

## 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.