

## CYCLE 3, LOWER

### SoSmart Chart: Cycle 3, Lower

CYCLE 3	Grades 1-4	Suggested Pacing
<b>FIRST QUARTER</b>	Celebrating Culture	
	All About Culture	3 days
	Life in the United States	4 days
	Life in Canada	3 days
	Life in Mexico Life in the Caribbean	3 days 3 days
<b>SECOND QUARTER</b>	The Midwest	
	The Midwest	4 days
	The Geography of the Midwest	4 days
	The Economy of the Midwest The People of the Midwest	4 days 4 days
<b>THIRD QUARTER</b>	Economics	
	Goods and Services	2 days
	Barter and Money	2 days
	Producers, Sellers, and Buyers	2 days
	Making Choices	2 days
	Government and Civics	
	Government	2 days
	Three Levels of Government Local Government Good Citizens	2 days 2 days 2 days
<b>FOURTH QUARTER</b>	The Southwest	
	The Southwest	4 days
	The Geography of the Southwest	4 days
	The Economy of the Southwest The People of the Southwest	4 days 4 days

Note: The pacing is based on one hour per day.

## FIRST QUARTER · CYCLE 3, LOWER

TOPIC: All About Culture

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.C.8** Identify the influence of Seventh-day Adventist heritage on culture.
- SS.K-4.IDI.11** Explore factors that contribute to personal identity such as physical attributes, gender, race, and culture.
- SS.K-4.PAG.8** Exhibit tolerance and respect for individuals with different beliefs and viewpoints.
- SS.K-4.GC.1** Discuss how global connections may be of various types including cultural exchange, trade, political, economic, or travel.

## OBJECTIVES:

- Define culture.
- Understand that culture influences the way people live.

**VOCABULARY:** culture, history, agriculture, artifact, transportation

## SPIRITUAL APPLICATIONS:

Galatians 3:26-28 - Discuss how the church is God's family. All are children of God regardless of culture, race, gender, or social status.

*God Loves Me 28 Ways* by Charles Mills and Linda Koh, pp. 34, 35

## MCGRAW-HILL RESOURCES:

*The United States Communities and Neighbors*

**Unit 2 pp. 54-69**

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

Video - *Communities of the Past* (9:59)

Leveled Readers - *Holiday Fun; Family History*

## ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video - *Everybody's Different: Different Cultures, Different Customs* (3:03)

BrainPop Jr. video - *Homes* (4:27)

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Big Idea Project (p. 99): Write a story about one of the cultures you have studied. Rubric is on page 99W.
2. Draw or make a model of a home that shows how the environment influences the materials used to build homes (i.e., ice house, log cabin).
3. Make a T-chart listing values and traditions different European groups brought to North America that are still part of the culture today.
4. Write a biography about your life in your town and state (similar to examples on pp. 68, 69).
5. Discuss ways in which your religious beliefs and belonging to the Seventh-day Adventist church influence your culture.

## FIRST QUARTER · CYCLE 3, LOWER

TOPIC: Life in the United States

PACING: 4 Days

## STANDARDS:

- SS.K-4.TCC.7** Show that historical events occurred in times that differed from our own but often have lasting consequences for the present and future.
- 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.IGI.1** Describe how this theme shows that people belong to groups and institutions that influence them and by which they are influenced.

## OBJECTIVES:

- Learn about the culture of the United States.
- Discuss how diversity influences culture.

**VOCABULARY:** diversity, contribution, observe

## SPIRITUAL APPLICATIONS:

Romans 12:5 – “We are many, but in Christ we are all one body.” A band or symphony has many different instruments playing many different parts. Discuss how diverse people can be unified in purpose.

## MCGRAW-HILL RESOURCES:

*The United States Communities and Neighbors*

**Unit 2 pp. 70-79**

Unit 2 – Lesson 2 Digital Plans and Presentations

Leveled Readers – *The Story of Granville T. Woods: Helping Make America* (TE 20, 21); *The Places We Live; Life in the United States*

## ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video segment – *The Fourth of July* (2:27)

Learn360 video – *Families of USA: Families of the World* (28:22)

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

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 99): Write a story about one of the cultures you have studied.
2. Describe a local celebration or event. From what culture did this celebration originate?
3. Make a list of foods that were brought to America from other cultures. What is the class favorite? Show the results on a bar graph.
4. Play charades acting out sports or activities that are popular in the United States.
5. In a drawing or painting, illustrate an urban, suburban, and rural family home in the United States. Include the family doing common activities for that type of community.

## FIRST QUARTER · CYCLE 3, LOWER

TOPIC: Life in Canada

PACING: 3 Days

## STANDARDS:

- SS.K-4.TCC.2** Define key concepts such as: past, present, future, similarity, difference, and change.
- SS.K-5.PPE.1** Explain that the theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings.

## OBJECTIVES:

- Learn about the culture of Canada.
- Discuss similarities and differences between life in Canada and the United States.

**VOCABULARY:** bilingual, cuisine, style

## SPIRITUAL APPLICATIONS:

Romans 13:10 and James 2:8 – While we do have country “neighbors” in North America, every individual can be our neighbor. God instructs us to show love to our neighbors.

## MCGRAW-HILL RESOURCES:

*The United States Communities and Neighbors*

**Unit 2 pp. 80-85**

Unit 2 – Lesson 3 Digital Plans and Presentations

Leveled Reader – *Nunavut: A New Territory* (TE 22, 23)

## ADDITIONAL RESOURCES / CONNECTIONS:

Learn 360 video – *Sheena Azak of Canada: Children of Other Lands* (14:36)

Learn360 video – *Canada: Its People, History & Government: Our North American Neighbors* (19:22)

Learn360 video – *Families of Canada: Families of the World* (28:23)

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 99): Write a story about one of the cultures you have studied.
2. Read the poem on p. 80, “My Own Canadian Home.” Write a poem about your home country.
3. Listen to the national anthem of Canada. Using a Venn diagram, compare and contrast it with our national anthem.
4. Choose a Canadian city from the list on pp. 82, 83. Describe how this city is similar and different to a city in the United States.
5. If possible, have a local person with Canadian heritage visit the class and provide information about Canada.

## FIRST QUARTER · CYCLE 3, LOWER

TOPIC: Life in Mexico

PACING: 3 Days

## STANDARDS:

- SS.K-4.C.6** Relate how individuals learn the elements of their culture through interactions with other members of the culture group.
- SS.K-4.IGI.2** Define concepts such as community, culture, role, competition, cooperation, rules, and norms.

## OBJECTIVES:

- Learn about the culture of Mexico.
- Discuss similarities and differences between life in Mexico and the United States.

**VOCABULARY:** civilization, generation, tradition

## SPIRITUAL APPLICATIONS:

Exodus 12:14 – Review the Passover story and the deliverance of the Israelites from Egypt. God sets aside a day to commemorate the event for “generations to come.”

## MCGRAW-HILL RESOURCES:

*The United States Communities and Neighbors*

**Unit 2 pp. 86-91**

Unit 2 – Lesson 4 Digital Plans and Presentations

Leveled Reader – *A True Hero*

## ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Andres Orozco of Mexico: Children of Other Lands* (14:55)

Learn360 video – *Mexico: Its People, History & Government: Our North American Neighbors* (20:42)

Learn360 video – *Families of Mexico: Families of the World* (28:23)

BrainPop Jr. video – *Maya Civilization* (4:27)

BrainPop Jr. video – *Mexico* (5:54)

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 99): Write a story about one of the cultures you have studied.
2. Discuss why families are important in sharing traditions and culture. Make a list of traditions that have been passed along in your family. Compare your list with a classmate's list.
3. If possible, have a local person with Mexican heritage visit the class and provide information about Mexico.
4. Have a special lunch featuring traditional Mexican dishes.

## FIRST QUARTER · CYCLE 3, LOWER

TOPIC: Life in the Caribbean

PACING: 3 Days

## STANDARDS:

- SS.K-4.C.3** Tell how cultural beliefs, behaviors, and values allow human groups to solve the problems of daily living.
- SS.K-4.PPE.8** Analyze factors that contribute to similarities and differences among people locally and in places across the world including ethnicity, language, and religious beliefs.
- SS.K-4.PDC.9** Examine the efforts of the Seventh-day Adventist church to alleviate social problems.

## OBJECTIVES:

- Learn about the culture of the Caribbean.
- Discuss similarities and differences between life in the Caribbean and the United States.

VOCABULARY: heritage, recreation

## SPIRITUAL APPLICATIONS:

Discuss how ADRA (Adventist Development and Relief Agency) offers assistance around the world. The following link shows ADRA's assistance after a major earthquake in Haiti.  
<https://www.youtube.com/watch?v=HTID9KligGM>

## MCGRAW-HILL RESOURCES:

*The United States Communities and Neighbors*  
**Unit 2 pp. 92-99**  
Unit 2 – Lesson 5 Digital Plans and Presentations  
Leveled Reader – *A Different World*

## ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *People: Landmarks*  
– *Caribbean Islands* (19:23)

Learn360 video – *My Little Island:*  
*Reading Rainbow* (26:52)

Learn360 video – *Families of Puerto Rico:*  
*Families of the World* (28:04)

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Complete Big Idea Project (p. 99): Write a story about one of the cultures you have studied. Rubric is on page 99W.
2. Make a map of the Caribbean. Which island countries are included in this study of the Caribbean?
3. Choose one of the six Caribbean countries. Research information about the country and then share with your classmates in a short oral or electronic (PowerPoint) presentation.
4. Create an acrostic poem for the word “Caribbean.” Include information you have learned about these island countries in your poem.

## SECOND QUARTER · CYCLE 3, LOWER

TOPIC: The Midwest

PACING: 4 Days

## STANDARDS:

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

## OBJECTIVES:

- Introduction to the Midwest Region of the United States.
- Learn states and capitals of the Midwest.

**VOCABULARY:** Kansas, Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Nebraska, Ohio, North Dakota, South Dakota, Wisconsin

## SPIRITUAL APPLICATIONS:

Ecclesiastes 7:16-18 – Sometimes the climate of the Midwest is described as “extreme.” What does Solomon say about extremes?

## MCGRAW-HILL RESOURCES:

*Our Country and Its Regions*

**Unit 5 pp. 187-191**

*Unit 5 – Unit Opener Digital Plans and Presentations*  
*Leveled Readers – Buffalo!; A Mountain of Presidents;*  
*Laura Ingalls Wilder*

## ADDITIONAL RESOURCES / CONNECTIONS:

Read Laura Ingalls Wilder’s book,  
*Little House in the Big Woods.*

Video 360 segment – *Tour of Lincoln’s Home* (4:13)

Learn360 – *Mount Rushmore: Landmarks* (5:00)

Learn360 – *Discovers and American* video series – has a video for each state

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Big Idea Project (p. 218 -- to be continued): Write an essay that answers the question, “How do natural resources affect a region’s growth?” (Requirements of essay adjusted as needed to meet the needs of the students.) Rubric is on page 218W. An alternate activity might be make a diorama as described on p. 218.
2. Begin the “Foldables” activity on p. 187 (continue throughout the content on the Midwest).
3. Trace a map of the Midwest region. Add attractions, resources, and landmarks to your map throughout this unit.
4. Make cards with names of states and capitals of the Midwest. Play a memory match game with the cards.

## SECOND QUARTER · CYCLE 3, LOWER

## TOPIC: The Geography of the Midwest

PACING: 4 Days

## STANDARDS:

- SS.K-4.PPE.6** Identify the factors influencing various community, state, and regional patterns of human settlement such as the availability of land, water, and places for people to live.

## OBJECTIVES:

- Discuss the importance of rivers and soil fertility in the Midwest.
- Identify Midwest landforms.
- Describe the climate extremes of the Midwest.

**VOCABULARY:** fertile, prairie

## SPIRITUAL APPLICATIONS:

Numbers 13:18-20 - Why did Moses give these specific instructions? Compare what the pioneers who came to the Midwest and the Israelites going to the Promised Land were hoping to find.

## MCGRAW-HILL RESOURCES:

*Our Country and Its Regions*

**Unit 5 pp. 192-199**

Unit 5 - Lesson 1 Digital Plans and Presentations

Leveled Readers - *Savings Our Parks; Amazing Mammal Builders; Indiana Dunes National Lakeshore*

## ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video - *Midwest Region: North American GeoQuest* (24:11)

Learn360 video - *Great Lakes Region: North American GeoQuest* (25:59)

Wind Cave National Park website:  
[www.nps.gov/wica/index.htm](http://www.nps.gov/wica/index.htm)

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 218): Write an essay that answers the question, "How do natural resources affect a region's growth?"
2. Collect three different soil samples in small pots. Place easy to grow seeds in each pot, water them, and put them in a sunny window. Log what you see every day. Are there differences in the plants? How might these differences be explained by different soil?
3. Review the graphs on p. 199. Write a sentence or two about each graph to describe the information that is presented.
4. Paint a picture showing what you have learned about the geography and climate of the Midwest.



**SECOND QUARTER · CYCLE 3, LOWER**

**TOPIC:** The Economy of the Midwest

**PACING:** 4 Days

**STANDARDS:**

- SS.K-4.PDC.2** Explain uses of God's gifts of natural resources for meeting human needs.
- SS.K-4.STS.5** Discuss the ways in which scientific findings and various forms of technology influence our daily lives.
- SS.K-4.GC.1** Discuss how global connections may be various types including cultural exchange, trade, political, economic, or travel.

**OBJECTIVES:**

- Identify natural resources found in the Midwest.
- Show the importance of iron to the economy of the Midwest.
- Identify important Midwestern farm products.
- Describe how the Midwestern economy has changed over time.

**VOCABULARY:** iron, ore, mining, agribusiness, mass production, assembly line

## SECOND QUARTER · CYCLE 3, LOWER

TOPIC: The People of the Midwest

PACING: 4 Days

## STANDARDS:

- SS.K-4.PPE.7** Explore cultural patterns and their interactions within and across place, by means such as migration and settlement, changes in customs or ideas, and in the ways people make a living.
- SS.K-4.CIP.5** Discuss the importance of gathering information as the basis for informed civic action.

## OBJECTIVES:

- Identify Native American groups that lived in the Midwest.
- Trace the different groups who settled in the Midwest.
- Show how Midwesterners honor diverse cultural traditions.

VOCABULARY: descendants, pioneer, migration

## SPIRITUAL APPLICATIONS:

2 Peter 3:13 – The New Earth God promised us will be different from the Earth now. Have students write or draw about what they imagine the New Earth will be like.

## MCGRAW-HILL RESOURCES:

*Our Country and Its Regions*

**Unit 5 pp. 208-218**

Unit 5 – Lesson 3 Digital Plans and Presentations

Leveled Readers – *The Amish Living a Simple Life;*  
*Children at Work: On the Frontier;*  
*The Apple Man - The Story of John Chapman*

## ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video segment –  
*Sitting Bull and Westward Expansion* (12:54)

Learn360 video – *The Home* (10:45)

BrainPop Jr. video – *Johnny Appleseed* (4:06)

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Complete Big Idea Project (p. 218): Write an essay that answers the question, “How do natural resources affect a region’s growth?” Rubric is on p. 218W.
2. Suppose you are a pioneer in the Midwest or an African American who traveled north during the Great Migration. Write a letter to a family member back “home” describing your new life in the Midwest.
3. Read “Express Your Opinion” on p. 213. Identify and research a local issue or problem. Then propose a solution to the issue or problem.
4. Using the map on p. 212, choose a festival. Write a newspaper article describing what you might see or do at that festival.

THIRD QUARTER · CYCLE 3, LOWER

TOPIC: Goods and Services

PACING: 2 Days

**STANDARDS:**

- SS.K-4.PDC.11** Compare and contrast the goods and services produced in the market and those produced by the government.
- SS.K-4.IDI.2** Identify the qualities that make individuals unique and equip them for their place in God’s overall plan.

**OBJECTIVES:**

- Identify what goods and services are and why they are important to the economy.
- Understand that goods can be grown or made.

**VOCABULARY:** goods, services, provide

**SPIRITUAL APPLICATIONS:**

1 Cor. 12:4-6 – Different kinds of service are needed for God’s work. Encourage students to find a “service” they can provide with the unique gifts God has given them.

**McGRAW-HILL RESOURCES:**

*Our Community and Beyond*  
**Unit 3 pp. 78-89**  
Unit 3 – Unit Opener and Lesson 1 Digital Plans and Presentations  
Video – *Let’s Go to the Store* (3:32)  
Video – *How to Make an Apple Pie and See the World* (4:40)  
Leveled Readers – *Jobs at School* (TE 26, 27); *Start Your Own Business!*; *People at Work*

**ADDITIONAL RESOURCES / CONNECTIONS:**

BrainPop Jr. video – *Goods and Services* (4:20)

**ASSESSMENT/INSTRUCTIONAL IDEAS:**

1. Big Idea Project (p. 105): Create a poster ad for a new good. Rubric is on page 105W.
2. Choose a “good” from school or home. Write a paragraph telling about the good (i.e., if the good was grown or made, who might have made it, where was it made or grown).
3. Make a list of local goods (grown or manufactured) and then visit one of your local growers or manufacturers.
4. Interview a “service” worker in your community about their job. Share what you learned with your classmates.
5. Describe “service” jobs within the church organization.

**THIRD QUARTER · CYCLE 3, LOWER**

**TOPIC:** Barter and Money

**PACING:** 2 Days

**STANDARDS:**

**SS.K-4.PDC.7** Identify the characteristics and functions of money and its uses.

**OBJECTIVES:**

- Discuss why we need money.
- Describe the barter system.

**VOCABULARY:** barter, money, exchange

**SPIRITUAL APPLICATIONS:**

Genesis 25:27-34 - Discuss the barter which took place in the story of Jacob and Esau. What was the problem with this exchange?

**McGRAW-HILL RESOURCES:**

*Our Community and Beyond*

**Unit 3 pp. 90-95**

Unit 3 - Lesson 2 Digital Plans and Presentations

Video - *Math in our Lives: Money (10:24)*

**ADDITIONAL RESOURCES / CONNECTIONS:**

Learn360 video - *Word Power - Barter (0:53)*

Learn360 video - *Saturday Sancocho: Reading Rainbow (27:27)*

**ASSESSMENT/INSTRUCTIONAL IDEAS:**

1. Continue Big Idea Project (p. 105): Create a poster ad for a new good.
2. Write a story about a family from the past using bartering to supply their needs.
3. Role-play scenarios in which you spend money in exchange for something you need or want. Then role-play the same scenario using bartering.
4. Create an acrostic poem with the word "money" or "barter."

## THIRD QUARTER · CYCLE 3, LOWER

TOPIC: Producers, Sellers, and Buyers

PACING: 2 Days

**STANDARDS:****SS.K-4.PDC.6** Explain how economic incentives affect people's behavior.**OBJECTIVES:**

- Identify the need for and connection between producers, sellers, and buyers.

**VOCABULARY:** producers, buyers, sellers**SPIRITUAL APPLICATIONS:**

Genesis 41 – Review the story of Joseph and the grain from Egypt. Identify the producers, the sellers, and the buyers in this Bible story.

**McGRAW-HILL RESOURCES:**

*Our Community and Beyond*

**Unit 3 pp. 96-99**

Unit 3 – Lesson 3 Digital Plans and Presentations

Video – *Lemonade for Sale: Reading Rainbow* (4:47)

Leveled Reader – *The Apple Man:*

*The Story of John Chapman* (TE 28, 29)

**ADDITIONAL RESOURCES / CONNECTIONS:**

Learn360 video – *Fruit* (10:59)

**ASSESSMENT/INSTRUCTIONAL IDEAS:**

1. Continue Big Idea Project (p. 105):  
Create a poster ad for a new good.
2. Draw pictures to illustrate the connection between producers, sellers, and buyers. Put a caption with each of your pictures.
3. Discuss what might happen missing just one part of the economy cycle: producers, sellers, or buyers. Discuss why all three are important.

## THIRD QUARTER · CYCLE 3, LOWER

## TOPIC: Making Choices

PACING: 2 Days

## STANDARDS:

- SS.K-4.PDC.5** Practice responsible stewardship which includes returning tithes and gifts to God, saving money, helping others, and planning for future purchases.
- SS.K-4.PDC.8** Identify various organizations such as banks and businesses that help people achieve their individual economic goals.
- SS.K-4.IDI.7** Develop a respect for others including senior citizens and individuals with disabilities.
- SS.K-4.IGI.4** Identify characteristics that distinguish individuals.

## OBJECTIVES:

- Discuss the variety of choices we need to make.
- Identify strategies for making good choices.
- Describe how our choices result in consequences.

**VOCABULARY:** scarce, choice, consequence

## SPIRITUAL APPLICATIONS:

Mark 12:41-44 – Discuss the story of the widow’s offering and why God loves a cheerful giver.

Proverbs 30:33 – What does Solomon say about consequences.

## MCGRAW-HILL RESOURCES:

*Our Community and Beyond*

**Unit 3 pp. 100-105**

Unit 3 – Lesson 4 Digital Plans and Presentations

Video – *Sam and the Lucky Money* (11:14)

Video – *Student Workshop: I Can’t Decide: Making Decisions* (16:25)

## ADDITIONAL RESOURCES / CONNECTIONS:

BrainPop Jr. video – *Spending and Saving* (5:17)

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Complete Big Idea Project (p. 105): Create a poster ad for a new good. Rubric is on page 105W.
2. After watching *Sam and the Lucky Money*, write a paragraph describing choices you can make that would help someone.
3. Take a field trip to a bank or credit union to learn more about how these institutions can assist in saving money.
4. Create a flow-chart showing steps in making good choices.
5. Write and act out a skit illustrating what your choices show about your “character.”

## THIRD QUARTER · CYCLE 3, LOWER

TOPIC: Government

PACING: 2 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.9** Explain the ways in which governments meet the needs and wants of citizens.

**OBJECTIVES:**

- Understand why laws and government services are important.
- Define a representative democracy.

**VOCABULARY:** government, representative democracy

**SPIRITUAL APPLICATIONS:**

Acts 1:23-26 – Read about choosing another disciple to replace Judas. Compare and contrast the Biblical system of “casting lots” for decisions of community or leadership with our representative democracy.

**McGRAW-HILL RESOURCES:**

*The United States Communities and Neighbors*

**Unit 4 pp. 140-153**

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

Leveled Readers – *Martin Luther King, Jr., A Man with a Dream* (TW 28, 29); *Getting Out the Vote*

**ADDITIONAL RESOURCES / CONNECTIONS:**

Learn360 video – *Representative Democracy* (0:53)

Learn360 video – *Rules and Laws: Exploring Communities* (5:46)

Learn360 video – *What’s Respect: Respecting Rules* (2:44)

**ASSESSMENT/INSTRUCTIONAL IDEAS:**

1. Big Idea Project (p. 173): Write a new constitution for your class. Rubric is on page 173W.
2. Work with a partner to write a definition for “obey.”
3. As a class, develop a three-column chart listing services provided by the government, why the services are important to your community, and how your community would be different if these services didn’t exist.
4. Write a paragraph describing how leaders are chosen in a representative democracy.

## THIRD QUARTER · CYCLE 3, LOWER

## TOPIC: Three Levels of Government

PACING: 2 Days

## STANDARDS:

- SS.K-4.PAG.3** Describe the structure and organization of the Seventh-day Adventist church.
- SS.K-4.PAG.5** Identify the fundamental ideas that are the foundation of American constitutional democracy, including those of the U.S. Constitution, the rule of law, separation of powers, checks and balances, minority rights, and the separation of church and state.

## OBJECTIVES:

- Identify three levels of government (federal, state, and local).
- Know titles for leaders of the levels of government (president, governor, mayor).
- Describe the structure and organization of the Seventh-day Adventist Church.

**VOCABULARY:** Constitution, president, governor, mayor

## SPIRITUAL APPLICATIONS:

Discuss the organization of the Seventh-day Adventist Church:  
[www.adventist.org/en/world-church/](http://www.adventist.org/en/world-church/)  
 for information and statistics.

## MCGRAW-HILL RESOURCES:

*The United States Communities and Neighbors*

**Unit 4 pp. 154-159**

Unit 4 – Lesson 2 Digital Plans and Presentations

Video – *Creating the Federal Government: U.S. Government* (22:45)

Leveled Reader – *Our Founding Fathers*

## ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Constitution Day: Holiday Facts and Fun* (14:25)

Brain Pop Jr. video – *Local and State Government* (4:24)

BrainPop Jr. video – *President* (5:02)

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 173): Write a new constitution for your class.
2. Find a photo of your president, governor, and mayor. Label the photo with names and title (i.e., President of the United States, Mayor of your town).
3. Develop a two-column chart showing the duties of state and local governments.
4. Write a paragraph explaining why governments collect taxes.
5. If you were a news reporter, what is a question you would ask the President of the United States? The Governor of your state? The Mayor of your town?



## THIRD QUARTER · CYCLE 3, LOWER

## TOPIC: Local Government

PACING: 2 Days

## STANDARDS:

- SS.K-4.PAG.2** Identify the basic elements of government in the United States: executive, legislative, and judicial authority.
- SS.K-4.PAG.4** Give examples of people who have the authority to make and enforce rules.
- 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.

## OBJECTIVES:

- Describe the three branches of government (executive, legislative, and judicial).
- Identify the role of local government.

**VOCABULARY:** citizen, council, legislative branch, executive branch, judicial branch

## SPIRITUAL APPLICATIONS:

1 Samuel 8-10 – Review the story of Israel's first king, Saul. Why did God give the Israelites a king?

## MCGRAW-HILL RESOURCES:

*The United States Communities and Neighbors*

**Unit 4 pp. 160-165**

Unit 4 – Lesson 3 Digital Plans and Presentations

Leveled Reader – *Understanding Our Government*

## ADDITIONAL RESOURCES / CONNECTIONS:

BrainPop Jr. video – *Branches of Government* (5:46)

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 173): Write a new constitution for your class.
2. Arrange for a local government official to speak to your class.
3. Use a current event to illustrate two points of view. Explain which point of view you most agree with and why.
4. Create a three-column chart with information about the three branches of government (executive, legislative, judicial).
5. Work in small groups to write a draft of a petition for the issue described on pp. 160-163. Share each group's draft and discuss.

## THIRD QUARTER · CYCLE 3, LOWER

TOPIC: Good Citizens

PACING: 2 Days

## STANDARDS:

- SS.K-4.IDI.12** Evaluate how individuals can express their own identity and work productively with others.
- SS.K-4.PAG.7** Describe fundamental values of democracy: the common good, liberty, justice, equality, and individual dignity.
- 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 civility and being a good citizen.
- Identify ways to cooperate and volunteer in a community.

**VOCABULARY:** civility, responsibility, cooperation, volunteer, civic virtues

## SPIRITUAL APPLICATIONS:

Philippians 3:20 – While citizenship here on earth is important, we look forward to having citizenship in heaven and living there with Jesus.

## MCGRAW-HILL RESOURCES:

*The United States Communities and Neighbors*

**Unit 4 pp. 166-173**

Unit 4 – Lesson 4 Digital Plans and Presentations

Leveled Readers – *Rebuilding New Orleans*  
(TE 30, 31); *Citizens at Work*

## ADDITIONAL RESOURCES / CONNECTIONS:

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

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Complete Big Idea Project (p. 173): Write a new constitution for your class. Rubric is on page 173W.
2. Role-play a positive solution to a situation where conflict exists between individuals or groups.
3. Write a story about what would happen in your community if people did not show civility and behave responsibly.
4. Brainstorm ways for class members to volunteer in the local community.
5. Develop a four-column chart making personal connections to each of the following words: civility, responsibility, cooperation, and volunteer. List examples of ways to demonstrate civic virtue at home or at school.

## FOURTH QUARTER · CYCLE 3, LOWER

TOPIC: The Southwest

PACING: 4 Days

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

- Introduction to the Southwest Region of the United States.
- Learn states and capitals of the Southwest.

**VOCABULARY:** Arizona, Oklahoma, New Mexico, Texas**SPIRITUAL APPLICATIONS:**

Daniel 2 and Matthew 2 – Review the story of Nebuchadnezzar’s dream in Daniel 2 and the gifts of the Wise Men in Matthew 2. Discuss reasons gold has been considered very valuable for centuries.

**McGRAW-HILL RESOURCES:**

*Our Country and Its Regions*

**Unit 6 pp. 219-223**

Unit 6 – Unit Opener Digital Plans and Presentations

Leveled Readers – *Coronado Search for the Cities of Gold; The Southwest*

**ADDITIONAL RESOURCES / CONNECTIONS:**

Learn360 video – *The Grand Canyon (USA): World of Wonders II* (11:03)

*Note: Brief mention of “millions of years.”*

Learn360 video segment – *Davey Crockett and The Alamo* (7:46)

Learn360 – *Discovers and American* video series – has a video for each state

**ASSESSMENT/INSTRUCTIONAL IDEAS:**

1. Big Idea Project (p. 250 -- to be continued): Write an expository essay about the geography, economy, and people of the Southwest (requirements of essay adjusted as needed to meet the needs of the students). Rubric is on page 250W. An alternate activity might to plan a xeriscape garden as described on p. 250.
2. Begin the “Foldables” activity on p. 219 (continue throughout the content on the Southwest).
3. Use the map scale on pp. 222 and 223 to measure each states’ border in miles. Compare to your state.
4. Make cards with names of states and capitals of the Southwest. Play a memory match game with the cards.

## FOURTH QUARTER · CYCLE 3, LOWER

## TOPIC: The Geography of the Southwest

PACING: 4 Days

## STANDARDS:

- SS.K-4.PPE.1** Explain that the theme of people, places, and environments involves the study of location, place, and the interaction of people with their surroundings.
- SS.K-4.PPE.9** Compare physical changes in the community, state, and region, such as seasons, climate, and their effects on plants and animals.
- SS.K-4.PDC.1** Demonstrate how people and communities deal with scarcity of resources.

## OBJECTIVES:

- Understand that the geography of the Southwest is varied.
- Identify the landforms and major rivers of the Southwest.
- Recognize that the scarcity of water poses a challenge in the Southwest.

**VOCABULARY:** mesa, butte, canyon, drought, aquifer

## SPIRITUAL APPLICATIONS:

John 4 - Water has always been considered an important need. Review the story of Jesus and the Samaritan woman at the well and how Jesus is the source of "life-giving water."

## MCGRAW-HILL RESOURCES:

*Our Country and Its Regions*

**Unit 6 pp. 224-233**

Unit 6 - Lesson 1 Digital Plans and Presentations

Leveled Readers - *Animal Habitats;*  
*Desert Life; Life in the Desert*

## ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video - *Southwest Region: North American GeoQuest (23:23)*

Learn360 video segment - *Oklahoma's Dust Bowl (2:12)*

BrainPop video - *Erosion (1:57)*

*Note: Brief mention of "millions of years."*

BrainPop video - *Water Supply (5:30)*

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 250): Write an expository essay about the geography, economy, and people of the Southwest.
2. Create a landscape art project using paint, chalk, or other medium showing landforms of the Southwest.
3. Research one of the major Southwestern rivers. Present a report to the class about this river's importance to the region.
4. Make a bar graph illustrating the average precipitation for several cities in the Southwest region.
5. Find population maps of the Southwest region. Write a paragraph stating why you think certain areas of the Southwest might have greater population densities than other areas.
6. Research an animal or plant native to the Southwest. Make a booklet sharing the information you learned.

## FOURTH QUARTER · CYCLE 3, LOWER

## TOPIC: The Economy of the Southwest

PACING: 4 Days

## STANDARDS:

- SS.K-4.STS.2** Cite examples of how society often turns to science and technology to solve problems.
- SS.K-4.PDC.4** Investigate what people and communities gain and give up when they make a decision.

## OBJECTIVES:

- Recognize that oil is the Southwest's most valuable resource.
- Identify crops grown in the Southwest.
- Understand that the Southwest has developed a thriving technology sector.

**VOCABULARY:** kerosene, irrigation, silicon, solar energy

## SPIRITUAL APPLICATIONS:

Sheep are often seen grazing in the desert regions of the Southeast. Review the stories of David as a shepherd and Jesus' parables about sheep/shepherds.

## MCGRAW-HILL RESOURCES:

*Our Country and Its Regions*

**Unit 6 pp. 234-239**

Unit 6 - Lesson 2 Digital Plans and Presentations

Leveled Readers - *An Eye on Energy;*  
*Sun Power; Texas Cowboys*

## ADDITIONAL RESOURCES / CONNECTIONS:

BrainPop video - *Solar Energy* (2:59)

BrainPop Jr. video - *Energy Sources* (5:08)

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 250): Write an expository essay about the geography, economy, and people of the Southwest.
2. Create a model that shows the crops grown in the Southwest region or make a replica of the pipes and ditches used to irrigate a field.
3. Create a poster about one of the technology industries that exists in the Southwest. Research the technology industry to find as many facts as possible to include on your poster.
4. Imagine you have a farm or ranch in the Southwest. Write a letter to a far-away friend describing your farm or ranch (i.e., water, crops).

## FOURTH QUARTER · CYCLE 3, LOWER

TOPIC: The People of the Southwest

PACING: 4 Days

## STANDARDS:

- 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.
- SS.K-4.IGI.5** Elaborate on how individuals, groups, and institutions share common elements and also have unique characteristics.

## OBJECTIVES:

- Discuss the Native American heritage of the Southwest.
- Identify the Spanish influence on the Southwest.
- Understand why immigrants and older Americans have moved to the Southwest in recent years.

VOCABULARY: pueblo, adobe, powwow

## SPIRITUAL APPLICATIONS:

Exodus 35:35 – Discuss how many of these skills (i.e., weaving, carving) needed for completion of the tabernacle are also exhibited by Native Americans in the Southwest.

## MCGRAW-HILL RESOURCES:

*Our Country and Its Regions*

**Unit 6 pp. 240-250**

Unit 6 – Lesson 3 Digital Plans and Presentations

Leveled Readers – *Explorers of the Southwest*;  
*The Navajo – Tradition and Change*; *Hot Air Balloons*

## ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video segment –  
*Native Americans of the Southwest* (2:25)  
Learn360 video – *Hot Air Henry – Reading Rainbow* (27:21)  
BrainPop Jr. video – *Pueblo* (4:58)  
BrainPop Jr. video – *Georgia O’Keeffe* (4:29)

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Complete Big Idea Project (p. 250): Write an expository essay about the geography, economy, and people of the Southwest. Rubric is on p. 250W.
2. Make your own adobe bricks – directions at <http://heritagesquarephx.org/news/crafts-make-an-adobe-brick/>.
3. Use what you know about the Southwest to write/illustrate an advertisement that urges people to move to this region.
4. As a class, make a children’s book (few words, lots of pictures) about festivals of the Southwest.