

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

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.