Heritage 1 4th Edition
Lesson Plan Overview

Unit 1: Family

| Lesson(s) | Teacher Edition | Student Edition | Activities | Objectives |
| --- | --- | --- | --- | --- |
| 1–2 | 2–10 | 2–10 | 1, 3 | * List the three words that summarize the Bible’s story BWS
* Identify members of the first family BWS
* Explain how the first family is an example of what families should be like BWS
 |
| 3 | 11–12 | 11–12 | 5 | * Define family according to biblical teaching BWS
* Tell what role God gives a husband and father BWS
* Tell what role God gives a wife and mother BWS
* Tell what role God gives children BWS
* Decide whether he or she is doing the job assigned by God BWS
 |
| 4 | 13–17 | 13–17 | 7, 9, 11 | * Recognize that families live together and interact with their surroundings BWS
* Recognize that families live differently in different parts of the world
* Define culture
* Construct a map of his or her bedroom
* Identify where he or she lives
 |
| 5–6 | 18–19 | 18–19 | 13, 15 | * Associate numbers in an address with locations on a street
* Recite his or her address
* Define landmark
* Draw a picture of a landmark near his or her home
 |
| 7 | 20–22 | 20–22 | 17 | * List special days that families celebrate
* Explain why it is important for families to celebrate BWS
* Recognize that culture affects how families celebrate
* Compare Christmas customs from different cultures
 |
| 8 | 23–25 | 23–25 | 19 | * Define rule
* Recognize that rules help families function the way God wants them to BWS
* Give an example of a family rule
* Compare family rules
 |
| 9 | 26–27 | 26–27 | 21, 23 | * Identify things families did in the past that they also do today
* Compare the way families did things in the past with the way they do them today
 |
| 10 | 28–29 | 28–29 |  | * Define invention
* Give an example of an invention that affects the way families live
* Recognize that inventions help meet families’ needs BWS
 |
| 11 | 29 |  | 25–27 | * Recall concepts and terms from Unit 1
 |
| 12 | 29 |  |  | * Demonstrate knowledge of concepts from Unit 1 by taking the test
 |

Unit 2: Community

| Lesson(s) | Teacher Edition | Student Edition | Activities | Objectives |
| --- | --- | --- | --- | --- |
| 13–14 | 30–41 | 30–41 | 29, 31 | * Define community BWS
* Describe what people in a community do
* Explain why people in a community need to work together BWS
* Find the main idea in a paragraph
 |
| 15 | 42–44 | 42–44 | 33, 35 | * Define church BWS
* Explain why a church is an important part of a community BWS
* Tell what role God gives pastors BWS
* Defend the statement “Families should go to church” BWS
 |
| 16 | 45–46 | 45–46 | 37 | * Recognize that God wants parents to teach their children BWS
* Explain how parents teach their children
* Identify the roles of schools and teachers
 |
| 17–18 | 47 | 47 | 39 | * Recognize why conflict happens in a community BWS
* Describe how voting works
* Plan how to make a decision BWS
* Construct a chart to show results of voting
 |
| 19 | 48–50 | 48–50 | 41, 43 | * Define law
* Tell the difference between a rule and a law
* Give an example of a law
* State the purpose God gives to government BWS
* Tell what a citizen is BWS
* Identify a citizen’s responsibility to government BWS
* Identify a citizen’s rights BWS
 |
| 20–21 | 51–53 | 51–53 | 45, 47, 49 | * Give examples of how people serve a community BWS
* Give examples of how churches serve a community BWS
* Create a model community BWS
 |
| 22 | 54–55 | 54–55 |  | * Identify qualities a person must have to make a difference in his or her community BWS
* Identify strategies people use to prompt change in a community
 |
| 23 | 55 |  | 51–54 | * Recall concepts and terms from Unit 2
 |
| 24 | 55 |  |  | * Demonstrate knowledge of concepts from Unit 2 by taking the test
 |

Unit 3: Jobs

| Lesson(s) | Teacher Edition | Student Edition | Activities | Objectives |
| --- | --- | --- | --- | --- |
| 25–26 | 56–64 | 56–64 | 55 | * Define work BWS
* Explain how students benefit from other people’s work BWS
* Sort items into groups
 |
| 27 | 65–67 | 65–67 | 57, 59, 61 | * Identify people and places that meet our needs and wants
* Distinguish between needs and wants
 |
| 28 | 68–69 | 68–69 | 63 | * Identify products of work that are goods
* Classify goods as meeting a need or a want
 |
| 29 | 70–71 | 70–71 | 65 | * Identify jobs that are services
* Classify products of work as goods or services
* Classify services as meeting a need or a want
 |
| 30 | 72–74 | 72–74 | 67 | * Describe a way to get goods and services without using money
* State the purpose of money
* List activities that involve the use of money
* Differentiate between a producer and a consumer
 |
| 31–32 | 75–76 | 75–76 | 69, 71 | * Demonstrate how God uses work to provide for us BWS
* Use a bar graph to create a plan to use money wisely BWS
 |
| 33 | 77–78 | 77–78 | 73 | * Recognize that people’s jobs contribute to other people’s lives
* Develop a plan to use work to show love BWS
* Connect interests and abilities God has given him or her with possible jobs BWS
* Illustrate a potential future job
 |
| 34 | 79 | 79 | 75 | * Create a plan to make money
* Create a plan to help others through work BWS
 |
| 35 | 80–83 | 80–83 | 77 | * Identify tools needed for jobs
* Compare modern tools with tools from the past
* Associate jobs with tools
 |
| 36 | 84–85 | 84–85 |  | * Identify qualities people must have to make a difference in their communities with their work BWS
* Identify strategies people use to prompt change in their communities with their work BWS
 |
| 37 | 85 |  | 79–80 | * Recall concepts and terms from Unit 3
 |
| 38 | 85 |  |  | * Demonstrate knowledge of concepts from Unit 3 by taking the test
 |

Unit 4: Our Land

| Lesson(s) | Teacher Edition | Student Edition | Activities | Objectives |
| --- | --- | --- | --- | --- |
| 39–40 | 86–97 | 86–97 | 81 | * Recognize that people change land and water as they make use of it BWS
* Identify ways people care for God’s world BWS
* Distinguish between fact and fiction in a story contrasting the way living things interact with their environments
* Recognize that people live in various ways in different places
 |
| 41 | 98–101 | 98–101 | 83–84 | * Identify landforms from photographs
* Identify bodies of water from photographs
* Give examples of landforms and bodies of water
 |
| 42 | 102–3 | 102–3 | 85–86 | * Recognize that a globe is a model of the earth
* Identify the cardinal directions
* Identify latitude and longitude lines on a globe
* Locate objects in a room using the cardinal directions
 |
| 43 | 104–5 | 104–5 | 87–90 | * List the seven continents
* List the five oceans
* Identify the continents and oceans on a globe
 |
| 44–45 | 106–8 | 106–8 | 91–93 | * Find the seven continents and five oceans on a map
* Identify features on a map
* Draw a map of his or her school or home
 |
| 46 | 109 | 109 | 95 | * Identify places as being north, south, east, or west of a location by using a map
* Find mountains on a map of the travels of Lewis and Clark
* Identify bodies of water on a map of the travels of Lewis and Clark
 |
| 47–48 | 110–13 | 110–13 | 97 | * Recognize that weather varies in different places on the earth
* Describe how weather changes over the seasons
* Read a diagram related to the water cycle
* Summarize the water cycle
 |
| 49 | 114–17 | 114–17 | 99 | * Identify resources
* Give examples of using resources
* Explain from the Bible the need to wisely use resources BWS
* Research current events on saving and using resources
* Suggest ways he or she can wisely save and use resources God has given BWS
 |
| 50–51 | 118–19 | 118–19 | 101, 103 | * Give examples of ways to reduce how much of a resource he or she uses
* Give examples of reusing resources
* Give examples of ways to recycle trash
* Create a plan to minimize trash by reducing, reusing, and recycling resources at home BWS
 |
| 52 | 120–21 | 120–21 |  | * Identify Theodore Roosevelt’s role in establishing national parks
* Relate the role of laws to wisely saving and using natural resources for everyone to enjoy BWS
* Explain how national parks save resources for people to enjoy in the future BWS
 |
| 53 | 121 |  | 105–7 | * Recall concepts and terms from Unit 4
 |
| 54 | 121 |  |  | * Demonstrate knowledge of concepts from Unit 4 by taking the test
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Unit 5: Our Nation

| Lesson(s) | Teacher Edition | Student Edition | Activities | Objectives |
| --- | --- | --- | --- | --- |
| 55–57 | 122–34 | 122–34 | 109 | * Recognize that people from a variety of cultures have worked hard to make America what it is today BWS
* Discuss how technology has helped make America what it is today
* Distinguish between fact and opinion in a story about the work of Americans
 |
| 58 | 135–37 | 135–37 | 111–12 | * Find his or her state on a map of the United States
* Explain what is special about his or her state
 |
| 59–60 | 138–39 | 138–39 | 113, 115–17 | * Sequence events using a timeline
* Select destinations on a map of the United States
* Design a plan for a family vacation
 |
| 61 | 140–41 | 140–41 | 119 | * Explain our country’s name
* Describe the locations of our country’s neighbors
* Find our country’s capital on a map
* Identify what makes our country special BWS
 |
| 62 | 142–43 | 142–43 | 121 | * Identify rights and responsibilities of an American citizen BWS
* Explain rights and responsibilities of an American citizen BWS
* Apply rights and responsibilities of an American citizen to specific situations BWS
 |
| 63–64 | 144–47 | 144–47 | 123 | * Recognize symbols of our nation
* Recite the Pledge of Allegiance
* Sing “The Star-Spangled Banner”
 |
| 65–66 | 148–49 | 148–49 | 125 | * Recognize that the president leads our nation
* Associate the White House with the president
* Relate the president’s role to God’s purpose for government BWS
* Identify the current president
 |
| 67 | 150–51 | 150–51 |  | * Identify our country’s first president
* List qualities of a good leader
* Evaluate George Washington as a leader based on the Bible’s teaching about government BWS
 |
| 68 | 151 |  | 127–28 | * Recall concepts and terms from Unit 5
 |
| 69 | 151 |  |  | * Demonstrate knowledge of concepts from Unit 5 by taking the test
 |

Unit 6: Our History

| Lesson(s) | Teacher Edition | Student Edition | Activities | Objectives |
| --- | --- | --- | --- | --- |
| 70–72 | 152–63 | 152–63 | 129, 131 | * Identify how people in our country traveled in the past
* Identify how people in our country communicated in the past
* Compare how people traveled in the past with how people travel now because of technology
* Compare how people communicated in the past with how people communicate now because of technology
 |
| 73–74 | 164–67 | 164–67 | 133, 135 | * Define past, present, and future
* Explain what history is
* Recognize calendar time as days, weeks, and months
* Sequence events by classifying them as past, present, and future
 |
| 75–76 | 168–69 | 168–69 | 137 | * Identify sources of information about the past
* Recognize that the best way to understand history is to learn from the people who were there
* Distinguish between primary and secondary sources
 |
| 77 | 170–73 | 170–73 | 139 | * Define native
* Identify characteristics of several Native American tribes
* Give an example of how we can learn about Native Americans
 |
| 78 | 174–79 | 174–79 | 141 | * Identify Christopher Columbus
* Explain why people explored North America
* Recognize people who explored North America
* Identify cause and effect in a narrative about Christopher Columbus
 |
| 79–80 | 180–87 | 180–87 | 143 | * Identify the Pilgrims
* Explain why the Pilgrims came to America BWS
* Compare the Pilgrims with the Native Americans
* Describe how people who moved to America changed the way they lived
 |
| 81 | 188–89 | 188–89 |  | * Explain what George Whitefield did in the American colonies
* Explain how George Whitefield influenced the American colonies BWS
* Explain how George Whitefield united the American colonies BWS
 |
| 82–83 | 190–91 | 190–91 | 145 | * Recognize that people who came to the United States were citizens of other countries
* Explain why people in the United States wanted to have their own country BWS
* Identify the Declaration of Independence and the Constitution of the United States
* Explain why the Declaration of Independence and the Constitution are important
* Identify George Washington’s job in the new country of the United States
 |
| 84 | 192–93 | 192–93 |  | * Identify who Abraham Lincoln was
* Recognize why people in the United States disagreed with each other
* Explain why Abraham Lincoln is important to our country
 |
| 85–86 | 194–201 | 194–201 | 147–48 | * Describe what an immigrant is
* Explain why immigrants come to the United States BWS
* Give examples of how immigrants have brought their customs to the United States
 |
| 87 | 202–3 | 202–3 | 149 | * Give examples of how people travel in the United States today
* Discuss a current event relating to inventions in the United States
* Show how people use inventions and communicate in the United States today
* Give examples of customs in the United States from different countries
 |
| 88 | 204–5 | 204–5 |  | * Give an example of technology that students use
* Explain how Steve Jobs’s inventions affect culture today through technology, education, and entertainment
* Explain how technology can be used in ways that are helpful and harmful BWS
 |
| 89 | 205 |  | 151, 153, 155–57 | * Recall concepts and terms from Unit 6
 |
| 90 | 205 |  |  | * Demonstrate knowledge of concepts from Unit 6 by taking the test
 |