



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

GRADE THREE (ODD YEAR - GRADES 3 & 4)

TOPIC: A Place in Our World

UNIT 1

STANDARDS:

SS.K-4. Utilize tools such as maps, globes, and geospatial technologies in investigating relationships among people, places and PPE.3 environment.

OBJECTIVES:

- Use maps to understand where we live.
Identify and use political, physical, elevation, and population maps.
Recognize and use map scales.

VOCABULARY:

geography model, distortion, continent, landform, elevation

Table with 2 columns: SPIRITUAL APPLICATIONS, McGRAW-HILL RESOURCES, ADDITIONAL RESOURCES / CONNECTIONS, ASSESSMENT/INSTRUCTIONAL IDEAS. Contains text about Ecclesiastes 1:5-7, map skills videos, and assessment ideas like Big Idea Project.



SOCIAL STUDIES MANAGEMENT AND RESOURCE TOOL
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GRADE THREE (ODD YEAR - GRADES 3 & 4)

TOPIC: The United States and Its Regions

UNIT 1

STANDARDS:

- SS.K-4.PPE.4 Correlate physical and human characteristics of the school, community, state, and region and the interactions of people in these places with the environment.
- SS.K-4.PPE.5 Discuss the Christian’s responsibility for the environment.
- SS.K-4.PPE.12 Discuss the Christian’s responsibility for the Earth’s environment and its resources.

OBJECTIVES:

- Discuss physical features of the United States.
- Learn about vegetation, climate, resources, and landmarks of the regions of the United States.

VOCABULARY:

region, climate, vegetation, phosphate

SPIRITUAL APPLICATIONS:	McGRAW-HILL RESOURCES:
<p>Genesis 2:15--What was God’s original “work” for man? As Christians today, how can we continue the work God assigned to Adam?</p>	<p><i>The United States Communities and Neighbors</i> Unit 1 - pp. 20-31 Unit 1 - Lesson 2 Digital Plans and Presentations Leveled Readers – <i>Rivers and Mountains of the United States</i>; <i>John Muir: Father of Our National Parks</i> (T16, T17) ; <i>Energy and Our Natural Resources</i>; <i>The Places We Live</i></p>
ADDITIONAL RESOURCES / CONNECTIONS:	ASSESSMENT/INSTRUCTIONAL IDEAS:
<p>Learn360 video – <i>My America: A Poetry Atlas of the United States: Reading Rainbow</i> (27:28) Learn360 video – <i>What is the southernmost point in the United States?</i> (00:36) Learn360 video – <i>What is the highest waterfall in the United States?</i> (00:58) Learn360 video – <i>What is the northernmost point in the United States?</i> (00:38) Learn360 video – <i>What is the longest river in the United States?</i> (00:59) YouTube video – <i>Tour the States – Official Music Video: Marbles The Brain Store</i> (04:09) YouTube video – <i>US Regions Overview: Russell Phillips</i> (5:33) TeacherVision – <i>Popular United States Pintables</i> https://www.teachervision.com/united-states/printable/56647.html</p>	<ol style="list-style-type: none"> 1. Continue Big Idea Project (p.51): Create a travelogue about the geography of North America and the Caribbean. 2. Complete a five-column chart including the following information about the five regions of the United States: climate, vegetation, natural resources, and landmarks. 3. Choose one region of the United State. Make a poster highlighting what you find especially interesting about that region of our country. 4. Make a PowerPoint presentation about an interesting landmark in the United States. Share the presentation with your classmates.



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GRADE THREE (ODD YEAR - GRADES 3 & 4)

TOPIC: Canada

UNIT 1

STANDARDS:

SS.K-4.PPE.4 Correlate physical and human characteristics of the school, community, state, and region and the interactions of people in these places with the environment.

OBJECTIVES:

- Investigate the geography, vegetation, climate, resources, and landmarks of Canada.

VOCABULARY:

locate, tundra, arable land

SPIRITUAL APPLICATIONS:	McGRAW-HILL RESOURCES:
<p>Genesis 8:20-22—Read and discuss God’s promise to Noah (and us) after the Flood. What does this promise tell us about Earth’s seasons and climate?</p>	<p><i>The United States Communities and Neighbors</i> Unit 1 - pp. 32-37 Unit 1 - Lesson 3 Digital Plans and Presentations</p>
ADDITIONAL RESOURCES / CONNECTIONS:	ASSESSMENT/INSTRUCTIONAL IDEAS:
<p>Learn360 video –<i>Canada: Its Land, Resources & Economy: Our North American Neighbors</i> (18:12) Learn360 video—<i>What is the largest bay in the world?</i> (01:05) Learn360 video—<i>Salt Marsh Grasses</i> (03:16) BrainPop Jr. video—<i>Arctic Habitats</i> (05:45)</p> <p>TeacherVision – Activities Canada https://www.teachervision.com/tv/tvsearch.php?keywords=canada&sitesearch=1</p> <p>YouTube video – Artic Tundra: kywiie23 (08:55) https://www.youtube.com/watch?v=gUw2N2RbBkM</p>	<ol style="list-style-type: none"> 1. Continue Big Idea Project (p.51): Create a travelogue about the geography of North America and the Caribbean. 2. Find a photo of the tundra. Describe what you would see if you standing on the tundra. Try to use lots of descriptive words! 3. Using the map on p. 35, make a T-chart listing Canada’s resources and how each resource is used by people. 4. Research the Bay of Fundy. What makes this bay so unusual?



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GRADE THREE (ODD YEAR - GRADES 3 & 4)

TOPIC: Mexico

UNIT 1

STANDARDS:

- SS.K-4.PPE.4 Correlate physical and human characteristics of the school, community, state, and region and the interactions of people in these places with the environment.
- SS.K-4.PPE.5 Discuss the Christian’s responsibility for the environment.
- SS.K-4.PPE.12 Discuss the Christian’s responsibility for the Earth’s environment and its resources.

OBJECTIVES:

- Investigate the geography, vegetation, climate, resources, and landmarks of Mexico.

VOCABULARY:

plateau, peninsula, arid

<p>SPIRITUAL APPLICATIONS:</p> <p>Exodus 23:10-11—What guidance does God give the Israelites about land used for growing crops? Do farmers “rest” the land today in this way?</p>	<p>McGRAW-HILL RESOURCES:</p> <p><i>The United States Communities and Neighbors</i> Unit 1 - pp. 38-43 Unit 1 - Lesson 4 Digital Plans and Presentations</p>
<p>ADDITIONAL RESOURCES / CONNECTIONS:</p> <p>Learn360 video –<i>Mexico: Its Land, Resources & Economy: Our North American Neighbor</i> (19:11) BrainPop Jr. video—<i>Mexico</i> (05:54)</p> <p>TeacherVision – Activities Mexico teachervision.com/tv/tvsearch.php?keywords=mexico&sitesearch=1</p>	<p>ASSESSMENT/INSTRUCTIONAL IDEAS:</p> <ol style="list-style-type: none"> 1. Continue Big Idea Project (p.51): Create a travelogue about the geography of North America and the Caribbean. 2. Make an elevation map of Mexico. Use an outline map of the country and use different colors to show elevation. Include a title, map legend, and compass rose on your map. 3. Choose at least three resources grown as crops in Mexico. Describe what type of climate is needed for each these crops.



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GRADE THREE (ODD YEAR - GRADES 3 & 4)

TOPIC: The Carribbean

UNIT 1

STANDARDS:

SS.K-4.PPE.4 Correlate physical and human characteristics of the school, community, state, and region and the interactions of people in these places with the environment.

OBJECTIVES:

- Investigate the geography, vegetation, climate, resources, and landmarks of the Caribbean.

VOCABULARY:

satellite image, humidity, maritime climate

<p>SPIRITUAL APPLICATIONS:</p> <p>Psalm 146:6—“He is the Maker of heaven and earth, the sea, and everything in them—He remains faithful forever.” Discuss the great variety in God’s creation of tropical fish and plants.</p>	<p>McGRAW-HILL RESOURCES:</p> <p><i>The United States Communities and Neighbors</i> Unit 1 - pp. 44-51 Unit 1 - Lesson 5 Digital Plans and Presentations</p> <p>Video – <i>Physical Features</i> (12:08)</p>
<p>ADDITIONAL RESOURCES / CONNECTIONS:</p> <p>Learn360 video –<i>Landscape: Landmarks – Caribbean Islands</i> (19:48)</p> <p>YouTube video – <i>All Alone in the Night –Time-lapse footage of the Earth as seen from the ISS</i> (02:29) https://www.youtube.com/watch?v=FG0fTKAqZ5g https://www.youtube.com/watch?v=FG0fTKAqZ5g</p> <p>YouTube video – “Amy’s Aviation” What are satellites? Episode 14 Fun Kids Education (05:48) https://www.youtube.com/watch?v=IUaxDI9CSB0 https://www.youtube.com/watch?v=IUaxDI9CSB0 https://www.youtube.com/watch?v=IUaxDI9CSB0</p> <p>YouTube video – <i>Weather vs. Climate: Crash Course Kids #28.1</i>: Crash Course Kids (04:32) https://www.youtube.com/watch?v=YbAWny7FV3w https://www.youtube.com/watch?v=YbAWny7FV3w https://www.youtube.com/watch?v=YbAWny7FV3w</p>	<p>ASSESSMENT/INSTRUCTIONAL IDEAS:</p> <p>https://www.youtube.com/watch?v=YbAWny7FV3w</p> <ol style="list-style-type: none"> 1. Continue Big Idea Project (p.51): Create a travelogue about the geography of North America and the Caribbean. Rubric is on page 51W. 2. Volcanoes can be found in the United States, Canada, Mexico and the Caribbean. Research a volcano from one of these regions and make an illustrated poster showing what the volcano looks like. Include some interesting facts about the volcano. 3. Imagine a day spent in a location with a maritime climate. Describe what you might see, feel, hear, and do on that day. 4. Using “Google Earth,” find locations in the Caribbean. What information can you find by using satellite images that we find difficult to notice on maps?



SOCIAL STUDIES MANAGEMENT AND RESOURCE TOOL
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GRADE THREE (ODD YEAR - GRADES 3 & 4)

TOPIC: All About Culture

UNIT 1

STANDARDS:

- SS.K-4.C.1 Define culture as referring to the behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people.
- SS.K-4.C.8 Identify the influence of Seventh-day Adventist heritage on culture.
- SS.K-4.IDI.11 Explore factors that contribute to personal identity such as physical attributes, gender, race, and culture.
- SS.K-4.PAG.8 Exhibit tolerance and respect for individuals with different beliefs and viewpoints.
- SS.K-4.GC.1 Discuss how global connections may be of various types including cultural exchange, trade, political, economic, or travel.

OBJECTIVES:

- Define culture
- Understand that culture influences the way people live

VOCABULARY:

culture, history, agriculture, artifact, transportation

<p>SPIRITUAL APPLICATIONS:</p> <p>Galatians 3:26-28—Discuss how the church is God’s family. All are children of God regardless of culture, race, gender, social status.</p> <p><i>God Loves Me 28 Ways</i> by Charles Mills and Linda Koh, pp 34, 35. Available through the Adventist Book Center.</p>	<p>McGRAW-HILL RESOURCES:</p> <p><i>The United States Communities and Neighbors</i> Unit 2 - pp. 54-69 Unit 2 – Unit Opener and Lesson 1 Digital Plans and Presentations</p> <p>Video – <i>Communities of the Past</i> (09:59)</p> <p>Leveled Readers—<i>Holiday Fun; Family History</i> (Available online).</p>
<p>ADDITIONAL RESOURCES / CONNECTIONS:</p> <p>Learn360 video –<i>Everybody’s Different; Different Cultures, Different Customs</i> (03:03)</p> <p>BrainPop Jr. video –<i>Homes</i> (04:27)</p> <p>Pinterest – <i>Timeline of Transportation Poster</i>: Download Free www.instantdisplay.co.uk/transportationtimelineposters.htm http://www.instantdisplay.co.uk/transportationtimelineposters.htm http://www.instantdisplay.co.uk/transportationtimelineneposters.htm</p> <p>YouTube –video-- <i>Does Kindness Change School Culture?</i> Randomactsofkindness (4:51) https://www.youtube.com/watch?v=J2ueW1Q8ADc https://www.youtube.com/watch?v=J2ueW1Q8ADc https://www.youtube.com/watch?v=J2ueW1Q8ADc https://www.youtube.com/watch?v=J2ueW1Q8ADc https://www.youtube.com/watch?v=J2ueW1Q8ADc</p>	<p>ASSESSMENT/INSTRUCTIONAL IDEAS:</p> <p>https://www.youtube.com/watch?v=J2ueW1Q8ADc</p> <ol style="list-style-type: none"> 1. Big Idea Project (p 99): Write a story about one of the cultures you have studied. Rubric is on page 99W. 2. Draw or make a model of a home that shows how the environment influence the materials used to build homes (i.e., ice house, log cabin). 3. Make a T-chart listing values and traditions different European groups brought to North America that are still part of the culture today. 4. Write a biography about your life in your town and state (similar to examples on pp. 68-69). 5. Discuss ways in which your religious beliefs and belonging to the Seventh-day Adventist church influences your culture.



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GRADE THREE (ODD YEAR - GRADES 3 & 4)

TOPIC: Life in the United States

UNIT 2

STANDARDS:

- SS.K-4.TCC.7 Show that historical events occurred in times that differed from our own but often have lasting consequences for the present and future.
SS.K-4.PPE.3 Utilize tools such as maps, globes, and geospatial technologies in investigating relationships among people places, and environments.
SS.K-4.IGI.1 Describe how this theme shows that people belong to groups and institutions that influence them and by which they are influenced.

OBJECTIVES:

- Learn about the culture of the United States.
Discuss how diversity influences culture.

VOCABULARY:

diversity contribution, observe

Table with 2 columns: SPIRITUAL APPLICATIONS, McGRAW-HILL RESOURCES, ADDITIONAL RESOURCES / CONNECTIONS, ASSESSMENT/INSTRUCTIONAL IDEAS. Contains text about Romans 12:5, McGraw-Hill resources like 'The United States Communities and Neighbors', and various YouTube links for educational videos.



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GRADE THREE (ODD YEAR - GRADES 3 & 4)

TOPIC: Life in Canada

UNIT 2

STANDARDS:

- SS.K- Define key concepts such as: past, present, future, similarity, difference, and change.
- 4.TCC.2
- SS.K- Explain that the theme of people, places and environments involves the study of location, place, and the interactions of
- 4.PPE.1 people with their surroundings.

OBJECTIVES:

- Learn about the culture of Canada
- Discuss similarities and differences between life in Canada and the United States.

VOCABULARY:

bilingual, cuisine, style

<p>SPIRITUAL APPLICATIONS:</p> <p>Romans 13:10 and James 2:8 – While we do have country “neighbors” in North America, every individual can be our neighbor. God instructs us to show love to our neighbors.</p>	<p>McGRAW-HILL RESOURCES:</p> <p><i>The United States Communities and Neighbors</i> Unit 2 - pp. 80-85 Unit 2 – Lesson 3 Digital Plans and Presentations</p> <p>Leveled Readers—<i>Nunavut: A New Territory</i> (T22-23) (Available online).</p>
<p>ADDITIONAL RESOURCES / CONNECTIONS:</p> <p>Learn360 video segment – <i>Sheena Azak of Canada: Children of Other Lands</i> (14:36) Learn360 video – <i>Families of Canada: Families of the World</i> (28:23) Learn360 video – <i>Canada: Its People, History & Government: Our North American Neighbors</i> (19:22)</p> <p>Interactive Website – A to Z Kids Stuff Canada (various formats) http://www.atozkidsstuff.com/canada.html http://www.atozkidsstuff.com/canada.html http://www.atozkidsstuff.com/canada.html French Greeting Song for Children with MLSnatasha https://www.youtube.com/watch?v=NXkJ88ygPY0</p> <p>Family Word in French with Alexa Polidora Video https://www.youtube.com/watch?v=L5-3kpXaEi4 (07:12)</p>	<p>ASSESSMENT/INSTRUCTIONAL IDEAS:</p> <ol style="list-style-type: none"> 1. Continue Big Idea Project (p 99): Write a story about one of the cultures you have studied. 2. Read the poem on p. 80, “My Own Canadian Home.” Write a poem about your home country. 3. Listen to the national anthem of Canada. Using a Venn diagram, compare and contrast it with our national anthem. 4. Choose a Canadian city from the list on pp. 82, 83. Describe how this city is similar and different to a city in the United States. 5. If possible, have a local person with Canadian heritage visit the class and provide information about Canada. https://www.youtube.com/watch?v=3cHWqntYUHI



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GRADE THREE (ODD YEAR - GRADES 3 & 4)

TOPIC: Life in Mexico

UNIT 2

STANDARDS:

- SS.K-4.C.6 Relate how individuals learn the elements of their culture through interactions with other members of the culture group.
- SS.K-4.IGI.2 Define concepts such as community, culture, role, competition, cooperation, rules, and norms.

OBJECTIVES:

- Learn about the culture of Mexico.
- Discuss similarities and differences between life in Mexico and the United States.

VOCABULARY:

civilization, generation, tradition

<p>SPIRITUAL APPLICATIONS:</p> <p>Exodus 12:14 –Review the Passover story and the deliverance of the Israelites from Egypt. God sets aside a day to commemorate the events for “generations to come.”</p>	<p>McGRAW-HILL RESOURCES:</p> <p><i>The United States Communities and Neighbors</i> Unit 2 - pp. 86-91 Unit 2 – Lesson 4 Digital Plans and Presentations</p> <p>Leveled Readers—<i>A True Hero</i> (Available online).</p>
<p>ADDITIONAL RESOURCES / CONNECTIONS:</p> <p>Learn360 video segment – <i>Andres Orozco of Mexico: Children of Other Lands</i> (14:55) Learn360 video – <i>Families of Mexico: Families of the World</i> (28:23) Learn360 video – <i>Mexico: Its People, History & Government: Our North American Neighbors</i> (20:42)</p> <p>BrainPop Jr. video – <i>Maya Civilization</i> (04:27) BrainPop Jr. video – <i>Mexico</i> (05:54)</p> <p>Interactive Website – <i>A to Z Kids Stuff</i> Mexico (Various Formats) http://www.atozkidsstuff.com/mexico.html http://www.atozkidsstuff.com/mexico.html http://www.atozkidsstuff.com/mexico.html</p> <p>YouTube video – <i>Are You Mexican or American?</i> (01:23) https://www.youtube.com/watch?v=gBPKbwQBNjs https://www.youtube.com/watch?v=gBPKbwQBNjs https://www.youtube.com/watch?v=gBPKbwQBNjs</p> <p>YouTube video – <i>How are we Different?</i> (02:10) https://www.youtube.com/watch?v=s54_M0m_zpA</p>	<p>ASSESSMENT/INSTRUCTIONAL IDEAS:</p> <ol style="list-style-type: none"> 1. Continue Big Idea Project (p 99): Write a story about one of the cultures you have studied. 2. Discuss why families are important in sharing traditions and culture. Make a list of traditions that have been passed along in your family. Compare your list with a classmate’s list. 3. If possible, have a local person with Mexican heritage visit the class and provide information about Mexico. 4. Have a special lunch featuring Mexican dishes.



SOCIAL STUDIES MANAGEMENT AND RESOURCE TOOL
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GRADE THREE (ODD YEAR - GRADES 3 & 4)

TOPIC: Life in the Caribbean

UNIT 2

STANDARDS:

- SS.K-4.C.3 Tell how cultural beliefs, behaviors, and values allow human groups to solve the problems of daily living.
- SS.K-4.PPE.8 Analyze factors that contribute to similarities and differences among people locally and in places across the world including ethnicity, language, and religious beliefs.
- SS.K-4.PDC.9 Examine the efforts of the Seventh-day Adventist church to alleviate social problems.

OBJECTIVES:

- Learn about the culture of the Caribbean.
- Discuss similarities and differences between life in the Caribbean and the United States.

VOCABULARY:

heritage, recreation

<p>SPIRITUAL APPLICATIONS:</p> <p>Discuss how ADRA (Adventist Development and Relief Agency) offers assistance around the world. The following link shows ADRA’s assistance after a major earthquake in Haiti. https://www.youtube.com/watch?v=HTID9KIgGM</p>	<p>McGRAW-HILL RESOURCES:</p> <p><i>The United States Communities and Neighbors</i> Unit 2 - pp. 92-99 Unit 2 – Lesson 5 Digital Plans and Presentations</p> <p>Leveled Readers—<i>A Different World</i> (Available online).</p>
<p>ADDITIONAL RESOURCES / CONNECTIONS:</p> <p>Learn360 video – <i>People: Landmarks—Caribbean Islands</i> (19:23) Learn360 video – <i>My Little Island: Reading Rainbow</i> (26:52) Learn360 video – <i>Families of Puerto Rico: Families of the World</i> (28:04)</p> <p>Interactive Website – <i>Sheppard Software</i> – Computer Games and Activities www.sheppardsoftware.com/Caribbean_Geography.htm http://www.sheppardsoftware.com/Caribbean_Geography.htm http://www.sheppardsoftware.com/Caribbean_Geography.htm</p> <p>Youtube video – 25 Amazing Caribbean Islands You Wish You Could Visit (06:12) https://www.youtube.com/watch?v=z8LaRY1nOnQ https://www.youtube.com/watch?v=z8LaRY1nOnQ https://www.youtube.com/watch?v=z8LaRY1nOnQ https://www.youtube.com/watch?v=z8LaRY1nOnQ</p>	<p>ASSESSMENT/INSTRUCTIONAL IDEAS:</p> <p>https://www.youtube.com/watch?v=z8LaRY1nOnQ</p> <ol style="list-style-type: none"> 1. Continue Big Idea Project (p 99): Write a story about one of the cultures you have studied. Rubric is on page 99W. 2. Make a map of the Caribbean. Which island countries are included in this study of the Caribbean? 3. Choose one of the six Caribbean countries. Research information about the country and share with your classmates in a short oral or electronic (PowerPoint) presentation. 4. Create an acrostic poem for the word “Caribbean.” Include information you have learned about these island countries in your poem.



SOCIAL STUDIES MANAGEMENT AND RESOURCE TOOL
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GRADE THREE (ODD YEAR - GRADES 3 & 4)

TOPIC: Buyers and Sellers

UNIT 3

STANDARDS:

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

OBJECTIVES:

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

VOCABULARY:

economics, budget, buyer, seller, exchange

<p>SPIRITUAL APPLICATIONS:</p> <p>2 Corinthians 9:7, 8 – Read and discuss “Taking Care of God’s Things” from <i>What We Believe for Kids</i> by Jerry Thomas (pp.52, 53). (Available at Adventist Book center).</p>	<p>McGRAW-HILL RESOURCES:</p> <p><i>The United States Communities and Neighbors</i> Unit 3 - pp. 102-115</p> <p>Unit 3 – United Opener and Lesson 1 Digital Plans and Presentations</p> <p>Skill Builder: Primary Source Paintings—(Demonstrates how paintings can be primary or secondary sources).</p>
<p>ADDITIONAL RESOURCES / CONNECTIONS:</p> <p>BrainPop Jr. video – <i>Needs and Wants</i> (03:44) BrainPop Jr. video—<i>Saving and Spending</i> (05:17)</p> <p>Computer Game: http://pbskids.org/itsmylife/games/mad_money_flash.html</p> <p>Activities: www.marbleskidsmuseum.org/stuff/contentmgr/files/0/6746b045f08a451bf5db98f7b9adb61a/files/moneypalooza_lesson_plans_11.17.11.pdf</p> <p>www.takechargeamerica.org/wp-content/themes/tca/pdfs/teaching-resources/wants-and-needs</p>	<p>ASSESSMENT/INSTRUCTIONAL IDEAS:</p> <ol style="list-style-type: none"> 1. Big Idea Project (p. 137 to be continued): Create an advertisement using the economic concepts studied. Rubric is on page 137W. 2. Prepare a monthly budget. Include how you will earn money and how you will spend money. 3. Role play with partners as buyers and sellers. How will you determine a fair price? 4. Distribute small sacks of items (jelly beans, marbles, etc.). Practice figuring “tithe” or one-tenth. 5. Make a list of your “needs” and your “wants.” Which is longer? Compare your list with a classmate.



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GRADE THREE (ODD YEAR - GRADES 3 & 4)

TOPIC: Productive Resources

UNIT 3

STANDARDS:

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

OBJECTIVES:

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

VOCABULARY:

natural resources, human resources, capital resources, entrepreneur

<p>SPIRITUAL APPLICATIONS:</p> <p>Review the Story of David and Goliath. Watch the Learn360 video – <i>David and Goliath: The greatest Stories Ever Told</i> (23:31) Analyze David as a “human resource” in God’s work.</p>	<p>McGRAW-HILL RESOURCES:</p> <p><i>The United States Communities and Neighbors</i> Unit 3 - pp. 116-123</p> <p>Unit 3 – Lesson 2 Digital Plans and Presentations</p> <p>Leveled Reader—<i>Dog Wash</i></p>
<p>ADDITIONAL RESOURCES / CONNECTIONS:</p> <p>Learn360 video – Earth’s Natural Resources (20:34)</p> <p>BrainPop Jr. video – <i>Natural Resources</i> (05:06)</p> <p>BrainPop Jr. video – <i>Rural, Suburban and Urban</i> (04:19)</p> <p>Environmental Education for Kids –EEK! Cool Stuff</p> <p>Video- Got Water? (04:48) http://dnr.wi.gov/org/caer/ce/eeek/earth/groundwater/index.htm http://dnr.wi.gov/org/caer/ce/eeek/earth/groundwater/index.htm http://dnr.wi.gov/org/caer/ce/eeek/earth/groundwater/index.htm</p> <p>YouTube video – Entrepreneurship – It’s a Fact! (10:26) https://www.youtube.com/watch?v=Y8z3OM8iwSU https://www.youtube.com/watch?v=Y8z3OM8iwSU https://www.youtube.com/watch?v=Y8z3OM8iwSU https://www.youtube.com/watch?v=Y8z3OM8iwSU https://www.youtube.com/watch?v=Y8z3OM8iwSU https://www.youtube.com/watch?v=Y8z3OM8iwSU https://www.youtube.com/watch?v=Y8z3OM8iwSU https://www.youtube.com/watch?v=Y8z3OM8iwSU</p>	<p>ASSESSMENT/INSTRUCTIONAL IDEAS:</p> <p>https://www.youtube.com/watch?v=Y8z3OM8iwSU</p> <ol style="list-style-type: none"> 1. Continue Big Idea Project (p. 137): Create an advertisement using the economic concepts studied. 2. Play the <i>Sortify: Natural Resources</i> game on BrainPop Jr. 3. Create a three-circle Venn diagram comparing human resources in rural, suburban, and urban communities. 4. With a partner, research a local business to find out about its history, its good or services, and what type of resources it requires. Report your findings to the class. 5. Brainstorm a list of resources we would have without God’s Creation. (Can you find any?) 6. Create a video or PowerPoint presentation highlighting “human resources” within the Seventh-day Adventist church (past and present). Share your presentation in Sabbath School or church.



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

GRADE THREE (ODD YEAR - GRADES 3 & 4)

TOPIC: Scarcity and Trade

UNIT 3

STANDARDS:

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

OBJECTIVES:

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

VOCABULARY:

demand, supply, scarcity, trade

<p>SPIRITUAL APPLICATIONS:</p> <p>Ask the pastor or other church leader from the church to present information about the ways the Seventh-day Adventist church helps people (around the world). Focus on how the church is meeting the needs of people.</p>	<p>McGRAW-HILL RESOURCES:</p> <p><i>The United States Communities and Neighbors</i> Unit 3 - pp. 124-129</p> <p>Unit 3 – Lesson 3 Digital Plans and Presentations</p> <p>Leveled Reader – <i>The Boston Tea Party</i> (T24, 25)</p> <p>Interactive presentation slide – “Trade in the United States.”</p>
<p>ADDITIONAL RESOURCES / CONNECTIONS:</p> <p>BrainPop Jr. video – Goods and Services (04:20)</p> <p>Pinterest – <i>Supply and Demand Activities for Third Grade</i> by eHow, Arman Khodael</p> <p>Pinterest – <i>Supply & Demand Sort</i> Freebie</p> <p>YouTube video Song Lesson forKids <i>Homeschooling Economic Barter & Trade</i> by libertyclick (03:02)</p> <p>YouTube video – Supply 7 Demand for Kids <i>Business and Economics for Kidz</i> (04:53) https://www.youtube.com/watch?v=7lPMoyzDiNoh https://www.youtube.com/watch?v=7lPMoyzDiNo https://www.youtube.com/watch?v=7lPMoyzDiNo https://www.youtube.com/watch?v=7lPMoyzDiNo</p>	<p>ASSESSMENT/INSTRUCTIONAL IDEAS:</p> <ol style="list-style-type: none"> 1. Continue Big Idea Project (p. 137): Create an advertisement using the economic concepts studied. Rubric is on page 137W. 2. As a class, participate in an outreach/service project to meet the needs of local people. 3. Research a product that is traded in the United States. Using a line graph, show how trade for that product has increased or decreased. 4. Make an illustrated book containing a fictional story using the concepts of supply, demand, scarcity, and trade.



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

GRADE THREE (ODD YEAR - GRADES 3 & 4)

TOPIC: Currency in North American and the Caribbean

UNIT 3

STANDARDS:

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

OBJECTIVES:

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

VOCABULARY:

characteristics, currency, symbol

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



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

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

GRADE THREE (ODD YEAR - GRADES 3 & 4)

TOPIC: Government

UNIT 4

STANDARDS:

- SS.K-4.PAG.1 Justify how rules and laws can serve to support order and protect individual rights.
- SS.K-4.PAG.9 Explain the ways in which government meets the needs and wants of citizens.

OBJECTIVES:

- Understand why laws and government services are important.
- Define representative democracy.

VOCABULARY:

government, representative democracy

SPIRITUAL APPLICATIONS: Acts 1:23-26 – Read about choosing another disciple to replace Judas. Compare and contrast the Biblical system of “casting lots” for decisions of community or leadership with our representative democracy.	McGRAW-HILL RESOURCES: <i>The United States Communities and Neighbors</i> Unit 4 - pp. 140-153 Unit 4 – United Opener and Lesson 1 Digital Plans and Presentations Leveled Readers— <i>Martin Luther, Jr., A Man with a Dream</i> (T28, 29); <i>Getting Out the Vote</i>
ADDITIONAL RESOURCES / CONNECTIONS:	ASSESSMENT/INSTRUCTIONAL IDEAS:
Learn360 video – <i>Representative Democracy</i> (0:53) Learn360 video – <i>Rules and Laws: Exploring Communities</i> (05:46) Learn360 video – <i>What’s Respect: Respecting Rules</i> (02:44) Pinterest – <i>Gummy Bear Government</i> at the {ART} of learning	<ol style="list-style-type: none">1. Big Idea Project (p. 173): Write a new constitution for your class. Rubric is on page 173W.2. Work with a partner to write a definition for “obey.”3. As a class, develop a three-column chart listing services provided by the government, why the services are important to your community, and how your community would be different if these services didn’t exist.4. Write a paragraph describing how leaders are chosen in a representative democracy.



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

GRADE THREE (ODD YEAR - GRADES 3 & 4)

TOPIC: Three Levels of Government

UNIT 4

STANDARDS:

- SS.K- Describe the structure and organization of the Seventh-day Adventist Church.
4.PAG.3
- SS.K- Identify the fundamental ideas that are the foundation of American constitutional democracy, including those of the
4.PAG.5 U.S. Constitution, the rule of law, separation of powers, checks and balances, minority rights, and the separation of church and state.

OBJECTIVES:

- Identify three levels of government (federal, state and local).
- Know titles for leaders of the levels of government (president, governor, mayor).
- Describe the structure and organization of the Seventh-day Adventist Church.

VOCABULARY:

constitution, president, governor, mayor

<p>SPIRITUAL APPLICATIONS:</p> <p>Discuss the organization of the Seventh-day Adventist Church: www.adventist.org/en/world-church/ for information and statistics.</p>	<p>McGRAW-HILL RESOURCES:</p> <p><i>The United States Communities and Neighbors</i> Unit 4 - pp. 154-159</p> <p>Unit 4 – Lesson 2 Digital Plans and Presentations</p> <p>Video – <i>Creating the Federal Government: U.S. Government</i> (22:45)</p> <p>Leveled Readers—<i>Our Founding Fathers</i> (Available online).</p>
<p>ADDITIONAL RESOURCES / CONNECTIONS:</p> <p>Learn360 video – <i>Constitution Day: Holiday Facts and Fun</i> (14:25) BrainPop Jr. video – <i>Local and State Government</i> (04:24) BrainPop Jr. video – <i>President</i> (05:02)</p> <p>Taxation Game: <i>Tried it Tuesday-Causes of the American Revolution with Smarties</i> at Pinterest hunterteachingtales.blogspot.com</p>	<p>ASSESSMENT/INSTRUCTIONAL IDEAS:</p> <ol style="list-style-type: none"> 1. Continue Big Idea Project (p. 173): Write a new constitution for your class. 2. Find a photo of your president, governor and mayor. Label the photo with names and title (i.e., President of the United States, Mayor of your town). 3. Develop a two-column chart showing the duties of state and local governments. 4. Write a paragraph explaining why governments collect taxes. 5. If you were a news reporter, what is a question you would ask the President of the United States? The Governor of your state? The Mayor of your town?



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

GRADE THREE (ODD YEAR - GRADES 3 & 4)

TOPIC: Local Government

UNIT 4

STANDARDS:

- SS.K-4.PAG.2 Identify basic elements of government in the United States: executive, legislative, and judicial authority.
- SS.K-4.PAG.4 Give examples of people who have the authority to make and enforce rules.
- SS.K-4.PAG.6 Show how the Ten Commandments relate to government laws.

OBJECTIVES:

- Recognize that government power is shared.
- Identify local government work and the main way they raise money.
- Develop an understanding of the Three Branches of the U.S. Government.

VOCABULARY:

citizen, executive branch, judicial branch

<p>SPIRITUAL APPLICATIONS:</p> <p>Romans 13:6, 7 – Paul writes that we should comply with laws of the government, including paying taxes for ‘the authorities are God’s servants.’”</p>	<p>McGRAW-HILL RESOURCES:</p> <p><i>The United States Communities and Neighbors</i> Unit 4 - pp. 160-165</p> <p>Unit 4 – Lesson 3 Digital Plans and Presentations</p>
<p>ADDITIONAL RESOURCES / CONNECTIONS:</p> <p>BrainPop Jr. video – <i>Local and State Government</i> (04:24)</p> <p>YouTube video – <i>The Three Branches of Government</i> by Tiffany Leguizamon (02:14)</p>	<p>ASSESSMENT/INSTRUCTIONAL IDEAS:</p> <ol style="list-style-type: none"> 1. Continue Big Idea Project (p. 173): Write a new constitution for your class. Rubric is on page 173W. 2. Write a short speech you might give if you were running for mayor or a local government office. What are the issues you might talk about? 3. Invite a town or city council member to talk about tax collection and how taxes are spent in the local community. 4. Make a poster illustrating the steps in making a law. 5. Think about the branches of government and what they do. In a paragraph write which branch you would like to work in and why.



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

GRADE THREE (ODD YEAR - GRADES 3 & 4)

TOPIC: Good Citizen

UNIT 4

STANDARDS:

- SS.K-4.IDI.12 Evaluate how individuals can express their own identity and work productively with others.
- SS.K-4.PAG.7 Describe fundamental values of democracy: the common good, liberty, justice, equality, and individual dignity.
- SS.K-4.CIP.1 Explain that the theme of civic ideals and practices helps us know who we can influence the way people live and act together.
- SS.K-4.CIP.3 Describe how key practices in a democratic society include civic participation based on studying community issues, planning, decision-making, voting, and cooperating to promote civic ideals

OBJECTIVES:

- Understand civility and being a good citizen.
- Identify ways to cooperate and volunteer in a community.

VOCABULARY:

civility, responsibility, cooperation, volunteer, civic virtues

<p>SPIRITUAL APPLICATIONS:</p> <p>Philippians 3:20 –While citizenship here on earth is important, we look forward to having citizenship in heaven and living there with Jesus.</p>	<p>McGRAW-HILL RESOURCES:</p> <p><i>The United States Communities and Neighbors</i> Unit 4 - pp. 166-173</p> <p>Unit 4 – Lesson 4 Digital Plans and Presentations</p>
<p>ADDITIONAL RESOURCES / CONNECTIONS:</p> <p>BrainPop Jr. video – <i>Rights and Responsibilities</i> (03:37)</p> <p>Books: <u>I'm Your Flag So Please Treat Me Right!</u> By Julia Cooke <u>Duck for President</u>, by Doreen Cronin <u>Grace for President</u>, by Megan Mitchell</p> <p>TeacherPayTeacher: <i>Grace for President</i> Unit Grades K-3rd – Free Download, Prepared by First Grade Roars.</p>	<p>ASSESSMENT/INSTRUCTIONAL IDEAS:</p> <ol style="list-style-type: none"> 1. Continue Big Idea Project (p. 173): Write a new constitution for your class. Rubric is on page 173W. 2. Role-play a positive solution to a situation where conflict exist between individuals or groups. 3. Write a story about what would happen in your community if people did not show civility and behave responsibility. 4. Brainstorm ways for class members to volunteer in the local community. 5. Develop a four-column chart making personal connections to each of the following words: civility, responsibility, cooperation, and volunteer. List examples of ways to demonstrate civic virtue at home or at school.