

GRADE FOUR (EVEN YEAR - GRADES 3 & 4)

TOPIC: Our National Story

Unit 1

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.

OBJECTIVES:

- Introduce the story of the United States.
- Represent historical events on a time line.

VOCABULARY:

history, timeline

| SPIRITUAL APPLICATIONS: | McGRAW-HILL RESOURCES: |
|--|---|
| Review a favorite parable from the Gospels. Why did Jesus so often teach by telling stories or parables? How does learning about "our national story" help us understand our country and government? | Our Country and Its Regions Unit 1 pp 1-7 Unit 1 – Unit Opener Digital Plans and Presentations Leveled Reader – Symbols of America |
| ADDITIONAL RESOURCES / CONNECTIONS: | ASSESSMENT/INSTRUCTIONAL IDEAS: |
| Learn 360 Videos – Man Made Monuments and Memorials of the United States (17:28) | Big Idea Project (p. 64 – to be continued). Write a narrative essay describing events that have shaped our nation. Rubric is on page 64W. An alternative activity might be to make a model as described on p 64. Begin the "Foldables" activity on p.1 (continue throughout the content on our national story). Create your own personal time line. Include important events in the correct order, with pictures if possible. Make a "history" collection by putting together items that are clues to the past such as photos, old coins, etc. |



GRADE FOUR (EVEN YEAR - GRADES 3 & 4)

TOPIC: The First Americans

Unit 1

STANDARDS:

Recall how peoples from different cultures develop different values and ways of interpreting experience. SS.K-4.C.7

SS.K-Explain that the theme of people, places and environments involves the study of location, place, and the interactions of people with their surroundings. **4.PPE.1**

SS.K-4IGI.5 Compare the Biblical account of the beginning of civilization of the West adapted to their Surroundings.

OBJECTIVES:

Explain how the people of the Easter Woodlands survived.

Identify the ways in which the Plains and Pueblo people differed.

Recognize the ways in which Native Americans of the West adapted to their surroundings.

VOCABULARY:

prehistory, artifact, resource, hunter-gatherer, technology

| SPIRITUAL APPLICATIONS: | McGRAW-HILL RESOURCES: |
|--|---|
| Read the Bible account of creation in Genesis. Discuss how the early history of the Earth is discussed differently in many textbooks and media. Why is it important to know how humans came to be? Does it make a difference in how we live our lives? | Our Country and Its Regions Unit 1 pp. 8-15 Unit 1 – Lesson 1 Digital Plans and Presentations Leveled Reader – The National Museum of the American Indian |
| ADDITIONAL RESOURCES / CONNECTIONS: | ASSESSMENT/INSTRUCTIONAL IDEAS: |
| For read-aloud time: Spotted Boy and the Comanches by Mabel Earp Cason or Swift Arrow by Josephine C. Edwards Learn360 video – Native American Life (16:01) Note: References to "ice age and prehistoric animals." | Create a three-circle Venn diagram showing similarities and differences between the Native Americans of the Eastern Woodlands, Plains and Pueblos, and the west. Make a paper model of one of the homes used by Native Americans. Draw or paint a scene depicting activities of Native American life. Select activities from pp. 8-15. |



GRADE FOUR (EVEN YEAR - GRADES 3 & 4)

TOPIC: Three Worlds Meet

Unit 1

STANDARDS:

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

4TCC.4

SS.K-4GC.2 Explain how global connections affect the daily life of individuals and those around them.

OBJECTIVES:

- Describe the exchange and conflicts between Europeans and Native Americans.
- Understand why the Spanish and French came to North America.
- Identify early Dutch and English settlements.

VOCABULARY:

mission, Northwest Passage, colony

| SPIRITUAL APPLICATIONS: | McGRAW-HILL RESOURCES: |
|--|---|
| Romans 8:37-39 – Many Europeans went far from home into unknown situations. Review God's message that we will be "more than conquerors" and that nothing can separate us from Him. | Our Country and Its Regions Unit 1 pp. 16-23 Unit 1 – Lesson 2 Digital Plans and Presentations Leveled Reader – The National Museum of the American Indian |
| ADDITIONAL RESOURCES / CONNECTIONS: | ASSESSMENT/INSTRUCTIONAL IDEAS: |
| Learn360 video – Colonial Settlements (16.52) Learn360 video – Pocahontas: Tall Tales and Legends (15:03) BrainPop Jr. video – Thanksgiving (4:00) | Continue Big Idea Project (p. 64). Write a narrative essay describing events that have shaped our nation. Imagine you were a Spanish explorer, a French fur trader, or an English colonist. Write a one-page letter to a friend or family member describing your recent experiences. Role-play the first Thanksgiving. What does the first Thanksgiving tell you about the way Native Americans and the English got along at first? Discuss what caused most of the fighting among the French, English, and Native Americans. Select activities from pp. 20-23. |



GRADE FOUR (EVEN YEAR - GRADES 3 & 4)

TOPIC: A Nation Is Born

Unit 1

STANDARDS:

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

4.TTC.4

SS.K- Discuss how the study of individual development and identity helps us know who we are and how we change.

4.IDI.1

SS.K- Explain the ways in which government meet the needs and wants of citizens.

4PAG.9

SS.K- Discuss how democratic ideals and practices are represented in contemporary and historical sources quotations, and

4CIP.4 stories

OBJECTIVES:

 Describe the problems that arose between Great Britain and the colonists following the French and Indian War.

- Explain how taxes and protests eventually led to war.
- Describe the outcome of the war and the establishment of the new United States government.

VOCABULARY:

tax, revolution, Declaration of Independence, independent.

| SPIRITUAL APPLICATIONS: | McGRAW-HILL RESOURCES: |
|---|---|
| 2 Peter 3:13 – The united States of America is a great | Our Country and Its Regions |
| country, but God has promised something even better – a | Unit 1 pp. 24-31 |
| brand new earth! Discuss the benefits of living in our | Unit 1 – Lesson 3 Digital Plans and Presentations |
| country and the benefits of living in God's new earth. | |
| | Leveled Reader – The Boston Tea Party; A Midnight Ride; Our |
| Discuss how the identity (the way they thought of | Founding Fathers |
| themselves) of the Americans changed as the Revolutionary | |
| War was fought. Review the story of the war in heaven | |
| (Revelation 12:237 9). Whose view changed after this war? | |
| - God's or Lucifer's? | |
| | |
| ADDITIONAL RESOURCES / CONNECTIONS: | ASSESSMENT/INSTRUCTIONAL IDEAS: |
| Learn360 video – The Beanbody Histories: The American | 1. Write a narrative essay describing events that have shaped |
| Revolution Part 1 (15:18) Note: Narrated by "talking dog." | our nation. |
| Learn360 – video - The Beanbody Histories: The American | |
| Revolution Parts 2 & 3 (21:12) Note: Narrated by "talking | 2. Make a timeline showing events leading to the American |
| dog." | Revolution. |
| Learn360 – video – Jean Fritz: Six Revolutionary War | |
| Figures (15:37) | 3. Create a PowerPoint presentation about one of the key events |
| Learn360 – video – Yankee Doodle Went to Town | or people from this lesson. |
| 1 (00 ==) | |
| (00:52) BrainPop Jr. video – <i>George Washington</i> (6:40) | 4. Select activities from pp. 26-31. |



GRADE FOUR (EVEN YEAR - GRADES 3 & 4)

TOPIC: The Nation Grows

Unit 1

STANDARDS:

SS.K- Evaluate how physical, intellectual, and emotional growth affects individual identity, growth, and interactions with

4.IDI.9 others

SS.K- Discuss how people's interactions with their social and physical surroundings influence individual

4.IDI.13

SS.K- Demonstrate how science leads to new technology in areas such as communication and transportation resulting in

.4SDS.6 change over time.

OBJECTIVES:

• Describe how western lands became part of the United States.

• Identify the new materials of travel that were developed in the early 1800s.

VOCABULARY:

territory, Louisiana Purchase, expedition, canal, frontier

| SPIRITUAL APPLICATIONS: | McGRAW-HILL RESOURCES: |
|---|--|
| Philippians 3:21 and 2 Corinthians 3:18 – Just as our nation grew and changed, we can grow and change to be more like Jesus. Discuss what makes us grow to be more like Jesus. Luke 2:52 – Jesus grew physically, intellectually emotionally, and spiritually. | Our Country and Its Regions Unit 1 pp. 32-39 Unit 1 – Lesson 4 Digital Plans and Presentations Leveled Reader – The Life of Daniel Boone; Americans on the Move; Children at Work on the Frontier; Wagons West |
| ADDITIONAL RESOURCES / CONNECTIONS: | ASSESSMENT/INSTRUCTIONAL IDEAS: |
| BrainPop Jr. video – Abraham Lincoln (4:03) | Continue Big Idea Project (p.64) Write a narrative essay describing events that have shaped our nation. Compare and contrast the North and South using a Venn diagram. |
| BrainPop Jr. video – George Washington Carver (4:05) | diagram. 3. Prepare a poster about the beginning of the Seventh-day Adventist church or early Adventist missionaries to share |
| BrainPop Jr. video – <i>Harriet Tubman</i> (3:45) BrainPop Jr. video – <i>Alexander Graham Bell</i> (4:56) | with your local church. 4. Write a paragraph describing the challenges facing the United States after the Civil War. Then write a second paragraph telling what the government and people did to find solutions to these challenges. |
| | 5. Create a collage that illustrates the types of new inventions available after the Civil War.6. Select activities from pp. 32-39. |



GRADE FOUR (EVEN YEAR - GRADES 3 & 4)

TOPIC: War and Changes

Unit 1

STANDARDS:

SS.K- Identify the first Seventh-day Adventist missionaries.

4.TCC.6

SS.K- Trace how the origins of the Seventh-day Adventist church are threaded throughout history.

4.TCC.9

SS.K- Read and retell Bible and church history stories that portray how God works through people to help make the

.4TCC.11 community a better place.

SSK- Outline how individual choices are influenced by personal and social factors.

.4IDI.14

SS.K4.GC.7 Discuss and analyze the unique message and mission of the Seventh-day Adventist church.

OBJECTIVES:

- Discuss causes leading to the Civil War.
- Describe the strengths and weaknesses of the North and South during the Civil War.
- Identify challenges facing the United States after the Civil War.
- Study the origins, message, and mission of the Seventh-day Adventist church.

VOCABULARY:

Civil War, Emancipation Proclamation, Reconstruction, immigrant, invention

| SPIRITUAL APPLICATIONS: | McGRAW-HILL RESOURCES: |
|---|---|
| Using the following (or other sources), choose stories and | Our Country and Its Regions |
| information about the origins, message, and mission of the | Unit 1 pp. 40-47 |
| Seventh-day Adventist church to share with students. This | Unit 1 – Lesson 35 Digital Plans and Presentations |
| information may be used in class, for morning worships, etc. | |
| http://www.adventistheritage.org/ | Leveled Readers – A Divided Nation; Civil War Days in Indiana; |
| • http://www.archives.adventistreview.org/article/1987/ | Clara Barton; Harriet Tubman; Military Traditions of the South; |
| http://www.archives.adventistreview.org/art | Oliver P. Morton the Soldiers' Friend; Thomas Alva Edison |
| <u>icle/1987/</u> | |
| archives/issue-2008-1521/back-to-our-future/ | |
| Adventist-history-resources-for-children | |
| http://www.adventist.org/en/information/history/http: | |
| //www.adventist.org/en/information/history | |
| <i>j</i> | |
| http://circleadventist.org | |
| ADDITIONAL RESOURCES / CONNECTIONS: | ASSESSMENT/INSTRUCTIONAL IDEAS: |
| BrainPop Jr. video – <i>Abraham</i> Lincoln (4:03) | Compare and contrast the North and South using a Venn |
| | diagram. |
| BrainPop Jr. video – George Washington Carver (4:05) | 2. Prepare a poster about the beginning of the Seventh-day |
| | Adventist church or early Adventist missionaries to |
| BrainPop Jr. video – <i>Harriet Tubman</i> (3:42) | share with your local church. |
| | 3. Write a paragraph describing the challenges facing the |
| BrainPop Jr. video – <i>Alexander Graham Bell</i> (4:56) | United States after the Civil War. Then write a second |
| | paragraph telling what the government and people did to |
| | find solutions to these challenges. |
| | 4. Create a collage that illustrates the types of new |
| | inventions available after the Civil War. |
| | 5. Select activities from pp. 40-47. |
| | |



Unit 1

GRADE FOUR (EVEN YEAR - GRADES 3 & 4)

TOPIC: A Changing World

STANDARDS:

SS.K-Assess the impact of families, schools, religious institutions, government agencies, financial institutions, and civic

4.IGI.6 groups on their lives.

SS.K-Compare and contrast examples of how science and technology can have both positive and negative impacts on

4.STS.7 individuals, society and the globe.

SS.K-4GC.4 Compare and contrast how some global issues have persisted over time while others are more contemporary or

emerging.

OBJECTIVES:

Identify reform efforts of the early 1900s.

Describe World War I and the struggle for women's suffrage.

Discuss the New Deal and the reasons that World War II ended the Great Depression.

VOCABULARY:

suffrage, dictator, Allies, Axis

| SPIRITUAL APPLICATIONS: | McGRAW-HILL RESOURCES: |
|---|--|
| Mark 13:5-7 "Wars and rumors of wars" are signs that must come, Jesus says, before His return. Discuss the frequency of wars in the past. What does that say about the coming of Jesus? | Our Country and Its Regions Unit 1 pp. 48-55 Unit 1 – Lesson 6 Digital Plans and Presentations Leveled Reader – Getting Out the Vote; The Seneca Falls Convention; Susan B. Anthony and Elizabeth Cady Stanton; Fighting for Rights; Dorothea Lange; From Gliders to Rockets; Daniel Inouye |
| ADDITIONAL RESOURCES / | ASSESSMENT/INSTRUCTIONAL IDEAS: |
| CONNECTIONS: | |
| Learn360 video – Veterans Day: Holiday Facts and | 1. Continue Big Idea (p. 64). Write a narrative essay describing the |
| Fun (13:23) | events that have shaped our nation. |
| | 2. Choose a famous person from this era. Read a biography about the |
| BrainPop Jr. video – Susan B Anthony (4:20) | person and then make a presentation to your class telling what you learned. |
| | 3. Discuss how financial institutions government, and technology had both positive and negative impacts during this era. |
| | 4. Suppose you were the President of the United States when Japan |
| | bombed Pearl Harbor. Write a speech you might have given to the |
| | American people. |
| | 5. Select activities from p. 55. |



GRADE FOUR (EVEN YEAR - GRADES 3 & 4)

TOPIC: A Modern World

Unit 1

STANDARDS:

SS.K- Identify the accomplishments of Seventh-day Adventists in history.

4.TCC.5

SS.K- Demonstrate an understanding of current world missions of the Seventh-day Adventist church.

4.GC.3

OBJECTIVES:

• Identify the background and major conflicts of the Cold War.

- Describe the civil rights movement in the United States.
- Identify the major challenges of the twenty-first century.

VOCABULARY:

communism, discrimination, civil rights, terrorism

| SPIRITUAL APPLICATIONS: | McGRAW-HILL RESOURCES: |
|---|---|
| Consult the current Sabbath School quarterly for the mission emphasis for this quarter. Assist students in finding more information about current missions, such as current projects that NAD Education may be supporting (ie, do Fast). Research well-known Seventh-day in modern history (ie, Dr. Ben Carson, Admiral Barry Black, Desmond Doss) | Our Country and Its Regions Unit 1 pp. 56-64 Unit 1 – Lesson 7 Digital Plans and Presentations Leveled Readers – Energy and Our National Resources; Sources of Energy; Three American Heroes; Martin Luther King Jr. A Man with a Dream; A Big Day for the Earth |
| ADDITIONAL RESOURCES / CONNECTIONS: | ASSESSMENT/INSTRUCTIONAL IDEAS: |
| Learn360 video – Stand Up for Freedom: The Civil Rights Movement in America (17:29) Learn360 video – September 11 th : Flashback | Continue Big Idea (p. 64). Write a narrative essay describing the events that have shaped our nation. Rubric is on page 64W. |
| Learn360 video – segment – Space Race (2:26) | 2. Discuss how the Cold War was different from other wars and how it led to the "space race." |
| Learn360 video – Renewable Energies (3:00) Learn360 video – The Wall: Reading Rainbow | 3. Create a model of an alternative energy source: windmills, solar energy, or hydroelectric power plants. Suggested materials include popsicle sticks, paper maché, aluminum foil, and yarn. |
| (27.09) BrainPop Jr. video – Martin Luther King Jr. (6:50) | 4. Make a list of ways the United States tries to keep its citizens safe from terrorism. |
| BrainPop Jr. video – Rosa Parks (5:37) | 5. Select activities from pp. 64. |
| BrainPop Jr. video – Energy Sources (3:54) | |



GRADE FOUR (EVEN YEAR - GRADES 3 & 4)

TOPIC: A Modern World

Unit 2

STANDARDS:

SS.K-4.C.5 Discuss 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, plateaus, basin

| SPIRITUAL APPLICATIONS: | McGRAW-HILL RESOURCES: |
|---|---|
| Matthew 14:23, Mark 6:46, and Luke 6:12 – in each passage Jesus goes to the mountain to pray. Why do you think Jesus did that? Where do you go to pray? | Our Country and Its Regions Unit 2 pp. 65-77 Unit 2 – Lesson 1 Unit opener and Digital Plans and Presentations Leveled Readers – Desert Animals and Plants |
| ADDITIONAL RESOURCES / CONNECTIONS: | ASSESSMENT/INSTRUCTIONAL IDEAS: |
| Learn360 video – Geography: Exploring Communities (6:37) | 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 |
| Learn360 video – My America: Reading Rainbow (27.28) | described on page 122. |
| Learn360 video – segment – A Ecosystem (1:21) | 2. Begin the "Foldables" activity on p. 65 – to be continued. |
| BrainPop Jr. video – <i>Landforms</i> (4:37) | 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.pdfhttp://www.census.gov/population/censusdata/table-4.pdf |
| | http://www.census.gov/population/censusdata/table-4.pdf 5. Select activities listed on pp. 65-77. |



GRADE FOUR (EVEN YEAR - GRADES 3 & 4)

TOPIC: Our Country's Regions

Unit 2

STANDARDS:

SS.K- Discuss the Christian's responsibility for the environment.

4.PPE.5

SS.K- Discuss the Christian's responsibility for the Earth's environment and its resources.

4.PPE.12

SS.K- Describe how science involves the study of the natural world and how technology refers to tools we use to accomplish

4.STS.1 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: | McGRAW-HILL RESOURCES: |
|---|--|
| 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/vezoct09/VeZ_Green_web.pdf | Our Country and Its Regions Unit 2 pp. 78-83 Unit 2 – Lesson 2 Unit Digital Plans and Presentations |
| ADDITIONAL RESOURCES / CONNECTIONS: | ASSESSMENT/INSTRUCTIONAL IDEAS: |
| Learn360 video – Impacts on Earth (11:02) | 1. Continue Big Idea Project (p. 122 – to be continued). Write an expository essay about one of the regions of the United States. |
| BrainPop Jr. video – Natural Resources (5:06) | 2. Discuss the meaning of "interdependence." Describe situations where states and regions are dependent on each other (ie, 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? |
| | 5. Select activities listed on p. 83. |



GRADE FOUR (EVEN YEAR - GRADES 3 & 4)

TOPIC: Our Country's Climate

Unit 2

STANDARDS:

SS.K- 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: | McGRAW-HILL RESOURCES: |
|---|---|
| Matthew 16:1-3 – Even in Bible times people had | Our Country and Its Regions |
| ways of "predicting" the weather. But Jesus warned | Unit 2 pp. 84-91 |
| about being more interested in tomorrow's weather | Unit 2 – Lesson 3 Unit Digital Plans and Presentations |
| than the signs of the end. | |
| | Leveled Reader – Rivers and Mountains of the United States |
| | |
| ADDITIONAL RESOURCES / CONNECTIONS: | ASSESSMENT/INSTRUCTIONAL IDEAS: |
| Learn360 video - Weather and Climate: Real World | 1. Continue Big Idea Project (p. 122 – to be continued). Write an |
| Science (<u>15:06)</u> | expository essay about one of the regions of the United States. |
| Learn360 video segment – Death Valley Temperature | Compare and contrast tornadoes and hurricanes using a Venn |
| (1:40) – rain shadow described | diagram. |
| (-1.10) | |
| Learn360 video segment – Lake Effect Snow Around | |
| Lake Ontario (5:17) – may be too technical for some | 3. Make a poster illustrating "rain shadow" or "lake effect." Name |
| groups | some places in the United States where these weather conditions exists. |
| Learn360 video segment – <i>Hurricane Fuel</i> (1:53) | exists. |
| Edition video segment Trusteant Fact (1.55) | 4. Choose a city or town in each of the five regions. Record the daily |
| Learn360 video segment – Tornado Alley (3:14) | high and low temperature, the precipitation, and unusual weather |
| | for that city for several days. Then write a paragraph describing the |
| BrainPop Jr. video – Water Cycle (5:25) | 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. |
| | 55 11.15 11.1 M. C.M. C.M. C.M. C.M. C.M. C.M. C |
| | 6. Select activities listed on p. 91. |
| | |
| | |
| | |



GRADE FOUR (EVEN YEAR - GRADES 3 & 4)

TOPIC: Our Economy

Unit 2

STANDARDS:

SS.K- Illustrate how media and technology are a part of every aspect of our lives.

4.STS.4

SS.K- Describe the characteristics of a market economy.

4.PDC.10

OBJECTIVES:

• Recognize the differences 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: | McGRAW-HILL RESOURCES: |
|--|---|
| 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 | Our Country and Its Regions Unit 2 pp. 92-99 Unit 2 – Lesson 4 Digital Plans and Presentations |
| Jesus was against the business of buying and selling? | Olit 2 – Lesson 4 Digital Flans and Flesentations |
| ADDITIONAL RESOURCES / CONNECTIONS: | ASSESSMENT/INSTRUCTIONAL IDEAS: |
| BrainPop Jr. video – Needs and Wants (3:44) | 1. Continue Big Idea Project (p. 122 – to be continued). Write an expository essay about one of the regions of the United States. |
| BrainPop Jr. video – Saving and Spending (5:17) | |
| BrainPop video – Credit Cards (3:56) | 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. |
| BrainPop video – Interest (4:45) | 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 (ie, computers, internet, card readers). |



GRADE FOUR (EVEN YEAR - GRADES 3 & 4)

TOPIC: State and Local Governments

Unit 2

STANDARDS:

SS.K- Describe the basic elements of government in the United States: executive, legislative, and judicial authority.

4.PAG.2

SS.K- Explain the ways in which governments work and the main way they raise citizens.

4.PDC.9

OBJECTIVES:

• Recognize that government power is shared.

• Identify how state and local governments work and the main way they raise money.

VOCABULARY:

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

| SPIRITUAL APPLICATIONS: | McGRAW-HILL RESOURCES: |
|---|--|
| Romans 13:6, 7 – Paul writes that we should comply | Our Country and Its Regions |
| with laws of the government, including paying taxes | Unit 2 pp. 100-107 |
| for "the authorities are God's servants. | Unit 2 – Lesson 5 Digital Plans and Presentations |
| | |
| ADDITIONAL RESOURCES / CONNECTIONS: | ASSESSMENT/INSTRUCTIONAL IDEAS: |
| BrainPop Jr. video – Local and State Government | 1. Continue Big Idea Project (p. 122 – to be continued). Write an |
| (4:24) | expository essay about one of the regions of the United States. |
| Language and Latitude and Lancitude | 2 Write a short masch and might aire if you want marine for |
| Learn360 video segment – <i>Latitude and Longitude</i> (3:25) | 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? |
| (3.23) | governor or your state. What are the issues you might talk about: |
| BrainPop video – <i>Latitude and Longitude</i> (4:07) | 3. Invite a town or city council member to talk about tax collection |
| | and how those taxes are spent in the local community. |
| | A Miles and a Heating the store in welling the |
| | 4. Make a poster illustrating the steps in making a law. |
| | |
| | 5. Find the "address" of your community using latitude and longitude. |
| | |



GRADE FOUR (EVEN YEAR - GRADES 3 & 4)

TOPIC: Our Nation's Government

Unit 2

STANDARDS:

SS.K- Identify fundamental ideas that are the foundation of American constitutional democracy, including those of the U.S.

4.PAG.5 Constitution, the rule of law, separation of powers, check and balances, minority rights, and the separation of church

and state

SS.K- Examine the efforts of the Seventh-day Adventist church to alleviate social problems,

4.PDC.9

OBJECTIVES:

• Describe the type o9f 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: | McGRAW-HILL RESOURCES: | |
|--|--|--|
| Compare and contrast the work of UNICEF and | Our Country and Its Regions | |
| ADRA. | Unit 2 pp. 108-113 | |
| ADRA operates 134 local offices around the world. | Unit 2 – Lesson 6 Digital Plans and Presentations | |
| ADRA has programs for children, water | | |
| improvement, nutrition, community health, social | Leveled Readers – The Supreme Courts; | |
| justice, and disaster relief. | Understanding Our Government | |
| Visit: www.ADRA.org for stories about their work. | | |
| ADDITIONAL RESOURCES / CONNECTIONS: | ASSESSMENT/INSTRUCTIONAL IDEAS: | |
| Learn360 video – Government: Sharing and | 1. Continue Big Idea Project (p. 122 – to be continued). Write an | |
| Balancing Power (00.54) | expository essay about one of the regions of the United States. | |
| | | |
| Learn360 video segment – UNICEF and Alternative | 2. Share your opinion. Do you think having the three branches of | |
| Technologies (1:24) | government is a good idea? State reasons for your opinion. | |
| BrainPop Jr. video – Branches of Government (5.46) | 3. Write a classroom story entitled "A Day in the Life of a President." | |
| 2 min of the rate 2 minerals of sovermient (c. 10) | One student will write a sentence then pass it to the next student | |
| BrainPop Jr. video – <i>President</i> (5:02) | 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 the manner of the transfer of the matter of the mat | |
| | 5. Find the names and photos of your state's U.S. senators and | |
| | representative (s). | |
| | | |



GRADE FOUR (EVEN YEAR - GRADES 3 & 4)

TOPIC: Our Democratic Values

Unit 2

STANDARDS:

SS.K- Identify the Accomplishments of Seventh-day Adventists in history.

4.TCC.6

SS.K- Examine how individuals change over time.

4.IDI.8

SS.K- Identify people, groups, and institutions that contribute to development.

4.IDI.15

SS.K- Identify characteristics that distinguish individuals.

4.IGI.4

SS.K- Examine how the rules and norms of groups to which they belong impact their lives.

4.IGI.7

OBJECTIVES:

Recognize that citizenship involves both rights and responsibilities.

- Understand that citizens have power to change things.
- Identify the values and beliefs that unite Americans.

VOCABULARY:

jury patriotism, rule of law, justice

CDIDITIIAL ADDITIONS.

| SPIRITUAL APPLICATIONS: | McGRAW-HILL RESOURCES: | |
|--|--|--|
| 1 Corinthians 12:12-27 – Paul discusses how the body | Our Country and Its Regions | |
| is diverse but unified. As a diverse nation, how can | Unit 2 pp. 114-122 | |
| we be unified? As a diverse church, how can we be | Unit 2 – Lesson 7 Digital Plans and Presentations | |
| unified? | | |
| | Leveled Readers – Symbols of America; Getting Out the Vote; L. Douglas | |
| Research pioneer Seventh-day Adventists (ie, J. N. | Wilder: A Call for Change | |
| Loughborough, J. N. Andrews, Ellen White). | | |
| | | |
| ADDITIONAL RESOURCES / CONNECTIONS: | ASSESSMENT/INSTRUCTIONAL IDEAS: | |
| Learn360 video – Representative Democracy (00.53) | 1. Continue Big Idea Project (p. 122 – to be continued). Write an | |
| | expository essay about one of the regions of the United States. | |
| Learn360 video – Direct Democracy: Town Meetings | 2. Compare and contrast how the teacher and students work together | |
| (00.51) | for the "common good" and how citizens can work for the | |
| | "common good" in their community. | |
| Learn360 video segment – The Jury and Courtroom | 3. Make a bulletin board with your classmates highlighting patriotism. | |
| (2:26) | 4. Role-play situations showing the rule of law and justice being used | |
| | appropriately and inappropriately. | |
| BrainPop Jr. video – Rights and Responsibilities | 5. Make two lists: one of citizen rights and one of citizen | |
| (3.37) | responsibilities. Are some concepts are on both lists? | |
| | 6. Describe changes in equality in our country identify reasons for | |
| BrainPop Jr. video – Susan B. Anthony (4:20) | these changes in the United States. | |
| | 7. Discuss characteristics that show the diverse culture of America. | |
| BrainPop Jr. video – Martin Luther King, Jr. (6:05) | 8. Write a paragraph about how the beliefs of the Seventh-day | |
| | Adventist church encourage good citizenship. | |
| | 9. Select activities on pp. 114-122. | |
| | | |

MaCDAW HILL DESCHIDEES.



GRADE FOUR (EVEN YEAR - GRADES 3 & 4)

TOPIC: Northeast Region

Unit 2

STANDARDS:

SS.K- Name

Name key people, events, and places associated with the history of the community, nation, and world.

4.TCC.4

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: | McGRAW-HILL RESOURCES: |
|---|---|
| Genesis 1:31 – At the end of Creation, God saw all that He had made was "very good." Make a class list of amazing things God made that you might see in the Northeast. | Our Country and Its Regions Unit 3 pp. 123-127 Unit 3 – Unit Opener Digital Plans and Presentations |
| ADDITIONAL RESOURCES / CONNECTIONS: | ASSESSMENT/INSTRUCTIONAL IDEAS: |
| 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) | Big Idea Project (p.154 – to be continued). Write an expository report on the geography, economy, and people of the Northeast. An alternate activity might be to plan a bike trip as described on page 154. Begin the "Foldables" activity o p. 123 (continue throughout the content of the Northeast). 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? Create a travel brochure about the Northeast. Make cards with names of states and capitals of the Northeast. Play memory match game with the cards. |



GRADE FOUR (EVEN YEAR - GRADES 3 & 4)

TOPIC: The Geography of the

Unit 2

Northeast

STANDARDS:

Name key people, events, and places associated with the history of the community, nation, and world.

SS.K-4.TCC.4

SS.K- Identify the factors influencing various community, state, and regional patterns of human settlement such as the

4.PPE.6 availability of land, water, and places for people to live.

OBJECTIVES:

• Identify significant mountains and waters of the Northeast.

- Understand the importance if 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: | McGRAW-HILL RESOURCES: | |
|---|--|--|
| Genesis 11 – All the natural resources that people use in the Northeast are result of God's creation. See how many examples of wildlife and plant life native to the Northeast you can name. | 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: | ASSESSMENT/INSTRUCTIONAL IDEAS: | |
| 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) | Continue Big Idea Project (p.154 – to be continued). Write an expository report on the geography, economy, and the people of the Northeast. Write a descriptive paragraph about the geography of the Northeast. See how many adjectives you can use. 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? Find beautiful pictures of the Northeast region in the fall. Create your own fall colors masterpiece with paint, chalk, crayons, or markers. Why is the Northeast known for its fall colors? | |



GRADE FOUR (EVEN YEAR - GRADES 3 & 4)

TOPIC: The Economy of the

Unit 2

Northeast

STANDARDS:

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

SS.K-

Investigate what people and communities gain and give up when they make a decision.

4.PDC.4

SS.K- Cite examples of how society often turns to science and technology to solve problems.

4.STS.2

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: | McGRAW-HILL RESOURCES: |
|--|---|
| 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. | Our Country and Its Regions Unit 3 pp. 136-143 Unit 3 – Lesson 2 Digital Plans and Presentations |
| ADDITIONAL RESOURCES / CONNECTIONS: | ASSESSMENT/INSTRUCTIONAL IDEAS: |
| 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) | Continue Big Idea Project (p.154 – to be continued). Write an expository report on the geography, economy, and the people of the Northeast. Write or tell a story about a day in the Northeast where no people work in service jobs. What things would be different? 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. Select activities from pages 136-143. |



GRADE FOUR (EVEN YEAR - GRADES 3 & 4)

TOPIC: The People of the Northeast

Unit 2

STANDARDS:

SS.K
 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, letter, photographs, and artifacts.

 SS.K
 Identify key symbols and traditions that are carried from the past into the present by diverse cultures in the United

 SS.K
 Define concepts and ideas such as individual dignity, fairness, freedom, common good, rule of law, civic life, rights

4.CIP.2 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: | McGRAW-HILL RESOURCES: |
|--|---|
| 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? | Our Country and Its Regions Unit 3 pp. 144-154 Unit 3 – Lesson 3Digital Plans and Presentations Leveled Readers – Henry Bergh and the ASPCA; Our City Gardens. |
| ADDITIONAL RESOURCES / CONNECTIONS: | ASSESSMENT/INSTRUCTIONAL IDEAS: |
| Learn360 video - Watch the Stars Come Out: Reading Rainbow (27:46) BrainPop Jr. video - Iroquois (5:10) BrainPop Jr. video - Ellis Island (4:50) | Continue Big Idea Project (p.154 – to be continued). Write an expository report on the geography, economy, and the people of the Northeast. Create a skit about arriving at Ellis Island from a foreign country. Design a poster showing the cultural diversity of the Northeast. Make a bar graph showing the cultural diversity in the Northeast. Select activities from pages 144-154. |



GRADE FOUR (EVEN YEAR - GRADES 3 & 4)

TOPIC: The Southeast

Unit 4

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 Southeast Region of the United States.
- Learn states and capitals of the Southeast.

VOCABULARY:

Alabama, Arkansas, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia

| SPIRITUAL APPLICATIONS: | McGRAW-HILL RESOURCES: |
|--|---|
| 1Corinthians 2:9-Tourists look for interesting and pleasant places to visit, but God has prepared something better than any "tourist" attraction this world can offer. | Our Country and Its Regions Unit 4 – pp. 155-159 Unit 4-Unit Opener Digital Plans and Presentations Leveled Reader- Preserving Unique Places Our National Parks |
| ADDITIONAL RESOURCES / CONNECTIONS: | ASSESSMENT/INSTRUCTIONAL IDEAS: |
| Learn 360 video segment- Maryland: Assateague Island (1:23) Learn 360 video – Discovers and American Video series – has a video for each state BrainPop video – Everglades (417) | Select Activities from Unit 4-Getting Started- TE157-159 Big Idea Project (p. 186-to be continued): Write a narrative essay about the geography, economy, and economy, and people of the Southeast (requirements of essay adjusted as needed to meet the needs of the students). Rubric is on page 186 W. An alternative activity might be to give a TV news report as described on p. 186. Begin the "Foldable" activity on p. 155 (continue throughout the content on the Southeast) Create a state map and poster (TE 158) or write a travelogue (TE159) about on state in the south east. Make cards with names of states and capitals of the southeast. Play a memory match game with the cards. |
| | |



GRADE FOUR (EVEN YEAR - GRADES 3 & 4)

TOPIC: The Geography of the Southeast

Unit 4

STANDARDS:

SS K-

4.PPE.5 Describe the Christian's responsibility for the environment.

SS.K-4. Compare physical changes in the community, state, and region, such as seasons, climate, and their effects on plants

PPE.9 and animals.

SSK-

4.PPE.12 Discuss the Christian's responsibility for the Earth's environment and its resources.

OBJECTIVES:

- Explore the coast, hills, mountains, wetlands, rivers, and islands of the Southeast
- Describe the warm climate and effects of the Gulf of Mexico and the continuing threat of hurricanes

VOCABULARY:

source, mouth, wetlands, peninsula, levee

| SPIRITUAL APPLICATIONS: | McGRAW-HILL RESOURCES: |
|---|---|
| Read Psalm 24:1 and Genesis 2:15- The world and all in it belongs to God and at Creation He gave mankind the responsibility to "work it and take care of it." How can Christians fulfill that responsibility today? | Our country and its Regions Unit 4 – pp. 160-167 |
| | Unit 4- Lesson 1 Digital Plans and presentations |
| | Leveled Readers – The Marsh Monster; Keeping Us Safe |
| ADDITIONAL RESOURCES / CONNECTIONS: | ASSESSMENT/INSTRUCTIONAL IDEAS: |
| Learn 360 video – Southeast Region North American (24:40) Learn 360 video – Mississippi River Region North American GeoQuest (24:15) BrainPop video – American Indians (4:04) BrainPop video-Hurricanes (4:49) | Continue Big Idea Project (p 186): Write a narrative assay about the geography, economy, and people of the Southeast Develop a preparedness plan for a hurricane. What would you need to do? To buy? Research an interesting animal or plant that is native to the South east. Prepare a Power Point presentation for you class to share what you learned about that plant or animal. Create a postcard showing something unique about the southeast. Write a note on the back about your postcard picture and share it with a classmate. Find a local example of a levee or some other form of flood control. Plan a visit or research who is responsible for the levee. |



GRADE FOUR (EVEN YEAR - GRADES 3 & 4)

TOPIC: The Economy of the Southeast

Unit 4

STANDARDS:

SS.K-

4.PPE.11 Compare and contrast benefits and problems resulting from the discovery and use of resources.

OBJECTIVES:

- Describe products produced by farms in the Southeast.
- Identify renewable and non-renewable resources found in the southeast.
- Summarize the importance of industries and tourism to the economy of the Southeast.

VOCABULARY:

renewable resource, petroleum, refinery, nonrenewable resource

| SPIRITUAL APPLICATIONS: | McGRAW-HILL RESOURCES: |
|---|---|
| Read and discuss Romans I-20. How can we learn about God from His creation? Compare your beliefs to those of Native Americans on the topic of nature (God creation) | Our Country and its Regions Unit 4 – pp. 168-175 Unit 4-Lesson 2 Digital Plans and Presentations Leveled Readers-Energy and Our Natural Resources; Henry W. Grady and the "New South" Growing Good in a Growing Country |
| ADDITIONAL RESOURCES / CONNECTIONS: | ASSESSMENT/INSTRUCTIONAL IDEAS: |
| Learn 360 video – Cotton (11:25) BrainPop Jr video – <i>Natural Resources (5:06)</i> BrainPop video-Gas and Oil (4:02) | Continue Big Idea Project (p. 186): Write a narrative essay about the geography, economy, and people of the Southeast. Make two lists On one, list all the renewable resources you can and on the other list all the nonrenewable resources you can. Which list is longer? Write a script/dialogue between two friends discussing the benefits and the problems of the oil industry. Create a brochure which highlights reasons the Southeast is a popular place to visit Compare service jobs to volunteer or community service. |



GRADE FOUR (EVEN YEAR - GRADES 3 & 4)

TOPIC: The Midwest

Unit 5

STANDARDS:

SS.K-

4.TCC.4

Name key people, event, and places associated with the history of the community, nation, and world

OBJECTIVES:

- Introduction to the Midwest Region of the United States.
- Learn states and capitals of the Midwest

VOCABULARY:

Kansas, Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Nebraska, Ohio, North Dakota, South Dakota, Wisconsin

| SPIRITUAL APPLICATIONS: | McGraw-Hill RESOURCES: |
|--|---|
| | Our Country and Its Regions |
| Ecclesiastes 7:16-18 – Sometimes the climate of the Midwest is | Unit 5 – pp. 187-191 |
| described as "extreme" What does Solomon say about | |
| extremes? | Unit 5 – Unit Opener Digital Plans and Presentations |
| | Leveled Readers – Buffalo!; A Mountain of Presidents; Laura |
| | Ingalls Wilder |
| | |
| ADDITIONAL RESOURCES / CONNECTIONS: | ASSESSMENT/INSTRUCTIONAL IDEAS: |
| | 1. Big Idea Project (p.218—to be continued) Write an essay |
| Read Laura Ingall Wilder"s book | that answers the question, "How do natural resources |
| Little House in the Big Woods | affect a region's growth?" (Requirements of essay |
| | adjusted as needed to meet of the students.) Rubric is on |
| | page 218W. An alternate activity might be to make a |
| Video 360 segment – Tour of Lincoln's Home (4:13) | diorama as described on p. 218. |
| Learn 360 – Mount Rushmore: Landmarks (5:00) | 2. Begin the "Foldable" activity on p. 187 (continue |
| Learn 360 video – Discovers and American video series – has a | throughout the content on the Midwest) |
| video for each state | 3. Trace a map of the Midwest region. Add attractions, |
| | resources, and landmarks to you map throughout this unit. |
| | 4. Make cards with names of states and capitals of the |
| | Midwest. Play a memory match game with the cards. |



GRADE FOUR (EVEN YEAR - GRADES 3 & 4)

TOPIC: The Geography of the Midwest

Unit 5

STANDARDS:

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

OBJECTIVES:

- Discuss the importance of rivers and soil fertility in the Midwest.
- Identify Midwest landforms.
- Describe the climate extremes of the Midwest.

VOCABULARY:

fertile, prairie

| SPIRITUAL APPLICATIONS: | McGRAW-HILL RESOURCES: |
|---|---|
| Numbers 13:18-20 – Why did Moses give these specific instructions? Compare what the pioneers who came to the Midwest and the Israelites going to the Promised Land were hoping to find. | Our Country and Its Regions Unit 5 – pp. 192-199 Unit 5 – Lesson 1 Digital Plans and Presentation Leveled Readers – Savings Our Parks; Amazing Mammal Builders; Indiana Dunes National Lakeshore |
| ADDITIONAL RESOURCES / CONNECTIONS: | ASSESSMENT/INSTRUCTIONAL IDEAS: |
| Learn 360 video – Midwest Region; North American GeoQuest (24:11) Learn 360 video – Great Lakes Region; North American GeoQuest (25:59) Wind Cave National Park website; www.nps.gov/wica/indes.htm | Continue Big Idea Project (p. 218): Write an essay that answer the question, "How do natural resources affect a region's growth?" Collect three different soil samples in small pots. Place easy to grow seeds in each pot, water them, and put them in a sunny window. Log what you see every day. Are there differences in the plants? How might these differences be explained by different soil? Review the graphs on p. 199. Write a sentence or two about each graph to describe the information that is presented. Paint a picture showing what you have learned about the geography and climate of the Midwest |



GRADE FOUR (EVEN YEAR - GRADES 3 & 4)

TOPIC: The Economy of the Midwest

Unit 5

| α | - Α | TAT: | \mathbf{r} | A 1 | | S: |
|----------|-----|------|--------------|-----|-----|-----|
| • 1 | | IN. | | Δ. | ~ . | · • |
| | | | | | | |

SS.K- Explain uses of God's gifts of natural resources for meeting human needs 4.PDC.2

SS.K- Discuss the ways in which scientific findings and various forms of technology influence out daily lives.

4.STS.5

SS.K- Discuss how global connections may be various types including cultural exchange, trade, political, economic, or

4.GC.1 travel

OBJECTIVES:

• Identify natural resources found in the Midwest.

- Show the importance of iron to the economy of the Midwest.
- Identify importance Midwestern farm products.
- Describe how the Midwestern economy has changed over time.

VOCABULARY:

iron, ore, mining, agribusiness, mass production. Assembly line

| SPIRITUAL APPLICATIONS: | McGRAW-HILL RESOURCES: |
|--|--|
| Genesis 41:56,57 – Review the story of Joseph in Egypt during the years of plenty and famine. The Midwest grows food not only for our country but for other areas of the world as well. | Our Country and it Regions Unit 5 – pp. 200-207 Unit 5 - Lesson 2 Digital Plans and Presentations Leveled Reader- The Farm |
| ADDITIONAL RESOURCES / CONNECTIONS: | ASSESSMENT/INSTRUCTIONAL IDEAS: |
| Learn 360 video – The Mild Makers; Reading Rainbow (27:49) Learn 360 video – Mass Automobile Production (4:31) Learn 360 video – Wheat (10:32) BrainPop video-Assembly Line (2:22) | Continue Big Idea Project (p. 218); Write an essay that answers the question, "How do natural resources affect a region's growth? Make butter (directions on TE 204) With a partner, make a list of questions about steel production, or things made of steel. See how many questions you can answer after conducting research. Make a model of an open-pit mine using modeling clay Write a story telling about the changes for farm families in the Midwest. |



GRADE FOUR (EVEN YEAR - GRADES 3 & 4)

TOPIC: The People of the Midwest

Unit 5

STANDARDS:

SS.K- Explore cultural patterns and their interactions within and across place, by means such as migration and settlement,

4.PPE.7 changes in customs or ideas, and in the ways people make a living.

SS.K- Discuss the importance of gathering information as the basis for informed civic action.

4.CIP.5

OBJECTIVES:

• Identify Native American groups that lived in the Midwest

- Trace the different groups who settled in the Midwest
- Show how Midwesterners honor diverse cultural traditions

VOCABULARY:

descendants, pioneer, migration

| SPIRITUAL APPLICATIONS: | McGRAW-HILL RESOURCES: |
|--|---|
| 2 Peter 3:13 – The New Earth God promised us will be different from the Earth now. Have students write or draw about what they imagine the New Earth will be like. | Our country and Its Regions Unit 5 - pp. 208-2181 Unit 5 - Lesson 3 Digital Plans and Presentations Leveled Readers - The Amish Living a Simple Life; Children at Work; On the Frontier; The Apple Man-The Story of John chapman |
| ADDITIONAL RESOURCES / CONNECTIONS: | ASSESSMENT/INSTRUCTIONAL IDEAS: |
| Learn 360 video – Sitting bull and Westward Expansion (12:54) Learn 360 video – The Home (10:42) BrainPop Jr. video – <i>Johnny Appleseed (4:06)</i> | Complete Big Idea Project (p.218); Write an essay that answers the question, "How do natural resources affect a region's growth? Rubric is on p. 218W Suppose you are a pioneer in the Midwest or an African American who traveled north during the Great Migration. Write a letter to a family member back "home" describing your new life in the Midwest. Read "Express Your Opinion" on p. 213 Identify and research a local issue or problem. Then propose a solution to the issue or problem. Using the map on p. 212, choose a festival. Write a newspaper article describing what you might see or do at that festival. |



GRADE FOUR (EVEN YEAR - GRADES 3 & 4)

TOPIC: The Southwest

Unit 6

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 Southwest Region of the United States
- · Learn states and capitals of the Southwest

VOCABULARY:

Arizona, Oklahoma, New Mexico, Texas

| SPIRITUAL APPLICATIONS: | McGRAW-HILL RESOURCES: |
|--|---|
| Daniel 2 and Matthew 2- Review the story of Nebuchadnezzar's dream in Daniel 2 and the gifts of the Wise men in Matthew 2. Discuss reasons gold has been considered very valuable for centuries. | Our Country and Its Regions Unit 6 – pp. 219-223 Unit 6 – Unit Opener Digital Plans and Presentations Leveled Readers – Coronado Search for the Cities of Gold; The Southwest |
| ADDITIONAL RESOURCES / CONNECTIONS: | ASSESSMENT/INSTRUCTIONAL IDEAS: |
| Learn 360 video – The Grand Canyon (USA); World of Wonders II (11:03) Note: Brief mention of "millions of years" Learn 360 video – Davey Crockett and The Alamo (7:46Native Learn 360 – Discovers and American video series-has a video for each state | Big Idea Project (p. 250 – to be continued): Write an expository essay about the geography, economy, and people of the Southwest (requirements of essay adjusted as needed to meet the needs of the students). Rubric is on page 250W. An alternate activity might to plan a xeriscape garden as described on p. 250 Begin the "Foldable" activity on p. 219 (continue throughout the content on the Southwest) Use the map scale on pp.222 and 223 to measure each states' border in miles. Compare to your state. Make cards with names of states and capitals of the Southwest Play a memory match game with the cards. |



GRADE FOUR (EVEN YEAR - GRADES 3 & 4)

TOPIC: The Geography of the Southwest

Unit 6

STANDARDS:

SS.K- Explain that the theme of people, places, and environments involves the study of location, place, and the interaction

4PPE.1 of people with their surroundings.

SS.K- Compare physical changes in the community state, and region, such as seasons, climate and their effects on plants

4PPE.9 and animals.

SS.K-

4PDC.1 Demonstrate how people and communities deal with scarcity of resources.

OBJECTIVES:

- Understand that the geography of the Southwest is varied.
- Identify the landforms and major river of the Southwest.
- Recognize that the scarcity of water poses a challenge in the Southwest.

VOCABULARY:

mesa, butte, canyon, drought, aquifer

| SPIRITUAL APPLICATIONS: | McGRAW-HILL RESOURCES: |
|---|--|
| John 4 – Water has always been considered an important need. Review the story of Jesus and the Samaritan woman at the well and how Jesus is the source of "life-giving water." | Our Country and Its Regions Unit 6 – pp. 224-233 Unit 6 – Lesson 1 Digital Plans and Presentations Leveled Readers – Animal Habitat' Desert Life; Life in the Desert |
| ADDITIONAL RESOURCES / CONNECTIONS: | ASSESSMENT/INSTRUCTIONAL IDEAS: |
| Learn 360 video – Southwest Region; North American GeoQuest (23:23) Learn 360 video – Oklahoma's Dust Bowl (2:12) BrainPop video – Erosion (1:57) Note: Brief mention of "millions of years" BrainPop video-Water Supply (5:30) | Continue Big Idea Project (p. 250); Write an expository essay about the geography., economy, and people of the Southwest. Create a landscape art project using paint, chalk, or other medium showing landforms of the Southwest. Research one of the major Southwestern rivers. Present a report to the class about the river's importance to the region. Make a bar graph illustrating the average precipitation for several cities in the Southwest region. Find population maps of the Southwest region. Write a paragraph stating why you think certain areas of the Southwest might have greater population densities that other areas. Research an animal or plant native to the Southwest. Make a booklet sharing the information you learned. |



GRADE FOUR (EVEN YEAR - GRADES 3 & 4)

TOPIC: The Economy of the Southwest

Unit 6

STANDARDS:

SS.K- Cite examples of how society often turns to science and technology to solve problems.

4STS.2

SS.K- Investigate what people and communities gain and give up when they make a decision.

4PDC.4

OBJECTIVES:

- Recognize that oil is the Southwest's most valuable resource
- Identify crops grown in the Southwest.
- Understand that the Southwest has developed a thriving technology sector.

VOCABULARY:

Kerosene, irrigation, silicon, solar energy

| SPIRITUAL APPLICATIONS: | McGRAW-HILL RESOURCES: |
|--|--|
| Sheep are often seen grazing in the dessert regions of the Southeast. Review the stories of David as a Shepherd and Jesus' parables about sheep/shepherds. | Our country and Its Regions Unit 6 pp. 234-239 |
| | Unit 6-Lesson 2 Digital plans and Presentations Leveled Readers – An Eye on Energy; Sun Power, Texas Cowboys |
| ADDITIONAL RESOURCES / CONNECTIONS: | ASSESSMENT/INSTRUCTIONAL IDEAS: |
| BrainPop video-Solar Energy (2:59) BrainPop Jr. video-Energy Sources (5:08) | Continue Big Idea Project (p. 250): Write an expository essay about the geography, economy, and people of the Southwest. Create a model that shows the crops grown in the Southwest region or make a replica of the pipes and ditches used to irrigate a field. Create a poster about one of the technology industries that exists in the Southwest. Research the technology industry to find as many facts as possible to include on your poster. Imagine you have a farm or ranch in the Southwest Write a letter to a far-away friend describing your farm or ranch (ie water, crops). |



GRADE FOUR (EVEN YEAR - GRADES 3 & 4)

TOPIC: The People of the Southwest

Unit 6

STANDARDS:

SS.K- Identify key symbols and traditions that are carried from the past into the present be diverse cultures in the United

4TCC.7 States and the world.

SS.K-4IGI.5 Elaborate on how individuals, groups, and institutions share common elements and also hove unique characteristics.

OBJECTIVES:

- Discuss the Native American heritage of the Southwest.
- Identify the Spanish influence on the Southwest.
- Understand why immigrants and older Americans have moved to the southwest in recent years.

VOCABULARY:

Pueblo, adobe, powwow

| SPIRITUAL APPLICATIONS: | McGRAW-HILL RESOURCES: |
|--|--|
| Exodus 35:35 – Discuss how many of these skills (ie, weaving, carving) needed for completion of the tabernacle are also exhibited be Native Americans in the Southwest. | Our country and Its Regions Unit 6 pp. 240-250 Unit 6-Lesson 3 Digital plans and Presentations Leveled Readers – Explorers of the Southwest; The Navajo- Tradition and Change; Hot Air Balloons |
| ADDITIONAL RESOURCES / CONNECTIONS: | ASSESSMENT/INSTRUCTIONAL IDEAS: |
| Learn360 video segment – Native Americans of the Southwest (2:25) Learn360 – Hot Air Henry – Reading Rainbow (27:21) BrainPop Jr. video - Pueblo (4:58) BrainPop Jr. video - Georgia O'Keeffe (4:29) | Continue Big Idea Project (p. 250): Write an expository essay about the geography, economy, and people of the Southwest. Rubric is on p. 250W Make you own adobe bricks – directions at htt://heritagesquarephx.org/news/crafts-make-an-adobe-brick/. Use what you know about the Southwest to write/illustrate an advertisement that urges people to move to this region. As a class, make a children's book (few words, lots of pictures) about festivals of the Southwest. |

