# Heritage 1 4th Edition
## Lesson Plan Overview

### Unit 1: Family

<table>
<thead>
<tr>
<th>Lesson(s)</th>
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</table>
| 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 |
<p>| 11        | 29             | 25–27          |            | - Recall concepts and terms from Unit 1 |</p>
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<tr>
<td>12</td>
<td>29</td>
<td></td>
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<td>• Demonstrate knowledge of concepts from Unit 1 by taking the test</td>
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**Unit 2: Community**

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| 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

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| 25–26     | 56–64           | 56–64           | 55         | - Define work  
- Explain how students benefit from other people’s work  
- 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  
- Use a bar graph to create a plan to use money wisely  
- Recognize that people’s jobs contribute to other people’s lives  
- Develop a plan to use work to show love  
- Connect interests and abilities God has given him or her with possible jobs  
- Illustrate a potential future job  
- Create a plan to make money  
- Create a plan to help others through work  
- Identify tools needed for jobs  
- Compare modern tools with tools from the past  
- Associate jobs with tools  
- Identify qualities people must have to make a difference in their communities with their work  
- Identify strategies people use to prompt change in their communities with their work  
- Recall concepts and terms from Unit 3  
- Demonstrate knowledge of concepts from Unit 3 by taking the test |
**Unit 4: Our Land**

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| 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** |
### Unit 5: Our Nation

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| 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  
• 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  
| 62        | 142–43          | 142–43          | 121        | • Identify rights and responsibilities of an American citizen  
• Explain rights and responsibilities of an American citizen  
• Apply rights and responsibilities of an American citizen to specific situations  
| 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  
• Identify the current president |
### Unit 6: Our History

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<tr>
<td>67</td>
<td>150–51</td>
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<td></td>
<td>- 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 <strong>BWS</strong></td>
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<tr>
<td>68</td>
<td>151</td>
<td>127–28</td>
<td></td>
<td>- Recall concepts and terms from Unit 5</td>
</tr>
<tr>
<td>69</td>
<td>151</td>
<td></td>
<td></td>
<td>- Demonstrate knowledge of concepts from Unit 5 by taking the test</td>
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<td>70–72</td>
<td>152–63</td>
<td>152–63</td>
<td>129, 131</td>
<td>- 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</td>
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<td>73–74</td>
<td>164–67</td>
<td>164–67</td>
<td>133, 135</td>
<td>- 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</td>
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<td>75–76</td>
<td>168–69</td>
<td>168–69</td>
<td>137</td>
<td>- 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</td>
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<tr>
<td>77</td>
<td>170–73</td>
<td>170–73</td>
<td>139</td>
<td>- Define native - Identify characteristics of several Native American tribes - Give an example of how we can learn about Native Americans</td>
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<tr>
<td>78</td>
<td>174–79</td>
<td>174–79</td>
<td>141</td>
<td>- 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</td>
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<td>79–80</td>
<td>180–87</td>
<td>180–87</td>
<td>143</td>
<td>- Identify the Pilgrims - Explain why the Pilgrims came to America <strong>BWS</strong> - Compare the Pilgrims with the Native Americans - Describe how people who moved to America changed the way they lived</td>
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<tr>
<td>81</td>
<td>188–89</td>
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<td>- Explain what George Whitefield did in the American colonies - Explain how George Whitefield influenced the American colonies <strong>BWS</strong> - Explain how George Whitefield united the American colonies <strong>BWS</strong></td>
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| 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  
• 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  
• 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  |
| 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 |