



BJU Press - 5th Grade - Science - Quarter 1 Map

Week	Lessons	Project/Activity	Modification	Submit	Objectives
1	1-6		Combine 1-2. 5-6 take two days		Students will be able to: <ol style="list-style-type: none">1. Define "worldview"2. Recognize that everyone has a worldview3. Identify characteristics of the Christian worldview4. Recognize the interrelationship of science concepts5. Distinguish facts and assumptions in the evolution/Creation debate6. Evaluate evolutionary assumptions from a Christian worldview, mankind's imitation of God's creation, the Bible as the final authority, and God as the only Creator7. Identify and locate the layers of the earth8. Describe features of the core, mantle, and crust9. Explain how weathering and erosion affect sediment10. Define The Flood's effect on the earth, the Fall of mankind, and mankind's use of God's resources11. Explain why it is necessary to look at the world from a biblical perspective12. Justify, from a biblical viewpoint, that the layers of the earth did not take millions of years to form13. Define "mineral"14. Identify crystal structure, luster, hardness, color, and cleavage as characteristics of minerals15. Explain how the Mohs scale is used to determine hardness16. God's design for the earth's resources God's design for the human body

2	7-10		8-9 take two days		<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Measure mass to the nearest gram 2. Measure volume to the nearest milliliter 3. Follow directions 4. Observe the formation of Epsom-salt crystals 5. Collect and record observation data 6. Differentiate between characteristics of precious and semi-precious stones 7. List some common uses of minerals 8. Recognize that some minerals are metals 9. Identify where minerals are found 10. God's creation for mankind's enjoyment 11. God's salvation through Christ
3	11-14				<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Research a mineral found in foods or beverages 2. Display food or beverages that contain the mineral 3. Prepare an oral presentation on God's design for the human body 4. Use the PQ3R method to read informational text 5. Define "rock" 6. Identify three types of rock and explain how each is formed 7. List examples of igneous rock, sedimentary rock, and metamorphic rock 8. Identify the consequences of sin 9. Confirm the Bible as the final authority 10. Label rocks in a collection 11. Classify rocks according to chosen criteria
4	15-19		Combine 15-16. 16 is TEST	Test 1	<p>Chapter Review</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Recall concepts and terms from Chapter 1 2. Apply knowledge to everyday situations <p>Chapter 1 Test</p>

				<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of concepts taught in Chapter 1 2. Evaluate evolutionary assumptions from a Christian worldview, faith in the Word of God and God's orderly design 3. Define "fossil" 4. Compare and describe some types of fossils that form in sediment: petrified fossil, mold, cast, carbon film, and trace fossil 5. Identify other materials in which fossils are sometimes preserved 6. Examine the Flood's effect on the earth
5	20-24		23-24 take two days	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify phrases or statements that indicate a Creationist or Evolutionist viewpoint 2. Make inferences as to the viewpoint from which literature is written 3. Discern what is true according to The Bible as the final authority 4. Make models of fossils 5. Relate models to fossils 6. Define "paleontology" 7. Describe how fossils are excavated and reconstructed 8. Explain why rock layers do not indicate the age of a buried fossil 9. Describe how paleontologists use carbon dating to guess the age of fossils
6	25-29		25-26 take two days	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Model the procedures a paleontologist uses while excavating 2. Complete a site map 3. Recognize that what is known about dinosaurs is based on the observations of fossils 4. Name some of the types of information that are known from fossils 5. Recognize some of the types of information that can be

					<p>inferred from fossils</p> <ol style="list-style-type: none"> 6. Realize that man and dinosaurs lived at the same time 7. Recognize that some dinosaurs survived the Flood 8. Identify biblical animals that may have been dinosaurs 9. Name some causes of extinction 10. Identify reasons why dinosaurs have become extinct 11. Justify from a biblical viewpoint that dinosaurs existed and that dinosaur and people lived together 12. Examine scientific evidence to show the dinosaurs are thousands of years old and not millions
7	30-34	Activity 29	Eliminate Test 31. Upload Lesson Activity 29.	Activity 29	<p>Chapter Review</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Recall concepts and terms from Chapter 2 2. Apply knowledge to everyday situations <p>Chapter 2 Test</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of concepts taught in Chapter 2 2. Recognize that God created different kinds of matter to melt at different temperatures 3. Recognize that learning about matter and how it works is important to glorify God and serve others 4. Give an example of how God's design of the properties of matter benefits people 5. Identify Christian behavior as showing God's love to others 6. Define "matter" 7. Explain how to find the volume of a solid and of a liquid 8. Differentiate between mass and weight 9. Recognize that volume, mass, and weight are ways by which matter can be measures 10. Explain how density is related to mass and volume 11. Measure length to the nearest millimeter 12. Measure volume using cubic centimeters 13. Measure temperature to the nearest degree.

8	35-39		35-36 take two days		<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify and describe the three states of matter 2. List examples of solids, liquids, and gasses 3. Define "physical change" 4. Recognize that a change of state is a physical change 5. Differentiate among melting, freezing, vaporization, and condensation 6. Use a scientific method 7. Identify atoms as small particles of matter 8. Differentiate between elements and compounds 9. Contrast chemical changes and physical changes
9	40-43				<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Define "moisture" 2. Explain the difference between a mixture and a compound 3. Give some examples of mixtures 4. Identify some ways that substances in a mixture can be separated using physical properties 5. Identify a solution as a type of mixture 6. Identify the parts of a solution 7. Define "concentration" 8. Explain ways to increase the rate of dissolving 9. Recognize that God created the matter in the universe from nothing 10. Provide examples from Scripture of how the universe was created 11. Identify the object of faith for materialists (matter) and Christians (God and the Bible) 12. Predict how surface area will affect the rate of dissolving 13. Relate results to other situations