

# 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 biblical worldview</li> <li>Apply a biblical worldview to science</li> </ul>  |                        |
| <b>Chapter 1: What Scientists Do</b> |                   |              |                 |   |                        |
| 2                                    | 4-7               | 4-7          | 3-4             | <ul style="list-style-type: none"> <li>Recognize that a scientist is someone who studies the world around him</li> <li>Know that Christians can use their minds to solve problems and study God's world</li> <li>Recognize that God's creation points people to Him</li> <li>Tell about observing as a science process skill</li> <li>Demonstrate observing</li> </ul> <p><i>God as Creator</i><br/><i>People's use of science to glorify God</i></p> |                        |
| 3-4                                  | 8-10              | 8-10         | 5-6             | <ul style="list-style-type: none"> <li>Identify classifying, measuring, inferring, predicting, and communicating as science process skills</li> <li>Demonstrate classifying, measuring, inferring, predicting, and communicating</li> </ul> <p><i>People's God-given curiosity</i></p>  |                        |
| 5-6                                  | 11-13             | 11-13        | 7               | <ul style="list-style-type: none"> <li>Identify science tools</li> <li>Recognize the use for each science tool</li> </ul> <p><i>People as stewards of God's creation</i><br/><i>God created people to work</i><br/><i>People are important</i></p>  |                        |
| 7                                    | 14-17             | 14-17        | 9-10            | <ul style="list-style-type: none"> <li>Identify the purpose for experiments</li> <li>Describe the steps of an experiment</li> <li>Judge whether or not the design of an experiment presents a fair test</li> <li>Write about three things scientists use that help them study God's world</li> </ul> <p><i>People's responsibility for their actions</i><br/><i>People's responsibility to glorify God</i></p>  |                        |
| 8                                    | 18-19             | 18-19        | 11-12           | <p><b>Activity: Keeping Cool</b></p> <ul style="list-style-type: none"> <li>Demonstrate an understanding of the steps of an experiment</li> <li>Measure temperature using a thermometer</li> <li>Infer how color can affect temperature</li> </ul> <p><i>People's responsibility for their actions</i><br/><i>People's use of science to help others</i></p>  | Measuring<br>Inferring |
| 9                                    | 20-21             |              | 13-14           | <p><b>Chapter Review</b></p> <ul style="list-style-type: none"> <li>Recall concepts and terms from Chapter 1</li> </ul>   |                        |
| 10                                   |                   |              |                 | <p><b>Chapter Test</b></p> <ul style="list-style-type: none"> <li>Demonstrate knowledge of concepts taught in Chapter 1</li> </ul>  |                        |

| Lesson                                  | Teacher's Edition | Student Text | Activity Manual   | Objectives and Biblical Worldview  | Process Skills         |
|---|-------------------|--------------|-------------------|--|------------------------|
| <b>Chapter 2: What Living Things Do</b> |                   |              |                   |  |                        |
| 11                                      | 22–27             | 20–25        | 15–16             | <ul style="list-style-type: none"> <li>• Know that God made all things</li> <li>• Recognize that plants, animals, and people are living things</li> <li>• Differentiate between living things and nonliving things</li> <li>• Identify three basic needs of all living things</li> </ul> <i>God's control of His creation</i><br><i>People as stewards of God's creation</i><br><i>God's provision for His creation</i><br><i>God created people to work</i> |                        |
| 12                                      | 28–29             | 26–27        | 17–18             | <b>Activity: Growing Healthy</b> <ul style="list-style-type: none"> <li>• Follow a procedure</li> <li>• Record observations</li> <li>• Measure plant growth</li> <li>• Infer that other plants grow in similar ways</li> </ul> <i>God's design of seeds</i>  | Observing<br>Measuring |
| 13                                      | 30–33             | 28–31        | 19–20             | <ul style="list-style-type: none"> <li>• Identify space and shelter as needs of living things</li> <li>• Describe why you need to learn about the needs of living things</li> <li>• Recognize that living things grow and change</li> <li>• Understand that the needs of living things change as they grow</li> </ul> <i>God's provision for His creation</i><br><i>People are important</i><br><i>People's use of science to help others</i>                |                        |
| 14                                      | 34–37             | 32–35        | 21–22             | <ul style="list-style-type: none"> <li>• Recognize that living things produce more living things</li> <li>• Recognize that some living things look like their parents, and others do not</li> <li>• Describe the life cycle of a bird</li> </ul> <i>God's design of living things</i><br><i>God's design of the robin</i>  |                        |
| 15                                      | 38–39             | 36–37        | 23, 25, 27, 29–30 | <ul style="list-style-type: none"> <li>• Identify the stages of a butterfly's life cycle</li> <li>• Sequence the stages of a butterfly's life cycle</li> <li>• Make a model</li> <li>• Write about what a life cycle is</li> </ul> <i>God's design of butterflies</i>  |                        |
| 16                                      | 40                |              | 31–32             | <b>Chapter Review</b> <ul style="list-style-type: none"> <li>• Recall concepts and terms from Chapter 2</li> </ul>   |                        |
| 17                                      | 41                |              |                   | <b>Chapter Test</b> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of concepts taught in Chapter 2</li> </ul>  |                        |

| Lesson                            | Teacher's Edition | Student Text | Activity Manual | Objectives and Biblical Worldview   | Process Skills               |
|-----------------------------------|-------------------|--------------|-----------------|---|------------------------------|
| <b>Chapter 3: How Plants Grow</b> |                   |              |                 |   |                              |
| 18                                | 42–45             | 38–41        | 33–35           | <ul style="list-style-type: none"> <li>Recognize that God made plants for our use and His glory</li> <li>Recognize that plants need light, air, water, and soil</li> </ul> <i>God's creation for the use and enjoyment of people</i><br><i>God's use of creation for His glory</i>  |                              |
| 19                                | 46–47             | 42–43        |                 | <ul style="list-style-type: none"> <li>Identify the parts of a plant</li> <li>Describe the job of each part of a plant</li> <li>Make a model to reinforce the parts of a plant and their jobs</li> </ul> <i>God's design of plants</i>  |                              |
| 20                                | 48–49             | 44–45        | 37–40           | <ul style="list-style-type: none"> <li>Know that God created a plant to make the same kind of plant</li> <li>Identify the parts of a seed</li> <li>Describe what a seed needs to sprout</li> <li>Name the three stages of the life cycle of a plant</li> <li>Write about the four basic needs of plants</li> </ul> <i>God as Creator</i><br><i>God's perfect design</i> |                              |
| 21                                | 50                | 46           |                 | <p><b>Exploration: Plants We Eat</b></p> <ul style="list-style-type: none"> <li>Make a poster displaying the kinds of plants people eat</li> <li>Tell others what was learned</li> </ul>  |                              |
| 22                                | 51–53             | 47–49        | 41              | <ul style="list-style-type: none"> <li>Recognize that most plants need seeds to grow</li> <li>Recognize that some seeds are protected inside a fruit</li> <li>Recognize that seeds will produce a plant similar to the adult plant</li> <li>Name three ways that seeds are scattered</li> </ul> <i>God's design of seeds</i>  |                              |
| 23                                | 54–55             | 50–51        | 43–44           | <p><b>Activity: Traveling Seeds</b></p> <ul style="list-style-type: none"> <li>Predict and observe how seeds are scattered</li> <li>Classify seeds by how they are scattered</li> </ul>   | Classifying<br>Communicating |
| 24                                | 56                |              | 45–46           | <p><b>Chapter Review</b></p> <ul style="list-style-type: none"> <li>Recall concepts and terms from Chapter 3</li> </ul>   |                              |
| 25                                | 57                |              |                 | <p><b>Chapter Test</b></p> <ul style="list-style-type: none"> <li>Demonstrate knowledge of concepts taught in Chapter 3</li> </ul>  |                              |

| Lesson                              | Teacher's Edition | Student Text | Activity Manual | Objectives and Biblical Worldview   | Process Skills                  |
|-------------------------------------|-------------------|--------------|-----------------|---|---------------------------------|
| <b>Chapter 4: Where Things Live</b> |                   |              |                 |   |                                 |
| 26                                  | 58–63             | 52–57        | 47–48           | <ul style="list-style-type: none"> <li>• Differentiate between a community and a population</li> <li>• Describe what an environment is</li> <li>• Identify nonliving parts of an environment</li> <li>• Describe what a habitat is</li> <li>• Write about the difference between a community and a population</li> </ul> <i>People as stewards of God's creation</i><br><i>God's provision for His creation</i> |                                 |
| 27–28                               | 64–69             | 58–63        | 49, 51–52       | <ul style="list-style-type: none"> <li>• Describe characteristics of desert, rain forest, tundra, and woodland forest habitats</li> <li>• Identify plants and animals living in each habitat</li> <li>• Recognize interactions among the living things in each habitat</li> </ul> <i>God's variety in creation</i>  |                                 |
| 29                                  | 70–73             | 64–67        | 53–54           | <ul style="list-style-type: none"> <li>• Describe characteristics of ocean and pond habitats</li> <li>• Identify plants and animals living in each habitat</li> <li>• Recognize interactions among the living things in each habitat</li> </ul>   |                                 |
| 30–31                               | 74–75             | 68–69        | 55, 57          | <b>Activity: Home Sweet Home</b> <ul style="list-style-type: none"> <li>• Plan a habitat</li> <li>• Build a model of a habitat</li> <li>• Record data from research about a chosen habitat</li> <li>• Communicate information about a chosen habitat and the things living there</li> </ul>   | Communicating<br>Recording data |
| 32                                  | 76                |              | 59–60           | <b>Chapter Review</b> <ul style="list-style-type: none"> <li>• Recall concepts and terms from Chapter 4</li> </ul>  |                                 |
| 33                                  | 77                |              |                 | <b>Chapter Test</b> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of concepts taught in Chapter 4</li> </ul>   |                                 |

| Lesson                                 | Teacher's Edition | Student Text | Activity Manual | Objectives and Biblical Worldview   | Process Skills             |
|--|-------------------|--------------|-----------------|---|----------------------------|
| <b>Chapter 5: What Fossils Show Us</b> |                   |              |                 |   |                            |
| 34                                     | 78–81             | 70–73        | 61–62           | <ul style="list-style-type: none"> <li>Recognize that a person who believes in Creation believes that God made all things</li> <li>Recognize that a person who believes in evolution believes that the world was made by chance</li> <li>Illustrate that our beliefs affect our observations</li> <li>Label statements as beliefs of Creation or evolution</li> </ul> <i>God as Master of Creation</i><br><i>The Fall of all people</i><br><i>God's provision for redemption</i>                                      |                            |
| 35                                     | 82                | 74           | 63–64           | <b>Exploration: Following Clues</b> <ul style="list-style-type: none"> <li>Infer that fossils provide clues about an animal's size, speed, and behavior</li> </ul>  |                            |
| 36                                     | 83–85             | 75–77        | 62, 65–66       | <ul style="list-style-type: none"> <li>Explain how fossils form</li> <li>Differentiate between evolution and Creation about when fossils formed</li> <li>Describe five different ways fossils form</li> <li>Differentiate between a cast and a mold</li> </ul>  |                            |
| 37–38                                  | 86–91             | 78–83        | 67, 69          | <ul style="list-style-type: none"> <li>Explain some things fossils can tell us about dinosaurs and some things we cannot know</li> <li>Know that the <i>Stegosaurus</i> had two rows of bony plates along its back</li> <li>Know that the <i>Tyrannosaurus rex</i> had short front legs and stood on its back legs</li> <li>Recall that Noah took every kind of animal, including dinosaurs, on the ark</li> <li>Name one possible reason that dinosaurs became extinct</li> </ul> <i>The Flood changed the earth</i> |                            |
| 39                                     | 92–93             | 84–85        | 71–72           | <b>Activity: Bag of Bones</b> <ul style="list-style-type: none"> <li>Infer how scientists guess how to put dinosaur bones together</li> <li>Model a dinosaur skeleton</li> </ul>  | Inferring<br>Communicating |
| 40                                     | 94                |              | 73–74           | <b>Chapter Review</b> <ul style="list-style-type: none"> <li>Recall concepts and terms from Chapter 5</li> </ul>  |                            |
| 41                                     | 95                |              |                 | <b>Chapter Test</b> <ul style="list-style-type: none"> <li>Demonstrate knowledge of concepts taught in Chapter 5</li> </ul>   |                            |

| Lesson                                    | Teacher's Edition | Student Text | Activity Manual | Objectives and Biblical Worldview   | Process Skills         |
|---|-------------------|--------------|-----------------|---|------------------------|
| <b>Chapter 6: What Makes Up the Earth</b> |                   |              |                 |   |                        |
| 42  | 96–101            | 86–91        | 75–76           | <ul style="list-style-type: none"> <li>• Know that God made the earth with water and then He made the dry land</li> <li>• Recognize that water covers most of the earth's surface</li> <li>• Know that oceans have salt water and rivers have fresh water</li> <li>• Describe and identify what an ocean, a continent, and an island are</li> </ul> <i>God as Creator</i><br><i>The Flood changed the earth</i> |                        |
| 43  | 102–5             | 92–95        | 77              | <ul style="list-style-type: none"> <li>• Recognize that scientists infer what is inside the earth by what happens on the surface</li> <li>• Label a diagram of the layers of the earth</li> <li>• Recognize characteristics of each layer of the earth</li> </ul>   |                        |
| 44  | 106–7             | 96–97        | 79–80           | <b>Activity: The Earth's Layers</b> <ul style="list-style-type: none"> <li>• Model the layers of the earth</li> </ul>   | Measuring<br>Inferring |
| 45  | 108–11            | 98–101       | 81–82           | <ul style="list-style-type: none"> <li>• Differentiate between volcanoes and earthquakes</li> <li>• Recognize that lava is hot, melted rock that comes from a volcano</li> <li>• Describe ways that earthquakes and volcanoes change the earth's surface</li> <li>• Write about how knowing about the earth's surface helps us live safely</li> </ul> <i>People's use of science to help others</i>             |                        |
| 46  | 112               |              | 83–84           | <b>Chapter Review</b> <ul style="list-style-type: none"> <li>• Recall concepts and terms from Chapter 6</li> </ul>  |                        |
| 47  | 113               |              |                 | <b>Chapter Test</b> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of concepts taught in Chapter 6</li> </ul>   |                        |

| Lesson                                       | Teacher's Edition | Student Text | Activity Manual | Objectives and Biblical Worldview  | Process Skills         |
|--|-------------------|--------------|-----------------|--|------------------------|
| <b>Chapter 7: What Natural Resources Are</b> |                   |              |                 |  |                        |
| 48   | 114–19            | 102–7        | 85–87           | <ul style="list-style-type: none"> <li>• Recognize that natural resources are things in nature that God has given us to use</li> <li>• Recognize that we should conserve the natural resources God has given us</li> <li>• Identify water, soil, and trees as natural resources</li> <li>• Describe how we can conserve water, soil, and trees</li> <li>• Explain how plants can help prevent erosion</li> </ul> <i>People as stewards of God's creation</i><br><i>God created people to work</i><br><i>Christians' use of science to show God's love to others</i><br><i>God's creation for the use and enjoyment of people</i> |                        |
| 49   | 120–21            | 108–9        | 86, 89–90       | <ul style="list-style-type: none"> <li>• Recognize that fossil fuels are natural resources used for energy</li> <li>• Identify three kinds of fossil fuels</li> <li>• Recognize that fossil fuels can cause pollution</li> <li>• Describe how we can conserve fossil fuels</li> </ul> <i>People as stewards of God's creation</i>  |                        |
| 50   | 122–25            | 110–13       | 91–92           | <ul style="list-style-type: none"> <li>• Identify the three Rs to help conserve our natural resources</li> <li>• Explain what it means to reuse, reduce, or recycle something</li> </ul> <i>People as stewards of God's creation</i>   |                        |
| 51   | 126–27            | 114–15       | 93              | <b>Activity: Recycled Paper</b> <ul style="list-style-type: none"> <li>• Recycle newspapers to make paper</li> </ul>   | Inferring<br>Measuring |
| 52   | 128               |              | 95–96           | <b>Chapter Review</b> <ul style="list-style-type: none"> <li>• Recall concepts and terms from Chapter 7</li> </ul>   |                        |
| 53   | 129               |              |                 | <b>Chapter Test</b> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of concepts taught in Chapter 7</li> </ul>  |                        |

| Lesson                                | Teacher's Edition | Student Text | Activity Manual | Objectives and Biblical Worldview  | Process Skills         |
|---------------------------------------|-------------------|--------------|-----------------|--|------------------------|
| <b>Chapter 8: How the Earth Moves</b> |                   |              |                 |  |                        |
| 54                                    | 130–33            | 116–19       | 97, 99          | <ul style="list-style-type: none"> <li>Recognize that the sun appears to move across the sky from east to west</li> <li>Recognize that the earth's movement causes sunrise and sunset</li> </ul> <i>God as Creator</i><br><i>God's control of His creation</i><br><i>God's creation of invisible forces</i><br><i>God's holding all creation together</i><br><i>God's orderly design</i>   |                        |
| 55                                    | 134–37            | 120–23       | 101–2           | <ul style="list-style-type: none"> <li>Describe the earth's shape as a sphere</li> <li>Identify three ways a globe is a model of the earth</li> <li>Recognize that the earth rotates on its axis</li> <li>Know that the sun shines on one side of the earth at a time</li> <li>Explain that the rotation of the earth causes daytime and nighttime</li> </ul> <i>God as Creator</i><br><i>God's control of His creation</i><br><i>God's orderly design</i> |                        |
| 56                                    | 138–39            | 124–25       | 103–4           | <b>Activity: Day and Night Across the World</b> <ul style="list-style-type: none"> <li>Demonstrate what causes day and night</li> <li>Explain why a place has daytime and nighttime</li> </ul> <i>God's orderly design</i>   | Observing<br>Inferring |
| 57                                    | 140–43            | 126–29       | 105–6           | <ul style="list-style-type: none"> <li>Know that the earth revolves around the sun</li> <li>Recognize that one complete revolution around the sun is equal to a year</li> <li>Identify two things that cause the seasons</li> <li>Know that God is responsible for the design of the seasons</li> </ul> <i>God's orderly design</i>  |                        |
| 58                                    | 144               |              | 107–8           | <b>Chapter Review</b> <ul style="list-style-type: none"> <li>Recall concepts and terms from Chapter 8</li> </ul>   |                        |
| 59                                    | 145               |              |                 | <b>Chapter Test</b> <ul style="list-style-type: none"> <li>Demonstrate knowledge of concepts taught in Chapter 8</li> </ul>  |                        |



| Lesson                            | Teacher's Edition | Student Text | Activity Manual | Objectives and Biblical Worldview   | Process Skills           |
|-----------------------------------|-------------------|--------------|-----------------|---|--------------------------|
| <b>Chapter 9: How Light Works</b> |                   |              |                 |   |                          |
| 60                                | 146–51            | 130–35       | 109–10          | <ul style="list-style-type: none"> <li>• Know that God created light</li> <li>• Identify light as a form of energy</li> <li>• Identify sources of light</li> <li>• Know that light travels in a straight line</li> </ul> <i>God as Creator</i><br><i>People as stewards of God's creation</i>   |                          |
| 61                                | 152–53            | 136–37       | 111             | <ul style="list-style-type: none"> <li>• Know that light is made of many colors</li> <li>• Explain that light-colored objects reflect more light</li> <li>• Explain that dark colors absorb light</li> </ul> <i>God's love of beauty</i><br><i>The Flood as God's judgment on sin</i><br><i>God's faithfulness to keep His promises</i> |                          |
| 62                                | 154–55            | 138–39       |                 | <ul style="list-style-type: none"> <li>• Differentiate between the words <i>transparent</i>, <i>translucent</i>, and <i>opaque</i></li> <li>• Identify objects as transparent, translucent, or opaque</li> </ul>  |                          |
| 63                                | 156–57            | 140–41       | 113–14          | <p><b>Activity: Observing Light</b></p> <ul style="list-style-type: none"> <li>• Classify objects as transparent, translucent, or opaque</li> <li>• Record observations</li> <li>• Graph data from observations</li> </ul>  | Classifying<br>Observing |
| 64                                | 158–60            | 142–44       | 115, 117        | <ul style="list-style-type: none"> <li>• Recognize that a shadow forms when light is blocked</li> <li>• Explain that a shadow changes when the light source moves</li> <li>• Explain that a shadow changes when the object moves</li> </ul>   |                          |
| 65                                | 161               | 145          |                 | <p><b>Exploration: Shadow Puppets</b></p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of how shadows change</li> <li>• Work together to write a script and make puppets</li> <li>• Work together to perform a puppet play</li> </ul>  |                          |
| 66                                | 162               |              | 119–20          | <p><b>Chapter Review</b></p> <ul style="list-style-type: none"> <li>• Recall concepts and terms from Chapter 9</li> </ul>   |                          |
| 67                                | 163               |              |                 | <p><b>Chapter Test</b></p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of concepts taught in Chapter 9</li> </ul>  |                          |

| Lesson                                | Teacher's Edition | Student Text | Activity Manual   | Objectives and Biblical Worldview   | Process Skills          |
|---------------------------------------|-------------------|--------------|-------------------|---|-------------------------|
| <b>Chapter 10: How Matter Changes</b> |                   |              |                   |   |                         |
| 68–69                                 | 164–69            | 146–51       | 121–23,<br>125–26 | <ul style="list-style-type: none"> <li>Identify one reason why we study matter</li> <li>Know the three forms of matter</li> <li>Differentiate between solids, liquids, and gases</li> </ul> <i>God's creation for the use of people</i>   |                         |
| 70                                    | 170–73            | 152–55       |                   | <ul style="list-style-type: none"> <li>Describe how matter changes form when it is heated</li> <li>Explain what happens when something melts or evaporates</li> <li>Recognize water vapor as the gas that forms from water</li> </ul> <i>People as stewards of God's creation</i><br><i>God's power over His creation</i><br><i>God's provision for His creation</i>    |                         |
| 71                                    | 174–75            | 156–57       | 127               | <ul style="list-style-type: none"> <li>Recognize that cooling matter can cause it to change forms</li> <li>Explain condensing and freezing</li> </ul>   |                         |
| 72                                    | 176–77            | 158–59       | 129–30            | <b>Activity: Changing a Solid</b> <ul style="list-style-type: none"> <li>Observe the rates at which different solids melt</li> </ul>  | Predicting<br>Measuring |
| 73                                    | 178–79            | 160–61       | 131,<br>133–34    | <ul style="list-style-type: none"> <li>Identify a thermometer as a tool used to measure temperature</li> <li>Demonstrate that the temperature goes up when something is heated but goes down when something is cooled</li> <li>Identify one reason why we study matter</li> </ul> <i>People as God's image bearers</i><br><i>People's use of science to help others</i> |                         |
| 74                                    | 180               |              | 135–36            | <b>Chapter Review</b> <ul style="list-style-type: none"> <li>Recall concepts and terms from Chapter 10</li> </ul>   |                         |
| 75                                    | 181               |              |                   | <b>Chapter Test</b> <ul style="list-style-type: none"> <li>Demonstrate knowledge of concepts taught in Chapter 10</li> </ul>  |                         |

| Lesson                             | Teacher's Edition | Student Text | Activity Manual     | Objectives and Biblical Worldview   | Process Skills            |
|------------------------------------|-------------------|--------------|---------------------|---|---------------------------|
| <b>Chapter 11: How Things Move</b> |                   |              |                     |   |                           |
| 76                                 | 182–86            | 162–66       | 137–38              | <ul style="list-style-type: none"> <li>Identify forces in pictures as a push or a pull</li> <li>Know that a stronger force makes an object go faster and farther</li> <li>Recognize that a force causes motion</li> <li>Know that a force can change the direction of an object's motion</li> </ul> <i>God's creation of invisible forces</i><br><i>Christians' use of science to show God's love to others</i>   |                           |
| 77                                 | 187               | 167          | 139                 | <b>Exploration: Forces Walk</b> <ul style="list-style-type: none"> <li>Observe forces in action</li> </ul>  |                           |
| 78–79                              | 188–91            | 168–71       | 141, 143–44, 145–46 | <ul style="list-style-type: none"> <li>Identify the kind of surfaces that have more or less friction</li> <li>Identify the tool used to measure weight</li> </ul> <i>People's use of science in God's world</i><br><i>God as Creator</i>  |                           |
| 80                                 | 192–93            | 172–73       | 147–48              | <b>Activity: Magnetic Attraction</b> <ul style="list-style-type: none"> <li>Predict whether items will be attracted to a magnet</li> <li>Observe items that are attracted to a magnet</li> </ul> <i>People's use of science in God's world</i>  | Predicting<br>Classifying |
| 81                                 | 194–95            | 174–75       | 141, 149            | <ul style="list-style-type: none"> <li>Describe the kinds of things that are attracted to a magnet</li> <li>Know that the areas on a magnet that have the strongest magnetism are the poles</li> <li>Know which poles of magnets attract each other and which ones repel each other</li> <li>Explain why we learn about forces</li> <li>Write an explanation about what force causes a scooter to roll down a hill</li> <li>Write an explanation about what force causes a scooter to stop at the bottom of a hill</li> </ul> <i>God's creation of invisible forces</i><br><i>Christians' use of science to show God's love to others</i> |                           |
| 82                                 | 196               |              | 151–52              | <b>Chapter Review</b> <ul style="list-style-type: none"> <li>Recall concepts and terms from Chapter 11</li> </ul>   |                           |
| 83                                 | 197               |              |                     | <b>Chapter Test</b> <ul style="list-style-type: none"> <li>Demonstrate knowledge of concepts taught in Chapter 11</li> </ul>  |                           |

| Lesson                                | Teacher's Edition | Student Text | Activity Manual       | Objectives and Biblical Worldview   | Process Skills             |
|---------------------------------------|-------------------|--------------|-----------------------|---|----------------------------|
| <b>Chapter 12: How the Body Works</b> |                   |              |                       |   |                            |
| 84                                    | 198–203           | 176–81       | 153, 155, 157         | <ul style="list-style-type: none"> <li>Recognize that God made the parts of the body to work together</li> <li>Recognize that a system is parts of the body that work together to do a job</li> <li>Identify bones as part of the skeletal system</li> <li>Identify muscles as part of the muscular system</li> <li>Describe how bones and muscles work together to help people move</li> </ul> <p><i>God's design for the human body</i><br/><i>Christians' use of their bodies to honor God</i></p> |                            |
| 85                                    | 204–7             | 182–85       | 155, 159, 160–62      | <ul style="list-style-type: none"> <li>Identify the heart and blood vessels as parts of the circulatory system</li> <li>Relate the size of the heart to the size of the person's fist</li> <li>Describe how lungs work</li> <li>Describe how the circulatory and respiratory systems work together</li> </ul> <p><i>God's design for the human body</i></p>   |                            |
| 86                                    | 208–11            | 186–89       | 155, 163, 165, 167–68 | <ul style="list-style-type: none"> <li>Identify the path that food travels through the digestive system</li> <li>Classify foods into MyPlate food groups</li> <li>Know that Christians need to take care of their bodies and try to stay healthy to glorify God</li> <li>Write about two things the body needs to stay strong and healthy</li> </ul> <p><i>Christians' bodies as God's temple</i></p>   |                            |
| 87–88                                 | 212–13            | 190–91       |                       | <p><b>Activity: Mapping My Body</b></p> <ul style="list-style-type: none"> <li>Demonstrate an understanding of where different parts of the body are located</li> <li>Make a model to aid learning</li> </ul>   | Communicating<br>Inferring |
| 89                                    | 214               |              | 169–70                | <p><b>Chapter Review</b></p> <ul style="list-style-type: none"> <li>Recall concepts and terms from Chapter 12</li> </ul>  |                            |
| 90                                    | 215               |              |                       | <p><b>Chapter Test</b></p> <ul style="list-style-type: none"> <li>Demonstrate knowledge of concepts taught in Chapter 12</li> </ul>   |                            |

