# Lesson Plan Overview

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Teacher's Edition</th>
<th>Student Text</th>
<th>Activity Manual</th>
<th>Objectives and Biblical Worldview</th>
<th>Process Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1–3</td>
<td>1–3</td>
<td>1</td>
<td>• Define worldview</td>
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<td>• List characteristics of a biblical worldview</td>
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<td>• Apply a biblical worldview to science</td>
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## Chapter 1: What Scientists Do

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Teacher's Edition</th>
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<th>Activity Manual</th>
<th>Objectives and Biblical Worldview</th>
<th>Process Skills</th>
</tr>
</thead>
<tbody>
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<td>2</td>
<td>4–7</td>
<td>4–7</td>
<td>3–4</td>
<td>• Recognize that a scientist is someone who studies the world around him</td>
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<td>• Know that Christians can use their minds to solve problems and study God's world</td>
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<td>• Recognize that God's creation points people to Him</td>
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<td>• Tell about observing as a science process skill</td>
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<td>• Demonstrate observing</td>
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<td><strong>God as Creator</strong></td>
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<td><strong>People's use of science to glorify God</strong></td>
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<td>3–4</td>
<td>8–10</td>
<td>8–10</td>
<td>5–6</td>
<td>• Identify classifying, measuring, inferring, predicting, and communicating as science process skills</td>
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<td>• Demonstrate classifying, measuring, inferring, predicting, and communicating</td>
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<td></td>
<td><strong>People's God-given curiosity</strong></td>
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<td>5–6</td>
<td>11–13</td>
<td>11–13</td>
<td>7</td>
<td>• Identify science tools</td>
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<td>• Recognize the use for each science tool</td>
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<td><strong>People as stewards of God's creation</strong></td>
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<td><strong>God created people to work</strong></td>
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<td><strong>People are important</strong></td>
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<td>7</td>
<td>14–17</td>
<td>14–17</td>
<td>9–10</td>
<td>• Identify the purpose for experiments</td>
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<td>• Describe the steps of an experiment</td>
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<td>• Judge whether or not the design of an experiment presents a fair test</td>
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<td>• Write about three things scientists use that help them study God's world</td>
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<td><strong>People's responsibility for their actions</strong></td>
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<td><strong>People's responsibility to glorify God</strong></td>
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<td>8</td>
<td>18–19</td>
<td>18–19</td>
<td>11–12</td>
<td><strong>Activity: Keeping Cool</strong></td>
<td>Measuring Inferring</td>
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<td>• Demonstrate an understanding of the steps of an experiment</td>
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<td>• Measure temperature using a thermometer</td>
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<td>• Infer how color can affect temperature</td>
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<td><strong>People's responsibility for their actions</strong></td>
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<td><strong>People's use of science to help others</strong></td>
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<td>9</td>
<td>20–21</td>
<td>13–14</td>
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<td><strong>Chapter Review</strong></td>
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<td>• Recall concepts and terms from Chapter 1</td>
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<td><strong>Chapter Test</strong></td>
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<td>• Demonstrate knowledge of concepts taught in Chapter 1</td>
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### Chapter 2: What Living Things Do

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<tr>
<th>Lesson</th>
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</tr>
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| 11     | 22–27             | 20–25        | 15–16           | • Know that God made all things
  • Recognize that plants, animals, and people are living things
  • Differentiate between living things and nonliving things
  • Identify three basic needs of all living things
  **God’s control of His creation**
  **People as stewards of God’s creation**
  **God’s provision for His creation**
  **God created people to work** |               |
| 12     | 28–29             | 26–27        | 17–18           | **Activity: Growing Healthy**
  • Follow a procedure
  • Record observations
  • Measure plant growth
  • Infer that other plants grow in similar ways
  **God’s design of seeds** | **Observing**
| 13     | 30–33             | 28–31        | 19–20           | • Identify space and shelter as needs of living things
  • Describe why you need to learn about the needs of living things
  • Recognize that living things grow and change
  • Understand that the needs of living things change as they grow
  **God’s provision for His creation**
  **People are important**
  **People’s use of science to help others** |               |
| 14     | 34–37             | 32–35        | 21–22           | • Recognize that living things produce more living things
  • Recognize that some living things look like their parents, and others do not
  • Describe the life cycle of a bird
  **God’s design of living things**
  **God’s design of the robin** |               |
| 15     | 38–39             | 36–37        | 23, 25, 27, 29–30 | • Identify the stages of a butterfly’s life cycle
  • Sequence the stages of a butterfly’s life cycle
  • Make a model
  • Write about what a life cycle is
  **God’s design of butterflies** |               |
| 16     | 40                | 31–32        |                 | **Chapter Review**
  • Recall concepts and terms from Chapter 2 |               |
| 17     | 41                |              |                 | **Chapter Test**
  • Demonstrate knowledge of concepts taught in Chapter 2 |               |
<table>
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</table>
| 18     | 42–45            | 38–41        | 33–35           | • Recognize that God made plants for our use and His glory  
• Recognize that plants need light, air, water, and soil  
God's creation for the use and enjoyment of people  
God's use of creation for His glory                     |               |
| 19     | 46–47            | 42–43        |                 | • Identify the parts of a plant  
• Describe the job of each part of a plant  
• Make a model to reinforce the parts of a plant and their jobs  
God's design of plants                                    |               |
| 20     | 48–49            | 44–45        | 37–40           | • Know that God created a plant to make the same kind of plant  
• Identify the parts of a seed  
• Describe what a seed needs to sprout  
• Name the three stages of the life cycle of a plant  
• Write about the four basic needs of plants  
God as Creator  
God's perfect design                                        |               |
| 21     | 50               | 46           |                 | Exploration: Plants We Eat  
• Make a poster displaying the kinds of plants people eat  
• Tell others what was learned                                |               |
| 22     | 51–53            | 47–49        | 41              | • Recognize that most plants need seeds to grow  
• Recognize that some seeds are protected inside a fruit  
• Recognize that seeds will produce a plant similar to the adult plant  
• Name three ways that seeds are scattered  
God's design of seeds                                          |               |
| 23     | 54–55            | 50–51        | 43–44           | Activity: Traveling Seeds  
• Predict and observe how seeds are scattered  
• Classify seeds by how they are scattered                    | Classifying  
Communicating  |
| 24     | 56               | 45–46        |                 | Chapter Review  
• Recall concepts and terms from Chapter 3                      |               |
| 25     | 57               |              |                 | Chapter Test  
• Demonstrate knowledge of concepts taught in Chapter 3               |               |
<table>
<thead>
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</tr>
</thead>
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| 26     | 58–63            | 52–57        | 47–48          | • Differentiate between a community and a population  
• Describe what an environment is  
• Identify nonliving parts of an environment  
• Describe what a habitat is  
• Write about the difference between a community and a population  
*People as stewards of God’s creation*  
*God’s provision for His creation* |
| 27–28  | 64–69            | 58–63        | 49, 51–52      | • Describe characteristics of desert, rain forest, tundra, and woodland forest habitats  
• Identify plants and animals living in each habitat  
• Recognize interactions among the living things in each habitat  
*God’s variety in creation* |
| 29     | 70–73            | 64–67        | 53–54          | • Describe characteristics of ocean and pond habitats  
• Identify plants and animals living in each habitat  
• Recognize interactions among the living things in each habitat |
| 30–31  | 74–75            | 68–69        | 55, 57         | **Activity: Home Sweet Home**  
• Plan a habitat  
• Build a model of a habitat  
• Record data from research about a chosen habitat  
• Communicate information about a chosen habitat and the things living there  
*Communicating  
Recording data* |
| 32     | 76               |              | 59–60          | **Chapter Review**  
• Recall concepts and terms from Chapter 4 |
| 33     | 77               |              |                | **Chapter Test**  
• Demonstrate knowledge of concepts taught in Chapter 4 |
## Chapter 5: What Fossils Show Us

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Teacher's Edition</th>
<th>Student Text</th>
<th>Activity Manual</th>
<th>Objectives and Biblical Worldview</th>
<th>Process Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>34</td>
<td>78–81</td>
<td>70–73</td>
<td>61–62</td>
<td>• Recognize that a person who believes in Creation believes that God made all things&lt;br&gt;• Recognize that a person who believes in evolution believes that the world was made by chance&lt;br&gt;• Illustrate that our beliefs affect our observations&lt;br&gt;• Label statements as beliefs of Creation or evolution&lt;br&gt;God as Master of Creation&lt;br&gt;The Fall of all people&lt;br&gt;God's provision for redemption</td>
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<td>35</td>
<td>82</td>
<td>74</td>
<td>63–64</td>
<td>Exploration: Following Clues&lt;br&gt;• Infer that fossils provide clues about an animal's size, speed, and behavior</td>
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<td>36</td>
<td>83–85</td>
<td>75–77</td>
<td>62, 65–66</td>
<td>• Explain how fossils form&lt;br&gt;• Differentiate between evolution and Creation about when fossils formed&lt;br&gt;• Describe five different ways fossils form&lt;br&gt;• Differentiate between a cast and a mold</td>
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<td>37–38</td>
<td>86–91</td>
<td>78–83</td>
<td>67, 69</td>
<td>• Explain some things fossils can tell us about dinosaurs and some things we cannot know&lt;br&gt;• Know that the <em>Stegosaurus</em> had two rows of bony plates along its back&lt;br&gt;• Know that the <em>Tyrannosaurus rex</em> had short front legs and stood on its back legs&lt;br&gt;• Recall that Noah took every kind of animal, including dinosaurs, on the ark&lt;br&gt;• Name one possible reason that dinosaurs became extinct&lt;br&gt;The Flood changed the earth</td>
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<td>39</td>
<td>92–93</td>
<td>84–85</td>
<td>71–72</td>
<td>Activity: Bag of Bones&lt;br&gt;• Infer how scientists guess how to put dinosaur bones together&lt;br&gt;• Model a dinosaur skeleton</td>
<td>Inferring&lt;br&gt;Communicating</td>
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<td>40</td>
<td>94</td>
<td>73–74</td>
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<td>Chapter Review&lt;br&gt;• Recall concepts and terms from Chapter 5</td>
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<td>41</td>
<td>95</td>
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<td>Chapter Test&lt;br&gt;• Demonstrate knowledge of concepts taught in Chapter 5</td>
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### Chapter 6: What Makes Up the Earth

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<th>Lesson</th>
<th>Teacher's Edition</th>
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</tr>
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</table>
| 42     | 96–101           | 86–91        | 75–76          | • Know that God made the earth with water and then He made the dry land  
• Recognize that water covers most of the earth's surface  
• Know that oceans have salt water and rivers have fresh water  
• Describe and identify what an ocean, a continent, and an island are  
  *God as Creator*  
  *The Flood changed the earth* | |
| 43     | 102–5            | 92–95        | 77             | • Recognize that scientists infer what is inside the earth by what happens on the surface  
• Label a diagram of the layers of the earth  
• Recognize characteristics of each layer of the earth | |
| 44     | 106–7            | 96–97        | 79–80          | **Activity: The Earth's Layers**  
• Model the layers of the earth | **Measuring**  
**Inferring** |
| 45     | 108–11           | 98–101       | 81–82          | • Differentiate between volcanoes and earthquakes  
• Recognize that lava is hot, melted rock that comes from a volcano  
• Describe ways that earthquakes and volcanoes change the earth's surface  
• Write about how knowing about the earth's surface helps us live safely  
  *People's use of science to help others* | |
| 46     | 112              | 83–84        |                | **Chapter Review**  
• Recall concepts and terms from Chapter 6 | |
| 47     | 113              |              |                | **Chapter Test**  
• Demonstrate knowledge of concepts taught in Chapter 6 | |
<table>
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<th>Lesson</th>
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| 48    | 114–19            | 102–7        | 85–87          | • Recognize that natural resources are things in nature that God has given us to use  
|       |                   |              |                | • Recognize that we should conserve the natural resources God has given us  
|       |                   |              |                | • Identify water, soil, and trees as natural resources  
|       |                   |              |                | • Describe how we can conserve water, soil, and trees  
|       |                   |              |                | • Explain how plants can help prevent erosion  
|       |                   |              |                | People as stewards of God’s creation  
|       |                   |              |                | God created people to work  
|       |                   |              |                | Christians’ use of science to show God’s love to others  
|       |                   |              |                | God’s creation for the use and enjoyment of people |
| 49    | 120–21            | 108–9        | 86, 89–90      | • Recognize that fossil fuels are natural resources used for energy  
|       |                   |              |                | • Identify three kinds of fossil fuels  
|       |                   |              |                | • Recognize that fossil fuels can cause pollution  
|       |                   |              |                | • Describe how we can conserve fossil fuels  
|       |                   |              |                | People as stewards of God’s creation |
| 50    | 122–25            | 110–13       | 91–92          | • Identify the three Rs to help conserve our natural resources  
|       |                   |              |                | • Explain what it means to reuse, reduce, or recycle something  
|       |                   |              |                | People as stewards of God’s creation |
| 51    | 126–27            | 114–15       | 93             | **Activity: Recycled Paper**  
|       |                   |              |                | • Recycle newspapers to make paper  
|       |                   |              |                | Inferring  
|       |                   |              |                | Measuring |
| 52    | 128               |              | 95–96          | **Chapter Review**  
|       |                   |              |                | • Recall concepts and terms from Chapter 7 |
| 53    | 129               |              |                | **Chapter Test**  
|       |                   |              |                | • Demonstrate knowledge of concepts taught in Chapter 7 |
### Chapter 8: How the Earth Moves

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Teacher's Edition</th>
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</table>
| 54     | 130–33           | 116–19       | 97, 99          | • Recognize that the sun appears to move across the sky from east to west  
  • Recognize that the earth's movement causes sunrise and sunset  
  God as Creator  
  God's control of His creation  
  God's creation of invisible forces  
  God's holding all creation together  
  God's orderly design |               |
| 55     | 134–37           | 120–23       | 101–2           | • Describe the earth's shape as a sphere  
  • Identify three ways a globe is a model of the earth  
  • Recognize that the earth rotates on its axis  
  • Know that the sun shines on one side of the earth at a time  
  • Explain that the rotation of the earth causes daytime and nighttime  
  God as Creator  
  God's control of His creation  
  God's orderly design |               |
  • Demonstrate what causes day and night  
  • Explain why a place has daytime and nighttime  
  God's orderly design | Observing  
  Inferring |
| 57     | 140–43           | 126–29       | 105–6           | • Know that the earth revolves around the sun  
  • Recognize that one complete revolution around the sun is equal to a year  
  • Identify two things that cause the seasons  
  • Know that God is responsible for the design of the seasons  
  God's orderly design |               |
| 58     | 144              |              | 107–8           | **Chapter Review**  
  • Recall concepts and terms from Chapter 8 |               |
| 59     | 145              |              |                 | **Chapter Test**  
  • Demonstrate knowledge of concepts taught in Chapter 8 |               |
<table>
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<tr>
<td>60</td>
<td>146–51</td>
<td>130–35</td>
<td>109–10</td>
<td>• Know that God created light&lt;br&gt;• Identify light as a form of energy&lt;br&gt;• Identify sources of light&lt;br&gt;• Know that light travels in a straight line&lt;br&gt;God as Creator&lt;br&gt;People as stewards of God’s creation</td>
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<td>61</td>
<td>152–53</td>
<td>136–37</td>
<td>111</td>
<td>• Know that light is made of many colors&lt;br&gt;• Explain that light-colored objects reflect more light&lt;br&gt;• Explain that dark colors absorb light&lt;br&gt;God’s love of beauty&lt;br&gt;The Flood as God’s judgment on sin&lt;br&gt;God’s faithfulness to keep His promises</td>
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<td>62</td>
<td>154–55</td>
<td>138–39</td>
<td></td>
<td>• Differentiate between the words transparent, translucent, and opaque&lt;br&gt;• Identify objects as transparent, translucent, or opaque</td>
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<td>63</td>
<td>156–57</td>
<td>140–41</td>
<td>113–14</td>
<td>Activity: Observing Light&lt;br&gt;• Classify objects as transparent, translucent, or opaque&lt;br&gt;• Record observations&lt;br&gt;• Graph data from observations</td>
<td>Classifying&lt;br&gt;Observing</td>
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<td>64</td>
<td>158–60</td>
<td>142–44</td>
<td>115, 117</td>
<td>• Recognize that a shadow forms when light is blocked&lt;br&gt;• Explain that a shadow changes when the light source moves&lt;br&gt;• Explain that a shadow changes when the object moves</td>
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<td>65</td>
<td>161</td>
<td>145</td>
<td></td>
<td>Exploration: Shadow Puppets&lt;br&gt;• Demonstrate an understanding of how shadows change&lt;br&gt;• Work together to write a script and make puppets&lt;br&gt;• Work together to perform a puppet play</td>
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<td>66</td>
<td>162</td>
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<td>119–20</td>
<td>Chapter Review&lt;br&gt;• Recall concepts and terms from Chapter 9</td>
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<td>67</td>
<td>163</td>
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<td>Chapter Test&lt;br&gt;• Demonstrate knowledge of concepts taught in Chapter 9</td>
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| 68–69  | 164–69           | 146–51       | 121–23, 125–26 | - Identify one reason why we study matter  
- Know the three forms of matter  
- Differentiate between solids, liquids, and gases  
*God's creation for the use of people* |              |
| 70     | 170–73           | 152–55       |                | - Describe how matter changes form when it is heated  
- Explain what happens when something melts or evaporates  
- Recognize water vapor as the gas that forms from water  
*People as stewards of God's creation  
God's power over His creation  
God's provision for His creation* |              |
| 71     | 174–75           | 156–57       | 127            | - Recognize that cooling matter can cause it to change forms  
- Explain condensing and freezing |              |
| 72     | 176–77           | 158–59       | 129–30         | **Activity: Changing a Solid**  
- Observe the rates at which different solids melt  
- Identify a thermometer as a tool used to measure temperature  
- Demonstrate that the temperature goes up when something is heated but goes down when something is cooled  
- Identify one reason why we study matter  
*People as God's image bearers  
People's use of science to help others* | Predicting  
Measuring |
| 73     | 178–79           | 160–61       | 131, 133–34    | - Identify a thermometer as a tool used to measure temperature  
- Demonstrate that the temperature goes up when something is heated but goes down when something is cooled  
- Identify one reason why we study matter  
*People as God's image bearers  
People's use of science to help others* |              |
| 74     | 180              | 135–36       |                | **Chapter Review**  
- Recall concepts and terms from Chapter 10 |              |
| 75     | 181              |              |                | **Chapter Test**  
- Demonstrate knowledge of concepts taught in Chapter 10 |              |
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Teacher's Edition</th>
<th>Student Text</th>
<th>Activity Manual</th>
<th>Objectives and Biblical Worldview</th>
<th>Process Skills</th>
</tr>
</thead>
</table>
| 76     | 182–86           | 162–66       | 137–38         | - Identify forces in pictures as a push or a pull  
|        |                  |              |                | - Know that a stronger force makes an object go faster and farther  
|        |                  |              |                | - Recognize that a force causes motion  
|        |                  |              |                | - Know that a force can change the direction of an object’s motion  
|        |                  |              |                | **God’s creation of invisible forces**  
|        |                  |              |                | **Christians’ use of science to show God’s love to others** |
| 77     | 187              | 167          | 139            | **Exploration: Forces Walk**  
|        |                  |              |                | - Observe forces in action |
| 78–79  | 188–91           | 168–71       | 141, 143–44, 145–46 | - Identify the kind of surfaces that have more or less friction  
|        |                  |              |                | - Identify the tool used to measure weight  
|        |                  |              |                | **People’s use of science in God’s world**  
|        |                  |              |                | **God as Creator** |
| 80     | 192–93           | 172–73       | 147–48         | **Activity: Magnetic Attraction**  
|        |                  |              |                | - Predict whether items will be attracted to a magnet  
|        |                  |              |                | - Observe items that are attracted to a magnet  
|        |                  |              |                | **People’s use of science in God’s world** |
| 81     | 194–95           | 174–75       | 141, 149       | - Describe the kinds of things that are attracted to a magnet  
|        |                  |              |                | - Know that the areas on a magnet that have the strongest magnetism are the poles  
|        |                  |              |                | - Know which poles of magnets attract each other and which ones repel each other  
|        |                  |              |                | - Explain why we learn about forces  
|        |                  |              |                | - Write an explanation about what force causes a scooter to roll down a hill  
|        |                  |              |                | - Write an explanation about what force causes a scooter to stop at the bottom of a hill  
|        |                  |              |                | **God’s creation of invisible forces**  
|        |                  |              |                | **Christians’ use of science to show God’s love to others** |
| 82     | 196              | 151–52       |                | **Chapter Review**  
|        |                  |              |                | - Recall concepts and terms from Chapter 11 |
| 83     | 197              |              |                | **Chapter Test**  
<p>|        |                  |              |                | - Demonstrate knowledge of concepts taught in Chapter 11 |</p>
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<th>Lesson</th>
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<th>Process Skills</th>
</tr>
</thead>
</table>
| 84     | 198–203          | 176–81       | 153, 155, 157  | • Recognize that God made the parts of the body to work together  
• Recognize that a system is parts of the body that work together to do a job  
• Identify bones as part of the skeletal system  
• Identify muscles as part of the muscular system  
• Describe how bones and muscles work together to help people move  
  *God’s design for the human body*  
  *Christians’ use of their bodies to honor God* | |
| 85     | 204–7            | 182–85       | 155, 159, 160–62 | • Identify the heart and blood vessels as parts of the circulatory system  
• Relate the size of the heart to the size of the person’s fist  
• Describe how lungs work  
• Describe how the circulatory and respiratory systems work together  
  *God’s design for the human body* | |
| 86     | 208–11           | 186–89       | 155, 163, 165, 167–68 | • Identify the path that food travels through the digestive system  
• Classify foods into MyPlate food groups  
• Know that Christians need to take care of their bodies and try to stay healthy to glorify God  
• Write about two things the body needs to stay strong and healthy  
  *Christians’ bodies as God’s temple* | |
| 87–88  | 212–13           | 190–91       |                | **Activity: Mapping My Body**  
• Demonstrate an understanding of where different parts of the body are located  
• Make a model to aid learning | **Communicating**  
**Inferring** |
| 89     | 214              | 169–70       |                | **Chapter Review**  
• Recall concepts and terms from Chapter 12 | |
| 90     | 215              |              |                | **Chapter Test**  
• Demonstrate knowledge of concepts taught in Chapter 12 |