

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.