

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

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

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.