

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

SPIRITUAL APPLICATIONS:

Luke 18:15-17 – Compare and contrast becoming a citizen of the United States with becoming part of the Kingdom of God.

McGRAW-HILL RESOURCES:

Who We Are as Americans

Unit 4 pp. 90-101

Unit 4 – Unit Opener and Lesson 1
Digital Plans and Presentations

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video segment – *Citizenship* (3:55)
Learn360 video segment – *Naturalization* (1:44)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Big Idea Project (p. 127 – to be continued): Make a mobile to show what you learned about American citizens and government. Rubric is on page 127W.
2. List possible reasons people move to the United States and become naturalized citizens.
3. Create a poem or song about citizenship.
4. If possible, interview a person who came to this country and became a citizen by going through the naturalization process.
5. Using a T-chart, list the names of countries and what the citizens of that country are called (i.e., Italy – Italians, Germany – Germans).

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