

**BJU Press**  
**Course Outline Third Grade**  
**Science (2<sup>nd</sup> Edition)**

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration	
<p><b>Unit 1: Sound</b>            The Students Will:</p> <ul style="list-style-type: none"> <li>• predict whether a surface is more likely to absorb or to reflect sound.</li> <li>• differentiate between causes of vibrations.</li> <li>• differentiate among sounds that travel through air, water, wood, and metal.</li> <li>• demonstrate how sound travels through the ear to the brain.</li> <li>• identify when sound is actually heard in the hearing process.</li> <li>• categorize sound according to pitch, loudness, and quality.</li> <li>• identify the seven main parts of a microscope.</li> </ul>	30-45 min. 3 days per week	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  <b>Evaluation Techniques:</b> Notebook pages Classroom discussion and review Individual and group projects Tests and quizzes	<u>Science 3 for Christian Schools</u>  <u>Teacher's Edition</u> Pages 3-24  <u>Student Text</u> Pages 2-16  <u>Notebook</u> Pages 1-2  Various instructional material as listed and specified in the Teacher's Edition	<p><b>BAT: Bible Action Truth</b>  <b>BP: Bible Promise</b>  <b>ROG: Reflections of God</b></p> <p><b>BAT:</b></p> <ul style="list-style-type: none"> <li>• 8a Faith in God's promises</li> </ul> <p><b>BP:</b></p> <ul style="list-style-type: none"> <li>• I - God as Master</li> </ul> <p><b>ROG:</b></p> <ul style="list-style-type: none"> <li>• God creates</li> </ul>	

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<p><b>Unit 2: Cells, Tissues, and Organs</b>                      The Students Will:</p> <ul style="list-style-type: none"> <li>• observe plant cells using a microscope.</li> <li>• differentiate between plant and animal cells.</li> <li>• identify the main parts of a plant cell.</li> <li>• differentiate between plant and animal tissues.</li> <li>• differentiate between plant organs and animal organs.</li> </ul>	<p>30-45 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><b>Evaluation Techniques:</b>                      Notebook pages                      Classroom discussion and review                      Individual and group projects                      Tests and quizzes</p>	<p>Science 3 for <u>Christian Schools</u>                      Teacher's Edition                      Pages 27-43</p> <p><u>Student Text</u>                      Pages 18-26</p> <p><u>Notebook</u>                      Pages 3-7</p> <p>Various instructional material as listed and specified in the Teacher's Edition</p>	<p><b>BAT:</b></p> <ul style="list-style-type: none"> <li>• 5d Communication</li> <li>• 6a Bible study</li> </ul> <p><b>BP:</b></p> <ul style="list-style-type: none"> <li>• I - God as Master</li> </ul> <p><b>ROG:</b></p> <ul style="list-style-type: none"> <li>• God creates</li> <li>• God sustains</li> </ul>	

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<p><b>Unit 3: Putting Animals Into Groups</b>                      The Students Will:</p> <ul style="list-style-type: none"> <li>• distinguish between vertebrates and invertebrates.</li> <li>• distinguish between warm-blooded and cold-blooded animals.</li> <li>• identify carnivorous animals by what they eat.</li> <li>• identify herbivorous animals by what they eat.</li> <li>• identify omnivorous animals by what they eat.</li> <li>• record the differences in movement between ants that are warm and ants that are cold.</li> </ul>	<p>30-45 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><b>Evaluation Techniques:</b>                      Notebook pages                      Classroom discussion and review                      Individual and group projects                      Tests and quizzes</p>	<p><u>Science 3 for Christian Schools</u>  <u>Teacher's Edition</u>                      Pages 47-66</p> <p><u>Student Text</u>                      Pages 28-38</p> <p><u>Notebook</u>                      Pages 8-13</p> <p>Various instructional material as listed and specified in the Teacher's Edition</p>	<p><b>BAT:</b></p> <p><b>BP:</b></p> <ul style="list-style-type: none"> <li>• I - God as Master</li> </ul> <p><b>ROG:</b></p> <ul style="list-style-type: none"> <li>• God creates</li> </ul>	

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<p><b>Unit 4: Minerals, Rocks, Soil</b>                      The Students Will:</p> <ul style="list-style-type: none"> <li>• describe a mineral crystal.</li> <li>• identify properties of minerals.</li> <li>• detect the presence of iron in selected fruit juices.</li> <li>• list reasons for gold's being called a precious metal.</li> <li>• identify the conditions that will produce igneous, metamorphic, and sedimentary rocks.</li> <li>• identify ways in which rocks are weathered.</li> <li>• explain how soil is formed.</li> </ul>	<p>30-45 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><b>Evaluation Techniques:</b>                      Notebook pages                      Classroom discussion and review                      Individual and group projects                      Tests and quizzes</p>	<p><u>Science 3 for Christian Schools</u>  <u>Teacher's Edition</u>                      Pages 69-85</p> <p><u>Student Text</u>                      Pages 40-54</p> <p><u>Notebook</u>                      Pages 14-15</p> <p>Various instructional material as listed and specified in the Teacher's Edition</p>	<p><b>BAT:</b></p> <ul style="list-style-type: none"> <li>• 5b Giving</li> <li>• 7b Exaltation of Christ</li> </ul> <p><b>BP:</b></p> <ul style="list-style-type: none"> <li>• I - God as Master</li> <li>• H - God as Father</li> </ul> <p><b>ROG:</b></p> <ul style="list-style-type: none"> <li>• God creates</li> </ul>	

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<p><b>Unit 5: Animals Without Backbones</b>                      The Students Will:</p> <ul style="list-style-type: none"> <li>• recognize some simple animals.</li> <li>• label parts of simple animals.</li> <li>• describe three main groups of worms.</li> <li>• draw an earthworm.</li> <li>• classify spiny animals and mollusks.</li> <li>• remove chitin from a shrimp.</li> <li>• distinguish arthropods from other animals.</li> </ul>	<p>30-45 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><b>Evaluation Techniques:</b>                      Notebook pages                      Classroom discussion and review                      Individual and group projects                      Tests and quizzes</p>	<p><u>Science 3 for Christian Schools</u>  <u>Teacher's Edition</u>                      Pages 89-107</p> <p><u>Student Text</u>                      Pages 56-72</p> <p><u>Notebook</u>                      Pages 16-18</p> <p>Various instructional material as listed and specified in the Teacher's Edition</p>	<p><b>BAT:</b></p> <ul style="list-style-type: none"> <li>• 2 Sonship-Servant Principle</li> <li>• 3c Emotional control</li> </ul> <p><b>BP:</b></p> <ul style="list-style-type: none"> <li>• I - God as Master</li> </ul> <p><b>ROG:</b></p> <ul style="list-style-type: none"> <li>• God creates</li> </ul>	

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<p><b>Unit 6: Mass and Weight</b>                      The Students Will:</p> <ul style="list-style-type: none"> <li>• identify which of a pair of objects has more mass.</li> <li>• measure a weight in ounces.</li> <li>• balance a weight with grams.</li> <li>• compare a number of weights.</li> <li>• identify customary measurement terms.</li> <li>• identify metric measurement terms.</li> <li>• explain the procedure for using a pull-spring scale or a balance.</li> <li>• demonstrate the procedure for using a pull-spring scale or a balance.</li> </ul>	<p>30-45 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><b>Evaluation Techniques:</b>                      Notebook pages                      Classroom discussion and review                      Individual and group projects                      Tests and quizzes</p>	<p><u>Science 3 for Christian Schools</u>  <u>Teacher's Edition</u>                      Pages 111-131</p> <p><u>Student Text</u>                      Pages 74-86</p> <p><u>Notebook</u>                      Pages 19-21</p> <p>Various instructional material as listed and specified in the Teacher's Edition</p>	<p><b>BAT:</b></p> <ul style="list-style-type: none"> <li>• 4c Honesty</li> <li>• 6a Bible study</li> </ul> <p><b>BP:</b></p> <p><b>ROG:</b></p>	

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration	
<p><b>Unit 7: Animals With Backbones</b>                      The Students Will:</p> <ul style="list-style-type: none"> <li>• distinguish the outer covering of fish from the outer coverings of other vertebrae groups.</li> <li>• list five basic characteristics of fish.</li> <li>• distinguish the outer coverings of amphibians from those of other vertebrate groups.</li> <li>• sequence the stages of a frog's development.</li> <li>• recognize various characteristics of reptile and bird eggs.</li> <li>• distinguish the outer coverings of reptiles and birds from other vertebrate groups.</li> <li>• list the physical characteristics that distinguish reptiles from birds.</li> <li>• distinguish the outer coverings of mammals from other vertebrae groups.</li> <li>• identify specific examples of all five vertebrate classes.</li> </ul>	<p>30-45 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><b>Evaluation Techniques:</b>                      Notebook pages                      Classroom discussion and review                      Individual and group projects                      Tests and quizzes</p>	<p><u>Science 3 for Christian Schools</u>   <u>Teacher's Edition</u>                      Pages 135-160</p> <p><u>Student Text</u>                      Pages 88-102</p> <p><u>Notebook</u>                      Pages 22-26</p> <p>Various instructional material as listed and specified in the Teacher's Edition</p>	<p><b>BAT:</b></p> <ul style="list-style-type: none"> <li>• 7c Praise</li> </ul> <p><b>BP:</b></p> <ul style="list-style-type: none"> <li>• I - God as Master</li> </ul> <p><b>ROG:</b></p> <ul style="list-style-type: none"> <li>• God sustains</li> <li>• God creates</li> </ul>	

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<p><b>Unit 8: Birds</b>                      The Students Will:</p> <ul style="list-style-type: none"> <li>• describe the characteristics of birds.</li> <li>• describe the various tools used to observe birds.</li> <li>• identify seven visual markings of birds.</li> <li>• describe the specific characteristics of a cardinal.</li> <li>• identify four common birds by their visual characteristics.</li> <li>• describe four common nonsinging birds.</li> </ul>	<p>30-45 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><b>Evaluation Techniques:</b>                      Notebook pages                      Classroom discussion and review                      Individual and group projects                      Tests and quizzes</p>	<p><u>Science 3 for Christian Schools</u>  <u>Teacher's Edition</u>                      Pages 163-183</p> <p><u>Student Text</u>                      Pages 104-118</p> <p><u>Notebook</u>                      Pages 27-30</p> <p>Various instructional material as listed and specified in the Teacher's Edition</p>	<p><b>BAT:</b></p> <p><b>BP:</b></p> <ul style="list-style-type: none"> <li>• God as Master</li> </ul> <p><b>ROG:</b></p> <ul style="list-style-type: none"> <li>• God creates</li> <li>• God sustains</li> </ul>	

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<p><b>Unit 9: Work</b>                      The Students Will:</p> <ul style="list-style-type: none"> <li>• identify situation in which work is being done.</li> <li>• identify situations in which work is not being done.</li> <li>• multiply force times distance to compute the amount of work done.</li> <li>• identify which of the two work demonstrations took more power.</li> <li>• list five actions that scientists would define as work.</li> </ul>	<p>30-45 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><b>Evaluation Techniques:</b>                      Notebook pages                      Classroom discussion and review                      Individual and group projects                      Tests and quizzes</p>	<p><u>Science 3 for Christian Schools</u>  <u>Teacher's Edition</u>                      Pages 187-201</p> <p><u>Student Text</u>                      Pages 120-134</p> <p><u>Notebook</u>                      Pages 31-32</p> <p>Various instructional material as listed and specified in the Teacher's Edition</p>	<p><b>BAT:</b></p> <ul style="list-style-type: none"> <li>• 2d Goal setting</li> <li>• 2e Work</li> <li>• 2f Enthusiasm</li> <li>• 7b Exaltation of Christ</li> </ul> <p><b>BP:</b></p> <p><b>ROG:</b></p> <ul style="list-style-type: none"> <li>• God is all-powerful</li> </ul>	

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<p><b>Unit 10: Skin</b>                      The Students Will:</p> <ul style="list-style-type: none"> <li>• identify the two layers of skin.</li> <li>• list the protective functions of the skin.</li> <li>• demonstrate how perspiration can cool down the body.</li> <li>• distinguish between the location, function, and appearance of a sweat gland and an oil gland.</li> <li>• identify the three basic patterns of fingerprints.</li> <li>• classify various fingerprints into one of the three basic patterns.</li> <li>• apply logic and classification skills to solve a mystery.</li> <li>• identify various parts of the skin.</li> <li>• describe the use of several skin-care items.</li> <li>• choose clothing appropriate for the weather.</li> <li>• explain the proper way to care for a cut.</li> </ul>	<p>30-45 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><b>Evaluation Techniques:</b>                      Notebook pages                      Classroom discussion and review                      Individual and group projects                      Tests and quizzes</p>	<p><u>Science 3 for Christian Schools</u>  <u>Teacher's Edition</u>                      Pages 205-226</p> <p><u>Student Text</u>                      Pages 136-150</p> <p><u>Notebook</u>                      Pages 33-37</p> <p>Various instructional material as listed and specified in the Teacher's Edition</p>	<p><b>BAT:</b></p> <ul style="list-style-type: none"> <li>• 1b Repentance and faith</li> <li>• 3a Self-concept</li> <li>• 7c Praise</li> </ul> <p><b>BP:</b></p> <ul style="list-style-type: none"> <li>• I - God as Master</li> <li>• G - Christ as Friend</li> <li>• H - God as Father</li> </ul> <p><b>ROG:</b></p> <ul style="list-style-type: none"> <li>• God creates</li> <li>• God is all-knowing</li> </ul>	

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<p><b>Unit 11: How Plants Live</b>                      The Students Will:</p> <ul style="list-style-type: none"> <li>• differentiate between the leaves of deciduous trees and evergreen trees.</li> <li>• categorize house plants by the shape, color, and texture of their leaves.</li> <li>• observe the xylem tubes in a stalk of celery.</li> <li>• understand the process of photosynthesis using paper molecule models.</li> <li>• identify various plant products and their uses.</li> <li>• identify various vegetables and fruits.</li> </ul>	<p>30-45 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><b>Evaluation Techniques:</b>                      Notebook pages                      Classroom discussion and review                      Individual and group projects                      Tests and quizzes</p>	<p><u>Science 3 for Christian Schools</u>  <u>Teacher's Edition</u>                      Pages 229-246</p> <p><u>Student Text</u>                      Pages 152-162</p> <p><u>Notebook</u>                      Pages 38-40</p> <p>Various instructional material as listed and specified in the Teacher's Edition</p>	<p><b>BAT:</b></p> <ul style="list-style-type: none"> <li>• 8b Faith in the power of the Word of God</li> </ul> <p><b>BP:</b></p> <ul style="list-style-type: none"> <li>• I - God as Master</li> </ul> <p><b>ROG:</b></p> <ul style="list-style-type: none"> <li>• God creates</li> <li>• God sustains</li> </ul>	

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<p><b>Unit 12: The Solar System</b>                      The Students Will:</p> <ul style="list-style-type: none"> <li>• demonstrate the relative distance of the planets to the sun by measuring with a metric stick.</li> <li>• illustrate their idea of the surface of Venus from the facts they have learned.</li> <li>• differentiate facts about each planet.</li> <li>• distinguish between an asteroid and a comet.</li> <li>• calculate the return of Halley's comet.</li> <li>• calculate what their age will be then.</li> <li>• differentiate between a <i>fall</i> and a <i>find</i>.</li> </ul>	<p>30-45 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><b>Evaluation Techniques:</b>                      Notebook pages                      Classroom discussion and review                      Individual and group projects                      Tests and quizzes</p>	<p><u>Science 3 for Christian Schools</u>  <u>Teacher's Edition</u>                      Pages 249-274</p> <p><u>Student Text</u>                      Pages 164-185</p> <p><u>Notebook</u>                      Pages 41-47</p> <p>Various instructional material as listed and specified in the Teacher's Edition</p>	<p><b>BAT:</b></p> <ul style="list-style-type: none"> <li>• 1a Understanding Jesus Christ</li> <li>• 1b Repentance and faith</li> <li>• 6b Prayer</li> <li>• 7c Praise</li> <li>• 7b Exaltation of Christ</li> <li>• 8a Fight</li> <li>• 8b Courage</li> <li>• 6b Prayer</li> </ul> <p><b>BP:</b></p> <ul style="list-style-type: none"> <li>• I - God as Master</li> </ul> <p><b>ROG:</b></p> <ul style="list-style-type: none"> <li>• God creates</li> <li>• God is all-knowing</li> <li>• God sustains</li> </ul>	