



# Introduction


*Into All the World* is Christian Light Education's world geography text for Level 400. It follows "Your Neighborhood" (a five-LightUnit course for second grade), and *Living Together on God's Earth*—the Level 300 text on world communities.


After an introductory unit, students begin their study in the Americas, and travel all over the world, ending up in Australia, Oceania, and Antarctica.


## Symbols in the LightUnits

 **Teacher Check.** Used before quizzes and self checks and anywhere else the child must obtain the teacher's initials before proceeding.

 **Small Teacher Check.** Also indicates an exercise that must be scored or checked by the teacher. The child may continue working even though the teacher has not yet checked the exercise.

 **Teacher's Aide Check.** This symbol is used anywhere the child may not continue working in the LightUnit until the exercise has been checked and initialed by the teacher's aide or teacher.

 **Small Teacher's Aide Check.** Used with exercises that need to be checked by the teacher's aide or teacher. The child may continue working beyond this symbol even though the exercise has not yet been checked.

 **Optional Activity.** The student should check with you for instructions as to whether to do exercises marked with a star.

## Sections, Quizzes, Self Check, and LightUnit Test

There are three sections in each LightUnit, each with several lessons and a quiz or self check. (The first two sections have quizzes, and the third section has a self check.) Students who

do well on the quizzes and on the self check should normally have no difficulty passing the LightUnit Test. Students should especially review the *We Remember* sections of the lessons when preparing for quizzes or the LightUnit Test.

## Lesson Schedule

Each LightUnit is designed to be done in 17 days, one lesson per day. Day 16 is for review. Day 17 is for the LightUnit Test.

## Grading

Use the LightUnit Test score and the two quiz scores to arrive at a grade for the LightUnit. These scores together give a well-rounded picture of the student's progress.

The quizzes, self check, and LightUnit Test have point values of 100 for ease in figuring grades.

You may count each quiz as 25% of the LightUnit grade and the test as 50%. Include other aspects of the student's work in their grade as you choose.

Use the score box in the back of each LightUnit to figure and report the student's grade to him.

## The Teacher's Guide

Please take the time to familiarize yourself with the features and appendixes of this *Teacher's Guide*. It will be well worth your time later.

The teacher's notes for each lesson include discussion ideas, lesson leads, notes for map activities, or ideas for enrichment activities. The lesson notes indicate when there is a map in Appendix D that goes along with that particular lesson.

**Appendixes.** These are designed to help you in your teaching and to answer any questions you may have about the course.

Appendix A is the scope and sequence for Level 300 Social Studies. It shows the skills students learned in Social Studies 300: *Living Together on God's Earth*.

Appendix B is a scope and sequence of Social

## Introduction

Studies 400. Homeschoolers may copy this to present to your local school board if they ask to see what you are teaching.

Appendix C contains the same glossary that is in the textbook. It includes the LightUnit and lesson number for each word as well as the textbook page number.

Appendix D contains reproducible maps that may be used with the course. Some of these are for specific assignments in the LightUnits. Some are for specific activities that the textbook exercises call for but are not included in the LightUnit. These activities are noted in the teacher's notes in this *Teacher's Guide*.

Appendix E contains work sheets for portions of the textbook that are not covered in the LightUnits. These may be photocopied and used in conjunction with the LightUnits. Each LightUnit overview tells which sections of the textbook are not covered in the LightUnits and reminds you to use the extra work sheets for those sections. Notes for individual lessons also remind you when a section is skipped in the LightUnits.

Appendix F contains Alternate LightUnit Tests that may be photocopied for use when a student needs to retake a test. The answer keys for the tests are included in the appendix.

**Self-Scoring** — For students in individualized settings or who are working mostly on their own with minimal teacher involvement, LightUnit 401 gives these guidelines for student self-scoring:

1. Complete the lesson.
2. Get permission to score.
3. Check your work—put an **X** beside wrong answers.
4. Return to your desk.
5. Correct the wrong answers by finding the right answers in your LightUnit.
6. Get permission to rescore.
7. Recheck your work—if corrected, circle the **X**.  
—if wrong, make another **X**.
8. Circle each page number after all mistakes have been corrected and the page is finished.

### Pronunciation Key

/ɑ/ bat; /e/ pet; /i/ bit; /ä/ top; /ə/ but; /yü/ use; /ò/ lost;  
/ər/ her; /ör/ corn; /ü/ boot; /ù/ foot; /öi/ coin, toy; /ir/ deer;  
/er/ bear; /är/ star; /aù/ out; /th/ thick; /th/ this; /zh/ measure

## Introduction for Parents and Teachers

The social studies represent a particularly crucial course in the school curriculum because they teach young people social values that help build a philosophy of life.

If the philosophy of a social studies curriculum is God-centered, it becomes a powerful tool for molding lives into the likeness of Jesus Christ. On the other hand, if the social values are distorted, a social studies text can be a most devastating part of the total curriculum and a direct cause for children of Christian parents to be spoiled “through philosophy and vain deceit” (Colossians 2:8).

Most social studies texts of today are humanistic. This means that they are man-centered. They assume that man is innately good and that through the persistent efforts of modern science he will eventually solve all of his problems. According to this philosophy, the world is moving toward a utopia where man will have learned to coexist in uninterrupted peace. The cancer of this demonic philosophy has crept from the classroom into professing Christianity. We have seen only the beginning of the havoc to follow in the form of arrogant individualism, disrespect for Biblical authority and traditional values, and a situational approach to ethics or matters of right and wrong.

Many modern social studies texts boldly assert the concepts of humanism that were peddled only cautiously in the textbooks of yesteryear. Alarmed by these bold attacks on the roots of society and Christian faith, Christian Light Publications has been moved by God to prepare a social studies curriculum based upon the revealed value system of God’s Word.

*Into All the World* is the fourth in a series of Bible-centered social studies texts published by Christian Light Publications. This text aims at the fourth grade level.

The writers and editors of this social studies series have labored to build their curriculum upon the solid principles of the Bible. In contrast to many social studies texts, this series assumes the depravity of man since the Fall in the Garden of Eden. It develops a system of social values based on God’s revealed Word, recognizing the New Testament as God’s final revelation to men. The way of salvation through Jesus Christ is presented

as the only remedy for man’s present deplorable condition both individually and socially. The spread of this Gospel of salvation is presented as the responsibility of the Christian community.

The Christian Light social studies series also recognizes God’s hand in history as well as His sovereignty over developments on the world scene. The series highlights God’s blessings upon people who obey and honor Him, even when facing persecution and death. It also recognizes that God often uses wars and other disasters to judge those who disobey Him.

This series traces the remnant of God’s people throughout the history of mankind. They appear as a bright ray in contrast to mankind as a whole, which is plunging deeper and deeper into spiritual blindness and depraved humanistic ambitions. The student is encouraged to follow in the train of the faithful followers of God who stand on the unchanging values of His Word in an aimlessly changing world.

*Into All the World* focuses on the beauty of the earth God has created and on the wide variety of natural resources God has placed here for our use and enjoyment. As they study each part of the world, students will learn about the physical blessings of God in that region. They will learn how man has used these blessings and has sometimes abused what God has given.

The second great focus of this text is on the people God has made to inhabit the earth. In humanistic social studies texts, the emphasis is on man’s great accomplishments and how he is striving for utopian living conditions. *Into All the World*, however, focuses on understanding people and their needs; appreciating them, though their customs and way of life may be very different from our own; and seeing how obedience or disobedience to God affects their lives for good or ill. Emphasis is also placed on the need for God’s people to reach out to others with the Gospel of Jesus Christ.

We trust that *Into All the World* will help meet the crucial need for a Bible-centered, Christ-honoring social studies program in Christian schools and homes. We pray that God will receive all the glory and that students will be drawn closer to Him as they use this text.