

## 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.