



BJU Press - 5th Grade - Science - Quarter 3 Map

Week	Lessons	Project/Activity	Modification	Submit	Objectives
1	96-100	Activity 103-104	Combine 97 and 98	Activity 103-104	Students will be able to: <ol style="list-style-type: none">1. Recognize the interrelationship of science concepts2. Explain the relationship between the study of ecosystems and Genesis 1:283. Identify the two parts of an ecosystem4. Explain the relationships between individuals, communities, and populations5. Identify the functions of producers, consumers, and decomposers6. Explain why scavengers and decomposers are important to an ecosystem7. Investigate a habitat8. Distinguish between living things and nonliving things9. Identify producers and consumers10. Record interactions11. Identify the predators and prey in a food chain12. Differentiate between a food chain and a food web13. Describe the transfer of energy from one organization to another14. Explain how competition affects population size
2	101-106		Combine 101 and 102 also 105 and 106		Students will be able to: <ol style="list-style-type: none">1. Identify predators and prey within a food web2. Model a food web3. Recognize interrelationships among organizations in a food web

					<ol style="list-style-type: none"> 4. Compare the model food web with an actual food web 5. Make a visual representation of a food web 6. Identify producers and prey within a food web 7. Identify animals as herbivores, omnivores, or carnivores 8. Describe relationships among animals and plants in a simple ecosystem 9. State the sources of food for both people and animals before the fall 10. Explain why the kinds of teeth in a skull may not determine the kinds of food an animal eats 11. Compare and contrast the evolutionary and creationary views of the history of carnivores 12. Identify the basic needs of plants and animals 13. Identify and describe adaptations that help plants survive 14. Identify and describe adaptations that help animals survive
3	107-112		Do lessons 110 on the same day as 111-112 and finish it on Friday		<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify different kinds of symbiosis 2. Differentiate between instincts and learned behaviors 3. Give examples of instincts and learned behaviors <p>Chapter 7 Review and Test</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Recognize ways that people can have dominion over the earth as God has commanded 2. Recognize that the earth has many cycles 3. Identify the seasonal changes that may occur in an ecosystem 4. Explain the carbon cycle 5. Differentiate between photosynthesis and respiration
4	113-116				<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Name two ways that nitrogen is changed into usable compounds 2. Describe the nitrogen cycle

					<ol style="list-style-type: none"> 3. Identify the parts of the water cycle 4. Identify and infer some ways that cycles work together in an ecosystem 5. Recognize that decomposers are a part of many cycles 6. Identify water as a variable that affects decomposition 7. Analyze the effects of water on the rate of decomposition
5	117-120				<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify three natural stresses on an ecosystem 2. Explain how fires and floods can be beneficial to an ecosystem 3. Identify some effects of a drought 4. Describe the process of succession 5. Recognize that sometimes what seems to us like a disaster is actually God's way of maintaining the earth 6. Research a historical stress such as a famous fire, flood, or other disaster 7. Organize and present information about the stress
6	121-126	Lessons 123	Combine lessons 121 and 122	Test 8	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Collect and record information about ecosystems 2. Organize the information into a notebook for presentation 3. Explain the water cycle using a model 4. Relate the cycles of nature to God's care of His creation 5. Identify some man made stresses 6. List differing opinions about using natural resources 7. Differentiate between an extinct species and an endangered species <p>Chapter 8 Review and Test</p>
7	127-130				<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Recognize the interrelationship of science concepts 2. Recognize that technology can be designed to control sound because sound moves in predictable ways 3. Define "sound" and "wavelength"

					<ol style="list-style-type: none"> 4. Identify a compression of a sound wave 5. Differentiate between the frequency and speed of sound waves 6. Observe how the size of a vibration affects its sound 7. Change a variable and compare results 8. Predict the highness or lowness of a sound
8	131-135	Lesson 134			<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Define “pitch” and “volume” 2. Explain how the pitch of a sound wave is related to its frequency 3. Identify the frequency range of human hearing 4. Explain how the volume of a sound is related to the intensity of its sound waves 5. Define and Describe “timbre” 6. Compare the amount of sound absorbed by different materials 7. Predict which material will absorb the most sound 8. Rate the loudness of sounds 9. Identify relationships between materials and their abilities to absorb sound 10. Summarize what the Bible says about hearing 11. Explain why a creationary approach to science is a better approach to solving problems (like hearing loss) than an evolutionary approach 12. Differentiate between sound and noise 13. Recognize that a sound fades as its energy is used up 14. List examples of how echoes are used in nature and technology 15. Name examples of how an acoustical engineer uses his knowledge of sound
9	136-140		Combine 139 and 140	Test 9	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Test the abilities of different mediums to carry sound 2. Write a paragraph that compares and contrasts the results <p>Chapter 9 Review and Test</p>

Students will be able to:

1. Recognize that God provides for the needs of people
2. Identify light as a form of energy
3. Compare and contrast electromagnetic and mechanical waves
4. Identify the four properties of waves (wavelength, amplitude, frequency, and speed)
5. Differentiate between the frequency of a wave and the speed of a wave