

THIRD QUARTER · CYCLE 2, LOWER

TOPIC: Map Elements

PACING: 2 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:

- Identify and use elements of a map.
- Understand that maps use symbols to stand for real things.

VOCABULARY: map, cardinal directions, compass rose, map key, symbol

SPIRITUAL APPLICATIONS:

Exodus 13:21 – Moses and the Israelites had something better than a map to lead them through the desert—God had a pillar of fire and cloud to direct them. How does God lead us today?

McGRAW-HILL RESOURCES:

Our Community and Beyond

Unit 2 pp. 52-63

Unit 2 – Unit Opener and Lesson 1
Digital Plans and Presentations

Video – *Maps Show Our Earth* (9:54)

Leveled Reader – *Let's Use a Map*

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Making Maps* (18:26)

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

Learn360 video segment –
Map Reading Fundamentals (2:53)

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

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Big Idea Project (p. 77 – to be continued): Create a community map. Rubric is on page 77W.
2. Distribute various maps (city, state, county, theme park, zoo, museum, historical maps). Discuss the characteristics of the maps, including the uses and elements of the maps.

THIRD QUARTER · CYCLE 2, LOWER

TOPIC: Maps and Globes

PACING: 2 Days

STANDARDS:

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

SS.K-4.PAG.10 Identify how God has ultimate control and protection over human affairs, and discuss the ways He has led in the past.

OBJECTIVES:

- Learn how to use maps and globes.
- Identify political and physical maps.

VOCABULARY: political map, physical map, globe

THIRD QUARTER · CYCLE 2, LOWER

TOPIC: Where We Live

PACING: 2 Days

STANDARDS:

SS.K-4.PPE.1 Explain that the theme of people, places, and environment involves the study of location, place, and the interactions of people with their surroundings.

OBJECTIVES:

- Describe how location, or where we live, affects our lives.
- Understand that our physical environment includes the land and water around us as well as the weather and seasons.

VOCABULARY: location, physical environment, transportation, weather, seasons

THIRD QUARTER · CYCLE 2, LOWER

TOPIC: Colonial America

PACING: 4 Days

STANDARDS:

- SS.K-4.IDI.10** Achieve a balance in work and leisure which encompasses physical, mental, emotional, social, and spiritual activities.
- SS.K-4.GC.5** Point out how all cultures have similar needs but meet those needs in different ways that may influence or be influenced by global connections.

OBJECTIVES:

- Understand the concept of colonization.
- Discuss daily life in Colonial America and how it changed over time.

VOCABULARY: colony, colonist, ruled

SPIRITUAL APPLICATIONS:

Exodus 20:8-11 – Review God’s gift of the Sabbath. Discuss how during colonial times life was difficult and required much work, but they took time to celebrate and rest. How does God want us to spend our time today?

MCGRAW-HILL RESOURCES:

Who We Are as Americans

Unit 3 pp. 60-73

Unit 3 – Unit 3 Opener and Lesson 1
Digital Plans and Presentations

Leveled Readers – *Children at Work:
Colonial Times; Remember Me*

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Colonial Settlements* (16:52)
BrainPop Jr. video – *Thirteen Colonies* (5:44)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Big Idea Project (to be continued – p. 89): Make a poster that shows some of the things that make up your culture. Rubric is on page 89W.
2. Research an American colony. Share what you learned with your class.
3. Create a daily schedule showing what you might be doing through the day if you had been a child in Colonial America. Then write a paragraph describing how your schedule today is different and similar.
4. Prepare a skit with a few classmates illustrating life in the American colonies.
5. Discuss ways colonies differed based on where settlers of that colony lived before coming to America.

THIRD QUARTER · CYCLE 2, LOWER

TOPIC: Coming to America

PACING: 3 Days

STANDARDS:

- SS.K-4.TCC.2** Define key concepts such as: past, present, future, similarity, difference, and change.
- SS.K-4.CIP.6** Discuss the importance of religious freedom throughout the world.
- SS.K-4.GC.4** Compare and contrast how some global issues have persisted over time while others are more contemporary or emerging.

OBJECTIVES:

- Identify reasons immigrants came to the United States.
- Discuss the process of immigration.

VOCABULARY: Statue of Liberty, Ellis Island, escape

SPIRITUAL APPLICATIONS:

Exodus 3:17 – Just as God promised Moses and the Israelites a new land with a better life, the immigrants hoped for a better life in America. Compare and contrast the differences between the Israelites and the immigrants to the United States.

Research Seventh-day Adventist missionaries who were going to foreign lands while immigrants were coming to the United States (i.e., J. N. Andrews, Eric B. Hare).

MCGRAW-HILL RESOURCES:

Who We Are as Americans

Unit 3 pp. 74-79

Unit 3 – Lesson 2 Digital Plans and Presentations

Leveled Readers – *Eva’s Journey; Lady Liberty; The Statue of Liberty; A New Home; Communities Across America; Annie Moore: Ellis Island’s First Immigrant* (TE 20, 21)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video segment – *The Statue of Liberty* (2:44)

Learn360 video – *Watch the Stars Come Out: Reading Rainbow* (27:46)

BrainPop Jr. video – *Statue of Liberty* (4:41)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 89): Make a poster that shows some of the things that make up your culture.
2. Imagine you are an immigrant arriving in New York Harbor. Write a journal entry telling what you see and feel.
3. Write a list of possessions you would take to a new country on a large brown paper bag (additional instructions on TE 74, 75).
4. Write a poem describing immigration to America (i.e., the process, the reasons for immigration)
5. Write a paragraph telling why you think freedom is important.
6. Discuss whether or not the reasons for immigration to the United States have changed over time.

THIRD QUARTER · CYCLE 2, LOWER

TOPIC: Sharing Culture

PACING: 3 Days

STANDARDS:

- SS.K-4.C.4** Demonstrate respect for people with different religious beliefs, different ages, backgrounds, and ethnicity.
- SS.K-4.TCC.7** Identify key symbols and traditions that are carried from the past into the present by diverse cultures in the United States and the world.

OBJECTIVES:

- Describe how culture shapes a community or nation.
- Discuss why the United States has such a diverse culture.
- Identify contributions immigrants have made to the United States.

VOCABULARY: contribution, custom, blend

SPIRITUAL APPLICATIONS:

Genesis 1:27 – While the United States has a diverse culture, we are all similar because God created all of us in His image. What does this mean about the way we treat others who are different from us in some way?

MCGRAW-HILL RESOURCES:

Who We Are as Americans

Unit 3 pp. 80-89

Unit 3 – Lesson 3 Digital Plans and Presentations

Leveled Reader – *The Work They Did: The Immigrant Experience 1880 to 1924; Cuba and the United States* (TE 22, 23)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Long Ago: Exploring Communities* (11:59)

BrainPop Jr. video – *Rural, Suburban, and Urban* (4:19)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Complete Big Idea Project (89): Make a poster that shows some of the things that make up your culture. Rubric is on page 89W.
2. Make a list of things from different cultures that you notice in everyday life. Compare your list with a partner.
3. Write a story about living in one type of community: rural, suburban, or urban. Exchange stories with a partner who choose a different type of community for their story.
4. Have a cultural lunch. Students bring a food that is part of their culture to share with classmates.