	X	X	X	X	X	X	X	X	X	X	X	X	X
g.	how people from different cultures develop different values and ways of interpreting experience;		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
h.	that language, behaviors, and beliefs of different cultures can both contribute to and pose barriers to cross-cultural understanding.		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
II. Time, Continuity, and Change																	
Knowledge—Learners will understand																	
a.	the study of the past provides a representation of the history of communities, nations, and the world;		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
b.	concepts such as chronology, causality, change, conflict, complexity, multiple perspectives, primary and secondary sources, and cause and effect;		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
c.	that learning about the past requires the interpretation of sources, and that using varied sources provides the potential for a more balanced interpretive record of the past;		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
d.	that historical interpretations of the same event may differ on the basis of such factors as conflicting evidence from varied sources, national or cultural perspectives, and the point of view of the researcher;		X	X		X	X	X	X	X	X	X	X	X	X	X	X
e.	key historical periods and patterns of change within and across cultures (e.g., the rise and fall of ancient civilizations, the development of technology, the rise of modern nation-states, and the establishment and breakdown of colonial systems);		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
f.	the origins and influences of social, cultural, political, and economic systems;		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
g.	the contributions of key persons, groups, and events from the past and their influence on the present;		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
h.	the history of democratic ideals and principles and how they are represented in documents, artifacts, and symbols;			X	X	X	X	X	X	X	X				X	X	
i.	the influences of social, geographic, economic, and cultural factors on the history of local areas, states, nations, and the world.			X	X	X	X	X	X	X	X	X	X	X	X	X	

III. People, Places, and Environments

Knowledge—Learners will understand

a.	the theme of people, places, and environments involves the study of relationships between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources;	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
b.	concepts such as location, region, place, and migration, as well as human and physical systems;	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
c.	past and present changes in physical systems, such as seasons, climate, weather, and the water cycle, in both national and global contexts;	X	X	X	X	X	X					X	X	X		
d.	the roles of different kinds of population centers in a region or nation;	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
e.	the concept of regions identifies links between people in different locations according to specific criteria (e.g., physical, economic, social, cultural, or religious);	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
f.	patterns of demographic and political change and cultural diffusion in the past and present (e.g., changing national boundaries, migration and settlement, and the diffusion of and changes in customs and ideas);	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
g.	human modifications of the environment;	X	X	X	X	X	X	X		X	X	X	X	X	X	X
h.	factors that contribute to cooperation and conflict among peoples of the nation and world, including language, religion, and political beliefs;	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
i.	the use of a variety of maps, globes, graphic representations, and geospatial technologies to help investigate the relationships among people, places, and environments.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	

IV. Individual Development and Identity

Knowledge—Learners will understand

a.	the study of individual development and identity helps us know that individuals change physically, cognitively, and emotionally over time;	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
b.	concepts such as development, change, personality, learning, the individual, family, groups, motivation, and perception;	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
c.	how factors such as physical endowment, interests, capabilities, learning, motivation, personality, perception, and beliefs influence individual development and identity;	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
d.	how personal, social, cultural, and environmental factors contribute to the development and growth of personal identity;	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
e.	that individuals' choices influence identity and development;	X	X	X	X	X	X	X	X	X	X	X	X		X	X
f.	that perceptions are interpretations of information about individuals and events and can be influenced by bias and stereotypes.	X	X	X	X	X	X	X	X	X	X	X	X		X	X

V. Individuals, Groups, and Institutions**Knowledge—Learners will understand**

a.	this theme helps us know how individuals are members of groups and institutions and how they influence and shape those groups and institutions;	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
b.	concepts such as mores, norms, status, role, socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, race, ethnicity, and gender;	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
c.	institutions are created to respond to changing individual and group needs;		X	X	X	X	X	X	X	X	X	X	X	X	X	X
d.	that ways in which young people are socialized include similarities as well as differences across cultures;		X	X	X	X	X	X	X	X	X	X	X	X	X	X
e.	that groups and institutions change over time;		X	X	X	X	X	X	X	X	X	X	X	X	X	X
f.	that cultural diffusion occurs when groups migrate;	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
g.	that institutions may promote or undermine social conformity;		X	X	X	X	X	X	X	X	X	X	X	X	X	X
h.	that when two or more groups with differing norms and beliefs interact, accommodation or conflict may result;	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
i.	that groups and institutions influence culture in a variety of ways.		X	X	X	X	X	X		X	X	X	X	X	X	X

VI. Power, Authority, and Governance**Knowledge—Learners will understand**

a.	rights are guaranteed in the U.S. Constitution, the supreme law of the land;		X	X	X					X					X	
b.	fundamental ideas that are the foundation of American constitutional democracy (including those of the U.S. Constitution, popular sovereignty, the rule of law, separation of powers, checks and balances, minority rights, the separation of church and state, and Federalism);	X	X	X	X		X	X	X	X				X	X	
c.	fundamental values of constitutional democracy (e.g., the common good, liberty, justice, equality, and individual dignity);			X	X		X	X	X	X				X	X	
d.	the ideologies and structures of political systems that differ from those of the United States;		X	X	X	X	X	X	X	X			X	X	X	X
e.	the ways in which governments meet the needs and wants of citizens, manage conflict, and establish order and security.		X	X	X	X	X	X	X	X	X	X	X	X	X	X

VII. Production, Distribution, and Consumption

Knowledge—Learners will understand

a.	individuals, government, and society experience scarcity because human wants and needs exceed what can be produced from available resources;		X	X	X	X	X	X	X	X	X	X	X	X	X	
b.	how choices involve trading off the expected value of one opportunity gained against the expected value of the best alternative;		X	X	X	X	X	X	X	X	X	X	X	X	X	X
c.	the economic choices that people make have both present and future consequences;	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
d.	economic incentives affect people's behavior and may be regulated by rules or laws;	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
e.	that banks and other financial institutions channel funds from savers to borrowers and investors;						X	X	X	X			X			
f.	the economic gains that result from specialization and exchange as well as the tradeoffs;	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
g.	how markets bring buyers and sellers together to exchange goods and services;		X	X	X	X	X	X	X	X	X	X	X		X	X
h.	how goods and services are allocated in a market economy through the influence of prices on decisions about production and consumption;		X	X	X		X	X	X	X	X	X				
i.	how the overall levels of income, employment, and prices are determined by the interaction of households, firms, and the government.			X	X	X	X	X	X	X	X	X	X	X	X	

VIII. Science, Technology, and Society

Knowledge—Learners will understand

a.	science is the result of empirical study of the natural world, and technology is the application of knowledge to accomplish tasks;	X	X	X		X	X	X	X	X	X	X	X		X	
b.	society often turns to science and technology to solve problems;	X	X	X	X	X	X	X	X	X	X	X	X		X	
c.	our lives today are media- and technology-dependent;			X	X											
d.	science and technology have had both positive and negative impacts upon individuals, societies, and the environment in the past and present;		X	X	X	X	X	X	X	X	X	X	X	X	X	
e.	science and technology have changed peoples' perceptions of the social and natural world, as well as their relationship to the land, economy and trade, their concept of security, and their major daily activities;		X	X	X	X	X	X	X	X	X	X	X			
f.	values, beliefs, and attitudes that have been influenced by new scientific and technological knowledge (e.g., invention of the printing press, conceptions of the universe, applications of atomic energy, and genetic discoveries);		X	X		X	X		X						X	
g.	how media are created and received depends upon cultural contexts;															
h.	science and technology sometimes create ethical issues that test our standards and values;			X							X			X		
i.	the need for laws and policies to govern scientific and technological applications;		X	X												
j.	that there are gaps in access to science and technology around the world.												X			

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
IX. Global Connections																
Knowledge—Learners will understand																
a.	global connections have existed in the past and increased rapidly in current times;	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
b.	global factors such as cultural, economic, and political connections are changing the places in which people live (e.g., through trade, migration, increased travel, and communication);		X	X	X	X	X	X	X	X	X	X	X	X	X	X
c.	spatial relationships that relate to ongoing global issues (e.g., pollution, poverty, disease, and conflict) affect the health and well-being of Earth and its inhabitants;	X	X	X		X	X	X	X	X	X		X	X	X	X
d.	global problems and possibilities are not generally caused or developed by any one nation;		X	X	X	X	X			X	X	X	X			
e.	global connections may make cultures more alike or increase their sense of distinctiveness;		X	X	X	X	X		X	X	X	X	X	X	X	X
f.	universal human rights cut across cultures but are not necessarily understood in the same way in all cultures.		X	X	X	X	X	X	X	X	X		X		X	
X. Civic Ideals and Practices																
Knowledge—Learners will understand																
a.	the theme of civic ideals and practices helps us to learn about and know how to work for the betterment of society;	X	X	X	X	X	X	X	X	X	X	X	X			
b.	concepts and ideals such as individual dignity, liberty, justice, equality, individual rights, responsibility, majority and minority rights, and civil dissent;	X	X		X	X	X	X	X	X	X	X	X		X	
c.	key practices involving the rights and responsibilities of citizenship and the exercise of citizenship (e.g., respecting the rule of law and due process, voting, serving on a jury, researching issues, making informed judgments, expressing views on issues, and collaborating with others to take civic action);	X			X	X	X	X	X	X	X				X	X
d.	the common good and the rule of law;	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
e.	key documents and excerpts from key sources that define and support democratic ideals and practices (e.g., the U.S. Declaration of Independence, the U.S. Constitution, the Gettysburg Address, the Letter from Birmingham Jail, and international documents such as the Declaration of the Rights of Man, and the Universal Declaration of the Rights of Children);		X	X	X			X	X	X				X	X	
f.	the origins and function of major institutions and practices developed to support democratic ideals and practices;				X			X	X	X	X				X	
g.	key past and present issues involving democratic ideals and practices, as well as the perspectives of various stakeholders in proposing possible solutions to these issues;				X		X		X	X	X			X	X	
h.	the importance of becoming informed in order to make positive civic contributions.				X		X		X	X						

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How to Use the Teacher's Toolkit

Contents

The Teacher's Toolkit CD contains the following materials:

- Activity Manual Answer Key
- *Christianity and Religions* Chart
- Games
- Graphic Organizers
- History Fair
- History TimeLine
- Instructional Aids
- Maps
- Materials List
- National Curriculum Standards for Social Studies
- Quizzes
- Resource Treasury
- Rubrics

Getting Started

Viewing the Teacher's Toolkit materials requires Adobe® Reader® 7.0 or higher. The most recent version of Adobe Reader may be downloaded at no charge from the Adobe website at www.adobe.com. An Internet connection is required to download Reader.

Windows

Insert the CD. If it does not start automatically, open the CD's file listing and launch the file "Startup.exe." Read and accept the license agreement to begin using the Teacher's Toolkit materials. Navigate within the CD using the book-marks on the left side of the screen.

Mac

Insert the CD, click on the CD icon, and open the file "main.pdf" to begin using the Teacher's Toolkit materials.

Minimum System Requirements

Processor (CPU): Pentium IV

Operating System: Windows XP; Mac OS Leopard (version 10.5)

RAM: 256MB

Display: 1024 × 768

Application: Adobe Reader 7.0

Additional Help

Additional usage information can be found on the CD in the file "CD_info.pdf." For further assistance, call BJU Press Customer Service at 1-800-845-5731.