

Bob Jones University Press
Course Outline—First-Grade
Heritage Studies

Chapter Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration
<p>Chapter 1: Water and Land The Students Will:</p> <ul style="list-style-type: none"> • identify on the map the continent they live on (Lesson 1). • assemble map puzzles (Lesson 1). • find the direction <i>north</i> (Lesson 2). • indicate directions on a map (Lesson 2). • name modes of transportation (Lesson 3). • trace a route on a map (Lesson 3). • answer questions by reading a map (Lesson 4). • name some improvements the Aztec leaders ordered (supplement). 	30 min. 11 days	<p>Read and discuss material in text. Use interactive and hands-on activities outlined in Teacher’s Edition. Assign worktext pages to provide practice.</p> <p>Evaluation Techniques Workbook Pages Group Projects Individual Projects Class Participation Class Discussions</p>	<p><i>Heritage Studies 1 for Christian Schools</i> Pages 3-19</p> <p><u>Teacher’s Edition</u> Pages 2-29</p> <p><u>Student Notebook</u> Pages 1-4</p> <p><i>History TimeLine</i></p> <p><i>Maps and More</i></p> <p>Other material as specified in the Teacher’s Edition.</p>	<p>BATs: Bible Action Truths BP: Bible Promises</p> <p>BATs:</p> <ul style="list-style-type: none"> • 2e Work • 2f Enthusiasm • 8a Courage • 8b Faith in the power of the Word of God <p>BP:</p> <ul style="list-style-type: none"> • I - God as Master • H - God as Father

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<p>Chapter 2: Columbus and His Ships The Students Will:</p> <ul style="list-style-type: none"> • distinguish between maps used long ago and maps used today (Lesson 5). • construct a map mobile (Lesson 5). • copy and complete a map and a map key (Lesson 6). • locate their desks on a classroom map (Lesson 6). • perform a short dramatization (Lesson 7). • predict the outcome of Columbus’s visit to the king and queen of Spain (Lesson 7). • read a picture graph (Lesson 8). • sequence events from the life of Christopher Columbus (Lesson 8). • distinguish between things Columbus was looking for and things he found (Lesson 9). • make a banner for use in a Columbus Day celebration (supplement). 	<p>30 min. 13 days</p>	<p>Read and discuss material in text. Use interactive and hands-on activities outlined in Teacher’s Edition. Assign worktext pages to provide practice.</p> <p>Evaluation Techniques Workbook Pages Group Projects Individual Projects Class Participation Class Discussions</p>	<p><i>Heritage Studies 1 for Christian Schools</i> Pages 16-28; 175</p> <p><u>Teacher’s Edition</u> Pages 31-58</p> <p><u>Student Notebook</u> Pages 5-13</p> <p><i>History TimeLine</i></p> <p><i>Maps and More</i></p> <p>Other material as specified in the Teacher’s Edition</p>	<p>BATs:</p> <ul style="list-style-type: none"> • 1b Repentance and faith • 2d Goal setting • 2e Work • 2f Enthusiasm • 4a Sowing and reaping • 5a Love • 5e Friendliness • 7d Contentment • 8a Faith in God’s promises • 8d Courage <p>BP:</p> <ul style="list-style-type: none"> • A - Liberty from Sin • H - God as Father • I - God as Master

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<p>Chapter 3: People of the New World The Students Will:</p> <ul style="list-style-type: none"> • answer questions about a picture map (Lesson 10). • identify things Woodland Indians used for making tools, clothing, homes, and food (Lesson 11). • illustrate some of the activities from the life of a Plains Indian (Lesson 12). • distinguish between items made and used by different Indian groups (Lesson 13). • weave a “blanket” from construction paper (Lesson 14). • write sentences and draw a picture describing an interesting aspect of life in one Indian group (Lesson 14). • name one thing Americans have today as a result of contact with the Indians (supplement). 	<p>30 min. 13 days</p>	<p>Read and discuss material in text. Use interactive and hands-on activities outlined in Teacher’s Edition. Assign worktext pages to provide practice.</p> <p>Evaluation Techniques Workbook Pages Group Projects Individual Projects Class Participation Class Discussions</p>	<p><i>Heritage Studies 1 for Christian Schools</i> Pages 30-44; 177-78; 182-84</p> <p><u>Teacher’s Edition</u> Pages 59-85</p> <p><u>Student Notebook</u> Pages 14-19</p> <p><i>History TimeLine</i></p> <p><i>Maps and More</i></p> <p>Other materials as specified in the Teacher’s Edition</p>	<p>BATs:</p> <ul style="list-style-type: none"> • 2b Servanthood • 2e Work • 3a Self-concept • 5a Love • 5b Giving • 5e Communication • 5e Friendliness • 7c Praise

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<p>Chapter 4: New Homes in the New World The Students Will:</p> <ul style="list-style-type: none"> • identify the blue areas on a map as water (Lesson 15). • locate England on a map (Lesson 15). • locate North America on a map (Lesson 15). • draw routes that ships may have taken to journey from England to the New World (Lesson 15). • locate where they live on a map (Lesson 15). • identify characteristics and accomplishments of Sir Walter Raleigh (Lesson 16). • answer questions about the founding of Jamestown (Lesson 17). • sequence pictures depicting events in early Jamestown (Lesson 18). • plant some seeds and care for them as they grow (Lesson 19). • illustrate the step-by-step process of a growing crop (Lesson 19). • decide which items to take on an imaginary journey to the New World (Lesson 20). • determine whether statements refer to Jamestown or England (Lesson 20). 	<p>30 min. 11 days</p>	<p>Read and discuss material in text. Use interactive and hands-on activities outlined in Teacher's Edition. Assign worktext pages to provide practice.</p> <p>Evaluation Techniques Workbook Pages Group Projects Individual Projects Class Participation Class Discussions</p>	<p><i>Heritage Studies 1 for Christian Schools</i> Pages 46-58; 180-81</p> <p><u>Teacher's Edition</u> Pages 87-113</p> <p><u>Student Notebook</u> Pages 20-25</p> <p><i>History TimeLine</i></p> <p><i>Maps and More</i></p> <p>Other materials as specified in the Teacher's Edition</p>	<p>BATs:</p> <ul style="list-style-type: none"> • 1a Understanding Jesus Christ • 1b Repentance and faith • 1c Separation from the world • 2b Servanthood • 2c Faithfulness • 2d Goal setting • 2e Work • 2f Enthusiasm • 3a Self-concept • 3b Mind • 4a Sowing and reaping • 4b Purity • 4c Honesty • 4d Victory • 5a Love • 5c Evangelism and missions • 5d Communication • 6a Bible study • 6b Prayer • 7a Grace • 7d Contentment • 8a Faith in God's promises • 8d Courage

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Chapter Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration
Chapter 4: New Homes in the New World (continued)				BP: <ul style="list-style-type: none"> • H - God as Father • I - God as Master

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Chapter Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration
<p>Chapter 5: God’s Laws and Man’s Laws The Students Will:</p> <ul style="list-style-type: none"> • indicate on a map where the Separatists started their journey (Lesson 21). • act out a scene that depicts the Separatists deciding to leave England (Lesson 21). • fill in a diagram of the Mayflower (Lesson 22). • identify on a map where the ship landed (Lesson 22). • make up a classroom law (Lesson 23). • vote on the law (Lesson 23). • pantomime the Indian method of planting corn (Lesson 24). • locate a storehouse on a picture map (Lesson 24). • describe the first Thanksgiving feast (Lesson 25). • list things they are thankful for (Lesson 25). 	<p>30 min. 12 days</p>	<p>Read and discuss material in text. Use interactive and hands-on activities outlined in Teacher’s Edition. Assign worktext pages to provide practice.</p> <p>Evaluation Techniques Workbook Pages Group Projects Individual Projects Class Participation Class Discussions</p>	<p><i>Heritage Studies 1 for Christian Schools</i> Pages 60-72; 172-74; 176; 179</p> <p><u>Teacher’s Edition</u> Pages 115-37</p> <p><u>Student Notebook</u> Pages 26-28</p> <p><i>History TimeLine</i></p> <p><i>Maps and More</i></p> <p>Other materials as specified in the Teacher’s Edition</p>	<p>BATs:</p> <ul style="list-style-type: none"> • 1a Understanding Jesus Christ • 1b Repentance and faith • 1c Separation from the world • 2a Authority • 2b Servanthood • 2c Faithfulness • 2e Work • 3d Body as temple • 4a Sowing and reaping • 5a Love • 5c Evangelism and missions • 6a Bible study • 6b Prayer • 6c Spirit-filled • 7a Grace • 7b Exaltation of Christ • 7c Praise • 7d Contentment • 8a Faith in God’s promises • 8d Courage

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Chapter Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration
Chapter 5: God's Laws and Man's Laws (continued)				BP: <ul style="list-style-type: none"> • A - Liberty from Sin • B - Guiltless by the Blood • I - God as Master

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Chapter Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration
<p>Chapter 6: Maps of Old Places The Students Will:</p> <ul style="list-style-type: none"> • tell something about their own town or city (Lesson 26). • identify clues about the people who live in a certain place (Lesson 26). • color a map and a key to match (Lesson 27). • get information from a map (Lesson 27). • “excavate” a small area of prepared dirt (Lesson 28). • draw conclusions about their “finds” (Lesson 28). • color a map to indicate important sites (Lesson 29). • select a site for a house on a map (Lesson 30). • explain the choice of site (Lesson 30). 	<p>30 min. 11 days</p>	<p>Read and discuss material in text. Use interactive and hands-on activities outlined in Teacher’s Edition. Assign worktext pages to provide practice.</p> <p>Evaluation Techniques Workbook Pages Group Projects Individual Projects Class Participation Class Discussions</p>	<p><i>Heritage Studies 1 for Christian Schools</i> Pages 74-86</p> <p><u>Teacher’s Edition</u> Pages 139-57</p> <p><u>Student Notebook</u> Pages 29-33</p> <p><i>History TimeLine</i></p> <p><i>Maps and More</i></p> <p>Other materials as specified in the Teacher’s Edition</p>	<p>BATs:</p> <ul style="list-style-type: none"> • 2a Authority • 2b Servanthood • 2c Faithfulness • 2d Goal setting • 2e Work • 3c Emotional control • 4a Sowing and reaping • 5a Love • 5b Giving • 5d Communication • 5e Friendliness • 7e Humility

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<p>Chapter 7: Schools Then and Now The Students Will:</p> <ul style="list-style-type: none"> • draw a picture of their school (Lesson 31). • complete a sentence about the importance of school (Lesson 31). • identify the Bible as the most important book to read (Lesson 32). • draw a picture of the Bible (Lesson 32). • construct a model hornbook (Lesson 33). • demonstrate how the hornbook was used (Lesson 33). • make comparisons between their school and the early schools (Lesson 34). • discuss new rules for the classroom (Lesson 35). • vote for a rule (Lesson 35). • pay a “tax” at a “tax office” (supplement). 	<p>30 min. 9 days</p>	<p>Read and discuss material in text. Use interactive and hands-on activities outlined in Teacher’s Edition. Assign worktext pages to provide practice.</p> <p>Evaluation Techniques Workbook Pages Group Projects Individual Projects Class Participation Class Discussions</p>	<p><i>Heritage Studies 1 for Christian Schools</i> Pages 88-100</p> <p><u>Teacher’s Edition</u> Pages 163-84</p> <p><u>Student Notebook</u> Pages 34-40</p> <p><i>History TimeLine</i></p> <p><i>Maps and More</i></p> <p>Other materials as specified in the Teacher’s Edition</p>	<p>BATs:</p> <ul style="list-style-type: none"> • 1b Repentance and faith • 2c Faithfulness • 2d Goal setting • 2e Work • 3a Self-concept • 3c Emotional control • 3d Body as a temple • 4c Honesty • 5a Love • 5b Giving • 5d Clear conscience • 7c Praise • 7d Contentment • 8a Faith in God’s promises <p>BP:</p> <ul style="list-style-type: none"> • H - God as Father • I - God as Master

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Chapter Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration
<p>Chapter 8: Trading with the Indians The Students Will:</p> <ul style="list-style-type: none"> • trade items they have for other items (Lesson 36). • distinguish items the Indians traded from items the settlers traded (Lesson 36). • make sock covers to resemble moccasins (Lesson 37). • sequence and illustrate events related to the fur trade (Lesson 37). • make face puppets (Lesson 38). • differentiate between events in Radisson's life as a settler and his life as an Indian (Lesson 38). • trade pictures of items (Lesson 39). • tell whom the settlers and the Indians traded with (Lesson 39). • name some items that the settlers and the Indians traded with each other (Lesson 39). • make a wampum necklace (Lesson 40). • answer questions about Indians and wampum (Lesson 40). 	<p>30 min. 10 days</p>	<p>Read and discuss material in text. Use interactive and hands-on activities outlined in Teacher's Edition. Assign worktext pages to provide practice.</p> <p>Evaluation Techniques Workbook Pages Group Projects Individual Projects Class Participation Class Discussions</p>	<p><i>Heritage Studies 1 for Christian Schools</i> Pages 102-12</p> <p><u>Teacher's Edition</u> Pages 185-205</p> <p><u>Student Notebook</u> Pages 41-45</p> <p><i>History TimeLine</i></p> <p><i>Maps and More</i></p> <p>Other materials as specified in the Teacher's Edition</p>	<p>BATs:</p> <ul style="list-style-type: none"> • 2a Authority • 2c Faithfulness • 2d Goal setting • 2e Work • 3e Emotional control • 4a Sowing and reaping • 5a Love • 5b Giving • 7b Exaltation of Christ • 7d Contentment <p>BP:</p> <ul style="list-style-type: none"> • I - God as Master

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<p>Chapter 9: Adventurers The Students Will:</p> <ul style="list-style-type: none"> • classify goods sent from the New World to the Old World (Lesson 41). • identify the foods most popular with the people in the Old World (Lesson 41). • complete autobiographical statements (Lesson 42). • draw a picture of what they would like to be when they grow up (Lesson 42). • complete a sentence about one thing that they learned about King Louis the Fourteenth (Lesson 43). • identify as true or false statements about La Salle's journey down the Mississippi (Lesson 44). • make up a place name after being given a description of the place (Lesson 45). • cite a reason that their town is special (Lesson 45). 	<p>30 min. 12 days</p>	<p>Read and discuss material in text. Use interactive and hands-on activities outlined in Teacher's Edition. Assign worktext pages to provide practice.</p> <p>Evaluation Techniques Workbook Pages Group Projects Individual Projects Class Participation Class Discussions</p>	<p><i>Heritage Studies 1 for Christian Schools</i> Pages 114-26</p> <p><u>Teacher's Edition</u> Pages 207-28</p> <p><u>Student Notebook</u> Pages 46-50</p> <p><i>History TimeLine</i></p> <p><i>Maps and More</i></p> <p>Other materials as specified in the Teacher's Edition</p>	<p>BATs:</p> <ul style="list-style-type: none"> • 2a Authority • 2b Servanthood • 2c Faithfulness • 2d Goal setting • 2e Work • 2f Enthusiasm • 3a Self-concept • 3c Emotional control • 4a Sowing and reaping • 4b Purity • 4c Honesty • 4d Victory • 5a Love • 5b Giving • 5d Communication • 5e Friendliness • 6a Bible study • 6b Prayer • 6c Spirit-filled • 6d Clear conscience • 7d Contentment • 8b Faith in the power of the Word of God • 8d Courage

First Grade: Heritage Studies

Chapter Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration
Chapter 9: Adventurers (continued)				BP: <ul style="list-style-type: none"> • H - God as Father • I - God as Master

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<p>Chapter 10: The One True God The Students Will:</p> <ul style="list-style-type: none"> • memorize a Bible verse (Lesson 46). • refute a Catholic belief with biblical truth (Lesson 47). • sing a Puritan hymn (Lesson 48). • label the Atlantic Ocean and the countries of England, France, and Spain on a map (Lesson 48). • identify whether the Separatists came to the New World before or after Columbus (Lesson 49). • locate the words IN GOD WE TRUST on a coin and be able to tell why they are there (Lesson 49). 	<p>30 min. 7 days</p>	<p>Read and discuss material in text. Use interactive and hands-on activities outlined in Teacher's Edition. Assign worktext pages to provide practice.</p> <p>Evaluation Techniques Workbook Pages Group Projects Individual Projects Class Participation Class Discussions</p>	<p><i>Heritage Studies 1 for Christian Schools</i> Pages 128-38</p> <p><u>Teacher's Edition</u> Pages 229-45</p> <p><u>Student Notebook</u> Pages 51-54</p> <p><i>History TimeLine</i></p> <p><i>Maps and More</i></p> <p>Other materials as specified in the Teacher's Edition</p>	<p>BATs:</p> <ul style="list-style-type: none"> • 2c Faithfulness • 2d Goal setting • 2e Work • 2f Enthusiasm • 3a Self-concept • 4a Sowing and reaping • 4d Communication • 7b Exaltation of Christ • 7c Praise

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<p>Chapter 11: Struggles Far Away The Students Will:</p> <ul style="list-style-type: none"> • differentiate between things that are needed and things that are not needed (Lesson 50). • distinguish among the four basic needs of people (Lesson 50). • list two different ways people get food (Lesson 51). • match different types of homes with the people who live in them (Lesson 51). • describe what type of clothing is worn in specific seasons (Lesson 52). • list some ways in which people show love (Lesson 52). • distinguish the difference between wants and needs (Lesson 53). • show that we use money to pay for wants and needs (Lesson 53). • make a personal budget (Lesson 54). • distinguish whether a job provides goods or a service (supplement). 	<p>30 min. 11 days</p>	<p>Read and discuss material in text. Use interactive and hands-on activities outlined in Teacher's Edition. Assign worktext pages to provide practice.</p> <p>Evaluation Techniques Workbook Pages Group Projects Individual Projects Class Participation Class Discussions</p>	<p><i>Heritage Studies 1 For Christian Schools</i> Pages 140-54</p> <p><u>Teacher's Edition</u> Pages 247-69</p> <p><u>Student Notebook</u> Pages 55-60</p> <p><i>History TimeLine</i></p> <p><i>Maps and More</i></p> <p>Other materials as specified in the Teacher's Edition.</p>	<p>BATs:</p> <ul style="list-style-type: none"> • 1a Understanding Jesus Christ • 1b Repentance and faith • 4c Honesty • 5c Evangelism and missions • 6d Clear conscience • 8a Faith in God's promises • 8d Courage

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Chapter Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration
<p>Chapter 12: Families Together The Students Will:</p> <ul style="list-style-type: none"> • locate their names in a book listing the meanings of first names (Lesson 55). • match sentences with the children they describe (Lesson 55). • name some ways in which their families are different from other families (Lesson 56). • tell how their families have changed (Lesson 56). • distinguish between children following family rules and children disobeying family rules (Lesson 57). • pantomime a family activity (Lesson 58). • use pictures to complete a family tree (Lesson 59). • construct a time line showing events from their lives (Lesson 60). 	<p>30 min. 14 days</p>	<p>Read and discuss material in text. Use interactive and hands-on activities outlined in Teacher's Edition. Assign worktext pages to provide practice.</p> <p>Evaluation Techniques Workbook Pages Group Projects Individual Projects Class Participation Class Discussions</p>	<p><i>Heritage Studies 1 for Christian Schools</i> Pages 156-70</p> <p><u>Teacher's Edition</u> Pages 271-96</p> <p><u>Student Notebook</u> Pages 61-66</p> <p><i>History TimeLine</i></p> <p><i>Maps and More</i></p> <p>Other materials as specified in the Teacher's Edition</p>	<p>BATs:</p> <ul style="list-style-type: none"> • 2a Authority • 2c Faithfulness • 2e Work • 2f Enthusiasm • 3a Self-concept • 4a Sowing and reaping • 5a Love • 5b Giving • 5d Communication • 7c Praise <p>BP:</p> <ul style="list-style-type: none"> • A - Liberty from Sin • B - Guiltless by the Blood • H - God as Father • I - God as Master