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 |

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 |