

# Lesson Plan Overview

Lesson	Teacher's Edition	Student Text	Activity Manual	Objectives and Biblical Worldview	Process Skills
1	1-3	1-3	1	<ul style="list-style-type: none"> <li>Define <i>worldview</i></li> <li>List characteristics of a Christian worldview</li> <li>Apply a Christian worldview to science</li> </ul>	
<b>Chapter 1: Cold-Blooded Animals</b>					
2	4-9	4-9	3-5	<ul style="list-style-type: none"> <li>Recognize that knowledge is needed to care for animals</li> <li>Understand that scientists group animals with similar characteristics</li> <li>Differentiate between invertebrates and vertebrates</li> <li>Differentiate between warm-blooded and cold-blooded vertebrates</li> </ul> <p><i>People as stewards of God's creation</i>  <i>God's variety in creation</i>  <i>God's design of cold-blooded vertebrates</i></p>	
3	10-13	10-13	4, 6-8	<ul style="list-style-type: none"> <li>Name three groups of cold-blooded vertebrates</li> <li>List common characteristics of fish</li> </ul> <p><i>God's design of fish</i>  <i>God's power over creation</i></p>	
4	14-15	14-15	4, 9, 11, 13	<ul style="list-style-type: none"> <li>Name three kinds of amphibians</li> <li>Identify characteristics of amphibians</li> <li>Sequence and describe the stages of frog metamorphosis</li> </ul>	
5	16-19	16-19	4, 15, 17-18	<ul style="list-style-type: none"> <li>Identify characteristics of reptiles</li> <li>Differentiate between reptiles and amphibians</li> <li>Understand that God gave people the job to manage animals</li> </ul> <p><i>God's omnipotence</i>  <i>God's variety in creation</i>  <i>People as stewards of God's creation</i></p>	
6	20-21	20-21	19-20	<p><b>Measure Up: Temperature</b></p> <ul style="list-style-type: none"> <li>Identify that scientists use Celsius thermometers to measure temperature</li> <li>Demonstrate how to use and read a thermometer</li> <li>Write about the characteristics used to identify a cold-blooded animal</li> <li>Apply knowledge to everyday situations</li> </ul>	Measuring
7	22-23		21-22	<p><b>Science Skill: A Science Experiment</b></p> <ul style="list-style-type: none"> <li>Use a scientific method</li> </ul>	Predicting Observing Measuring Inferring
8	24-25	22-23	23-24	<p><b>Activity: Leaping Lizards</b></p> <ul style="list-style-type: none"> <li>Use a thermometer to measure temperature</li> <li>Infer how a cold-blooded animal depends on the temperature of its environment</li> </ul>	Measuring Inferring

				<i>People as stewards of God's creation</i>	
9	26		25-26	Chapter Review • Recall concepts and terms from Chapter 1	
10	27			<b>Chapter 1 Test</b> • Demonstrate knowledge of concepts taught in Chapter 1	

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<b>Chapter 2: Warm-Blooded Animals</b>					
11	28–31	24–27	27	<ul style="list-style-type: none"> <li>• Recognize that people are different from animals</li> <li>• Identify groups of warm-blooded animals</li> </ul> <b>Exploration: Bird Watching</b> <ul style="list-style-type: none"> <li>• Make a bird feeder</li> <li>• Observe birds at a bird feeder</li> </ul> <i>People as God's image-bearers</i>	
12	32–35	28–31	29–32	<ul style="list-style-type: none"> <li>• List characteristics of birds</li> <li>• List ways to identify birds</li> </ul> <i>God's design of birds</i> <i>God's provision for His creation</i>	
13–14	36–42	32–38	29, 33–36	<ul style="list-style-type: none"> <li>• Identify characteristics of mammals</li> <li>• Describe ways to identify mammals</li> <li>• Identify a mammal from each group</li> <li>• Describe how humans are different from mammals</li> <li>• Explain why people need to understand warm-blooded animals</li> </ul> <i>God's provision for His creation</i> <i>God's variety in creation</i> <i>People as God's image-bearers</i> <i>People as stewards of God's creation</i>	
15	43–45	39–41	37–40	<ul style="list-style-type: none"> <li>• Differentiate between learned behaviors and instincts</li> <li>• Understand that instincts are given by God</li> <li>• Write reasons for classifying a marine mammal and characteristics of the environment it needs</li> </ul> <i>God's provision for His creation</i> <i>God's power over His creation</i> <i>God's use of creation for His glory</i>	
16	46–47	42–43		<b>Activity: Animal Books</b> <ul style="list-style-type: none"> <li>• Research information about three vertebrates</li> <li>• Classify animals as fish, amphibians, reptiles, birds, or mammals</li> <li>• Communicate information to others</li> </ul>	Communicating Classifying
17	48		41–42	Chapter Review <ul style="list-style-type: none"> <li>• Recall concepts and terms from Chapter 2</li> </ul>	
18	49			Chapter 2 Test <ul style="list-style-type: none"> <li>• Demonstrate knowledge of concepts taught in Chapter 2</li> </ul>	

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<b>Chapter 3: Plants</b>					
19	50–53	44–47	43–44	<ul style="list-style-type: none"> <li>Recognize that using plants is part of managing the earth</li> <li>Compare how plants and animals get their nutrients</li> <li>Describe the function of each part of a plant</li> </ul> <i>People as stewards of God's creation</i> <i>God's provision for His creation</i>	
20	54–57	48–51	45–46	<ul style="list-style-type: none"> <li>Use a diagram to describe the process of photosynthesis</li> <li>Describe three things plants need for photosynthesis</li> <li>Describe two things plants produce during photosynthesis</li> </ul> <i>God's perfect design</i> <i>God's provision for His creation</i>	
21	58–59	52–53	47	<b>Measure Up: Length</b> <ul style="list-style-type: none"> <li>Identify the metric unit for measuring length and distance</li> <li>Demonstrate the use of a centimeter ruler and meter stick</li> </ul>	Measuring
22	60–61	54–55	49–50	<b>Activity: A Place to Grow</b> <ul style="list-style-type: none"> <li>Demonstrate the use of a centimeter ruler</li> <li>Recognize the importance of sunlight for plant growth</li> </ul> <i>People as stewards of God's creation</i>	Measuring Observing
23	62–65	56–59	51–52	<ul style="list-style-type: none"> <li>Identify parts of plants that are eaten</li> <li>Identify ways God created plants to be used by animals and people</li> <li>Write about two reasons why photosynthesis is important to people and animals</li> </ul> <i>God's provision for His creation</i> <i>People as stewards of God's creation</i> <i>God's perfect design</i> <i>People's use of science to glorify God</i>	
24	66		53–54	Chapter Review <ul style="list-style-type: none"> <li>Recall concepts and terms from Chapter 3</li> </ul>	
25	67			Chapter 3 Test <ul style="list-style-type: none"> <li>Demonstrate knowledge of concepts taught in Chapter 3</li> </ul>	

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<b>Chapter 4: Ecosystems</b>					
26	68–73	60–65	55–57	<ul style="list-style-type: none"> <li>Recognize that the Fall was an event that changed the earth</li> <li>Identify three characteristics of living things</li> <li>Describe how an ecosystem, environment, population, habitat, and community relate to one another</li> </ul> <i>Effects of the Fall</i> <i>People's need for salvation</i>	
27	74–77	66–69	59–60	<ul style="list-style-type: none"> <li>Describe how producers, consumers, and decomposers get their energy from the sun</li> <li>Differentiate between producers, consumers, and decomposers</li> <li>Identify herbivores, omnivores, and carnivores as types of consumers and describe what they eat</li> </ul> <i>People as stewards of God's creation</i>	
28	78–81	70–73	61–62	<ul style="list-style-type: none"> <li>Contrast a food chain and a food web</li> <li>Read food webs to understand how energy moves through an ecosystem</li> <li>Explain what happens when one part of a food web changes</li> </ul>	
29	82–85	74–77	63–65	<ul style="list-style-type: none"> <li>Summarize how Adam's sin at the Fall affected life on the earth</li> <li>Name causes of change in an ecosystem</li> <li>Understand that God created living things with the ability to adapt to their environments</li> <li>Recognize that in an ecosystem the number and types of living things depend on their needs being met</li> <li>Write how a living thing can affect its ecosystem</li> </ul> <i>God's perfect design</i> <i>God's provision for His creation</i> <i>God's power over His creation</i> <i>People's need for salvation</i> <i>People as stewards of God's creation</i>	
30	86–87	78–79		<b>Activity: Ecosystem Tag</b> <ul style="list-style-type: none"> <li>Model predator and prey relationships</li> <li>Infer changes in population sizes</li> </ul>	Inferring Predicting
31	88		67–68	Chapter Review <ul style="list-style-type: none"> <li>Recall concepts and terms from Chapter 4</li> </ul>	
32	89			<b>Chapter 4 Test</b> <ul style="list-style-type: none"> <li>Demonstrate knowledge of concepts taught in Chapter 4</li> </ul>	

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<b>Chapter 5: Matter</b>					
33	90–93	80–83	69–70	<ul style="list-style-type: none"> <li>Recognize that knowledge is needed to use matter</li> <li>Identify several physical properties of matter</li> <li>Explain the difference between mass and volume</li> </ul> <i>People as stewards of God's creation</i>	
34	94–96	84–86	71–72	<b>Measure Up: Mass</b> <ul style="list-style-type: none"> <li>Identify units used to measure mass</li> <li>Demonstrate how to measure mass using a balance</li> </ul> <b>Measure Up: Volume</b> <ul style="list-style-type: none"> <li>Identify units used to measure volume</li> <li>Demonstrate how to measure volume in graduated containers</li> </ul> <i>Christians as honest workers</i>	Measuring
35	97–99	87–89	73–74	<b>Activity: Which Kind of Matter?</b> <ul style="list-style-type: none"> <li>Observe properties of different kinds of matter</li> <li>Infer classifications of matter based on properties</li> </ul>	Observing Inferring
36	100–103	90–93	73, 75–78	<ul style="list-style-type: none"> <li>Identify the three states of matter</li> <li>Compare and contrast the properties of solids, liquids, and gases</li> </ul>	
37–38	104–9	94–99	79	<ul style="list-style-type: none"> <li>Recognize that matter changes states</li> <li>Describe how heating and cooling can cause matter to change states</li> <li>Describe the three states of water</li> <li>Contrast water with other forms of matter</li> <li>Explain what the moisture on a window is called and why it is there</li> </ul> <i>God never changes</i>	
39	110–13	100–103	81–84	<ul style="list-style-type: none"> <li>Compare and contrast physical changes and chemical changes</li> <li>Identify examples of physical and chemical changes</li> <li>Explain how people can use matter to serve God and other people</li> </ul> <i>People as stewards of God's creation</i> <i>Christians' use of science to show God's love to others</i>	
40	114		85–86	<b>Chapter Review</b> <ul style="list-style-type: none"> <li>Recall concepts and terms from Chapter 5</li> </ul>	
41	115			<b>Chapter 5 Test</b> <ul style="list-style-type: none"> <li>Demonstrate knowledge of concepts taught in Chapter 5</li> </ul>	

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<b>Chapter 6: Sound</b>					
42	116–21	104–9	87–88	<ul style="list-style-type: none"> <li>• Recognize that learning about sound can help us use it to glorify God</li> <li>• Describe causes of sound</li> <li>• Identify causes of sound vibrations</li> </ul> <i>God's creation for the use and enjoyment of people</i> <i>Christians' use of science to show God's love to others</i>	
43	122–25	110–13	89–90	<ul style="list-style-type: none"> <li>• Explain how sound travels in waves</li> <li>• Describe how the state of matter affects the speed of sound waves traveling through it</li> <li>• Describe the types of surfaces that reflect or absorb sound waves</li> </ul> <i>People's listening and being obedient to God's Word</i>	
44	126–29	114–17	91, 93–94	<ul style="list-style-type: none"> <li>• Describe characteristics of pitch, volume, and quality</li> <li>• Write why some bells have higher pitches than others</li> </ul> <b>Activity: Musical Jars</b> <ul style="list-style-type: none"> <li>• Predict and test how the amount of air in a jar affects its pitch</li> </ul>	Predicting Measuring
45	130–32	118–20	95	<ul style="list-style-type: none"> <li>• Identify the three main parts of the ear</li> <li>• Describe the functions of the three main parts of the ear</li> </ul> <i>God as Creator</i> <i>God's perfect design</i>	
46	133	121		<b>Exploration: All Ears</b> <ul style="list-style-type: none"> <li>• Make a model of the ear</li> <li>• Demonstrate knowledge of parts of the ear</li> </ul>	
47	134–35	122–23	97–98	<ul style="list-style-type: none"> <li>• Describe how the sounds you make can glorify God</li> <li>• Recognize the need to keep ears safe and healthy</li> </ul> <i>People's responsibility to glorify God</i> <i>People as stewards of God's creation</i> <i>People's use of science to honor God</i>	
48	136		99–100	<b>Chapter Review</b> <ul style="list-style-type: none"> <li>• Recall concepts and terms from Chapter 6</li> </ul>	
49	137			<b>Chapter 6 Test</b> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of concepts taught in Chapter 6</li> </ul>	

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<b>Chapter 7: Energy in Motion</b>					
50	138-43	124-29	101-2	<ul style="list-style-type: none"> <li>• Recognize that learning about friction can help us use it in better ways</li> <li>• Describe what causes an object to move</li> <li>• List three kinds of invisible forces</li> <li>• Describe three kinds of invisible forces</li> <li>• Identify weight as the measurement of the force of gravity</li> </ul> <p><i>People's use of science to honor God</i> <i>People as stewards of God's creation</i></p>	
51	144-45	130-31	103-4	<p><b>Activity: Friction Fun</b></p> <ul style="list-style-type: none"> <li>• Test several surfaces to compare which has the most friction</li> <li>• Observe and measure the distances that a ball rolls on different surfaces</li> </ul> <p><i>People's use of science to honor God</i> <i>People as stewards of God's creation</i></p>	Observing Measuring
52	146-47	132-33	105-6	<ul style="list-style-type: none"> <li>• Demonstrate the motion of an object</li> <li>• List three ways to describe the motion of an object</li> </ul>	
53	148-51	134-37	107-9	<ul style="list-style-type: none"> <li>• Identify five things that can do work</li> <li>• List examples of five things that can do work</li> <li>• Write how forces help us work better, using the example of a wheelbarrow</li> </ul>	
54	152-55	138-41	111-12	<ul style="list-style-type: none"> <li>• Identify six kinds of energy</li> <li>• List examples for each kind of energy</li> <li>• Recognize that energy can change from one form to another</li> </ul> <p><i>People's use of science to honor God</i> <i>People as stewards of God's creation</i> <i>Sin changed God's world</i> <i>God's provision for redemption</i></p>	
55	156		113-14	<p><b>Chapter Review</b></p> <ul style="list-style-type: none"> <li>• Recall concepts and terms from Chapter 7</li> </ul>	
56	157			<p><b>Chapter 7 Test</b></p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of concepts taught in Chapter 7</li> </ul>	



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<b>Chapter 8: Soil, Rocks, and Minerals</b>					
57	158-62	142-46	115-16	<ul style="list-style-type: none"> <li>• Recognize that people were made in God's image</li> <li>• Recognize that God wants you to show His love to other people</li> <li>• Describe the four things that make up the soil</li> <li>• Describe the three main layers of soil</li> </ul> <i>People are God's image-bearers</i> <i>Christians' use of science to show God's love to others</i> <i>Sin changed God's world</i> <i>People as stewards of God's creation</i>	
58	163-64	147-48	117-18	<ul style="list-style-type: none"> <li>• Recognize that the surface of the earth is always changing</li> <li>• Identify four causes of weathering</li> <li>• Explain how water and wind weather rocks</li> <li>• Explain how ice and plants weather rocks</li> <li>• Write about why soil that was once covered with trees will be good for growing crops</li> </ul>	
59-60	165-69	149-53	119-21	<ul style="list-style-type: none"> <li>• Identify how rocks are classified</li> <li>• Describe the three groups of rocks</li> <li>• Describe some of the results of the Flood that we can see</li> <li>• Identify the evidence that supports the worldwide Flood</li> </ul>	
61	170-73	154-57	123-24	<ul style="list-style-type: none"> <li>• Recognize that rocks are made of minerals</li> <li>• Describe how the knowledge of minerals can be useful</li> <li>• List four characteristics that can be used to identify a mineral</li> </ul> <i>Christians show God's love to others</i> <i>People as stewards of God's creation</i>	
62	174-75	158-59	125-28	<b>Activity: Hard or Soft</b> <ul style="list-style-type: none"> <li>• Predict the hardness of several minerals</li> <li>• Test the hardness of several minerals</li> </ul>	Predicting Inferring
63	176		129-30	<b>Chapter Review</b> <ul style="list-style-type: none"> <li>• Recall concepts and terms from Chapter 8</li> </ul>	
64	177			<b>Chapter 8 Test</b> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of concepts taught in Chapter 8</li> </ul>	

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<b>Chapter 9: Weather</b>					
65	178–82	160–64	131, 133–34	<ul style="list-style-type: none"> <li>• Recognize that God is in control of weather</li> <li>• Identify the reason why weather should be studied</li> <li>• Recall that all weather takes place in the atmosphere</li> <li>• Explain what a meteorologist does</li> <li>• Recognize that a weather map provides data for making weather forecasts</li> </ul> <p><i>People as stewards of God's creation</i>  <i>Christians' use of science to show God's love to others</i>  <i>God's control of His creation</i>  <i>God's perfect design</i></p>	
66	183–88	165–70	135–38	<ul style="list-style-type: none"> <li>• Explain how measuring weather can help you</li> <li>• Identify four forms of precipitation</li> <li>• Describe and label parts of the water cycle</li> <li>• Name a tool used to measure precipitation</li> <li>• Describe clues about weather that clouds give us</li> </ul> <p><i>God's perfect design</i>  <i>God's control of His creation</i></p>	
67	189–91	171–73	139–40	<ul style="list-style-type: none"> <li>• Name a tool used to measure temperature</li> <li>• Explain what causes wind</li> <li>• Identify tools used for measuring wind</li> </ul> <p><i>God's control of His creation</i></p>	
68	192–93	174–75	141, 143–44	<p><b>Activity: Weather Watcher</b></p> <ul style="list-style-type: none"> <li>• Observe local weather and record weather data</li> <li>• Notice patterns in recorded weather data</li> </ul>	Inferring Observing
69	194–95	176–77	145, 147–48	<ul style="list-style-type: none"> <li>• Differentiate between types of severe weather</li> <li>• Determine how to be safe during severe weather</li> <li>• List two things that should be part of a family severe weather plan</li> <li>• Write about the clues weather observations can give and some related weather tools used by meteorologists</li> </ul> <p><i>God's Word provides comfort</i>  <i>Christians' use of science to show God's love to others</i></p>	
70	196		149–50	<p><b>Chapter Review</b></p> <ul style="list-style-type: none"> <li>• Recall concepts and terms from Chapter 9</li> </ul>	
71	197			<p><b>Chapter 9 Test</b></p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of concepts taught in Chapter 9</li> </ul>	

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<b>Chapter 10: The Solar System</b>					
72	198–203	178–83	151–53, 155	<ul style="list-style-type: none"> <li>• Recognize that God uniquely designed Earth for life</li> <li>• Recognize that objects in the sky have patterns of motion</li> <li>• Describe and differentiate between revolution and rotation</li> <li>• Identify what causes years and days</li> </ul> <b>Activity: Solar Mobile</b> <ul style="list-style-type: none"> <li>• Prepare a solar system mobile</li> </ul> <i>God as Creator</i> <i>God's perfect design</i>	Classifying Communicating
73	204–7	184–87	157	<ul style="list-style-type: none"> <li>• Describe characteristics of the sun</li> <li>• Describe how the sun is important for Earth</li> <li>• Recognize that a constellation is a pattern of stars</li> <li>• Describe what an astronomer does</li> </ul> <i>People's use of science to help others</i>	
74	208–11	188–91	159, 161–62	<ul style="list-style-type: none"> <li>• Identify Mercury as the smallest planet and the one closest to the sun</li> <li>• Identify Venus as the hottest planet and the one covered with clouds</li> <li>• Identify Earth as the only planet with liquid water and an atmosphere that allows life</li> <li>• Identify Mars as the red planet</li> <li>• Write an explanation of ways that God perfectly designed Earth for living things</li> </ul> <i>God as Creator</i> <i>God's perfect design</i>	
75	212–17	192–97	163, 165–66	<ul style="list-style-type: none"> <li>• Identify characteristics of Jupiter, Saturn, Uranus, and Neptune</li> <li>• List the planets in order from the sun outward</li> <li>• Describe what asteroids are and where they can be found</li> <li>• Name three dwarf planets</li> </ul> <i>God's use of creation for His glory</i>	
76	218		167–68	<b>Chapter Review</b> <ul style="list-style-type: none"> <li>• Recall concepts and terms from Chapter 10</li> </ul>	
77	219			<b>Chapter 10 Test</b> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of concepts taught in Chapter 10</li> </ul>	

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<b>Chapter 11: Cells, Tissues, and Organs</b>					
78	220–23	198–201	169	<ul style="list-style-type: none"> <li>• Recognize the interrelationship of science concepts</li> <li>• Recognize that God knows all about us even before we are born</li> <li>• Recognize that a microscope is a tool that magnifies tiny things</li> <li>• Understand that all living things are made of cells</li> <li>• Describe how cells got their name</li> </ul> <p><i>God as Creator</i> <i>People's use of science to help others</i></p>	
79	224–27	202–5	171, 173–74	<ul style="list-style-type: none"> <li>• Recognize a cell as the smallest living part of a living thing</li> <li>• Describe characteristics of cells</li> <li>• Identify an amoeba as a single-celled creature</li> <li>• Label the main parts of a plant cell</li> <li>• Identify the main difference between an animal cell and a plant cell</li> </ul>	
80	228–29	206–7	175–76	<p><b>Activity: Edible Cell</b></p> <ul style="list-style-type: none"> <li>• Make a model of an animal cell</li> <li>• Identify the parts of a cell</li> <li>• Communicate information about the model</li> </ul>	Communicating Inferring
81	230–33	208–11	177–79, 181–82	<ul style="list-style-type: none"> <li>• Identify and describe the four main kinds of tissues</li> <li>• Recognize that the lungs, heart, stomach, and brain are organs</li> <li>• Explain why it is important to know how the parts of the body work</li> <li>• Write how cells, tissues, and systems are related to each other</li> </ul> <p><i>God's design of our bodies</i> <i>Christians working together</i></p>	
82	234		183–84	<p><b>Chapter Review</b></p> <ul style="list-style-type: none"> <li>• Recall concepts and terms from Chapter 11</li> </ul>	
83	235			<p><b>Chapter 11 Test</b></p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of concepts taught in Chapter 11</li> </ul>	

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<b>Chapter 12: Skin</b>					
84	236–41	212–17	185–87	<ul style="list-style-type: none"> <li>• Recognize that the skin is the largest organ in the body</li> <li>• Identify the two layers of skin</li> <li>• Recognize that new skin cells are made in the epidermis</li> <li>• Explain why the epidermis is important to the body</li> </ul> <p><i>People as God's image-bearers</i>  <i>People as stewards of God's creation</i>  <i>Sin caused God's world to change</i></p>	
85	242–45	218–21	189–91, 193–95	<ul style="list-style-type: none"> <li>• Recognize that the ridges on fingertips provide friction to grip things</li> <li>• Explain ways that fingerprints are useful</li> </ul> <p><b>Activity: Patterns on My Skin</b></p> <ul style="list-style-type: none"> <li>• Make and classify fingerprint patterns</li> </ul>	Classifying Observing
86	246–50	222–26	197	<ul style="list-style-type: none"> <li>• Describe the parts of the dermis</li> <li>• Explain the functions of nerves, blood vessels, sweat glands, and oil glands in the dermis</li> <li>• Describe two ways the body is cooled</li> <li>• Write about why skin may or may not bleed when scraped</li> </ul> <p><i>God's perfect design</i></p>	
87	251	227		<p><b>Exploration: Under My Skin</b></p> <ul style="list-style-type: none"> <li>• Make a model of the parts of the skin</li> </ul>	
88	252–53	228–29	199–200	<ul style="list-style-type: none"> <li>• Explain why caring for our bodies is important</li> <li>• Explain two ways that keeping clean is important</li> </ul> <p><i>God's perfect design</i></p>	
89	254		201–2	<p><b>Chapter Review</b></p> <ul style="list-style-type: none"> <li>• Recall concepts and terms from Chapter 12</li> </ul>	
90	255			<p><b>Chapter 12 Test</b></p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of concepts taught in Chapter 12</li> </ul>	