

Bob Jones University Press

Course Outline—**Fourth-Grade**

Heritage Studies

Chapter Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration
<p>Chapter 1: The Continents</p> <p>The Students Will:</p> <ul style="list-style-type: none"> • identify the seven continents and four oceans on a map (Lesson 1). • locate the equator on a map (Lesson 1). • locate the prime meridian and the international date line on a map (Lesson 1). • identify parallels of latitude on a world map and globe (Lesson 2). • identify meridians of longitude on a world map and globe (Lesson 2). • identify the longitude of a given place (Lesson 2). • identify the latitude of a given place (Lesson 2). • locate a point on a map or globe given the latitude and longitude (Lesson 2). • locate the tropics on a map (Lesson 3). • locate the Arctic Circle and Antarctic Circle on a map (Lesson 3). • answer questions about the climates of the tropics and the circles (Lesson 3). • name benefits of Matthew Maury’s ocean current charts (Lesson 3). • answer questions about the relationship between rainfall and climate (Lesson 4). • answer questions about the relationship between altitude and climate (Lesson 4). • explain how climate affects where and how people live (Lesson 4). • identify natural resources (Lesson 4). • identify achievements and characteristics of Roald Amundsen (Lesson 5). • identify achievements and characteristics of David Livingstone (Lesson 5). 	<p>30-45 min. 11 days</p>	<p>Read and discuss material in text.</p> <p>Use interactive and hands-on activities outlined in Teacher’s Edition.</p> <p>Assign worktext pages to provide practice.</p> <p>Evaluation Techniques</p> <p>Workbook Pages Group Projects Individual Projects Class Participation Class Discussions</p>	<p><i>Heritage Studies 4 for Christian Schools</i> Pages 2-20; 316-17</p> <p><u>Teacher’s Edition</u> Pages 3-31</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 materials as specified in the Teacher’s Edition</p>	<p>BAT: Bible Action Truth</p> <p>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

Fourth Grade: **Heritage Studies**

Chapter Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration
<p>Chapter 2: Through the Golden Door The Students Will:</p> <ul style="list-style-type: none"> • read a circle graph to answer questions (Lesson 6). • make a circle graph (Lesson 6). • answer questions about a bar graph (Lesson 7). • complete a bar graph (Lesson 7). • unscramble letters to make words describing ways the “new immigrants” differed from most Americans (Lesson 8). • write about an important personal possession (Lesson 9). • conduct an interview (Lesson 9). • act out the part of a person at Ellis Island (Lesson 10). • write a journal entry about a young immigrant (Lesson 10). • write about their pride in America (Lesson 11). • write part of the immigrant's citizenship pledge in their own words (Lesson 12). • write their own citizenship pledges (Lesson 12). 	<p>30-45 min. 20 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 4 for Christian Schools</i> Pages 22-48; 267-68; 306-7; 311; 316-17; 322-23</p> <p><u>Teacher’s Edition</u> Pages 33-79</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 materials 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

Fourth Grade: **Heritage Studies**

Chapter Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration
<p>Chapter 3: American Voices The Students Will:</p> <ul style="list-style-type: none"> • give reasons that America was appealing to many people from other lands (Lesson 13). • pantomime how language differences affected immigrants who came to the United States (Lesson 13). • recognize situations that show prejudice (Lesson 14). • write a paragraph on why Jane Addams is admirable (Lesson 14). • find hidden words in a puzzle (Lesson 14). • use encyclopedias to compare a state in the United States to a foreign country (Lesson 15). • solve riddles about food from other countries (Lesson 15). • identify and locate on a map the continent from which their favorite food originated (Lesson 15). • use dictionaries to find the etymologies of words (Lesson 16). • create questions for an interview with an immigrant (Lesson 16). • create their own word by blending two words (Lesson 17). • answer questions about a poem written by Walt Whitman (Lesson 17). • answer questions about pie graphs (Lesson 18). 	<p>30-45 min. 15 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 4 for Christian Schools</i> Pages 68-84; 312</p> <p><u>Teacher's Edition</u> Pages 81-104</p> <p><u>Student Notebook</u> Pages 14-20</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

Fourth Grade: **Heritage Studies**

Chapter Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration
<p>Chapter 4: Preaching the Word The Students Will:</p> <ul style="list-style-type: none"> • sing along with the recording of “Battle Hymn of the Republic” (Lesson 19). • relate items either to the Civil War and chaplains or to the circuit riders (Lesson 19). • complete statements about Dwight L. Moody (Lesson 20). • identify statements about Mary Slessor as either true or false (Lesson 21). • correct statements about Mary Slessor by changing words (Lesson 21). • participate in a matching game about Hudson Taylor (Lesson 22). • read and summarize a prayer letter from a missionary (Lesson 23). • locate a mission field on a world map (Lesson 23). • make a missionary booklet (Lesson 23). • locate continents on a globe/map (Lesson 24). • complete the answers for a crossword puzzle (Lesson 24). 	<p>30-45 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 4 for Christian Schools</i> Pages 68-88; 312</p> <p><u>Teacher’s Edition</u> Pages 113-43</p> <p><u>Student Notebook</u> Pages 21-37</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 <p>BP:</p> <ul style="list-style-type: none"> • H - God as Father • I - God as Master

Fourth Grade: Heritage Studies

Chapter Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration
<p>Chapter 5: The Fifty States The Students Will:</p> <ul style="list-style-type: none"> • label the Northeast states and capitals on a map (Lesson 25). • complete a crossword puzzle about the Northeast states (Lesson 25). • identify the Southeast states and label their capitals on a map (Lesson 26). • match events or accomplishments with famous people (Lesson 26). • gather information about a famous person from the Southeast (Lesson 26). • present the information as an oral report (Lesson 26). • identify the Middle West states on a map (Lesson 27). • identify pictures representing the Middle West states (Lesson 27). • label the Southwest states and capitals on a map (Lesson 28). • locate places on a road atlas (Lesson 28). • answer questions using a road atlas (Lesson 28). • answer oral questions about the Southwest region (Lesson 28). • identify the Rocky Mountain states on a map (Lesson 29). • match characteristics, places, and other facts with each appropriate Rocky Mountain state (Lesson 29). • label the Pacific states and capitals on a map (Lesson 30). • identify the United States territories and commonwealths on a map (Lesson 29). • complete information about the pacific region (Lesson 30). • complete a state booklet (Supplement) 	<p>30-45 min. 19 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 4 for Christian Schools</i> Pages 90-118; 280-305; 316-17; 320-23</p> <p><u>Teacher’s Edition</u> Pages 145-97</p> <p><u>Student Notebook</u> Pages 438-52</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 <p>BP:</p> <ul style="list-style-type: none"> • A - Liberty from Sin • B - Guiltless by the Blood • I - God as Master

Fourth Grade: **Heritage Studies**

Chapter Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration
<p>Chapter 6: Newfangled Ideas The Students Will:</p> <ul style="list-style-type: none"> • write a journal entry about the thoughts of a person using a new invention for the first time (Lesson 31). • associate key words with either James Watt or Eli Whitney (Lesson 32). • locate these key words in a word search puzzle (Lesson 32). • make an invention that will solve a specific problem (Lesson 33). • sequence the events of Cyrus McCormick’s life (Lesson 33). • identify true and false statements about Elias Howe and Jan Matzeliger (Lesson 34). • use clues to fill in blanks with words about inventions (Lesson 35). • construct a time line of important inventions since 1750 (Lesson 36). • read a cross-sectional diagram comparing a home from 1800 to a home from 1900 (Lesson 36). • read sentences about various inventors and determine what quality each illustrates (Lesson 36). 	<p>30-45 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 4 for Christian Schools</i> Pages 120-42</p> <p><u>Teacher’s Edition</u> Pages 199-223</p> <p><u>Student Notebook</u> Pages 53-59</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

Fourth Grade: **Heritage Studies**

Chapter Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration
<p>Chapter 7: In the Market The Students Will:</p> <ul style="list-style-type: none"> • identify and evaluate types of trade (Lesson 37). • choose the best way to use their resources and money (Lesson 37). • compete an evaluation of the Proverbs 31 woman as an economist (Lesson 37). • play the game Monopoly (Lesson 38). • answer questions about Monopoly (Lesson 38). • write an economic principle used in playing Monopoly (Lesson 38). • identify items of value (Lesson 39). • distinguish changes in value (Lesson 39). • participate in an auction (Lesson 40). • define <i>supply</i> and <i>demand</i> (Lesson 40). • interpret a demand curve (Lesson 40). • distinguish between <i>capitalist</i> and <i>socialist</i> forms of government (Lesson 41). • distinguish between <i>wants</i> and <i>needs</i> (Lesson 42). • explain the lessons of Matthew 16:26 (Lesson 42). 	<p>30-45 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 4 for Christian Schools</i> Pages 144-60</p> <p><u>Teacher's Edition</u> Pages 229-60</p> <p><u>Student Notebook</u> Pages 60-66</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"> • 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

Fourth Grade: **Heritage Studies**

Chapter Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration
<p>Chapter 8: Steam Engines and Smokestacks The Students Will:</p> <ul style="list-style-type: none"> • weave by hand (Lesson 43). • number in order the stages of early cloth making (Lesson 43). • draw a picture of a stage in cloth making in colonial America (Lesson 43). • read and interpret maps (Lesson 43). • read and interpret graphs (Lesson 44). • write paragraphs from the perspective of an unemployed hand weaver (Lesson 44). • match words with their definitions (Lesson 45). • complete a chart, listing changes caused by the Industrial Revolution (Lesson 46). • answer questions using a distribution map (Lesson 46). • pantomime jobs (Lesson 47). • complete a crossword puzzle (Lesson 47). • write a journal entry (Lesson 47). • list ways of giving away \$300,000,000 (Lesson 48). • subtract large numbers (Lesson 48). • answer questions to play a review game (Lesson 48). 	<p>30-45 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 4 for Christian Schools</i> Pages 162-84; 271; 313</p> <p><u>Teacher's Edition</u> Pages 261-85</p> <p><u>Student Notebook</u> Pages 67-73</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

Fourth Grade: **Heritage Studies**

Chapter Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration
<p>Chapter 9: Stoking the Fires The Students Will:</p> <ul style="list-style-type: none"> • answer questions about the building of the transcontinental railroad (Lesson 49). • participate in a role-playing activity (Lesson 50). • complete a word puzzle about native Americans (Lesson 50). • identify statements about native Americans as either true or false (Lesson 51). • locate a ghost town on a map (Lesson 52). • write letters requesting information about ghost towns (Lesson 52). • locate Cuba on a map (Lesson 53). • locate Spain on a map (Lesson 53). • measure distances on a map (Lesson 53). • sequence events related to the Spanish-American war (Lesson 53). • identify headlines in a newspaper (Lesson 54). • select true “headlines” related to the Spanish-American war (Lesson 54). 	<p>30-45 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 4 for Christian Schools</i> Pages 186-210</p> <p><u>Teacher’s Edition</u> Pages 287-315</p> <p><u>Student Notebook</u> Pages 74-78</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 <p>BP:</p> <ul style="list-style-type: none"> • H - God as Father • I - God as Master

Fourth Grade: **Heritage Studies**

Chapter Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration
<p>Chapter 10: Getting the Message The Students Will:</p> <ul style="list-style-type: none"> • complete sentences about the Pony Express (Lesson 55). • find items in a newspaper scavenger hunt (Lesson 56). • write articles for a class newspaper (Lesson 56). • use Morse code to decode a message (Lesson 57). • solve a word puzzle about Samuel Morse and the telegraph (Lesson 57). • decode messages, using Morse code (Lesson 58). • make up a coded message, using Morse code (Lesson 58). • identify statements about Samuel Morse as either true or false (Lesson 58). • make a simple telephone (Lesson 59). • answer questions about Alexander Graham Bell (Lesson 59). • identify true and false statements about the telephone (Lesson 60). 	<p>30-45 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 4 for Christian Schools</i> Pages 212-28; 271</p> <p><u>Teacher's Edition</u> Pages 317-45</p> <p><u>Student Notebook</u> Pages 79-85</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

Fourth Grade: **Heritage Studies**

Chapter Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration
<p>Chapter 11: Struggles Far Away The Students Will:</p> <ul style="list-style-type: none"> • match terms with their correct descriptions (Lesson 61). • list reasons the British and the Boers were fighting the Boer war (Lesson 62). • list the advantages the British had (Lesson 62). • list the advantages the Boers had (Lesson 62). • tell which side won the Boer war (Lesson 62). • complete a crossword puzzle about the Boxer uprising (Lesson 63). • choose the correct term to answer questions about the terms and events of the Boxer uprising (Lesson 64). • sequence a list of events surrounding the Boxer uprising (Lesson 64). • identify inventions of the Industrial Revolution (Lesson 65). • identify changes in home life brought about by the Industrial Revolution (Lesson 65). • identify possessions and colonies of Great Britain and the United States (Lesson 65). 	<p>30-45 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 4 for Christian Schools</i> Pages 230-48; 316-17</p> <p><u>Teacher's Edition</u> Pages 347-77</p> <p><u>Student Notebook</u> Pages 86-92</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

Fourth Grade: **Heritage Studies**

Chapter Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration
<p>Chapter 12: By the People The Students Will:</p> <ul style="list-style-type: none"> • use terms from the lesson to complete statements (Lesson 66). • demonstrate the principle of majority rule in a voting activity (Lesson 66). • distinguish between a direct democracy and an indirect democracy (Lesson 67). • create some of the main points of a new constitution (Lesson 67). • read a flow chart (Lesson 68). • identify basic functions of the legislative, executive, and judicial branches of the government (Lesson 68). • demonstrate an act of good citizenship (Lesson 69). • identify true and false statements about democracy (Lesson 70). 	<p>30-45 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 4 For Christian Schools</i> Pages 250-66; 316-17</p> <p><u>Teacher's Edition</u> Pages 379-98</p> <p><u>Student Notebook</u> Pages 93-98</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