

## FIRST QUARTER · CYCLE 1, LOWER

TOPIC: Change Over Time

PACING: 3 Days

## STANDARDS:

- SS.K-4.C.2** Identify concepts such as: similarities, differences, beliefs, values, cohesion, and diversity.
- SS.K-4.TCC.1** Explain that the study of the past is a story of communities, nations, and the world.
- SS.K-4.PPE.10** Examine the effects of sin on the environment.
- SS.K-4.IDI.3** Define concepts such as: growth, change, learning, self, family, and groups.
- SS.K-4.STS.6** Demonstrate how science leads to new technology in areas such as communication and transportation resulting in change over time.

## OBJECTIVES:

- Discuss how people and events shape history.
- Understand why history is important and how things change over time.
- Recognize and use time lines.

**VOCABULARY:** similarities, differences, artifacts, history, time line, community, technology, communication

## SPIRITUAL APPLICATIONS:

Review the stories of Creation and the Flood. Describe the effects of sin on humans and the environment.

## MCGRAW-HILL RESOURCES:

*Our Community and Beyond*

**Unit 1 pp. 2-23**

Unit 1 – Unit Opener and Lesson 1  
Digital Plans and Presentations

Video – *How Communities Are Alike and Different* (10:22)

## ADDITIONAL RESOURCES / CONNECTIONS:

BrainPop Jr. video – *School* (3:11)

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Big Idea Project (p. 51 – to be continued): Make a poster about life in the past. *Rubric is on page 51W.*
2. Complete a Venn diagram comparing school long ago and today.
3. Develop a time line showing events from your life or showing events from one day.
4. Research kinds of technology that have changed over time like telephones or copy machines. Draw a picture and write a few sentences about how the piece of technology has changed over time.

## FIRST QUARTER · CYCLE 1, LOWER

TOPIC: Special Holidays

PACING: 3 Days

## STANDARDS:

**SS.K-4.C.1** Define culture as referring to the behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people.

**SS.K-4.TCC.4** Name key people, events, and places associated with the history of the community, nation, and world.

## OBJECTIVES:

- Define culture.
- Recognize why we celebrate people and events.
- Illustrate how to use a graphic organizer (calendar).

**VOCABULARY:** holidays, celebration, slavery, culture

## SPIRITUAL APPLICATIONS:

Read Luke 15:11-31 (Parable of the Lost Son) – Discuss the celebration the father prepared. Compare to God's celebration when people come to or return to Him.

## MCGRAW-HILL RESOURCES:

*Our Community and Beyond*

**Unit 1 pp. 24-31**

Unit 1 – Lesson 2 Digital Plans and Presentations

Video – *Veterans Day: Holiday Facts and Fun* (13:23)

Leveled Reader – *The First Thanksgiving* (TE 16, 17)

## ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Thanksgiving: Holiday Facts and Fun* (12:45)

Learn360 video – *Cinco de Mayo: Holiday Facts and Fun* (12:18)

Learn360 video – *Memorial Day: Holiday Facts and Fun* (15:08)

Learn360 video – *Martin Luther King Day: Holiday Facts and Fun* (11:27)

BrainPop Jr. video – *Martin Luther King Jr.* (6:05)

BrainPop Jr. video – *Thanksgiving* (4:00)

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 51): Make a poster about life in the past.
2. Create and label a monthly calendar showing one or more special days or holidays.
3. Develop an illustrated chart listing facts about an important holiday.
4. After reading *The First Thanksgiving*, create a skit acting out the events of the story.

## FIRST QUARTER · CYCLE 1, LOWER

## TOPIC: American Heroes and Sharing Stories

PACING: 4 Days

## STANDARDS:

- SS.K-4.IDI.2** Identify the qualities that make individuals unique and equip them for their place in God's overall plan.
- SS.K-4.IDI.4** Explain how individuals have characteristics that are both distinct from and similar to those of others.
- SS.K-4.IDI.16** Embrace and cultivate a personal relationship with Christ.

## OBJECTIVES:

- Determine how people show character.
- Identify positive character traits and why they are important.
- Analyze stories and why we read/tell them.
- Identify fact and fiction.

**VOCABULARY:** character, honesty, courage, responsibility, exaggerate, fable, fact, fiction

## SPIRITUAL APPLICATIONS:

Read a story from the Bible that discusses how God helps a person develop positive character traits (i.e., Elijah, Saul/Paul, Moses). What qualities made the Bible characters ready to be part of God's plan?

Find examples of Bible characters with a personal relationship with God. Encourage cultivation of a personal relationship with Jesus.

## MCGRAW-HILL RESOURCES:

*Our Community and Beyond*

**Unit 1 pp. 32-51**

Unit 1 – Lessons 3 and 4 Digital Plans and Presentations

Video – *Abraham Lincoln: Famous People, Incredible Lives* (7:04)

Video – *Harriet Tubman and Her Escape to Freedom* (12:29)

Leveled Readers – *Daniel Inouye* (TE 18, 19); *Coretta Scott King* (TE 20, 21)

## ADDITIONAL RESOURCES / CONNECTIONS:

BrainPop Jr. video – *Harriet Tubman* (3:42)

BrainPop Jr. video – *Abraham Lincoln* (4:03)

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Complete Big Idea Project (p. 51): Make a poster about life in the past.
2. Describe in your own words three ways people can be honest.
3. Write a paragraph that tells about a hero you know or have read about. After you have written your paragraph, draw a picture of your hero.
4. In a small group, develop a skit showing a positive character trait.
5. Using a T-chart, make a list of “do’s and don’t’s” in different situations.
6. Write exaggerated sentences and share with a partner.
7. Compare and contrast fables with parables from the Bible.

## FIRST QUARTER · CYCLE 1, LOWER

## TOPIC: Our World and Using Maps

PACING: 3 Days

## STANDARDS:

- SS.K-4.PPE.2** Define concepts such as: location, direction, distance, and scale.
- SS.K-4.PPE.11** Compare and contrast benefits and problems resulting from the discovery and use of resources.

## OBJECTIVES:

- Recognize how maps help us better understand the world.
- Locate and identify elements of a map.

**VOCABULARY:** map key, map scale, compass rose, thematic map, cardinal and intermediate directions

## SPIRITUAL APPLICATIONS:

Review the story of Abram's and Lot's separation in Genesis 13. Notice God's use of the terms "north, south, east, and west."

## MCGRAW-HILL RESOURCES:

*Who We Are as Americans*

**Unit 1 pp. 2-13**

Unit 1 - Unit Opener and Lesson 1  
Digital Plans and Presentations

Video - *Map Adventures in the Park* (5:42)

## ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video - *You Are Here: Mapping Skills* (17:22)

BrainPop Jr. video - *Reading Maps* (5:28)

[www.eduplace.com/ss/maps/](http://www.eduplace.com/ss/maps/)  
(Free maps to download and print out)

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Big Idea Project (p. 25 - to be continued): Create a globe of your own. Rubric is on page 25W.
2. Hide an object in the park, home, or backyard and create a map that leads to the object. Create a compass rose and a map key for the map. Then give the map to a friend or family member to look for the treasure.
3. Find a simple map of your hometown. Find your home and other landmarks.
4. In small groups, make cardinal direction posters to put up in your classroom (north, east, south, west).

FIRST QUARTER · CYCLE 1, LOWER

TOPIC: Where We Live and Our Earth

PACING: 3 Days

**STANDARDS:**

**SS.K-4.PPE.3** Utilize tools such as maps, globes, and geospatial technologies in investigating relationships among people, places, and environments.

**OBJECTIVES:**

- Compare and contrast political and physical maps.
- Identify the equator, prime meridian, and the North and South Poles.

**VOCABULARY:** political map, physical map, equator, prime meridian, North Pole, South Pole, globe