

# Heritage 1 4<sup>th</sup> Edition

## Lesson Plan Overview

### Unit 1: Family

Lesson(s)	Teacher Edition	Student Edition	Activities	Objectives
1–2	2–10	2–10	1, 3	<ul style="list-style-type: none"> <li>List the three words that summarize the Bible’s story <i>BWS</i></li> <li>Identify members of the first family <i>BWS</i></li> <li>Explain how the first family is an example of what families should be like <i>BWS</i></li> </ul>
3	11–12	11–12	5	<ul style="list-style-type: none"> <li>Define <i>family</i> according to biblical teaching <i>BWS</i></li> <li>Tell what role God gives a husband and father <i>BWS</i></li> <li>Tell what role God gives a wife and mother <i>BWS</i></li> <li>Tell what role God gives children <i>BWS</i></li> <li>Decide whether he or she is doing the job assigned by God <i>BWS</i></li> </ul>
4	13–17	13–17	7, 9, 11	<ul style="list-style-type: none"> <li>Recognize that families live together and interact with their surroundings <i>BWS</i></li> <li>Recognize that families live differently in different parts of the world</li> <li>Define <i>culture</i></li> <li>Construct a map of his or her bedroom</li> <li>Identify where he or she lives</li> </ul>
5–6	18–19	18–19	13, 15	<ul style="list-style-type: none"> <li>Associate numbers in an address with locations on a street</li> <li>Recite his or her address</li> <li>Define <i>landmark</i></li> <li>Draw a picture of a landmark near his or her home</li> </ul>
7	20–22	20–22	17	<ul style="list-style-type: none"> <li>List special days that families celebrate</li> <li>Explain why it is important for families to celebrate <i>BWS</i></li> <li>Recognize that culture affects how families celebrate</li> <li>Compare Christmas customs from different cultures</li> </ul>
8	23–25	23–25	19	<ul style="list-style-type: none"> <li>Define <i>rule</i></li> <li>Recognize that rules help families function the way God wants them to <i>BWS</i></li> <li>Give an example of a family rule</li> <li>Compare family rules</li> </ul>
9	26–27	26–27	21, 23	<ul style="list-style-type: none"> <li>Identify things families did in the past that they also do today</li> <li>Compare the way families did things in the past with the way they do them today</li> </ul>
10	28–29	28–29		<ul style="list-style-type: none"> <li>Define <i>invention</i></li> <li>Give an example of an invention that affects the way families live</li> <li>Recognize that inventions help meet families’ needs <i>BWS</i></li> </ul>
11	29		25–27	<ul style="list-style-type: none"> <li>Recall concepts and terms from Unit 1</li> </ul>

Lesson(s)	Teacher Edition	Student Edition	Activities	Objectives
12	29			<ul style="list-style-type: none"> <li>Demonstrate knowledge of concepts from Unit 1 by taking the test</li> </ul>

## Unit 2: Community

Lesson(s)	Teacher Edition	Student Edition	Activities	Objectives
13–14	30–41	30–41	29, 31	<ul style="list-style-type: none"> <li>Define community <i>BWS</i></li> <li>Describe what people in a community do</li> <li>Explain why people in a community need to work together <i>BWS</i></li> <li>Find the main idea in a paragraph</li> </ul>
15	42–44	42–44	33, 35	<ul style="list-style-type: none"> <li>Define church <i>BWS</i></li> <li>Explain why a church is an important part of a community <i>BWS</i></li> <li>Tell what role God gives pastors <i>BWS</i></li> <li>Defend the statement “Families should go to church” <i>BWS</i></li> </ul>
16	45–46	45–46	37	<ul style="list-style-type: none"> <li>Recognize that God wants parents to teach their children <i>BWS</i></li> <li>Explain how parents teach their children</li> <li>Identify the roles of schools and teachers</li> </ul>
17–18	47	47	39	<ul style="list-style-type: none"> <li>Recognize why conflict happens in a community <i>BWS</i></li> <li>Describe how voting works</li> <li>Plan how to make a decision <i>BWS</i></li> <li>Construct a chart to show results of voting</li> </ul>
19	48–50	48–50	41, 43	<ul style="list-style-type: none"> <li>Define law</li> <li>Tell the difference between a rule and a law</li> <li>Give an example of a law</li> <li>State the purpose God gives to government <i>BWS</i></li> <li>Tell what a citizen is <i>BWS</i></li> <li>Identify a citizen’s responsibility to government <i>BWS</i></li> <li>Identify a citizen’s rights <i>BWS</i></li> </ul>
20–21	51–53	51–53	45, 47, 49	<ul style="list-style-type: none"> <li>Give examples of how people serve a community <i>BWS</i></li> <li>Give examples of how churches serve a community <i>BWS</i></li> <li>Create a model community <i>BWS</i></li> </ul>
22	54–55	54–55		<ul style="list-style-type: none"> <li>Identify qualities a person must have to make a difference in his or her community <i>BWS</i></li> <li>Identify strategies people use to prompt change in a community</li> </ul>
23	55		51–54	<ul style="list-style-type: none"> <li>Recall concepts and terms from Unit 2</li> </ul>
24	55			<ul style="list-style-type: none"> <li>Demonstrate knowledge of concepts from Unit 2 by taking the test</li> </ul>

## Unit 3: Jobs

Lesson(s)	Teacher Edition	Student Edition	Activities	Objectives
25–26	56–64	56–64	55	<ul style="list-style-type: none"> <li>Define <i>work</i> <b>BWS</b></li> <li>Explain how students benefit from other people’s work <b>BWS</b></li> <li>Sort items into groups</li> </ul>
27	65–67	65–67	57, 59, 61	<ul style="list-style-type: none"> <li>Identify people and places that meet our needs and wants</li> <li>Distinguish between needs and wants</li> </ul>
28	68–69	68–69	63	<ul style="list-style-type: none"> <li>Identify products of work that are goods</li> <li>Classify goods as meeting a need or a want</li> </ul>
29	70–71	70–71	65	<ul style="list-style-type: none"> <li>Identify jobs that are services</li> <li>Classify products of work as goods or services</li> <li>Classify services as meeting a need or a want</li> </ul>
30	72–74	72–74	67	<ul style="list-style-type: none"> <li>Describe a way to get goods and services without using money</li> <li>State the purpose of money</li> <li>List activities that involve the use of money</li> <li>Differentiate between a producer and a consumer</li> </ul>
31–32	75–76	75–76	69, 71	<ul style="list-style-type: none"> <li>Demonstrate how God uses work to provide for us <b>BWS</b></li> <li>Use a bar graph to create a plan to use money wisely <b>BWS</b></li> </ul>
33	77–78	77–78	73	<ul style="list-style-type: none"> <li>Recognize that people’s jobs contribute to other people’s lives</li> <li>Develop a plan to use work to show love <b>BWS</b></li> <li>Connect interests and abilities God has given him or her with possible jobs <b>BWS</b></li> <li>Illustrate a potential future job</li> </ul>
34	79	79	75	<ul style="list-style-type: none"> <li>Create a plan to make money</li> <li>Create a plan to help others through work <b>BWS</b></li> </ul>
35	80–83	80–83	77	<ul style="list-style-type: none"> <li>Identify tools needed for jobs</li> <li>Compare modern tools with tools from the past</li> <li>Associate jobs with tools</li> </ul>
36	84–85	84–85		<ul style="list-style-type: none"> <li>Identify qualities people must have to make a difference in their communities with their work <b>BWS</b></li> <li>Identify strategies people use to prompt change in their communities with their work <b>BWS</b></li> </ul>
37	85		79–80	<ul style="list-style-type: none"> <li>Recall concepts and terms from Unit 3</li> </ul>
38	85			<ul style="list-style-type: none"> <li>Demonstrate knowledge of concepts from Unit 3 by taking the test</li> </ul>

## Unit 4: Our Land

Lesson(s)	Teacher Edition	Student Edition	Activities	Objectives
39–40	86–97	86–97	81	<ul style="list-style-type: none"> <li>Recognize that people change land and water as they make use of it <b>BWS</b></li> <li>Identify ways people care for God’s world <b>BWS</b></li> <li>Distinguish between fact and fiction in a story contrasting the way living things interact with their environments</li> <li>Recognize that people live in various ways in different places</li> </ul>
41	98–101	98–101	83–84	<ul style="list-style-type: none"> <li>Identify landforms from photographs</li> <li>Identify bodies of water from photographs</li> <li>Give examples of landforms and bodies of water</li> </ul>
42	102–3	102–3	85–86	<ul style="list-style-type: none"> <li>Recognize that a globe is a model of the earth</li> <li>Identify the cardinal directions</li> <li>Identify latitude and longitude lines on a globe</li> <li>Locate objects in a room using the cardinal directions</li> </ul>
43	104–5	104–5	87–90	<ul style="list-style-type: none"> <li>List the seven continents</li> <li>List the five oceans</li> <li>Identify the continents and oceans on a globe</li> </ul>
44–45	106–8	106–8	91–93	<ul style="list-style-type: none"> <li>Find the seven continents and five oceans on a map</li> <li>Identify features on a map</li> <li>Draw a map of his or her school or home</li> </ul>
46	109	109	95	<ul style="list-style-type: none"> <li>Identify places as being north, south, east, or west of a location by using a map</li> <li>Find mountains on a map of the travels of Lewis and Clark</li> <li>Identify bodies of water on a map of the travels of Lewis and Clark</li> </ul>
47–48	110–13	110–13	97	<ul style="list-style-type: none"> <li>Recognize that weather varies in different places on the earth</li> <li>Describe how weather changes over the seasons</li> <li>Read a diagram related to the water cycle</li> <li>Summarize the water cycle</li> </ul>
49	114–17	114–17	99	<ul style="list-style-type: none"> <li>Identify resources</li> <li>Give examples of using resources</li> <li>Explain from the Bible the need to wisely use resources <b>BWS</b></li> <li>Research current events on saving and using resources</li> <li>Suggest ways he or she can wisely save and use resources God has given <b>BWS</b></li> </ul>
50–51	118–19	118–19	101, 103	<ul style="list-style-type: none"> <li>Give examples of ways to reduce how much of a resource he or she uses</li> <li>Give examples of reusing resources</li> <li>Give examples of ways to recycle trash</li> <li>Create a plan to minimize trash by reducing, reusing, and recycling resources at home <b>BWS</b></li> </ul>

Lesson(s)	Teacher Edition	Student Edition	Activities	Objectives
52	120–21	120–21		<ul style="list-style-type: none"> <li>Identify Theodore Roosevelt’s role in establishing national parks</li> <li>Relate the role of laws to wisely saving and using natural resources for everyone to enjoy <b>BWS</b></li> <li>Explain how national parks save resources for people to enjoy in the future <b>BWS</b></li> </ul>
53	121		105–7	<ul style="list-style-type: none"> <li>Recall concepts and terms from Unit 4</li> </ul>
54	121			<ul style="list-style-type: none"> <li>Demonstrate knowledge of concepts from Unit 4 by taking the test</li> </ul>

## Unit 5: Our Nation

Lesson(s)	Teacher Edition	Student Edition	Activities	Objectives
55–57	122–34	122–34	109	<ul style="list-style-type: none"> <li>Recognize that people from a variety of cultures have worked hard to make America what it is today <b>BWS</b></li> <li>Discuss how technology has helped make America what it is today</li> <li>Distinguish between fact and opinion in a story about the work of Americans</li> </ul>
58	135–37	135–37	111–12	<ul style="list-style-type: none"> <li>Find his or her state on a map of the United States</li> <li>Explain what is special about his or her state</li> </ul>
59–60	138–39	138–39	113, 115–17	<ul style="list-style-type: none"> <li>Sequence events using a timeline</li> <li>Select destinations on a map of the United States</li> <li>Design a plan for a family vacation</li> </ul>
61	140–41	140–41	119	<ul style="list-style-type: none"> <li>Explain our country’s name</li> <li>Describe the locations of our country’s neighbors</li> <li>Find our country’s capital on a map</li> <li>Identify what makes our country special <b>BWS</b></li> </ul>
62	142–43	142–43	121	<ul style="list-style-type: none"> <li>Identify rights and responsibilities of an American citizen <b>BWS</b></li> <li>Explain rights and responsibilities of an American citizen <b>BWS</b></li> <li>Apply rights and responsibilities of an American citizen to specific situations <b>BWS</b></li> </ul>
63–64	144–47	144–47	123	<ul style="list-style-type: none"> <li>Recognize symbols of our nation</li> <li>Recite the Pledge of Allegiance</li> <li>Sing “The Star-Spangled Banner”</li> </ul>
65–66	148–49	148–49	125	<ul style="list-style-type: none"> <li>Recognize that the president leads our nation</li> <li>Associate the White House with the president</li> <li>Relate the president’s role to God’s purpose for government <b>BWS</b></li> <li>Identify the current president</li> </ul>

Lesson(s)	Teacher Edition	Student Edition	Activities	Objectives
67	150–51	150–51		<ul style="list-style-type: none"> <li>Identify our country's first president</li> <li>List qualities of a good leader</li> <li>Evaluate George Washington as a leader based on the Bible's teaching about government <i>BWS</i></li> </ul>
68	151		127–28	<ul style="list-style-type: none"> <li>Recall concepts and terms from Unit 5</li> </ul>
69	151			<ul style="list-style-type: none"> <li>Demonstrate knowledge of concepts from Unit 5 by taking the test</li> </ul>

## Unit 6: Our History

Lesson(s)	Teacher Edition	Student Edition	Activities	Objectives
70–72	152–63	152–63	129, 131	<ul style="list-style-type: none"> <li>Identify how people in our country traveled in the past</li> <li>Identify how people in our country communicated in the past</li> <li>Compare how people traveled in the past with how people travel now because of technology</li> <li>Compare how people communicated in the past with how people communicate now because of technology</li> </ul>
73–74	164–67	164–67	133, 135	<ul style="list-style-type: none"> <li>Define past, present, and future</li> <li>Explain what history is</li> <li>Recognize calendar time as days, weeks, and months</li> <li>Sequence events by classifying them as past, present, and future</li> </ul>
75–76	168–69	168–69	137	<ul style="list-style-type: none"> <li>Identify sources of information about the past</li> <li>Recognize that the best way to understand history is to learn from the people who were there</li> <li>Distinguish between primary and secondary sources</li> </ul>
77	170–73	170–73	139	<ul style="list-style-type: none"> <li>Define native</li> <li>Identify characteristics of several Native American tribes</li> <li>Give an example of how we can learn about Native Americans</li> </ul>
78	174–79	174–79	141	<ul style="list-style-type: none"> <li>Identify Christopher Columbus</li> <li>Explain why people explored North America</li> <li>Recognize people who explored North America</li> <li>Identify cause and effect in a narrative about Christopher Columbus</li> </ul>
79–80	180–87	180–87	143	<ul style="list-style-type: none"> <li>Identify the Pilgrims</li> <li>Explain why the Pilgrims came to America <i>BWS</i></li> <li>Compare the Pilgrims with the Native Americans</li> <li>Describe how people who moved to America changed the way they lived</li> </ul>
81	188–89	188–89		<ul style="list-style-type: none"> <li>Explain what George Whitefield did in the American colonies</li> <li>Explain how George Whitefield influenced the American colonies <i>BWS</i></li> <li>Explain how George Whitefield united the American colonies <i>BWS</i></li> </ul>

Lesson(s)	Teacher Edition	Student Edition	Activities	Objectives
82–83	190–91	190–91	145	<ul style="list-style-type: none"> <li>Recognize that people who came to the United States were citizens of other countries</li> <li>Explain why people in the United States wanted to have their own country <i>BWS</i></li> <li>Identify the Declaration of Independence and the Constitution of the United States</li> <li>Explain why the Declaration of Independence and the Constitution are important</li> <li>Identify George Washington’s job in the new country of the United States</li> </ul>
84	192–93	192–93		<ul style="list-style-type: none"> <li>Identify who Abraham Lincoln was</li> <li>Recognize why people in the United States disagreed with each other</li> <li>Explain why Abraham Lincoln is important to our country</li> </ul>
85–86	194–201	194–201	147–48	<ul style="list-style-type: none"> <li>Describe what an immigrant is</li> <li>Explain why immigrants come to the United States <i>BWS</i></li> <li>Give examples of how immigrants have brought their customs to the United States</li> </ul>
87	202–3	202–3	149	<ul style="list-style-type: none"> <li>Give examples of how people travel in the United States today</li> <li>Discuss a current event relating to inventions in the United States</li> <li>Show how people use inventions and communicate in the United States today</li> <li>Give examples of customs in the United States from different countries</li> </ul>
88	204–5	204–5		<ul style="list-style-type: none"> <li>Give an example of technology that students use</li> <li>Explain how Steve Jobs’s inventions affect culture today through technology, education, and entertainment</li> <li>Explain how technology can be used in ways that are helpful and harmful <i>BWS</i></li> </ul>
89	205		151, 153, 155–57	<ul style="list-style-type: none"> <li>Recall concepts and terms from Unit 6</li> </ul>
90	205			<ul style="list-style-type: none"> <li>Demonstrate knowledge of concepts from Unit 6 by taking the test</li> </ul>