

BJU Press
Course Outline—First-Grade
Science (2nd Edition)

Unit Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration
<p>Chapter 1: Your Senses The Students Will:</p> <ul style="list-style-type: none"> • identify the senses they would use to find out about an object (Lesson 1). • define <i>science</i> (Lesson 1). • match each sense organ to the appropriate sense (Lesson 1). • describe size, color, shape, and texture of a leaf (Lesson 2). • identify flavors as either salty, sweet, sour, or bitter (Lesson 3). • match sounds with the words that describe them (Lesson 4). 	30 min./ 3 days per week	<p>Read and discuss material in text. Use interactive and hands-on activities outlined in the Teacher's Edition. Conduct Finding Out activities with students as a class, in small groups, and individually.</p> <p>Evaluation Techniques Notebook pages Classroom discussion and review Individual and group projects Tests and quizzes</p>	<p><i>Science 1 for Christian Schools</i> <u>Teacher's Edition</u> Pages 5-23</p> <p><u>Student Text</u> Pages 2-12</p> <p><u>Notebook</u> Pages 1-3</p> <p>Various instructional materials as listed and specified in the Teacher's Edition</p>	<p>BATs: Bible Action Truths BP: Bible Promises ROG: Reflections of God</p> <p>BATs:</p> <ul style="list-style-type: none"> • 2a Authority • 2b Servanthood • 2e Work • 2f Enthusiasm • 3b Mind • 6a Bible study <p>ROG:</p> <ul style="list-style-type: none"> • God is unchanging. • God is all-powerful.

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<p>Chapter 2: Sun, Moon, and Stars The Students Will:</p> <ul style="list-style-type: none"> • identify the sun’s surface and its crown in a drawing (Lesson 5). • identify the direction where the sun rises as east (Lesson 6). • identify the direction where the sun sets as west (Lesson 6). • position hands to imitate the path of the sun (Lesson 6). • describe the different shapes of the moon (Lesson 7). • illustrate a poem about the shapes of the moon (Lesson 7). • explain that the moon does not change shape, but only seems to (Lesson 7). • find the Big Dipper in an illustration of stars of the northern sky (Lesson 8). • find Orion in an illustration of stars of the southern sky (Lesson 8). 	<p>30 min./ 3 days per week</p>	<p>Read and discuss material in text. Use interactive and hands-on activities outlined in the Teacher’s Edition. Conduct Finding Out activities with students as a class, in small groups, and individually.</p> <p>Evaluation Techniques Notebook pages Classroom discussion and review Individual and group projects Tests and quizzes</p>	<p><i>Science 1 for Christian Schools</i> <u>Teacher’s Edition</u> Pages 29-47</p> <p><u>Student Text</u> Pages 14-24</p> <p><u>Notebook</u> Pages 4-7</p> <p>Various instructional materials as listed and specified in the Teacher’s Edition</p>	<p>BATs:</p> <ul style="list-style-type: none"> • 3 Uniqueness-Unity Principle <p>ROG:</p> <ul style="list-style-type: none"> • God creates. • God is all-powerful.

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<p>Chapter 3: Pushes and Pulls The Students Will:</p> <ul style="list-style-type: none"> • identify gravity as the force that makes things come down (Lesson 9). • test the force of gravity on different objects by dropping them (Lesson 9). • predict what objects will adhere to a magnet (Lesson 10). • predict what objects will not adhere to a magnet (Lesson 10). • identify magnetic force as the force that magnets exert (Lesson 10). • identify and demonstrate examples of mechanical force (Lesson 11). • explain that the results of mechanical force are starting and stopping movement (Lesson 11). • define friction as the force that resist movement (Lesson 12). • identify negative effects of friction (Lesson 12). • tell ways to decrease friction (Lesson 12). • identify positive effects of friction (Lesson 12). • tell ways to increase friction (Lesson 12). 	<p>30 min./ 3 days per week</p>	<p>Read and discuss material in text. Use interactive and hands-on activities outlined in the Teacher’s Edition. Conduct Finding Out activities with students as a class, in small groups, and individually.</p> <p>Evaluation Techniques Notebook pages Classroom discussion and review Individual and group projects Tests and quizzes</p>	<p><i>Science 1 for Christian Schools</i> Teacher’s Edition Pages 51-66</p> <p><u>Student Text</u> Pages 26-36</p> <p><u>Notebook</u> Pages 8-9</p> <p>Various instructional materials as listed and specified in the Teacher’s Edition</p>	<p>BAT:</p> <ul style="list-style-type: none"> • 8a Faith in God’s promises <p>ROG:</p> <ul style="list-style-type: none"> • God creates. • God is all-powerful.

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<p>Chapter 4: Roots, Stems, and Leaves The Students Will:</p> <ul style="list-style-type: none"> • identify the roots, stems, and leaves of various plants (Lesson 13). • describe the functions of roots, stems, and leaves (Lesson 14). • be able to identify several leaves as either wide and flat or long and thin (Lesson 15). • identify several common foods they eat as either roots, stems, or leaves (Lesson 16). 	<p>30 min./ 3 days per week</p>	<p>Read and discuss material in text. Use interactive and hands-on activities outlined in the Teacher's Edition. Conduct Finding Out activities with students as a class, in small groups, and individually.</p> <p>Evaluation Techniques Notebook pages Classroom discussion and review Individual and group projects Tests and quizzes</p>	<p><i>Science 1 for Christian Schools</i> <u>Teacher's Edition</u> Pages 73-90</p> <p><u>Student Text</u> Pages 38-48</p> <p><u>Notebook</u> Pages 10-11</p> <p>Various instructional materials as listed and specified in the Teacher's Edition</p>	<p>BATs:</p> <ul style="list-style-type: none"> • 2e Work • 5e Friendliness • 8 Power-prevailing principle <p>ROG:</p> <ul style="list-style-type: none"> • God creates. • God is all-powerful.

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<p>Chapter 5: What Is Matter? The Students Will:</p> <ul style="list-style-type: none"> • identify two things that take up space and two that do not (Lesson 17). • list things that take up space in the classroom (Lesson 17). • identify two things that have weight and two that do not (Lesson 18). • identify two characteristics of matter in the solid form (Lesson 19). • identify two examples of matter in the solid form (Lesson 19). • test a solid, a liquid, and a gas to prove which ones change shape (Lesson 20). • state that solids do not change shape (Lesson 20). • state that liquids and gases change shape (Lesson 20). 	<p>30 min./ 3 days per week</p>	<p>Read and discuss material in text. Use interactive and hands-on activities outlined in the Teacher’s Edition. Conduct Finding Out activities with students as a class, in small groups, and individually.</p> <p>Evaluation Techniques Notebook pages Classroom discussion and review Individual and group projects Tests and quizzes</p>	<p><i>Science 1 for Christian Schools</i> <u>Teacher’s Edition</u> Pages 93-112</p> <p><u>Student Text</u> Pages 50-62</p> <p><u>Notebook</u> Pages 12-13</p> <p>Various instructional materials as listed and specified in the Teacher’s Edition</p>	<p>BAT:</p> <ul style="list-style-type: none"> • 7b Praise <p>ROG:</p> <ul style="list-style-type: none"> • God creates.

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<p>Chapter 6: Tame Animals The Students Will:</p> <ul style="list-style-type: none"> • sort animals into groups by how they respond to man (Lesson 21). • explain the proper care of pets (Lesson 22). • identify some of the tame animals that are raised on farms (Lesson 23). • list some of the products and services that livestock provide for people (Lesson 23). • list providing water, the proper food, and the proper place to live as steps in the care of livestock (Lesson 24). 	<p>30 min./ 3 days per week</p>	<p>Read and discuss material in text. Use interactive and hands-on activities outlined in the Teacher's Edition. Conduct Finding Out activities with students as a class, in small groups, and individually.</p> <p>Evaluation Techniques Notebook pages Classroom discussion and review Individual and group projects Tests and quizzes</p>	<p><i>Science 1 for Christian Schools</i> <u>Teacher's Edition</u> Pages 115-31</p> <p><u>Student Text</u> Pages 64-71</p> <p><u>Notebook</u> Pages 14</p> <p>Various instructional materials as listed and specified in the Teacher's Edition</p>	<p>BATs:</p> <ul style="list-style-type: none"> • 2a Authority • 2c Faithfulness • 2e Work • 7d Contentment <p>ROG:</p> <ul style="list-style-type: none"> • God creates. • God sustains.

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<p>Chapter 7: What Can Heat Do? The Students Will:</p> <ul style="list-style-type: none"> • identify the adding of heat as a way to change matter from a solid form to a liquid form (Lesson 25). • melt an ice cube by adding heat (Lesson 25). • identify the taking away of heat as a way to change matter from a liquid form to a solid form (Lesson 25). • identify the adding of heat as a way to change matter from a liquid form to a gas form (Lesson 26). • identify the taking away of heat as a way to change matter from gas form to a liquid form (Lesson 26). • describe the temperature of water as hot, warm, cool, or cold (Lesson 27). • identify the adding of heat as what causes temperature to go up (Lesson 27). • identify the taking away of heat as what causes temperature to go down (Lesson 27). • describe the temperature in several situations, using a thermometer (Lesson 28). • identify that adding heat causes temperature to go up (Lesson 28). • identify that taking away heat causes temperature to go down (Lesson 28). 	<p>30 min. 5 days</p>	<p>Read and discuss material in text Use interactive and hands-on activities outlined in the Teacher's Edition. Conduct Finding Out activities with students as a class, in small groups, and individually</p> <p>Evaluation Techniques Notebook pages Classroom discussion and review Individual and group projects Tests and quizzes</p>	<p><i>Science 1 for Christian Schools</i> <u>Teacher's Edition</u> Pages 135-52</p> <p><u>Student Text</u> Pages 74-82</p> <p><u>Notebook</u> Pages 15-17</p> <p>Various instructional materials as listed and specified in the Teacher's Edition</p>	<p>ROG:</p> <ul style="list-style-type: none"> • God is unchanging.

Unit Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration
<p>Chapter 8: Your Teeth The Students Will:</p> <ul style="list-style-type: none"> • identify the three parts of the tooth (Lesson 29). • identify at least five differences between the first set and the second set of teeth (Lesson 30). • state that losing the first set of teeth and growing a second set is part of God’s plan (Lesson 30). • state the three shapes of first teeth: sharp, pointed, and bumpy (Lesson 31). • identify the three shapes of first teeth (Lesson 31). • identify the three positions of first teeth: front, middle, and back (Lesson 31). • state two basic jobs of teeth: chewing food and forming sounds (Lesson 31). • indicate that the job for the sharp teeth is cutting food (Lesson 31). • indicate that the job for the pointed teeth is tearing food (Lesson 31). • indicate that the job for the bumpy teeth is grinding food (Lesson 31). • acknowledge the need for good dental practices (Lesson 32). • cultivate the habit of brushing their teeth daily (Lesson 32). 	<p>30 min./ 3 days per week</p>	<p>Read and discuss material in text. Use interactive and hands-on activities outlined in the Teacher’s Edition. Conduct Finding Out activities with students as a class, in small groups, and individually.</p> <p>Evaluation Techniques Notebook pages Classroom discussion and review Individual and group projects Tests and quizzes</p>	<p><i>Science 1 for Christian Schools</i> <u>Teacher’s Edition</u> Pages 157-77</p> <p><u>Student Text</u> Pages 84-96</p> <p><u>Notebook</u> Pages 18-19</p> <p>Various instructional material as listed and specified in the Teacher’s Edition</p>	<p>BAT:</p> <ul style="list-style-type: none"> • 3a Self-concept <p>ROG:</p> <ul style="list-style-type: none"> • God creates. • God sustains. • God is all-knowing.

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<p>Chapter 9: What is Air Like? The Students Will:</p> <ul style="list-style-type: none"> • describe today’s weather (Lesson 33). • indicate that heat from the sun increases the temperature of land; then heat from the land increases the temperature of the air (Lesson 33). • define <i>wind</i> as “moving air” (Lesson 34). • indicate the direction in which warm air moves (Lesson 34). • indicate the direction in which cool air moves (Lesson 34). • arrange a cycle of events in order (Lesson 35). • give examples of the first part of the water cycle in action (Lesson 35). • complete an illustration of the three parts of the water cycle (Lesson 36). 	<p>30 min./ 3 days per week</p>	<p>Read and discuss material in text. Use interactive and hands-on activities outlined in the Teacher’s Edition. Conduct Finding Out activities with students as a class, in small groups, and individually.</p> <p>Evaluation Techniques Notebook pages Classroom discussion and review Individual and group projects Tests and quizzes</p>	<p><i>Science 1 for Christian Schools</i> <u>Teacher’s Edition</u> Pages 183-98 <u>Student Text</u> Pages 98-106 <u>Notebook</u> Pages 20-22 Various instructional materials as listed and specified in the Teacher’s Edition</p>	<p>ROG:</p> <ul style="list-style-type: none"> • God creates. • God sustains. • God is love.

Unit Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration
<p>Chapter 10: Wild Animals The Students Will:</p> <ul style="list-style-type: none"> ▪ state that God cares for wild animals (Lesson 37). ▪ distinguish wild animals from tame animals (Lesson 37). ▪ state that wild animals do not live with people (Lesson 37). ▪ identify on a drawing the places where wild animals have been (Lesson 38). ▪ describe some animal tracks by the characteristics of shape and size (Lesson 38). ▪ identify some animal tracks (Lesson 38). ▪ state that some wild animals make their own homes (Lesson 38). ▪ explain why some wild animals are kept in cages at zoos (Lesson 39). ▪ draw a good cage (Lesson 39). ▪ demonstrate what zookeepers do for animals (Lesson 40). 	<p>30 min./ 3 days per week</p>	<p>Read and discuss material in text. Use interactive and hands-on activities outlined in the Teacher’s Edition. Conduct Finding Out activities with students as a class, in small groups, and individually.</p> <p>Evaluation Techniques Notebook pages Classroom discussion and review Individual and group projects</p>	<p><i>Science 1 for Christian Schools</i> <u>Teacher’s Edition</u> Pages 201-16</p> <p><u>Student Text</u> Pages 108-16</p> <p><u>Notebook</u> Pages 23-24</p> <p>Various instructional materials as listed and specified in the Teacher’s Edition</p>	<p>ROG:</p> <ul style="list-style-type: none"> • God sustains.

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<p>Chapter 11: Sound The Students Will:</p> <ul style="list-style-type: none"> • demonstrate the five ways of making sounds (Lesson 41). • identify the way that at least five sounds were made (Lesson 41). • demonstrate that sounds travels in all directions (Lesson 42). • demonstrate that sound travels through a gas (Lesson 43). • Demonstrate that sound travels through a liquid (Lesson 43). • demonstrate that sound travels through a solid (Lesson 43). • identify sounds that give five messages (Lesson 44). • identify sounds that give pleasure (Lesson 44). 	<p>30 min./ 3 days per week</p>	<p>Read and discuss material in text. Use interactive and hands-on activities outlined in the Teacher’s Edition. Conduct Finding Out activities with students as a class, in small groups, and individually.</p> <p>Evaluation Techniques Notebook pages Classroom discussion and review Individual and group projects</p>	<p><i>Science 1 for Christian Schools</i> <u>Teacher’s Edition</u> Pages 219-35</p> <p><u>Student Text</u> Pages 118-30</p> <p><u>Notebook</u> Pages 25-27</p> <p>Various instructional materials as listed and specified in the Teacher’s Edition</p>	<p>BAT:</p> <ul style="list-style-type: none"> • 6b Prayer <p>ROG:</p> <ul style="list-style-type: none"> • God sustains.

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<p>Chapter 12: Flowers, Fruit, and Seeds The Students Will:</p> <ul style="list-style-type: none"> • describe the functions of flowers, fruits, and seeds (Lesson 45). • identify the order in which flowers, fruits, and seeds appear (Lesson 45). • sort flowers into groups according to the number of petals they have (Lesson 46). • name two or three kinds of flowers that people and/or animals eat (Lesson 46). • sort fruit into groups according to whether they are dry or juicy (Lesson 47). • locate the seed or seeds in various kinds of fruit (Lesson 47). • identify several common foods people eat as either flowers, fruit, or seeds (Lesson 48). 	<p>30 min./ 3 days per week</p>	<p>Read and discuss material in text. Use interactive and hands-on activities outlined in the Teacher’s Edition. Conduct Finding Out activities with students as a class, in small groups, and individually.</p> <p>Evaluation Techniques Notebook pages Classroom discussion and review Individual and group projects</p>	<p><i>Science 1 for Christian Schools</i> <u>Teacher’s Edition</u> Pages 241-63</p> <p><u>Student Text</u> Pages 132-44</p> <p><u>Notebook</u> Pages 28-32</p> <p>Various instructional materials as listed and specified in the Teacher’s Edition</p>	<p>BAT:</p> <ul style="list-style-type: none"> • 5a Love <p>ROG:</p> <ul style="list-style-type: none"> • God creates. • God sustains.

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<p>Chapter 13: Talking About Weather The Students Will:</p> <ul style="list-style-type: none"> • state the jobs of a weatherman (Lesson 49). • read a thermometer (Lesson 49). • say the thermometer reading correctly (Lesson 49). • write the thermometer reading correctly (Lesson 49). • describe the movement of air (Lesson 50). • report cloud cover and precipitation, using accepted terms (Lesson 51). • identify the four forms of precipitation (Lesson 51). • observe, record, and report the weather (Lesson 52). 	<p>30 min./ 3 days per week</p>	<p>Read and discuss material in text. Use interactive and hands-on activities outlined in the Teacher’s Edition. Conduct Finding Out activities with students as a class, in small groups, and individually.</p> <p>Evaluation Techniques Notebook pages Classroom discussion and review Individual and group projects</p>	<p><i>Science 1 for Christian Schools</i> <u>Teacher’s Edition</u> Pages 269-87 <u>Student Text</u> Pages 146-54 <u>Notebook</u> Pages 33-38 Various instructional materials as listed and specified in the Teacher’s Edition</p>	<p>BAT:</p> <ul style="list-style-type: none"> • 7c Praise <p>ROG:</p> <ul style="list-style-type: none"> • God is all-powerful.