

FOURTH QUARTER · CYCLE 1, LOWER

TOPIC: United States Citizens

PACING: 4 Days

STANDARDS:

SS.K-4.CIP.1 Explain that the theme of civic ideals and practices helps us know how we can influence the way people live and act together.

OBJECTIVES:

- Understand what it means to be a citizen of a country.
- Identify the two ways to become a United States citizen.

VOCABULARY: citizen, naturalization

FOURTH QUARTER · CYCLE 1, LOWER

TOPIC: Rights and Responsibilities

PACING: 3 Days

STANDARDS:

- SS.K-4.CIP.1** Explain that the theme of civic ideals and practices helps us know how we can influence the way people live and act together.
- SS.K-4.CIP.6** Discuss the importance of religious freedom throughout the world.

OBJECTIVES:

- Restate the guaranteed rights of citizenship.
- Recognize how to be a responsible citizen and why that is important.

VOCABULARY: rights, responsible, recycle, volunteer

SPIRITUAL APPLICATIONS:

Discuss religious freedom and the Seventh-day Adventist Church's religious liberty efforts. Discuss a current situation where religious liberty is being denied and/or protected.

www.religiousliberty.info

MCGRAW-HILL RESOURCES:

Who We Are as Americans

Unit 4 pp. 102-107

Unit 4 - Lesson 2 Digital Plans and Presentations

Leveled Reader - *People Help People: After Hurricane Katrina* (TE 24, 25)

Video - *How We Elect a President* (16:07)

ADDITIONAL RESOURCES / CONNECTIONS:

BrainPop Jr. video - *Rights and Responsibilities* (3:37)

BrainPop video - *Bill of Rights* (4:52)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 127): Make a mobile to show what you learned about American citizens and government.
2. Participate in a community service project such as recycling, picking up litter, or volunteering for a different worthwhile project.
3. List the characteristics of a responsible citizen and then role play the application of each characteristic.
4. Write thank you notes to individuals who volunteer in the community, school, or church.

FOURTH QUARTER · CYCLE 1, LOWER

TOPIC: Citizens Create Change

PACING: 3 Days

STANDARDS:

- SS.K-4.IDI.6** Describe how individuals bring specific abilities, interests, and talents in working with others to make decisions and solve problems.
- SS.K-4.CIP.3** Describe how key practices in a democratic society include civic participation based on studying community issues, planning, decision-making, voting, and cooperating to promote civic ideals.
- SS.K-4.CIP.4** Discuss how democratic ideals and practices are represented in contemporary and historical sources, quotations, and stories.

OBJECTIVES:

- Discuss how citizens create change.
- Recognize key citizens of the past and their contributions.

VOCABULARY: veteran, equal rights, fair, unfair

SPIRITUAL APPLICATIONS:

In small groups, students choose a Bible character who was a good citizen and created change. Prepare a skit or charade to act out the story.

MCGRAW-HILL RESOURCES:

Who We Are as Americans

Unit 4 pp. 108-113

Unit 4 – Lesson 3 Digital Plans and Presentations

Leveled Reader – *George Washington*

Carver: Plant Doctor (TE 26, 27)

ADDITIONAL RESOURCES / CONNECTIONS:

BrainPop Jr. video – *George Washington* (6:40)
BrainPop Jr. video – *Susan B. Anthony* (4:20)
BrainPop Jr. video – *Martin Luther King, Jr.* (6:05)
BrainPop Jr. video – *Rosa Parks* (5:37)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 127): Make a mobile to show what you learned about American citizens and government.
2. Research a citizen from the past who has helped create change. Have a day to “dress up” like the citizen and share information about the citizen and their accomplishments with your classmates.
3. Create a concept map about one or more people from this lesson. Then tell why that person’s contribution was important.

FOURTH QUARTER · CYCLE 1, LOWER

TOPIC: Rules and Laws

PACING: 3 Days

STANDARDS:

- SS.K-4.PAG.1** Justify how rules and laws can serve to support order and protect individual rights.
- SS.K-4.PAG.4** Give examples of people who have the authority to make and enforce rules.
- SS.K-4.PAG.6** Show how the Ten Commandments relate to governmental laws.

OBJECTIVES:

- State the importance of rules and laws.
- Describe the purpose of the U.S. Constitution.
- Examine who has authority to make and enforce rules and laws.

VOCABULARY: government, Constitution, structure, function

SPIRITUAL APPLICATIONS:

1 John 5:3 – Review and discuss God’s law – the Ten Commandments. How are our rules and laws today based on the Ten Commandments?

MCGRAW-HILL RESOURCES:

Who We Are as Americans

Unit 4 pp. 114-119

Unit 4 – Lesson 4 Digital Plans and Presentations
Leveled Reader – *Carl B. Stokes* (TE 28, 29)

ADDITIONAL RESOURCES / CONNECTIONS:

BrainPop Jr. video – *Local and State Government* (4:24)
BrainPop video – *Constitution* (3:53)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 127): Make a mobile to show what you learned about American citizens and government.
2. In your own words, write a paragraph telling why rules and laws are important.
3. Pick a rule from home or school. Write a story showing what might happen if that rule didn’t exist.
4. Play the “Sortify: U.S. Constitution” game on BrainPop.

FOURTH QUARTER · CYCLE 1, LOWER

TOPIC: American Symbols

PACING: 3 Days

STANDARDS:

SS.K-4.PAG.7 Describe fundamental values of democracy: the common good, liberty, justice, equality, and individual dignity.

OBJECTIVES:

- Explain what symbols are and how they help us.
- Identify American symbols.

VOCABULARY: symbol, represent