



SOCIAL STUDIES MANAGEMENT AND RESOURCE TOOL
FOR SINGLE GRADE AND COMBINATION CLASSROOMS

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

<p>SPIRITUAL APPLICATIONS:</p> <p>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?</p>	<p>McGRAW-HILL RESOURCES:</p> <p><i>Our Country and Its Regions</i> Unit 1 pp 1-7 Unit 1 – Unit Opener Digital Plans and Presentations</p> <p>Leveled Reader – <i>Symbols of America</i></p>
<p>ADDITIONAL RESOURCES / CONNECTIONS:</p> <p>Learn 360 Videos – <i>Man Made Monuments and Memorials of the United States (17:28)</i></p>	<p>ASSESSMENT/INSTRUCTIONAL IDEAS:</p> <ol style="list-style-type: none"> 1. 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. 2. Begin the “Foldables” activity on p.1 (continue throughout the content on our national story). 3. Create your own personal time line. Include important events in the correct order, with pictures if possible. 4. Make a “history” collection by putting together items that are clues to the past such as photos, old coins, etc.



SOCIAL STUDIES MANAGEMENT AND RESOURCE TOOL
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GRADE FOUR (EVEN YEAR - GRADES 3 & 4)

TOPIC: The First Americans

Unit 1

STANDARDS:

- SS.K-4.C.7** Recall how peoples from different cultures develop different values and ways of interpreting experience.
- SS.K-4.PPE.1** Explain that the theme of people, places and environments involves the study of location, place, and the interactions of people with their surroundings.
- SS.K-4IG1.5** 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

<p>SPIRITUAL APPLICATIONS:</p> <p>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?</p>	<p>McGRAW-HILL RESOURCES:</p> <p><i>Our Country and Its Regions</i> Unit 1 pp. 8-15 Unit 1 – Lesson 1 Digital Plans and Presentations Leveled Reader – <i>The National Museum of the American Indian</i></p>
<p>ADDITIONAL RESOURCES / CONNECTIONS:</p> <p>For read-aloud time: <i>Spotted Boy and the Comanches</i> by Mabel Earp Cason or <i>Swift Arrow</i> by Josephine C. Edwards</p> <p>Learn360 video – <i>Native American Life</i> (16:01) Note: References to “ice age and prehistoric animals.”</p>	<p>ASSESSMENT/INSTRUCTIONAL IDEAS:</p> <ol style="list-style-type: none"> 1. Create a three-circle Venn diagram showing similarities and differences between the Native Americans of the Eastern Woodlands, Plains and Pueblos, and the west. 2. Make a paper model of one of the homes used by Native Americans. 3. Draw or paint a scene depicting activities of Native American life. 4. Select activities from pp. 8-15.



SOCIAL STUDIES MANAGEMENT AND RESOURCE TOOL FOR SINGLE GRADE AND COMBINATION CLASSROOMS

GRADE FOUR (EVEN YEAR - GRADES 3 & 4)

TOPIC: Three Worlds Meet

Unit 1

STANDARDS:

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

Table with 2 columns: SPIRITUAL APPLICATIONS, McGRAW-HILL RESOURCES, ADDITIONAL RESOURCES / CONNECTIONS, ASSESSMENT/INSTRUCTIONAL IDEAS. Contains biblical references, video links, and assessment questions.



SOCIAL STUDIES MANAGEMENT AND RESOURCE TOOL
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GRADE FOUR (EVEN YEAR - GRADES 3 & 4)

TOPIC: A Nation Is Born

Unit 1

STANDARDS:

- SS.K-4.TTC.4** Name key people, events, and places associated with the history of the community, nation, and world.
- SS.K-4.IDI.1** Discuss how the study of individual development and identity helps us know who we are and how we change.
- SS.K-4.PAG.9** Explain the ways in which government meet the needs and wants of citizens.
- SS.K-4.CIP.4** Discuss how democratic ideals and practices are represented in contemporary and historical sources quotations, and 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.

<p>SPIRITUAL APPLICATIONS:</p> <p>2 Peter 3:13 – The united States of America is a great country, but God has promised something even better – a brand new earth! Discuss the benefits of living in our country and the benefits of living in God’s new earth.</p> <p>Discuss how the identity (the way they thought of 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?</p>	<p>McGRAW-HILL RESOURCES:</p> <p><i>Our Country and Its Regions</i> Unit 1 pp. 24-31 Unit 1 – Lesson 3 Digital Plans and Presentations</p> <p>Leveled Reader – <i>The Boston Tea Party; A Midnight Ride; Our Founding Fathers</i></p>
<p>ADDITIONAL RESOURCES / CONNECTIONS:</p> <p>Learn360 video – <i>The Beanbody Histories: The American Revolution</i> Part 1 (15:18) Note: Narrated by “talking dog.” Learn360 – video - <i>The Beanbody Histories: The American Revolution</i> Parts 2 & 3 (21:12) Note: Narrated by “talking dog.” Learn360 – video – Jean Fritz: <i>Six Revolutionary War Figures</i> (15:37) Learn360 – video – <i>Yankee Doodle Went to Town</i> (00:52) BrainPop Jr. video – <i>George Washington</i> (6:40)</p>	<p>ASSESSMENT/INSTRUCTIONAL IDEAS:</p> <ol style="list-style-type: none"> 1. Write a narrative essay describing events that have shaped our nation. 2. Make a timeline showing events leading to the American Revolution. 3. Create a PowerPoint presentation about one of the key events or people from this lesson. 4. Select activities from pp. 26-31.



SOCIAL STUDIES MANAGEMENT AND RESOURCE TOOL FOR SINGLE GRADE AND COMBINATION CLASSROOMS

GRADE FOUR (EVEN YEAR - GRADES 3 & 4)

TOPIC: The Nation Grows

Unit 1

STANDARDS:

- SS.K-4.IDI.9 Evaluate how physical, intellectual, and emotional growth affects individual identity, growth, and interactions with others.
SS.K-4.IDI.13 Discuss how people's interactions with their social and physical surroundings influence individual
SS.K-4.SDS.6 Demonstrate how science leads to new technology in areas such as communication and transportation resulting in 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

Table with 2 columns: SPIRITUAL APPLICATIONS, McGRAW-HILL RESOURCES, ADDITIONAL RESOURCES / CONNECTIONS, ASSESSMENT/INSTRUCTIONAL IDEAS. Contains biblical references, McGraw-Hill resource titles, BrainPop Jr. video links, and assessment tasks.



SOCIAL STUDIES MANAGEMENT AND RESOURCE TOOL
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GRADE FOUR (EVEN YEAR - GRADES 3 & 4)

TOPIC: War and Changes

Unit 1

STANDARDS:

- SS.K-4.TCC.6 Identify the first Seventh-day Adventist missionaries.
- SS.K-4.TCC.9 Trace how the origins of the Seventh-day Adventist church are threaded throughout history.
- SS.K-4.TCC.11 Read and retell Bible and church history stories that portray how God works through people to help make the community a better place.
- SSK-4.IDI.14 Outline how individual choices are influenced by personal and social factors.
- 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

<p>SPIRITUAL APPLICATIONS:</p> <p>Using the following (or other sources), choose stories and information about the origins, message, and mission of the Seventh-day Adventist church to share with students. This information may be used in class, for morning worship, etc.</p> <ul style="list-style-type: none"> • http://www.adventistheritage.org/ • http://www.archives.adventistreview.org/article/1987/ http://www.archives.adventistreview.org/article/1987/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/ L • http://circleadventist.org 	<p>McGRAW-HILL RESOURCES:</p> <p><i>Our Country and Its Regions</i> Unit 1 pp. 40-47 Unit 1 – Lesson 35 Digital Plans and Presentations</p> <p>Leveled Readers – <i>A Divided Nation; Civil War Days in Indiana; Clara Barton; Harriet Tubman; Military Traditions of the South; Oliver P. Morton the Soldiers’ Friend; Thomas Alva Edison</i></p>
<p>ADDITIONAL RESOURCES / CONNECTIONS:</p> <p>BrainPop Jr. video – <i>Abraham Lincoln</i> (4:03)</p> <p>BrainPop Jr. video – <i>George Washington Carver</i> (4:05)</p> <p>BrainPop Jr. video – <i>Harriet Tubman</i> (3:42)</p> <p>BrainPop Jr. video – <i>Alexander Graham Bell</i> (4:56)</p>	<p>ASSESSMENT/INSTRUCTIONAL IDEAS:</p> <ol style="list-style-type: none"> 1. Compare and contrast the North and South using a Venn diagram. 2. Prepare a poster about the beginning of the Seventh-day Adventist church or early Adventist missionaries to share with your local church. 3. 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. 4. Create a collage that illustrates the types of new inventions available after the Civil War. 5. Select activities from pp. 40-47.



SOCIAL STUDIES MANAGEMENT AND RESOURCE TOOL FOR SINGLE GRADE AND COMBINATION CLASSROOMS

GRADE FOUR (EVEN YEAR - GRADES 3 & 4)

TOPIC: A Changing World

Unit 1

STANDARDS:

- SS.K-4.IGL.6 Assess the impact of families, schools, religious institutions, government agencies, financial institutions, and civic groups on their lives.
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.
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

Table with 2 columns: SPIRITUAL APPLICATIONS: and McGRAW-HILL RESOURCES:; ADDITIONAL RESOURCES / CONNECTIONS: and ASSESSMENT/INSTRUCTIONAL IDEAS:.



SOCIAL STUDIES MANAGEMENT AND RESOURCE TOOL
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GRADE FOUR (EVEN YEAR - GRADES 3 & 4)

TOPIC: A Modern World

Unit 1

STANDARDS:

SS.K-4.TCC.5 Identify the accomplishments of Seventh-day Adventists in history.

SS.K-4.GC.3 Demonstrate an understanding of current world missions of the Seventh-day Adventist church.

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:
<p>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).</p> <p>Research well-known Seventh-day in modern history (ie, Dr. Ben Carson, Admiral Barry Black, Desmond Doss)</p>	<p><i>Our Country and Its Regions</i> Unit 1 pp. 56-64 Unit 1 – Lesson 7 Digital Plans and Presentations</p> <p>Leveled Readers – <i>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</i></p>
ADDITIONAL RESOURCES / CONNECTIONS:	ASSESSMENT/INSTRUCTIONAL IDEAS:
<p>Learn360 video – <i>Stand Up for Freedom: The Civil Rights Movement in America</i> (17:29)</p> <p>Learn360 video – <i>September 11th: Flashback</i></p> <p>Learn360 video – segment – <i>Space Race</i> (2:26)</p> <p>Learn360 video – <i>Renewable Energies</i> (3:00)</p> <p>Learn360 video – <i>The Wall: Reading Rainbow</i> (27.09)</p> <p>BrainPop Jr. video – <i>Martin Luther King Jr.</i> (6:50)</p> <p>BrainPop Jr. video – <i>Rosa Parks</i> (5:37)</p> <p>BrainPop Jr. video – <i>Energy Sources</i> (3:54)</p>	<ol style="list-style-type: none"> 1. Continue Big Idea (p. 64). Write a narrative essay describing the events that have shaped our nation. Rubric is on page 64W. 2. Discuss how the Cold War was different from other wars and how it led to the “space race.” 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. 4. Make a list of ways the United States tries to keep its citizens safe from terrorism. 5. Select activities from pp. 64.



SOCIAL STUDIES MANAGEMENT AND RESOURCE TOOL FOR SINGLE GRADE AND COMBINATION CLASSROOMS

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

Table with 2 columns: SPIRITUAL APPLICATIONS: and McGRAW-HILL RESOURCES:; ADDITIONAL RESOURCES / CONNECTIONS: and ASSESSMENT/INSTRUCTIONAL IDEAS:.



SOCIAL STUDIES MANAGEMENT AND RESOURCE TOOL FOR SINGLE GRADE AND COMBINATION CLASSROOMS

GRADE FOUR (EVEN YEAR - GRADES 3 & 4)

TOPIC: Our Country's Regions

Unit 2

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 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

Table with 2 columns: SPIRITUAL APPLICATIONS, McGRAW-HILL RESOURCES, ADDITIONAL RESOURCES / CONNECTIONS, ASSESSMENT/INSTRUCTIONAL IDEAS. Contains links to Bible study ideas, McGraw-Hill resources, and video links.



SOCIAL STUDIES MANAGEMENT AND RESOURCE TOOL
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GRADE FOUR (EVEN YEAR - GRADES 3 & 4)

TOPIC: Our Country's Climate

Unit 2

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

<p>SPIRITUAL APPLICATIONS:</p> <p>Matthew 16:1-3 – Even in Bible times people had ways of “predicting” the weather. But Jesus warned about being more interested in tomorrow’s weather than the signs of the end.</p>	<p>McGRAW-HILL RESOURCES:</p> <p><i>Our Country and Its Regions</i> Unit 2 pp. 84-91 Unit 2 – Lesson 3 Unit Digital Plans and Presentations</p> <p>Leveled Reader – <i>Rivers and Mountains of the United States</i></p>
<p>ADDITIONAL RESOURCES / CONNECTIONS:</p> <p>Learn360 video – <i>Weather and Climate: Real World Science (15:06)</i></p> <p>Learn360 video segment – <i>Death Valley Temperature (1:40)</i> – rain shadow described</p> <p>Learn360 video segment – <i>Lake Effect Snow Around Lake Ontario (5:17)</i> – may be too technical for some groups</p> <p>Learn360 video segment – <i>Hurricane Fuel (1:53)</i></p> <p>Learn360 video segment – <i>Tornado Alley (3:14)</i></p> <p>BrainPop Jr. video – <i>Water Cycle (5:25)</i></p>	<p>ASSESSMENT/INSTRUCTIONAL IDEAS:</p> <ol style="list-style-type: none"> 1. Continue Big Idea Project (p. 122 – to be continued). Write an expository essay about one of the regions of the United States. 2. Compare and contrast tornadoes and hurricanes using a Venn diagram. 3. Make a poster illustrating “rain shadow” or “lake effect.” Name some places in the United States where these weather conditions exist. 4. Choose a city or town in each of the five regions. Record the daily high and low temperature, the precipitation, and unusual weather for that city for several days. Then write a paragraph describing the 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. 6. Select activities listed on p. 91.



SOCIAL STUDIES MANAGEMENT AND RESOURCE TOOL FOR SINGLE GRADE AND COMBINATION CLASSROOMS

GRADE FOUR (EVEN YEAR - GRADES 3 & 4)

TOPIC: Our Economy

Unit 2

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 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

Table with 2 columns: SPIRITUAL APPLICATIONS, McGRAW-HILL RESOURCES, ADDITIONAL RESOURCES / CONNECTIONS, and ASSESSMENT/INSTRUCTIONAL IDEAS. Contains biblical references, resource titles, and numbered activity instructions.



SOCIAL STUDIES MANAGEMENT AND RESOURCE TOOL FOR SINGLE GRADE AND COMBINATION CLASSROOMS

GRADE FOUR (EVEN YEAR - GRADES 3 & 4)

TOPIC: State and Local Governments

Unit 2

STANDARDS:

- SS.K-4.PAG.2 Describe the basic elements of government in the United States: executive, legislative, and judicial authority.
SS.K-4.PDC.9 Explain the ways in which governments work and the main way they raise citizens.

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

Table with 2 columns: SPIRITUAL APPLICATIONS, McGRAW-HILL RESOURCES, ADDITIONAL RESOURCES / CONNECTIONS, ASSESSMENT/INSTRUCTIONAL IDEAS. Contains text about Romans 13:6, BrainPop Jr. video, and assessment tasks like writing an expository essay and a speech.



SOCIAL STUDIES MANAGEMENT AND RESOURCE TOOL
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GRADE FOUR (EVEN YEAR - GRADES 3 & 4)

TOPIC: Our Nation’s Government

Unit 2

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

<p>SPIRITUAL APPLICATIONS:</p> <p>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.</p>	<p>McGRAW-HILL RESOURCES:</p> <p><i>Our Country and Its Regions</i> Unit 2 pp. 108-113 Unit 2 – Lesson 6 Digital Plans and Presentations</p> <p>Leveled Readers – <i>The Supreme Courts;</i> <i>Understanding Our Government</i></p>
<p>ADDITIONAL RESOURCES / CONNECTIONS:</p> <p>Learn360 video – <i>Government: Sharing and Balancing Power</i> (00:54)</p> <p>Learn360 video segment – <i>UNICEF and Alternative Technologies</i> (1:24)</p> <p>BrainPop Jr. video – <i>Branches of Government</i> (5:46)</p> <p>BrainPop Jr. video – <i>President</i> (5:02)</p>	<p>ASSESSMENT/INSTRUCTIONAL IDEAS:</p> <ol style="list-style-type: none"> 1. Continue Big Idea Project (p. 122 – to be continued). 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 a President.” One student will write a sentence then pass it 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 the names and photos of your state’s U.S. senators and representative (s).



SOCIAL STUDIES MANAGEMENT AND RESOURCE TOOL
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GRADE FOUR (EVEN YEAR - GRADES 3 & 4)

TOPIC: Our Democratic Values

Unit 2

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.
- SS.K-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 power to change things.
- Identify the values and beliefs that unite Americans.

VOCABULARY:

jury patriotism, rule of law, justice

<p>SPIRITUAL APPLICATIONS:</p> <p>I 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?</p> <p>Research pioneer Seventh-day Adventists (ie, J. N. Loughborough, J. N. Andrews, Ellen White).</p>	<p>McGRAW-HILL RESOURCES:</p> <p><i>Our Country and Its Regions</i> Unit 2 pp. 114-122 Unit 2 – Lesson 7 Digital Plans and Presentations</p> <p>Leveled Readers – <i>Symbols of America; Getting Out the Vote; L. Douglas Wilder: A Call for Change</i></p>
<p>ADDITIONAL RESOURCES / CONNECTIONS:</p> <p>Learn360 video – <i>Representative Democracy</i> (00:53)</p> <p>Learn360 video – <i>Direct Democracy: Town Meetings</i> (00:51)</p> <p>Learn360 video segment – <i>The Jury and Courtroom</i> (2:26)</p> <p>BrainPop Jr. video – <i>Rights and Responsibilities</i> (3:37)</p> <p>BrainPop Jr. video – <i>Susan B. Anthony</i> (4:20)</p> <p>BrainPop Jr. video – <i>Martin Luther King, Jr.</i> (6:05)</p>	<p>ASSESSMENT/INSTRUCTIONAL IDEAS:</p> <ol style="list-style-type: none"> 1. Continue Big Idea Project (p. 122 – to be continued). Write an expository essay about one of the regions of the United States. 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 are 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. 9. Select activities on pp. 114-122.



SOCIAL STUDIES MANAGEMENT AND RESOURCE TOOL FOR SINGLE GRADE AND COMBINATION CLASSROOMS

GRADE FOUR (EVEN YEAR - GRADES 3 & 4)

TOPIC: Northeast Region

Unit 2

STANDARDS:

SS.K- 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

Table with 2 columns: SPIRITUAL APPLICATIONS, McGRAW-HILL RESOURCES, ADDITIONAL RESOURCES / CONNECTIONS, ASSESSMENT/INSTRUCTIONAL IDEAS. Contains text about Genesis 1:31, McGraw-Hill resources, video segments, and assessment ideas.



SOCIAL STUDIES MANAGEMENT AND RESOURCE TOOL FOR SINGLE GRADE AND COMBINATION CLASSROOMS

GRADE FOUR (EVEN YEAR - GRADES 3 & 4)

TOPIC: The Geography of the Northeast

Unit 2

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 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

Table with 2 columns: SPIRITUAL APPLICATIONS, McGRAW-HILL RESOURCES, ADDITIONAL RESOURCES / CONNECTIONS, ASSESSMENT/INSTRUCTIONAL IDEAS. Contains text about Genesis 11, video links, and assessment questions.



GRADE FOUR (EVEN YEAR - GRADES 3 & 4)

**TOPIC: The Economy of the
Northeast**

Unit 2

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

<p>SPIRITUAL APPLICATIONS:</p> <p>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.</p>	<p>McGRAW-HILL RESOURCES:</p> <p><i>Our Country and Its Regions</i> Unit 3 pp. 136-143 Unit 3 – Lesson 2 Digital Plans and Presentations</p>
<p>ADDITIONAL RESOURCES / CONNECTIONS:</p> <p>Learn360 video segment --<i>Mill Girls</i> – (2:06)</p> <p>Learn360 video – <i>Why People in a Community Work</i> (9:30)</p> <p>Learn360 video – <i>The Pennsylvania State House: Independence Hall</i> (0:55)</p> <p>BrainPop Jr. video – <i>Community Helpers</i> (4:14)</p>	<p>ASSESSMENT/INSTRUCTIONAL IDEAS:</p> <ol style="list-style-type: none"> 1. Continue Big Idea Project (p.154 – to be continued). Write an expository report on the geography, economy, and the people of the Northeast. 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. 4. Select activities from pages 136-143.



SOCIAL STUDIES MANAGEMENT AND RESOURCE TOOL
FOR SINGLE GRADE AND COMBINATION CLASSROOMS

GRADE FOUR (EVEN YEAR - GRADES 3 & 4)

TOPIC: The People of the Northeast

Unit 2

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, letter, 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.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

<p>SPIRITUAL APPLICATIONS:</p> <p>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?</p>	<p>McGRAW-HILL RESOURCES:</p> <p><i>Our Country and Its Regions</i> Unit 3 pp. 144-154 Unit 3 – Lesson 3 Digital Plans and Presentations</p> <p>Leveled Readers – <i>Henry Bergh and the ASPCA;</i> <i>Our City Gardens.</i></p>
<p>ADDITIONAL RESOURCES / CONNECTIONS:</p> <p>Learn360 video - <i>Watch the Stars Come Out: Reading Rainbow</i> (27:46)</p> <p>BrainPop Jr. video – <i>Iroquois</i> (5:10)</p> <p>BrainPop Jr. video – <i>Ellis Island</i> (4:50)</p>	<p>ASSESSMENT/INSTRUCTIONAL IDEAS:</p> <ol style="list-style-type: none"> 1. Continue Big Idea Project (p.154 – to be continued). Write an expository report on the geography, economy, and the people of the Northeast. 2. Create a skit about arriving at Ellis Island from a foreign country. Design a poster showing the cultural diversity of the Northeast. 3. Make a bar graph showing the cultural diversity in the Northeast. 4. Select activities from pages 144-154.



SOCIAL STUDIES MANAGEMENT AND RESOURCE TOOL
FOR SINGLE GRADE AND COMBINATION CLASSROOMS

GRADE FOUR (EVEN YEAR - GRADES 3 & 4)

TOPIC: The Southeast

Unit 4

STANDARDS:

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

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:
<p>1 Corinthians 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.</p>	<p><i>Our Country and Its Regions</i> Unit 4 – pp. 155-159</p> <p><i>Unit 4-Unit Opener Digital Plans and Presentations</i> <i>Leveled Reader- Preserving Unique Places Our National Parks</i></p>
ADDITIONAL RESOURCES / CONNECTIONS:	ASSESSMENT/INSTRUCTIONAL IDEAS:
<p>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 –<i>Everglades (417)</i></p>	<p>Select Activities from Unit 4-Getting Started- TE157-159</p> <ol style="list-style-type: none"> 1. Big Idea Project (p. 186-to be continued): Write a narrative essay about the geography, 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. 2. Begin the “Foldable” activity on p. 155 (continue throughout the content on the Southeast) 3. Create a state map and poster (TE 158) or write a travelogue (TE159) about on state in the south east. 4. Make cards with names of states and capitals of the southeast. Play a memory match game with the cards.



SOCIAL STUDIES MANAGEMENT AND RESOURCE TOOL
FOR SINGLE GRADE AND COMBINATION CLASSROOMS

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 and animals.
PPE.9
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

<p>SPIRITUAL APPLICATIONS:</p> <p>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?</p>	<p>McGRAW-HILL RESOURCES:</p> <p><i>Our country and its Regions</i></p> <p>Unit 4 – pp. 160-167</p> <p><i>Unit 4- Lesson 1 Digital Plans and presentations</i> <i>Leveled Readers – The Marsh Monster; Keeping Us Safe</i></p>
<p>ADDITIONAL RESOURCES / CONNECTIONS:</p> <p>Learn 360 video – Southeast Region North American (24:40)</p> <p>Learn 360 video – Mississippi River Region North American GeoQuest (24:15) BrainPop video – <i>American Indians (4:04)</i> BrainPop video-Hurricanes (4:49)</p>	<p>ASSESSMENT/INSTRUCTIONAL IDEAS:</p> <ol style="list-style-type: none"> 1. Continue Big Idea Project (p 186): Write a narrative essay about the geography, economy, and people of the Southeast 2. Develop a preparedness plan for a hurricane. What would you need to do? To buy? 3. 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. 4. 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. 5. 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.



SOCIAL STUDIES MANAGEMENT AND RESOURCE TOOL
FOR SINGLE GRADE AND COMBINATION CLASSROOMS

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

<p>SPIRITUAL APPLICATIONS:</p> <p>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)</p>	<p>McGRAW-HILL RESOURCES:</p> <p><i>Our Country and its Regions</i> Unit 4 – pp. 168-175 Unit 4-Lesson 2 Digital Plans and Presentations</p> <p><i>Leveled Readers-Energy and Our Natural Resources; Henry W. Grady and the “New South” Growing Good in a Growing Country</i></p>
<p>ADDITIONAL RESOURCES / CONNECTIONS:</p> <p>Learn 360 video – Cotton (11:25) BrainPop Jr video – <i>Natural Resources</i> (5:06) BrainPop video-Gas and Oil (4:02)</p>	<p>ASSESSMENT/INSTRUCTIONAL IDEAS:</p> <ol style="list-style-type: none"> 1. Continue Big Idea Project (p. 186): Write a narrative essay about the geography, economy, and people of the Southeast. 2. 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? 3. Write a script/dialogue between two friends discussing the benefits and the problems of the oil industry. 4. Create a brochure which highlights reasons the Southeast is a popular place to visit 5. Compare service jobs to volunteer or community service.



SOCIAL STUDIES MANAGEMENT AND RESOURCE TOOL FOR SINGLE GRADE AND COMBINATION CLASSROOMS

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

Table with 2 columns: SPIRITUAL APPLICATIONS, McGraw-Hill RESOURCES, ADDITIONAL RESOURCES / CONNECTIONS, ASSESSMENT/INSTRUCTIONAL IDEAS. Contains text about Ecclesiastes, Laura Ingall Wilder's book, and various activities and resources.



SOCIAL STUDIES MANAGEMENT AND RESOURCE TOOL FOR SINGLE GRADE AND COMBINATION CLASSROOMS

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

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

Table with 2 columns and 2 rows. Row 1: SPIRITUAL APPLICATIONS (Numbers 13:18-20) vs McGRAW-HILL RESOURCES (Our Country and Its Regions, Unit 5). Row 2: ADDITIONAL RESOURCES / CONNECTIONS (Learn 360 video, Wind Cave National Park) vs ASSESSMENT/INSTRUCTIONAL IDEAS (4 numbered tasks).



SOCIAL STUDIES MANAGEMENT AND RESOURCE TOOL FOR SINGLE GRADE AND COMBINATION CLASSROOMS

GRADE FOUR (EVEN YEAR - GRADES 3 & 4)

TOPIC: The Economy of the Midwest

Unit 5

STANDARDS:

- SS.K-4.PDC.2 Explain uses of God’s gifts of natural resources for meeting human needs
SS.K-4.STS.5 Discuss the ways in which scientific findings and various forms of technology influence our daily lives.
SS.K-4.GC.1 Discuss how global connections may be various types including cultural exchange, trade, political, economic, or travel.

OBJECTIVES:

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

VOCABULARY:

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

Table with 2 columns: SPIRITUAL APPLICATIONS, McGRAW-HILL RESOURCES, ADDITIONAL RESOURCES / CONNECTIONS, ASSESSMENT/INSTRUCTIONAL IDEAS. Contains text about Genesis 41:56,57, McGraw-Hill resources like 'Our Country and its Regions', and assessment ideas like 'Continue Big Idea Project'.



SOCIAL STUDIES MANAGEMENT AND RESOURCE TOOL FOR SINGLE GRADE AND COMBINATION CLASSROOMS

GRADE FOUR (EVEN YEAR - GRADES 3 & 4)

TOPIC: The People of the Midwest

Unit 5

STANDARDS:

- SS.K-4.PPE.7 Explore cultural patterns and their interactions within and across place, by means such as migration and settlement, changes in customs or ideas, and in the ways people make a living.
SS.K-4.CIP.5 Discuss the importance of gathering information as the basis for informed civic action.

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

Table with 2 columns: SPIRITUAL APPLICATIONS, McGRAW-HILL RESOURCES, ADDITIONAL RESOURCES / CONNECTIONS, ASSESSMENT/INSTRUCTIONAL IDEAS. Contains text about Peter 3:13, McGraw-Hill resources, and assessment ideas.



SOCIAL STUDIES MANAGEMENT AND RESOURCE TOOL
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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:
<p>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.</p>	<p><i>Our Country and Its Regions</i> Unit 6 – pp. 219-223</p> <p><i>Unit 6 – Unit Opener Digital Plans and Presentations</i> <i>Leveled Readers – Coronado Search for the Cities of Gold; The Southwest</i></p>
ADDITIONAL RESOURCES / CONNECTIONS:	ASSESSMENT/INSTRUCTIONAL IDEAS:
<p>Learn 360 video –<i>The Grand Canyon</i> (USA); World of Wonders II (11:03)</p> <p>Note: <i>Brief mention of “millions of years”</i></p> <p>Learn 360 video – <i>Davey Crockett and The Alamo</i> (7:46) Native Learn 360 – <i>Discovers and American video series-has a video for each state</i></p>	<ol style="list-style-type: none"> 1. 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 2. Begin the “Foldable” activity on p. 219 (continue throughout the content on the Southwest) 3. Use the map scale on pp.222 and 223 to measure each states’ border in miles. Compare to your state. 4. Make cards with names of states and capitals of the Southwest Play a memory match game with the cards.



SOCIAL STUDIES MANAGEMENT AND RESOURCE TOOL
FOR SINGLE GRADE AND COMBINATION CLASSROOMS

GRADE FOUR (EVEN YEAR - GRADES 3 & 4)

TOPIC: The Geography of the Southwest

Unit 6

STANDARDS:

- SS.K-4PPE.1 Explain that the theme of people, places, and environments involves the study of location, place, and the interaction of people with their surroundings.
- SS.K-4PPE.9 Compare physical changes in the community state, and region, such as seasons, climate and their effects on plants 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

<p>SPIRITUAL APPLICATIONS:</p> <p>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.”</p>	<p>McGRAW-HILL RESOURCES:</p> <p><i>Our Country and Its Regions</i> Unit 6 – pp. 224-233</p> <p><i>Unit 6 – Lesson 1 Digital Plans and Presentations</i> <i>Leveled Readers – Animal Habitat’</i> <i>Desert Life; Life in the Desert</i></p>
<p>ADDITIONAL RESOURCES / CONNECTIONS:</p> <p>Learn 360 video – Southwest Region; North American GeoQuest (23:23)</p> <p>Learn 360 video – Oklahoma’s Dust Bowl (2:12)</p> <p>BrainPop video – <i>Erosion (1:57)</i> <i>Note: Brief mention of “millions of years”</i></p> <p>BrainPop video-Water Supply (5:30)</p>	<p>ASSESSMENT/INSTRUCTIONAL IDEAS:</p> <ol style="list-style-type: none"> 1. Continue Big Idea Project (p. 250); Write an expository essay about the geography., economy, and people of the Southwest. 2. Create a landscape art project using paint, chalk, or other medium showing landforms of the Southwest. 3. Research one of the major Southwestern rivers. Present a report to the class about the river’s importance to the region. 4. Make a bar graph illustrating the average precipitation for several cities in the Southwest region. 5. 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. 6. Research an animal or plant native to the Southwest. Make a booklet sharing the information you learned.



SOCIAL STUDIES MANAGEMENT AND RESOURCE TOOL FOR SINGLE GRADE AND COMBINATION CLASSROOMS

GRADE FOUR (EVEN YEAR - GRADES 3 & 4)

TOPIC: The Economy of the Southwest

Unit 6

STANDARDS:

- SS.K-4STS.2 Cite examples of how society often turns to science and technology to solve problems.
SS.K-4PDC.4 Investigate what people and communities gain and give up when they make a decision.

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

Table with 2 columns: SPIRITUAL APPLICATIONS, McGRAW-HILL RESOURCES, ADDITIONAL RESOURCES / CONNECTIONS, ASSESSMENT/INSTRUCTIONAL IDEAS. Contains text about sheep parables, McGraw-Hill resources, BrainPop videos, and assessment ideas.



SOCIAL STUDIES MANAGEMENT AND RESOURCE TOOL
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GRADE FOUR (EVEN YEAR - GRADES 3 & 4)

TOPIC: The People of the Southwest

Unit 6

STANDARDS:

- SS.K-4TCC.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-4IGL.5 Elaborate on how individuals, groups, and institutions share common elements and also have 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

<p>SPIRITUAL APPLICATIONS:</p> <p>Exodus 35:35 – Discuss how many of these skills (ie, weaving, carving) needed for completion of the tabernacle are also exhibited by Native Americans in the Southwest.</p>	<p>McGRAW-HILL RESOURCES:</p> <p><i>Our country and Its Regions</i> Unit 6 pp. 240-250</p> <p><i>Unit 6-Lesson 3 Digital plans and Presentations</i> <i>Leveled Readers – Explorers of the Southwest; The Navajo-Tradition and Change; Hot Air Balloons</i></p>
<p>ADDITIONAL RESOURCES / CONNECTIONS:</p> <p>Learn360 video segment – Native Americans of the Southwest (2:25) Learn360 – Hot Air Henry – Reading Rainbow (27:21)</p> <p>BrainPop Jr. video - Pueblo (4:58) BrainPop Jr. video - Georgia O’Keeffe (4:29)</p>	<p>ASSESSMENT/INSTRUCTIONAL IDEAS:</p> <ol style="list-style-type: none"> 1. Continue Big Idea Project (p. 250): Write an expository essay about the geography, economy, and people of the Southwest. Rubric is on p. 250W 2. Make your own adobe bricks – directions at http://heritagesquarephx.org/news/crafts-make-an-adobe-brick/. 3. Use what you know about the Southwest to write/illustrate an advertisement that urges people to move to this region. 4. As a class, make a children’s book (few words, lots of pictures) about festivals of the Southwest.



**SOCIAL STUDIES MANAGEMENT AND RESOURCE TOOL
FOR SINGLE GRADE AND COMBINATION CLASSROOMS**