

CYCLE 1, LOWER

SoSmart Chart: Cycle 1, Lower

CYCLE 1	Grades 1-4	Suggested Pacing
FIRST QUARTER	People and Traditions Change over Time Special Holidays American Heroes and Sharing Stories	3 days 3 days 4 days
	Our World Our World and Using Maps Where We Live and our Earth	3 days 3 days
SECOND QUARTER	Economics Buyers and Sellers Productive Resources Scarcity and Trade Currency in North America and the Caribbean	4 days 4 days 4 days 4 days
THIRD QUARTER	The Northeast Northeast Region The Geography of the Northeast The Economy of the Northeast The People of the Northeast	3 days 4 days 4 days 4 days
FOURTH QUARTER	Citizenship and Government United States Citizens Rights and Responsibilities Citizens Create Change Rules and Laws American Symbols	4 days 3 days 3 days 3 days 3 days

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

FIRST QUARTER · CYCLE 1, LOWER

TOPIC: Change Over Time

PACING: 3 Days

STANDARDS:

- SS.K-4.C.2** Identify concepts such as: similarities, differences, beliefs, values, cohesion, and diversity.
- SS.K-4.TCC.1** Explain that the study of the past is a story of communities, nations, and the world.
- SS.K-4.PPE.10** Examine the effects of sin on the environment.
- SS.K-4.IDI.3** Define concepts such as: growth, change, learning, self, family, and groups.
- 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:

- Discuss how people and events shape history.
- Understand why history is important and how things change over time.
- Recognize and use time lines.

VOCABULARY: similarities, differences, artifacts, history, time line, community, technology, communication

SPIRITUAL APPLICATIONS:

Review the stories of Creation and the Flood. Describe the effects of sin on humans and the environment.

MCGRAW-HILL RESOURCES:

Our Community and Beyond

Unit 1 pp. 2-23

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

Video – *How Communities Are Alike and Different* (10:22)

ADDITIONAL RESOURCES / CONNECTIONS:

BrainPop Jr. video – *School* (3:11)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Big Idea Project (p. 51 – to be continued): Make a poster about life in the past. *Rubric is on page 51W.*
2. Complete a Venn diagram comparing school long ago and today.
3. Develop a time line showing events from your life or showing events from one day.
4. Research kinds of technology that have changed over time like telephones or copy machines. Draw a picture and write a few sentences about how the piece of technology has changed over time.

FIRST QUARTER · CYCLE 1, LOWER

TOPIC: Special Holidays

PACING: 3 Days

STANDARDS:

SS.K-4.C.1 Define culture as referring to the behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people.

SS.K-4.TCC.4 Name key people, events, and places associated with the history of the community, nation, and world.

OBJECTIVES:

- Define culture.
- Recognize why we celebrate people and events.
- Illustrate how to use a graphic organizer (calendar).

VOCABULARY: holidays, celebration, slavery, culture

SPIRITUAL APPLICATIONS:

Read Luke 15:11-31 (Parable of the Lost Son) – Discuss the celebration the father prepared. Compare to God's celebration when people come to or return to Him.

MCGRAW-HILL RESOURCES:

Our Community and Beyond

Unit 1 pp. 24-31

Unit 1 – Lesson 2 Digital Plans and Presentations

Video – *Veterans Day: Holiday Facts and Fun* (13:23)

Leveled Reader – *The First Thanksgiving* (TE 16, 17)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Thanksgiving: Holiday Facts and Fun* (12:45)

Learn360 video – *Cinco de Mayo: Holiday Facts and Fun* (12:18)

Learn360 video – *Memorial Day: Holiday Facts and Fun* (15:08)

Learn360 video – *Martin Luther King Day: Holiday Facts and Fun* (11:27)

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

BrainPop Jr. video – *Thanksgiving* (4:00)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 51): Make a poster about life in the past.
2. Create and label a monthly calendar showing one or more special days or holidays.
3. Develop an illustrated chart listing facts about an important holiday.
4. After reading *The First Thanksgiving*, create a skit acting out the events of the story.

FIRST QUARTER · CYCLE 1, LOWER

TOPIC: American Heroes and Sharing Stories

PACING: 4 Days

STANDARDS:

- SS.K-4.IDI.2** Identify the qualities that make individuals unique and equip them for their place in God's overall plan.
- SS.K-4.IDI.4** Explain how individuals have characteristics that are both distinct from and similar to those of others.
- SS.K-4.IDI.16** Embrace and cultivate a personal relationship with Christ.

OBJECTIVES:

- Determine how people show character.
- Identify positive character traits and why they are important.
- Analyze stories and why we read/tell them.
- Identify fact and fiction.

VOCABULARY: character, honesty, courage, responsibility, exaggerate, fable, fact, fiction

SPIRITUAL APPLICATIONS:

Read a story from the Bible that discusses how God helps a person develop positive character traits (i.e., Elijah, Saul/Paul, Moses). What qualities made the Bible characters ready to be part of God's plan?

Find examples of Bible characters with a personal relationship with God. Encourage cultivation of a personal relationship with Jesus.

MCGRAW-HILL RESOURCES:

Our Community and Beyond

Unit 1 pp. 32-51

Unit 1 - Lessons 3 and 4 Digital Plans and Presentations

Video - *Abraham Lincoln: Famous People, Incredible Lives* (7:04)

Video - *Harriet Tubman and Her Escape to Freedom* (12:29)

Leveled Readers - *Daniel Inouye* (TE 18, 19); *Coretta Scott King* (TE 20, 21)

ADDITIONAL RESOURCES / CONNECTIONS:

BrainPop Jr. video - *Harriet Tubman* (3:42)

BrainPop Jr. video - *Abraham Lincoln* (4:03)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Complete Big Idea Project (p. 51): Make a poster about life in the past.
2. Describe in your own words three ways people can be honest.
3. Write a paragraph that tells about a hero you know or have read about. After you have written your paragraph, draw a picture of your hero.
4. In a small group, develop a skit showing a positive character trait.
5. Using a T-chart, make a list of "do's and don't's" in different situations.
6. Write exaggerated sentences and share with a partner.
7. Compare and contrast fables with parables from the Bible.

FIRST QUARTER · CYCLE 1, LOWER

TOPIC: Our World and Using Maps

PACING: 3 Days

STANDARDS:

- SS.K-4.PPE.2** Define concepts such as: location, direction, distance, and scale.
- SS.K-4.PPE.11** Compare and contrast benefits and problems resulting from the discovery and use of resources.

OBJECTIVES:

- Recognize how maps help us better understand the world.
- Locate and identify elements of a map.

VOCABULARY: map key, map scale, compass rose, thematic map, cardinal and intermediate directions

SPIRITUAL APPLICATIONS:

Review the story of Abram's and Lot's separation in Genesis 13. Notice God's use of the terms "north, south, east, and west."

McGRAW-HILL RESOURCES:

Who We Are as Americans

Unit 1 pp. 2-13

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

Video - *Map Adventures in the Park* (5:42)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video - *You Are Here: Mapping Skills* (17:22)

BrainPop Jr. video - *Reading Maps* (5:28)

www.eduplace.com/ss/maps/
(Free maps to download and print out)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Big Idea Project (p. 25 - to be continued): Create a globe of your own. Rubric is on page 25W.
2. Hide an object in the park, home, or backyard and create a map that leads to the object. Create a compass rose and a map key for the map. Then give the map to a friend or family member to look for the treasure.
3. Find a simple map of your hometown. Find your home and other landmarks.
4. In small groups, make cardinal direction posters to put up in your classroom (north, east, south, west).

FIRST QUARTER · CYCLE 1, LOWER

TOPIC: Where We Live and Our Earth

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:

- Compare and contrast political and physical maps.
- Identify the equator, prime meridian, and the North and South Poles.

VOCABULARY: political map, physical map, equator, prime meridian, North Pole, South Pole, globe

SECOND QUARTER · CYCLE 1, LOWER

TOPIC: Buyers and Sellers

PACING: 4 Days

STANDARDS:

- SS.K-4.PAG.9** Explain the ways in which governments meet the needs and wants of citizens.
- SS.K-4.PDC.3** Distinguish the difference between needs and wants.
- SS.K-4.PDC.5** Practice responsible stewardship which includes returning tithe and gifts to God, saving money, helping others, and planning for future purchases.
- SS.K-4.PDC.6** Explain how economic incentives affect people's behavior.

OBJECTIVES:

- Evaluate primary and secondary sources.
- Define and understand basic economic terms.

VOCABULARY: economics, budget, buyer, seller, exchange

SPIRITUAL APPLICATIONS:

2 Corinthians 9:7, 8 – Read and discuss “Taking Care of God’s Things” from *What We Believe for Kids* by Jerry Thomas (pp. 52, 53).

MCGRAW-HILL RESOURCES:

The United States Communities and Neighbors

Unit 3 pp. 102-115

Unit 3 – Unit Opener and Lesson 1
Digital Plans and Presentations

Skill Builders: Primary Source Paintings – (Demonstrates how paintings can be primary or secondary sources)

ADDITIONAL RESOURCES / CONNECTIONS:

BrainPop Jr. video – *Needs and Wants* (3:44)
BrainPop Jr. video – *Saving and Spending* (5:17)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Big Idea Project (p. 137 – to be continued): Create an advertisement using the economic concepts studied. Rubric is on page 137W.
2. Prepare a monthly budget. Include how you will earn money and how you will spend money.
3. Role play with partners as buyers and sellers. How will you determine a fair price?
4. Distribute small sacks of items (jelly beans, marbles, etc.). Practice figuring “tithe” or one-tenth.
5. Make a list of your “needs” and your “wants.” Which is longer? Compare your list with a classmate.

SECOND QUARTER · CYCLE 1, LOWER

TOPIC: Productive Resources

PACING: 4 Days

STANDARDS:

- SS.K-4.PDC.2** Explain uses of God's gift of natural resources for meeting human needs.
- SS.K-4.STS.3** Design a project using technology to serve the church and community.
- SS.K-4.STS.7** Compare and contrast examples of how science and technology can have both positive and negative impacts on individuals, society, and the globe.

OBJECTIVES:

- Define natural resources, human resources, and capital resources and how they are important in the economy.

VOCABULARY: natural resources, human resources, capital resources, entrepreneur

SPIRITUAL APPLICATIONS:

Review the story of David and Goliath or watch the Learn360 video – *David and Goliath: The Greatest Stories Ever Told* (23:31). Analyze David as a “human resource” in God’s work.

MCGRAW-HILL RESOURCES:

The United States Communities and Neighbors

Unit 3 pp. 116-123

Unit 3 – Lesson 2 Digital Plans and Presentations

Leveled Reader – *Dog Wash*

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Earth's Natural Resources* (20:34)
BrainPop Jr. video – *Natural Resources* (5:06)
BrainPop Jr. video – *Rural, Suburban and Urban* (4:19)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 137): Create an advertisement using the economic concepts studied.
2. Play the *Sortify: Natural Resources* game on BrainPop Jr.
3. Create a three-circle Venn diagram comparing human resources in rural, suburban, and urban communities.
4. With a partner, research a local business to find out about its history, its good or services, and what type of resources it requires. Report your findings to the class.
5. Brainstorm a list of resources we would have without God's creation. (Can you find any?)
6. Create a video or PowerPoint presentation highlighting “human resources” within the Seventh-day Adventist church (past and present). Share your presentation in Sabbath School or church.

SECOND QUARTER · CYCLE 1, LOWER

TOPIC: Scarcity and Trade

PACING: 4 Days

STANDARDS:

- SS.K-4.IGI.8** Participate in age appropriate outreach and service projects.
- SS.K-4.PDC.1** Demonstrate how people and communities deal with scarcity of resources.
- SS.K-4.PDC.9** Examine the efforts of the Seventh-day Adventist church to alleviate social problems.

OBJECTIVES:

- Recognize the connection between supply and demand.
- Explain how scarcity affects trade.

VOCABULARY: demand, supply, scarcity, product, trade

SPIRITUAL APPLICATIONS:

Ask the pastor or other church leader from the church to present information about the ways the Seventh-day Adventist church helps people (around the world). Focus on how the church is meeting the *needs* of people.

MCGRAW-HILL RESOURCES:

The United States Communities and Neighbors

Unit 3 pp. 124-129

Unit 3 – Lesson 3 Digital Plans and Presentations

Leveled Reader – *The Boston Tea Party* (TE 24, 25)

Interactive presentation slide – “Trade in the United States”

ADDITIONAL RESOURCES / CONNECTIONS:

BrainPop Jr. video – *Goods and Services* (4:20)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 137): Create an advertisement using the economic concepts studied. Rubric is on page 137W.
2. As a class, participate in an outreach/service project to meet the needs of local people.
3. Research a product that is traded in the United States. Using a line graph, show how trade for that product has increased or decreased.
4. Make an illustrated book containing a fictional story using the concepts of supply, demand, scarcity, and trade.

SECOND QUARTER · CYCLE 1, LOWER

TOPIC: Currency in North American and the Caribbean

PACING: 4 Days

STANDARDS:

- SS.K-4.PDC.7** Identify the characteristics and functions of money and its uses.
- SS.K-4.GC.5** Point out how all cultures have similar needs but meet those needs in different ways that may influence or be influenced by global connections.

OBJECTIVES:

- Discuss the importance of currency.
- Compare and contrast currencies of North America.

VOCABULARY: characteristic, currency, symbol

SPIRITUAL APPLICATIONS:

Matthew 22:15-22 - Discuss symbols on currency. What lesson did Jesus teach about money in this reading?

MCGRAW-HILL RESOURCES:

The United States Communities and Neighbors

Unit 3 pp. 130-137

Unit 3 - Lesson 4 Digital Plans and Presentations

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video - *Math in Our Lives: Currency* (13:11)

BrainPop video - *Money* (3:44)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Complete Big Idea Project (p. 137): Create an advertisement using the economic concepts studied. *Rubric is on page 137W.*
2. Research a currency from another country. Then compare and contrast that currency with the currency of the United States. Share what you've learned with the class.
3. Create your own system of currency. Illustrate and label your currency.
4. Research exchanging one country's currency for that of another country. How and where can you make such an exchange? Do you get an equal number of currency pieces?

THIRD QUARTER · CYCLE 1, LOWER

TOPIC: Northeast Region

PACING: 3 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 Northeast Region of the United States.
- Learn states and capitals of the Northeast.

VOCABULARY: Connecticut, Delaware, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont**SPIRITUAL APPLICATIONS:**

Genesis 1:31 – At the end of Creation, God saw all that He had made was “very good.” Make a list of amazing things God made that you might see in the Northeast.

McGRAW-HILL RESOURCES:

Our Country and Its Regions

Unit 3 pp. 123-127

Unit 3 – Unit Opener Digital Plans and Presentations

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video segment – *Niagara Falls* (3:31)
Learn360 video segment – *Hershey Bars and Kisses* (2:45)
Learn360: *Discovers and American* video series – has a video for each state
BrainPop video – *Statue of Liberty* (4:41)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Big Idea Project (p. 154 – to be continued): Write an expository report on the geography, economy, and people of the Northeast (requirements of report adjusted as needed to meet the needs of the students). *Rubric is on page 154W.* An alternate activity might be to plan a bike trip as described on p. 154.
2. Begin the “Foldables” activity on p. 123 (continue throughout the content on the Northeast).
3. Discuss the different information you are able to find from the maps on presentation slides 11 and 19 from the Unit Opener. What kinds of maps are these?
4. Create a travel brochure about the Northeast.
5. Make cards with names of states and capitals of the Northeast. Play a memory match game with the cards.

THIRD QUARTER · CYCLE 1, LOWER

TOPIC: The Geography of the Northeast

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.
- SS.K-4.PPE.6** Identify the factors influencing various community, state, and regional patterns of human settlement such as the availability of land, water, and places for people to live.

OBJECTIVES:

- Identify significant mountains and waters of the Northeast.
- Understand the importance of the resources of the Northeast.
- Describe the climate of the Northeast.

VOCABULARY: glacier, bay, fuel, fall line, tourist, small-scale map, large-scale map

SPIRITUAL APPLICATIONS:

Genesis 1:1 – All of the natural resources that people use in the Northeast are a result of God’s creation. See how many examples of wildlife and plant life native to the Northeast you can name.

McGRAW-HILL RESOURCES:

Our Country and Its Regions

Unit 3 pp. 128-135

Unit 3 –Lesson 1 Digital Plans and Presentations

Leveled Reader – *Acadia National Park*

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *New England Region: North American GeoQuest* (22:57)

Note: Contains only some of the states covered in the textbook for this region; mentions the Ice Age.

Learn360 video – *Maple Syrup* (4:18)

Learn360 video segment – *The Appalachian Mountain System* (2:14)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 154): Write an expository report on the geography, economy, and people of the Northeast (requirements of report adjusted as needed to meet the needs of the students).
2. Write a descriptive paragraph about the geography of the Northeast. See how many adjectives you can use.
3. Find a beautiful fall colors picture of the Northeast. Create your own fall colors masterpiece with paint, chalk, crayons, or markers. Why is the Northeast known for its fall colors?

THIRD QUARTER · CYCLE 1, LOWER

TOPIC: The Economy of the Northeast

PACING: 4 Days

STANDARDS:

- SS.K-4.C.5** Explain how culture may change in response to changing needs and concerns.
- 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.

OBJECTIVES:

- Understand that the Northeast's natural resources provide a living for many people.
- Describe how the manufacturing industry got its start.
- Recognize that many people in the Northeast work in service jobs.
- Discuss how the economy of the Northeast has changed.

VOCABULARY: industry, service, urban, suburban, megalopolis

SPIRITUAL APPLICATIONS:

Genesis 47:27 - "Now the Israelites settled in Egypt in the region of Goshen. They acquired property there and were fruitful and increased greatly in number." Discuss how the experience of the Israelites is similar to people of the Northeast.

MCGRAW-HILL RESOURCES:

Our Country and Its Regions

Unit 3 pp. 136-143

Unit 3 -Lesson 2 Digital Plans and Presentations

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video segment - *Mill Girls* (2:06)

Learn360 video - *Why People in a Community Work* (9:30)

Learn360 video - *The Pennsylvania State House: Independence Hall* (0:55)

BrainPop Jr. video - *Community Helpers* (4:14)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 154): Write an expository report on the geography, economy, and people of the Northeast (requirements of report adjusted as needed to meet the needs of the students).
2. Write or tell a story about a day in the Northeast where no people work in service jobs. What things would be different?
3. In small groups, discuss why the Northeast is the smallest region in the United States and yet contains 20% of the population of the United States. Make notes about your discussion.

THIRD QUARTER · CYCLE 1, LOWER

TOPIC: The People of the Northeast

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.TCC.7** Identify key symbols and traditions that are carried from the past into the present by diverse cultures in the United States and the world.
- SS.K-4.GC.2** Explain how global connections affect the daily life of individuals and those around them.
- 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:

- Know that Native Americans were the Northeast's first people.
- Discuss immigration and the variety of cultures in the Northeast.

VOCABULARY: culture, diverse

SPIRITUAL APPLICATIONS:

Daniel 1 – Review the Bible story of Daniel and his friends taken to Babylon. What similarities and differences did these Bible characters have with immigrants coming to the United States?

MCGRAW-HILL RESOURCES:

Our Country and Its Regions

Unit 3 pp. 144-154

Unit 3 – Lesson 3 Digital Plans and Presentations

Leveled Readers – *Henry Bergh and the ASPCA; Our City Gardens*

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Watch the Stars Come Out: Reading Rainbow* (27:46)

BrainPop Jr. video – *Iroquois* (5:10)

BrainPop Jr. video – *Ellis Island* (4:50)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Complete Big Idea Project (p. 154): Write an expository report on the geography, economy, and people of the Northeast (requirements of report adjusted as needed to meet the needs of the students). Rubric is on page 154W.
2. Create a skit about arriving at Ellis Island from a foreign country.
3. Design a poster showing the cultural diversity in the Northeast.
4. Make a bar graph showing immigration data (from TE p. 146).

FOURTH QUARTER · CYCLE 1, LOWER

TOPIC: United States Citizens

PACING: 4 Days

STANDARDS:

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 what it means to be a citizen of a country.
- Identify the two ways to become a United States citizen.

VOCABULARY: citizen, naturalization

FOURTH QUARTER · CYCLE 1, LOWER

TOPIC: Rights and Responsibilities

PACING: 3 Days

STANDARDS:

- 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.
- SS.K-4.CIP.6** Discuss the importance of religious freedom throughout the world.

OBJECTIVES:

- Restate the guaranteed rights of citizenship.
- Recognize how to be a responsible citizen and why that is important.

VOCABULARY: rights, responsible, recycle, volunteer

SPIRITUAL APPLICATIONS:

Discuss religious freedom and the Seventh-day Adventist Church's religious liberty efforts. Discuss a current situation where religious liberty is being denied and/or protected.

www.religiousliberty.info

MCGRAW-HILL RESOURCES:

Who We Are as Americans

Unit 4 pp. 102-107

Unit 4 - Lesson 2 Digital Plans and Presentations

Leveled Reader - *People Help People: After Hurricane Katrina* (TE 24, 25)

Video - *How We Elect a President* (16:07)

ADDITIONAL RESOURCES / CONNECTIONS:

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

BrainPop video - *Bill of Rights* (4:52)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 127): Make a mobile to show what you learned about American citizens and government.
2. Participate in a community service project such as recycling, picking up litter, or volunteering for a different worthwhile project.
3. List the characteristics of a responsible citizen and then role play the application of each characteristic.
4. Write thank you notes to individuals who volunteer in the community, school, or church.

FOURTH QUARTER · CYCLE 1, LOWER

TOPIC: Citizens Create Change

PACING: 3 Days

STANDARDS:

- SS.K-4.IDI.6** Describe how individuals bring specific abilities, interests, and talents in working with others to make decisions and solve problems.
- 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.
- SS.K-4.CIP.4** Discuss how democratic ideals and practices are represented in contemporary and historical sources, quotations, and stories.

OBJECTIVES:

- Discuss how citizens create change.
- Recognize key citizens of the past and their contributions.

VOCABULARY: veteran, equal rights, fair, unfair

SPIRITUAL APPLICATIONS:

In small groups, students choose a Bible character who was a good citizen and created change. Prepare a skit or charade to act out the story.

MCGRAW-HILL RESOURCES:

Who We Are as Americans

Unit 4 pp. 108-113

Unit 4 – Lesson 3 Digital Plans and Presentations

Leveled Reader – *George Washington*

Carver: Plant Doctor (TE 26, 27)

ADDITIONAL RESOURCES / CONNECTIONS:

BrainPop Jr. video – *George Washington* (6:40)
BrainPop Jr. video – *Susan B. Anthony* (4:20)
BrainPop Jr. video – *Martin Luther King, Jr.* (6:05)
BrainPop Jr. video – *Rosa Parks* (5:37)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 127): Make a mobile to show what you learned about American citizens and government.
2. Research a citizen from the past who has helped create change. Have a day to “dress up” like the citizen and share information about the citizen and their accomplishments with your classmates.
3. Create a concept map about one or more people from this lesson. Then tell why that person’s contribution was important.

FOURTH QUARTER · CYCLE 1, LOWER

TOPIC: Rules and Laws

PACING: 3 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.4** Give examples of people who have the authority to make and enforce rules.
- SS.K-4.PAG.6** Show how the Ten Commandments relate to governmental laws.

OBJECTIVES:

- State the importance of rules and laws.
- Describe the purpose of the U.S. Constitution.
- Examine who has authority to make and enforce rules and laws.

VOCABULARY: government, Constitution, structure, function

SPIRITUAL APPLICATIONS:

1 John 5:3 – Review and discuss God’s law – the Ten Commandments. How are our rules and laws today based on the Ten Commandments?

MCGRAW-HILL RESOURCES:

Who We Are as Americans

Unit 4 pp. 114-119

Unit 4 – Lesson 4 Digital Plans and Presentations
Leveled Reader – *Carl B. Stokes* (TE 28, 29)

ADDITIONAL RESOURCES / CONNECTIONS:

BrainPop Jr. video – *Local and State Government* (4:24)
BrainPop video – *Constitution* (3:53)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 127): Make a mobile to show what you learned about American citizens and government.
2. In your own words, write a paragraph telling why rules and laws are important.
3. Pick a rule from home or school. Write a story showing what might happen if that rule didn’t exist.
4. Play the “Sortify: U.S. Constitution” game on BrainPop.

FOURTH QUARTER · CYCLE 1, LOWER

TOPIC: American Symbols

PACING: 3 Days

STANDARDS:

SS.K-4.PAG.7 Describe fundamental values of democracy: the common good, liberty, justice, equality, and individual dignity.

OBJECTIVES:

- Explain what symbols are and how they help us.
- Identify American symbols.

VOCABULARY: symbol, represent