

CYCLE 4, LOWER

SoSmart Chart: Cycle 4, Lower

CYCLE 4	Grades 1-4	Suggested Pacing
FIRST QUARTER	Good Citizens We Are Citizens People and Authority Good Citizens Help Symbols of Our Country	3 days 2 days 2 days 3 days
	All About Economics Meeting People's Needs Nations Trade Making Choices About Money	2 days 2 days 2 days
SECOND QUARTER	The West The West The Geography of the West The Economy of the West The People of the West	4 days 4 days 4 days 4 days
THIRD QUARTER	The Geography of North America and the Caribbean A Place in Our World The United States and Its Regions Canada Mexico The Caribbean	3 days 3 days 3 days 3 days 3 days
FOURTH QUARTER	The US: Its Land and People From Sea to Sea Our Country's Regions Our Country's Climate Our Economy State and Local Governments Our Nation's Government Our Democratic Values	3 days 2 days 2 days 3 days 2 days 2 days 3 days

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

FIRST QUARTER · CYCLE 4, LOWER

TOPIC: We Are Citizens

PACING: 3 Days

STANDARDS:

- SS.K-4.PAG.6** Show how the Ten Commandments relate to governmental laws.
- SS.K-4.CIP.2** Define concepts and ideas such as individual dignity, fairness, freedom, common good, rule of law, civic life, rights, and responsibilities.

OBJECTIVES:

- Identify how people can be good citizens at home, school, and in their communities.
- Learn about the rights and responsibilities citizens have and the rules and laws they follow.

VOCABULARY: citizen, rule, law, right, responsibility

SPIRITUAL APPLICATIONS:

Philippians 3:20 – While we are citizens of a country here on earth, our citizenship is in heaven because of our Savior, Jesus.

MCGRAW-HILL RESOURCES:

Our Community and Beyond

Unit 4 pp. 106-121

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

Video – *Everyday Before School* (4:10)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *I Could Do That! Esther Morris Gets Women the Vote* (17:04)
Learn360 video – *School Rules* (1:59)
Learn360 video – *I Can Do It: Taking Responsibility* (11:24)
BrainPop Jr. video – *Rights and Responsibilities* (3:37)
BrainPop Jr. video – *School* (3:11)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Big Idea Project (p. 141 – to be continued): Create a “Good Citizens” skit. Rubric is on page 141W.
2. Make a “private” list when you see classmates showing respect and kindness – and then remember to thank people for their kindness and respectful acts!
3. Make a poster about being a responsible citizen at home, at school, or in the community.
4. Using a Venn-diagram, compare and contrast rules at home and school with laws in our communities.
5. Write a paragraph describing what your day would be like without any rules and laws. Would you prefer no rules and law? Why or why not?
6. Discuss how the Ten Commandments are the foundation for many of our rules and laws.

FIRST QUARTER · CYCLE 4, LOWER

TOPIC: People and Authority

PACING: 2 Days

STANDARDS:**SS.K-4.PAG.4** Give examples of people who have the authority to make and enforce rules.**OBJECTIVES:**

- Identify positions of authority.
- Recognize ways to solve conflicts.

VOCABULARY: authority, government, conflict, decision**SPIRITUAL APPLICATIONS:**

Matthew 22:15-22 - Jesus showed by example that we should follow government authority (paying tax) when it does not conflict with God's law.

McGRAW-HILL RESOURCES:

Our Community and Beyond

Unit 4 pp. 122-127

Unit 4 - Lesson 2 Digital Plans and Presentations

Video - *Stop Picking On Me* (14:11)

Video - *Respect for Rules* (5:36)

ADDITIONAL RESOURCES / CONNECTIONS:

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

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 141): Create a "Good Citizens" skit.
2. Brainstorm a list of people with authority. Discuss why these are people have been given authority.
3. Write a story about someone who uses power without authority. Include a way to solve this conflict in your story.
4. Role-play a conflict and ways to resolve the conflict.
5. Complete a T-chart listing people in authority and who gives them "authority" (i.e., President of the United States - the voters give him authority; Parents - God gives them authority).

FIRST QUARTER · CYCLE 4, LOWER

TOPIC: Good Citizens Help

PACING: 2 Days

STANDARDS:

- SS.K-4.IGI.8** Participate in age appropriate outreach and service projects.
- SS.K-4.CIP.5** Discuss the importance of gathering information as the basis for informed civic action.

OBJECTIVES:

- Define ways that citizens can make a difference in their school and communities.
- Discuss types and benefits of service projects.

VOCABULARY: service project, activity

SPIRITUAL APPLICATIONS:

Luke 10:25-37 – Review the story of the Good Samaritan. Discuss ways this parable illustrates good citizenship and service to others.

MCGRAW-HILL RESOURCES:

Our Community and Beyond

Unit 4 pp. 128-131

Unit 4 – Lesson 3 Digital Plans and Presentations

Video – *Meet Craig Keilburger* (3:19)

Leveled Readers – *Jane Addams and the House That Helped* (TE 30-31); *Patching a Playground*

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Community Service Learning* (8:36)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 141): Create a “Good Citizens” skit.
2. Participate in a service project. You may participate in an on-going service project, or you may need to plan and start a new project.
3. Look through local newspapers to find examples of people or groups involved in service projects. Write a thank you card to that group or individual.

FIRST QUARTER · CYCLE 4, LOWER

TOPIC: Symbols of Our Country

PACING: 3 Days

STANDARDS:

- SS.K-4.TCC.3** Understand that we learn our personal past and the past of communities, nations, and the world by means of stories, biographies, interviews, and original sources such as documents, letters, photographs, and artifacts.

OBJECTIVES:

- Describe symbols that have meaning for the United States of America.

VOCABULARY: symbol, democracy, pledge

SPIRITUAL APPLICATIONS:

1 Corinthians 11:26 - Discuss Jesus' Last Supper and how the Communion service is a symbol of Jesus' death for us. If possible, invite the pastor to conduct a Communion service for the students.

MCGRAW-HILL RESOURCES:

Our Community and Beyond

Unit 4 pp. 132-141

Unit 4 - Lesson 4 Digital Plans and Presentations

Video - *Old Glory* (11:14)

Leveled Readers - *Symbols of America*;
Presidential Pooches

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video - *Symbols and Celebrations of America: U.S. Government* (16:58)

Learn360 video - *So You Want to Be President?* (27:25)

Learn360 video - *The Bald Eagle* (00:54)

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

BrainPop Jr. video - *U. S. Symbols* (5:12)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Complete Big Idea Project (p. 141): Create a "Good Citizens" skit. Rubric is on page 141W.
2. Learn the words to "The Star-Spangled Banner" and perform the song for a local event or group.
3. With your classmates, create a bulletin board showing symbols of the United States with some information and facts about each.
4. Make bookmarks decorated with symbols of the United States to distribute at a local nursing home.

FIRST QUARTER · CYCLE 4, LOWER

TOPIC: Meeting People’s Needs

PACING: 2 Days

STANDARDS:

- SS.K-4.IDI.4** Explain how individuals have characteristics that are both distinct from and similar to those of others.
- SS.K-4.IGI.3** Tell how the Seventh-day Adventist church positively impacts neighborhoods.
- SS.K-4.PAG.9** Explain the ways in which governments meet the needs and wants of citizens.
- SS.K-4.PDC.2** Explain use of God’s gift of natural resources for meeting human needs.

OBJECTIVES:

- Discuss how people meet their needs now and in the past.
- Identify different types of resources and recognize that resources may be limited.
- Describe how the Seventh-day Adventist church positively impacts neighborhoods.

VOCABULARY: consumer, limited resource, community

FIRST QUARTER · CYCLE 4, LOWER

TOPIC: Nations Trade

PACING: 2 Days

STANDARDS:

- SS.K-4.PDC.1** Demonstrate how people and communities deal with scarcity of resources.
- SS.K-4.GC.1** Discuss how global connections may be of various types including cultural exchange, trade, political, economic, or travel.
- SS.K-4.GC.6** Evaluate how the pace of global change has quickened in recent times.

OBJECTIVES:

- Recognize that one nation trades with another to exchange goods and services.
- Understand that global trade has increased.

VOCABULARY: trade, nation

SPIRITUAL APPLICATIONS:

1 Chronicles 22:2-4 – In gathering materials for the Temple, King David received goods from the trade centers of Sidon and Tyre.

McGRAW-HILL RESOURCES:

Who We Are as Americans

Unit 5 pp. 146-149

Unit 5 – Lesson 2 Digital Plans and Presentations

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Imports and Exports* (1:46)
Learn360 video segment – *Global Consumer* (4:41)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 155):
Make a picture book showing what you have learned about economics.
2. Look at some common items (T-shirts, toys, etc.) and see where they were produced. Discuss what you find with the class.
3. Research nations with which the United States trades. What goods or services does the United States export? Import?

FIRST QUARTER · CYCLE 4, LOWER

TOPIC: Making Choices About Money

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.7** Identify the characteristics and functions of money and its uses.
- SS.K-4.PDC.8** Identify various organizations such as banks and businesses that help people achieve their individual economic goals.

OBJECTIVES:

- Discuss making choices about money.
- Identify the benefits and costs of saving and spending.

VOCABULARY: benefit, cost, personal choice

SPIRITUAL APPLICATIONS:

Matthew 25:14-28 – Read and discuss the parable of the servants and the bags of money. Christians serve as stewards over everything given to us by God, including our money.

MCGRAW-HILL RESOURCES:

Who We Are as Americans

Unit 5 pp. 150-155

Unit 5 – Lesson 3 Digital Plans and Presentations

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Saving* (3:45)
Learn360 video – *Saving vs Borrowing* (3:45)
BrainPop Jr. video – *Saving and Spending* (5:17)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Complete Big Idea Project (p. 155): Make a picture book showing what you have learned about economics. Rubric is on page 155W.
2. Have half the class create a T-chart listing the benefits and costs of spending money. The other half of the class creates a T-chart listing the benefits and costs of saving money. Discuss the charts.
3. Imagine you earned or received \$20 as a gift. Make a plan for how to spend (or save) your money.
4. Discuss how tithes and offerings paid to the local church are used. Invite the church treasurer or another church member to briefly describe church finances.

SECOND QUARTER · CYCLE 4, LOWER

TOPIC: The West

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 Western Region of the United States.
- Learn states and capitals of the West.

VOCABULARY: California, Colorado, Idaho, Montana, Nevada, Oregon, Utah, Washington, Wyoming**SPIRITUAL APPLICATIONS:**

Psalm 98 – Read this psalm, noticing all the references to things in nature (i.e., mountains, rivers) that give praise to God. Discuss what David means by giving them the ability to praise.

McGRAW-HILL RESOURCES:

Our Country and Its Regions

Unit 7 pp. 251-255

Unit 7 – Unit Opener Digital Plans and Presentations

Leveled Reader: *Volcano!*

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *What is the Oldest National Park?* (1:03)

Learn360 video –
What is the World's Most Active Volcano? (00:52)

Learn360 video – *Polar Bears* (3:05)

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

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Big Idea Project (p. 282 – to be continued): Write an expository essay about the geography, economy, and people of the West (requirements of essay adjusted as needed to meet the needs of the students). Rubric is on page 282W. An alternate activity might be to create a collage showing life and work in the West as described on p. 282.
2. Begin the “Foldables” activity on p. 251 (continue throughout the content on the West).
3. Make a collage featuring pictures from The West. Discuss similarities and differences you see in these pictures.
4. Make cards with names of states and capitals of the West. Play a memory match game with the cards.

SECOND QUARTER · CYCLE 4, LOWER

TOPIC: The Geography of the West

PACING: 4 Days

STANDARDS:

- 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.

OBJECTIVES:

- Introduce the many environments and climates of the West.
- Identify major mountain ranges, lakes, and rivers of the West.

VOCABULARY: earthquake, magma, geyser, timberline

SPIRITUAL APPLICATIONS:

Genesis 7:11, 12 – Review the story of The Flood. What evidences do we see of “all the springs of the great deep burst forth, and the floodgates of the heavens were opened” in the West?

MCGRAW-HILL RESOURCES:

Our Country and Its Regions

Unit 7 pp. 256-265

Unit 7 – Lesson 1 Digital Plans and Presentations

Leveled Readers – *Earthquake Heroes;*
Ancient Giants of the Forest; Changing Earth;
Rivers and Mountains of the United States; Faraway Home

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Mountain States Region: North American GeoQuest* (25:06)

Learn360 video – *Pacific Region: North American GeoQuest* (24:43)

Learn360 video – *Weather Maps* (1:27)

Learn360 video – *Climate* (14:19)

Learn360 video – *Maps Show Our World* (9:54)

BrainPop Jr. video – *Fast Land Changes* (5:17)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 282): Write an expository essay about the geography, economy, and people of the West.
2. List all the states where the Rocky Mountains are located. Define Continental Divide.
3. Choose a city or town in the West. On a line graph record the weather (temperature and precipitation) for that city for ten school days. Compare your graph with your classmates' graphs of different cities or towns in the West.
4. Using a map of one of the Western states, locate interstate highways, U.S. highways, and state highways by using the map legend. Plan a trip from one place to another in that state and tell which highways/roads you would take.

SECOND QUARTER · CYCLE 4, LOWER

TOPIC: The Economy of the West

PACING: 4 Days

STANDARDS:

- SS.K-4.PDC.4** Investigate what people and communities gain and give up when they make a decision.
- SS.K-4.STS.2** Cite examples of how society often turns to science and technology to solve problems.
- SS.K-4.STS.6** Demonstrate how science leads to new technology in areas such as communication and transportation resulting in change over time.

OBJECTIVES:

- Describe the rich natural resources found in the West.
- Show how different landforms affect the local economies.
- Discuss different industries, including tourism and the service industry, in the West.

VOCABULARY: telecommunications, conservationist

SPIRITUAL APPLICATIONS:

Psalm 119:72 – For centuries gold and silver have been considered valuable, but David says the laws of God are more precious than gold and silver.

MCGRAW-HILL RESOURCES:

Our Country and Its Regions

Unit 7 pp. 266-273

Unit 7 – Lesson 2 Digital Plans and Presentations

Leveled Readers – *Computers Then and Now; Telephones Then and Now; Oil Spills; The Story of San Francisco*

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video segment – *Oil Spill!* (5:13)

Learn360 video – *Geography: Exploring Communities* (6:37)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 282): Write an expository essay about the geography, economy, and people of the West.
2. Write and act out a skit showing why federal jobs are so important in the West.
3. Using a Venn diagram, compare ranching in the West with farming in the Northeast or Southeast.
4. Create a menu for one day. See how many foods/products you plan to use come from the West.

SECOND QUARTER · CYCLE 4, LOWER

TOPIC: The People of the West

PACING: 4 Days

STANDARDS:

- SS.K-4.TCC.3** Understand that we can learn our personal past and the past of communities, nations, and the world by means of stories, biographies, interviews, and original sources such as documents, letters, photographs, and artifacts.
- SS.K-4.PPE.7** Explore cultural patterns and their interactions within and across places, by means such as migration and settlement, changes in customs or ideas, and in the ways people make a living.
- SS.K-4.IGI.5** Elaborate on how individuals, groups, and institutions share common elements and also have unique characteristics.

OBJECTIVES:

- Describe ways of life of Native American groups in the West.
- Trace the movement of groups of people to the West.
- Discuss celebrations and tourist attractions in the West.

VOCABULARY: bison, rodeo

SPIRITUAL APPLICATIONS:

Look up the definition of “pioneer.” See how many “pioneer” Bible characters/stories students can identify.

MCGRAW-HILL RESOURCES:

Our Country and Its Regions

Unit 7 pp. 274-282

Unit 7 – Lesson 3 Digital Plans and Presentations

Leveled Readers – *Save Paper, Save Trees*;

There’s Gold in Those Hills!; Towns of the Old West;

John Sutter California Settler; Americans on the Move;

John Muir Friend of Nature; Expanding the United States;

Rachel Carson Caring for the Earth; Gold!

ADDITIONAL RESOURCES / CONNECTIONS:

Book – *John Muir and Stickeen – An Icy Adventure with a No-Good Dog* by Julie Dunlap and Marybeth Lorbiecki

Learn360 video – *Pushing Westward Video Quiz* (26:20)

Learn360 video segment – *Dog Sled Racing* (4:31)

BrainPop video – *Railroad History* (4:59)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Complete Big Idea Project (p. 282): Write an expository essay about the geography, economy, and people of the West. Rubric is on p. 282W.
2. Write a paragraph summarizing why different groups of people headed West.
3. Make a list (by season) of recreational/tourist activities that can be enjoyed in the West.
4. Imagine you are traveling with a wagon train heading to the West. Make several journal entries describing what you might see or experience on your trip.

THIRD QUARTER · CYCLE 4, LOWER

TOPIC: A Place in Our World

PACING: 3 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:

- Use maps to understand where we live.
- Identify and use political, physical, elevation, and population maps.
- Recognize and use map scales.

VOCABULARY: geography, model, distortion, continent, landform, elevation

SPIRITUAL APPLICATIONS:

Ecclesiastes 1:5-7. What do these verses tell us about our world and God's design and plan for it?

McGRAW-HILL RESOURCES:

The United States Communities and Neighbors

Unit 1 pp. 2-19

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

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video - *Basic Map Skills* (15:32)

Learn360 video - *Physical Features* (12:08)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Big Idea Project (p. 51 -- to be continued): Create a travelogue about the geography of North American and the Caribbean. Rubric is on page 51W.
2. Using a physical, political, population, or elevation map of the United States, create a true or false quiz about the information you find on the map.
3. Locate a variety of maps from atlases, online resources, and other sources. Have students locate the map title, compass rose, map scale, and map legend on the various maps.
4. Create a story in which a character needs a map. Describe what kind of map would be most helpful to the character and why.

THIRD QUARTER · CYCLE 4, LOWER

TOPIC: The United States and Its Regions

PACING: 3 Days

STANDARDS:

- SS.K-4.PPE.4** Correlate physical and human characteristics of the school, community, state, and region and the interactions of people in these places with the environment.
- SS.K-4.PPE.5** Discuss the Christian's responsibility for the environment.
- SS.K-4.PPE.12** Discuss the Christian's responsibility for the Earth's environment and its resources.

OBJECTIVES:

- Discuss physical features of the United States.
- Learn about vegetation, climate, resources, and landmarks of the regions of the United States.

VOCABULARY: region, climate, vegetation, phosphate

SPIRITUAL APPLICATIONS:

Genesis 2:15 – What was God's original "work" for man? As Christians today, how can we continue the work God assigned to Adam?

MCGRAW-HILL RESOURCES:

The United States Communities and Neighbors

Unit 1 pp. 20-31

Unit 1 – Lesson 2 Digital Plans and Presentations

Leveled Readers – *Rivers and Mountains of the United States*; *John Muir: Father of Our National Parks* (T16, T17); *Energy and Our Natural Resources*; *The Places We Live*

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *My America: A Poetry Atlas of the United States: Reading Rainbow* (27:28)

Learn360 video – *What is the southernmost point in the United States?* (00:36)

Learn360 video – *What is the highest waterfall in the United States?* (00:58)

Learn360 video – *What is the northernmost point in the United States?* (00:38)

Learn360 video – *What is the longest river in the United States?* (00:59)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 51): Create a travelogue about the geography of North American and the Caribbean.
2. Complete a five-column chart including the following information about the five regions of the United States: climate, vegetation, natural resources, and landmarks.
3. Choose one region of the United States. Make a poster highlighting what you find especially interesting about that region of our country.
4. Make a PowerPoint presentation about an interesting landmark in the United States. Share the presentation with your classmates.

THIRD QUARTER · CYCLE 4, LOWER

TOPIC: Canada

PACING: 3 Days

STANDARDS:

- SS.K-4.PPE.4** Correlate physical and human characteristics of the school, community, state, and region and the interactions of people in these places with the environment.

OBJECTIVES:

- Investigate the geography, vegetation, climate, resources, and landmarks of Canada.

VOCABULARY: locate, tundra, arable land

SPIRITUAL APPLICATIONS:

Genesis 8:20-22 – Read and discuss God’s promise to Noah (and us) after the Flood. What does this promise tell us about Earth’s seasons and climate?

McGRAW-HILL RESOURCES:

The United States Communities and Neighbors

Unit 1 pp. 32-37

Unit 1 – Lesson 3 Digital Plans and Presentations

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video -- *Canada: Its Land, Resources & Economy: Our North American Neighbors* (18:12)

Learn360 video –

What is the largest bay in the world? (01:05)

Learn360 video segment – *Salt Marsh Grasses* (3:16)

BrainPop Jr. video – *Arctic Habitats* (5:45)

ASSESSMENT/INSTRUCTIONAL IDEAS:

- Continue Big Idea Project (p. 51): Create a travelogue about the geography of North American and the Caribbean.
- Find a photo of the tundra. Describe what you would see if you were standing on the tundra. Try to use lots of descriptive words!
- Using the map on p. 35, make a T-chart listing Canada’s resources and how each resource is used by people.
- Research the Bay of Fundy. What makes this bay so unusual?

THIRD QUARTER · CYCLE 4, LOWER

TOPIC: Mexico

PACING: 3 Days

STANDARDS:

- SS.K-4.PPE.4** Correlate physical and human characteristics of the school, community, state, and region and the interactions of people in these places with the environment.
- SS.K-4.PPE.5** Discuss the Christian's responsibility for the environment.
- SS.K-4.PPE.12** Discuss the Christian's responsibility for the Earth's environment and its resources.

OBJECTIVES:

- Investigate the geography, vegetation, climate, resources, and landmarks of Mexico.

VOCABULARY: plateau, peninsula, arid**SPIRITUAL APPLICATIONS:**

Exodus 23:10, 11 – What guidance does God give the Israelites about land used for growing crops. Do farmers “rest” the land today in this way?

McGRAW-HILL RESOURCES:

The United States Communities and Neighbors

Unit 1 pp. 38-43

Unit 1 – Lesson 4 Digital Plans and Presentations

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Mexico: Its Land, Resources & Economy: Our North American Neighbors* (19:11)

BrainPop Jr. video – *Mexico* (5:54)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 51): Create a travelogue about the geography of North American and the Caribbean.
2. Make an elevation map of Mexico. Use an outline map of the country and use different colors to show elevation. Include a title, map legend, and compass rose on your map.
3. Choose at least three resources grown as crops in Mexico. Describe what type of climate is needed for these crops.

THIRD QUARTER · CYCLE 4, LOWER

TOPIC: The Caribbean

PACING: 3 Days

STANDARDS:

- SS.K-4.PPE.4** Correlate physical and human characteristics of the school, community, state, and region and the interactions of people in these places with the environment.

OBJECTIVES:

- Investigate the geography, vegetation, climate, resources, and landmarks of the Caribbean.

VOCABULARY: satellite image, humidity, maritime climate

SPIRITUAL APPLICATIONS:

Psalm 146:6 – “He is the Maker of heaven and earth, the sea, and everything in them— He remains faithful forever.” Discuss the great variety in God’s creation of tropical fish and plants.

MCGRAW-HILL RESOURCES:

The United States Communities and Neighbors

Unit 1 pp. 44-51

Unit 1 – Lesson 5 Digital Plans and Presentations

Video – *Physical Features* (12:08)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Landscape: Landmarks – Caribbean Islands* (19:48)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Complete Big Idea Project (p. 51): Create a travelogue about the geography of North American and the Caribbean. Rubric is on page 51W.
2. Volcanoes can be found in the United States, Canada, Mexico, and the Caribbean. Research a volcano from one of these regions and make an illustrated poster showing what the volcano looks like. Include some interesting facts about the volcano.
3. Imagine a day spent in a location with a maritime climate. Describe what you might see, feel, hear, and do on that day.
4. Using “Google Earth,” find locations in the Caribbean. What information can you find by using satellite images that we find difficult to notice on maps.

FOURTH QUARTER · CYCLE 4, LOWER

TOPIC: From Sea to Sea

PACING: 3 Days

STANDARDS:**SS.K-4.C.5** Describe how culture may change in response to changing needs and concerns.**OBJECTIVES:**

- Recognize that the United States varies greatly in its landforms, waterways, and resources.
- Identify landforms of the United States.

VOCABULARY: mineral, erosion, tributary, plateau, basin**SPIRITUAL APPLICATIONS:**

Matthew 14:23, Mark 6:46, and Luke 6:12 – In each passage Jesus goes to the mountains to pray. Why do you think Jesus did that? Where do we go to pray?

McGRAW-HILL RESOURCES:

Our Country and Its Regions

Unit 2 pp. 65-77

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

Leveled Reader – *Desert Animals and Plants*

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Geography: Exploring Communities* (6:37)

Learn360 video – *My America: Reading Rainbow* (27:28)

Learn360 video segment – *An Ecosystem* (1:21)

BrainPop Jr. video – *Landforms* (4:37)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Big Idea Project (p. 122 – to be continued): Write an expository essay about one of the regions of the United States. Rubric is on page 122W. An alternative activity might be to make a travel advertisement as described on p. 122.
2. Begin the “Foldables” activity on p. 65 (continue throughout the content this quarter).
3. Make a postcard display. Cut out pictures from magazines to illustrate variety in landforms and climates in the United States.
4. Write a paragraph discussing reasons for the shift in population from rural to urban in the United States. (Use the table on the following website to assist students in finding statistics.)
www.census.gov/population/censusdata/table-4.pdf

FOURTH QUARTER · CYCLE 4, LOWER

TOPIC: Our Country's Regions

PACING: 2 Days

STANDARDS:

- SS.K-4.PPE.5** Discuss the Christian's responsibility for the environment.
- SS.K-4.PPE.12** Discuss the Christian's responsibility for the Earth's environment and its resources.
- SS.K-4.STS.1** Describe how science involves the study of the natural world and how technology refers to the tools we use to accomplish tasks.

OBJECTIVES:

- Recognize that dividing the United States into regions helps us understand it more easily.
- Identify the five regions of the United States.
- Understand that states in a region share resources.

VOCABULARY: region, economy, agriculture, interdependent

SPIRITUAL APPLICATIONS:

Use the Nov-Dec 2009 edition of Visionary for Kids which includes a number of Bible study and activity ideas on being a "green" Christian.
www.whiteestate.org/vez/oct09/VeZ_Green_web.pdf

MCGRAW-HILL RESOURCES:

Our Country and Its Regions
Unit 2 pp. 78-83
Unit 2 - Lesson 2 Digital Plans and Presentations

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video - *Impacts on Earth* (11:02)
BrainPop Jr. video - *Natural Resources* (5:06)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 122): Write an expository essay about one of the regions of the United States.
2. Discuss the meaning of "interdependence." Describe situations where states and regions are dependent on each other (i.e., pollution control, water management).
3. List natural resources in the region of the United States in which you live. Are some resources from your region transported to other regions? Does your region use resources from other regions? How has the use of technology changed the way we share resources?
4. Write a story illustrating how pioneers survived on what came from their own community rather than relying on resources from other regions of the country.

FOURTH QUARTER · CYCLE 4, LOWER

TOPIC: Our Country's Climate

PACING: 2 Days

STANDARDS:

- 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.

OBJECTIVES:

- Recognize various factors that affect climate.
- Identify types of extreme weather and the regions in which types of extreme weather typically occur.

VOCABULARY: precipitation, rain shadow, lake effect, tornado, hurricane

SPIRITUAL APPLICATIONS:

Matthew 16:1-3 – Even in Bible times people had ways of “predicting” the weather. But Jesus warned about being more interested in tomorrow’s weather than the signs of the end.

MCGRAW-HILL RESOURCES:

Our Country and Its Regions

Unit 2 pp. 84-91

Unit 2 – Lesson 3 Digital Plans and Presentations

Leveled Reader – *Rivers and Mountains of the United States*

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Weather and Climate: Real World Science* (15:06)

Learn360 video segment – *Death Valley Temperature* (1:40) – rain shadow described

Learn360 video segment – *Lake Effect Snow Around Lake Ontario* (5:17) – may be too technical for some groups

Learn360 video segment – *Hurricane Fuel* (1:53)

Learn360 video segment – *Tornado Alley* (3:14)

BrainPop Jr. video – *Water Cycle* (5:25)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 122): Write an expository essay about one of the regions of the United States.
2. Compare and contrast tornadoes and hurricanes using a Venn diagram.
3. Make a poster illustrating “rain shadow” or “lake effect.” Name some places in the United States where these weather conditions exist.
4. Choose a city or town in each of the five regions. Record the daily high and low temperature, the precipitation, and unusual weather for that city for several days. Then write a paragraph describing the climate in that city for this season of the year.
5. Create a brochure describing the climate for a place you would like to live in the United States.

FOURTH QUARTER · CYCLE 4, LOWER

TOPIC: Our Economy

PACING: 3 Days

STANDARDS:

- SS.K-4.STS.4** Illustrate how media and technology are a part of every aspect of our lives.
- SS.K-4.PDC.10** Describe the characteristics of a market economy.

OBJECTIVES:

- Recognize the difference between needs and wants.
- Describe the role that banks play in the economy.
- Summarize the circular flow of the economy.

VOCABULARY: producer, capital resources, natural resources, human resources, interest, credit

SPIRITUAL APPLICATIONS:

John 2:13-16 - Jesus cleared the temple of the sellers and money changers because this was His Father's house and not a place for business. Does this mean Jesus was against the business of buying and selling?

MCGRAW-HILL RESOURCES:

Our Country and Its Regions

Unit 2 pp. 92-99

Unit 2 - Lesson 4 Digital Plans and Presentations

ADDITIONAL RESOURCES / CONNECTIONS:

BrainPop Jr. video - *Needs and Wants* (3:44)
BrainPop Jr. video - *Saving and Spending* (5:17)
BrainPop video - *Credit Cards* (3:56)
BrainPop video - *Interest* (4:45)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 122): Write an expository essay about one of the regions of the United States.
2. Make a list of events or circumstances that can cause an item to be scarce. Describe what happens to the price of a scarce item.
3. Imagine you run a business. Describe your business and what kind of resources (capital, natural, and human) you will need for your business.
4. Plan a field trip to a local bank. If possible, find a bank that allows student accounts.
5. Write and perform a skit showing the "circular flow" of the economy.
6. Role-play how our economy would be different if we didn't have technology (i.e., computers, Internet, card readers).

FOURTH QUARTER · CYCLE 4, LOWER

TOPIC: State and Local Governments

PACING: 2 Days

STANDARDS:

- SS.K-4.PAG.2** Describe the basic elements of government in the United States: executive, legislative, and judicial authority.
- SS.K-4.PAG.9** Explain the ways in which governments meet the needs and wants of citizens.

OBJECTIVES:

- Recognize that government power is shared.
- Identify how state and local governments work and the main way they raise money.

VOCABULARY: legislative branch, executive branch, judicial branch, constitution, veto, municipal

SPIRITUAL APPLICATIONS:

Romans 13:6, 7 – Paul writes that we should comply with laws of the government, including paying taxes for “the authorities are God’s servants.”

MCGRAW-HILL RESOURCES:

Our Country and Its Regions

Unit 2 pp. 100-107

Unit 2 – Lesson 5 Digital Plans and Presentations

ADDITIONAL RESOURCES / CONNECTIONS:

BrainPop Jr. video – *Local and State Government* (4:24)
Learn360 video segment – *Latitude and Longitude* (3:25)
BrainPop video – *Latitude and Longitude* (4:07)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 122): Write an expository essay about one of the regions of the United States.
2. Write a short speech you might give if you were running for governor of your state. What are the issues you might talk about?
3. Invite a town or city council member to talk about tax collection and how those taxes are spent in the local community.
4. Make a poster illustrating the steps in making a law.
5. Find the “address” of your community using latitude and longitude.

FOURTH QUARTER · CYCLE 4, LOWER

TOPIC: Our Nation's Government

PACING: 2 Days

STANDARDS:

- SS.K-4.PAG.5** Identify fundamental ideas that are the foundation of American constitutional democracy, including those of the U.S. Constitution, the rule of law, separation of powers, check and balances, minority rights, and the separation of church and state.
- SS.K-4.PDC.9** Examine the efforts of the Seventh-day Adventist church to alleviate social problems.

OBJECTIVES:

- Describe the type of government we have in the United States.
- Understand the powers and duties of the three branches of the national government.
- Discuss the role of tribal government in the United States.

VOCABULARY: federal, democracy, citizen, reservation, sovereign

SPIRITUAL APPLICATIONS:

Compare and contrast the work of UNICEF and ADRA.

- ADRA operates 134 local offices around the world.
- ADRA has programs for children, water improvement, nutrition, community health, social justice, and disaster relief.
- Visit www.ADRA.org for stories about their work

MCGRAW-HILL RESOURCES:

Our Country and Its Regions

Unit 2 pp. 108-113

Unit 2 – Lesson 6 Digital Plans and Presentations

Leveled Readers – *The Supreme Courts;*
Understanding Our Government

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video –
Government: Sharing and Balancing Power (00:54)

Learn360 video segment –
UNICEF and Alternative Technologies (1:24)

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

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

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 122): Write an expository essay about one of the regions of the United States.
2. Share your opinion. Do you think having the three branches of government is a good idea? State reasons for your opinion.
3. Write a classroom story entitled “A Day in the Life of the President.” One student will write a sentence, then pass to the next student who will write another sentence, and so on. Have one student read the entire story to the class when everyone has added their sentence.
4. Research a tribal government or reservation near your community.
5. Find names and photos of your state’s U.S. senators and representative(s).

FOURTH QUARTER · CYCLE 4, LOWER

TOPIC: Our Democratic Values

PACING: 3 Days

STANDARDS:

- SS.K-4.TCC.6** Identify the accomplishments of Seventh-day Adventists in history.
- SS.K-4.IDI.8** Examine how individuals change over time.
- SS.K-4.IDI.15** Identify people, groups, and institutions that contribute to development.
- SS.K-4.IGI.4** Identify characteristics that distinguish individuals.
- SSK-4.IGI.7** Examine how the rules and norms of groups to which they belong impact their lives.

OBJECTIVES:

- Recognize that citizenship involves both rights and responsibilities.
- Understand that citizens have the power to change things.
- Identify the values and beliefs that unite Americans.

VOCABULARY: jury, patriotism, rule of law, justice

SPIRITUAL APPLICATIONS:

1 Corinthians 12:12-27 – Paul discusses how the body is diverse, but unified. As a diverse nation, how can we be unified? As a diverse church, how can we be unified?

Research pioneer Seventh-day Adventists (i.e., J. N. Loughborough, J. N. Andrews, Ellen White).

MCGRAW-HILL RESOURCES:

Our Country and Its Regions

Unit 2 pp. 114-122

Unit 2 – Lesson 7 Digital Plans and Presentations

Leveled Reader: *Symbols of America; Getting Out the Vote; L. Douglas Wilder: A Call for Change*

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Representative Democracy* (00:53)

Learn360 video – *Direct Democracy: Town Meetings* (00:51)

Learn360 video segment – *The Jury and Courtroom* (2:26)

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

BrainPop Jr. video – *Susan B. Anthony* (4:20)

BrainPop Jr. video – *Martin Luther King, Jr.* (6:05)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Complete Big Idea Project (p. 122): Write an expository essay about one of the regions of the United States. Rubric is on page 122W.
2. Compare and contrast how the teacher and students work together for the “common good” and how citizens can work for the “common good” in their community.
3. Make a bulletin board with your classmates highlighting patriotism.
4. Role-play situations showing the rule of law and justice being used appropriately and inappropriately.
5. Make two lists: one of citizen rights and one of citizen responsibilities. Are some concepts on both lists?
6. Describe changes in equality in our country. Identify reasons for these changes in the United States.
7. Discuss characteristics that show the diverse culture of America.
8. Write a paragraph about how the beliefs of the Seventh-day Adventist church encourage good citizenship.