

# Life Science

## Unit 1: The Pattern of Life

1.5 weeks

7.2, 7.9

**What is the biblical view of science?**

**Why is life so special?**

**What is the purpose of studying life science?**

**How do we see the image of God in humans?**

Objectives	Methods	Resources	Assessment
<p>The student will:</p> <ul style="list-style-type: none"> <li>● Define worldview</li> <li>● Compare naturalistic and biblical worldview</li> <li>● Explain Gen 1:26-30 as it relates to science</li> <li>● Give evidence of life using the characteristics of life</li> <li>● Illustrate the concept of homeostasis in an organism</li> <li>● Explain the meaning of the claim that life is engineered</li> <li>● Show how people are different from the rest of creation</li> <li>● How do microscopes work?</li> <li>● How can I see cells?</li> <li>● How do biologists work in the real world?</li> <li>● Explain how life science uses models</li> <li>● Describe the scientific process</li> <li>● Outline the current system of the classification of life</li> </ul>	<ul style="list-style-type: none"> <li>● lecture</li> <li>● discussion</li> <li>● individual reading</li> <li>● completing worksheet activities individually and in pairs</li> <li>● class survey to demonstrate scientific method</li> <li>● experiment to demonstrate scientific method</li> <li>● truth discernment activity</li> </ul>	<ul style="list-style-type: none"> <li>● textbook: Bob Jones <i>Life Science for Christian Schools</i>, 5<sup>th</sup> ed., Chapter 1</li> <li>● teacher made assignments for experiment</li> </ul>	<ul style="list-style-type: none"> <li>● responses on survey activity</li> <li>● responses on experiment activity</li> <li>● participation in class discussion</li> <li>● responses to questions from text</li> <li>● responses to questions on worksheet activities</li> <li>● Completion of ISN pages</li> <li>● curriculum quizzes and tests</li> <li>● ISN</li> </ul>

# Life Science

## Unit 2: Cell Structure

1.5 Weeks

7.2, 7.7, 7.9

**How does cell design show the creativity of God?**

**How does irreducible complexity point toward a Creationist view?**

**How does Creation point to a Designer?**

Objectives	Methods	Resources	Assessment
<p>The student will:</p> <ul style="list-style-type: none"><li>● List the main points of the cell theory</li><li>● Explain why cell theory is a scientific model</li><li>● Differentiate between types of cells</li><li>● Show how cells work together to form tissues in multicellular organisms</li><li>● List the organelles and their functions</li><li>● Explain osmosis and diffusion</li><li>● Contrast the view that cell structures are engineered with the view of how they evolved</li><li>● Define photosynthesis and cellular respirations</li><li>● Identify ATP as the energy molecule in the cell</li><li>● Summarize how cells obtain, store and use energy</li></ul>	<ul style="list-style-type: none"><li>● lecture</li><li>● discussion</li><li>● individual reading</li><li>● completing worksheet and teacher made activities individually and in pairs</li><li>● cell project</li></ul>	<ul style="list-style-type: none"><li>● textbook: Bob Jones <i>Life Science for Christian Schools</i>, 5<sup>th</sup> ed., Chapter 2</li><li>● buttons</li><li>● gummy bears</li><li>● tea bags</li></ul>	<ul style="list-style-type: none"><li>● participation in class discussion</li><li>● responses to questions from text</li><li>● responses to questions on worksheet activities</li><li>● cell project assessment</li><li>● Curriculum quizzes and test</li><li>● ISN</li></ul>

# Life Science

## Unit 3: Information in the Cell

1 Week 1 day

7.2, 7.9

**How is the complexity of DNA evidence of God's design?**

**How is God's glory declared in creation?**

**How does DNA design show irreducible complexity?**

Objectives	Methods	Resources	Assessment
<p>The student will:</p> <ul style="list-style-type: none"><li>● Describe DNA structure</li><li>● Relate the structure of DNA to its function as and information storage molecule</li><li>● Summarize the processes of transcription and translation</li><li>● Compare gene structure and function with engineered systems</li><li>● Summarize the cell cycle</li><li>● Describe the process of DNA replication</li><li>● Compare mitosis and meiosis</li><li>● Argue that the structure of DNA is evidence of intelligent design</li><li>● Evaluate the ethics of cloning</li></ul>	<ul style="list-style-type: none"><li>● lecture</li><li>● discussion</li><li>● individual reading</li><li>● completing worksheet activities individually and in pairs</li></ul>	<ul style="list-style-type: none"><li>● textbook: Bob Jones <i>Life Science for Christian Schools</i>, 5<sup>th</sup> ed., Chapter 3</li><li>● cellular molecule models</li><li>● teacher made assignments for organelle comic strips</li></ul>	<ul style="list-style-type: none"><li>● participation in class discussion</li><li>● responses to questions from text</li><li>● responses to questions on worksheet activities</li><li>● DNA model assessment</li><li>● Curriculum quizzes and test</li><li>● ISN</li></ul>

# Life Science

## Unit 4: Genetics

1.5 Weeks

7.2,7.7,7.9

- How does genetics reveal God's orderliness?
- What does the bible say about genetic disorders and human disorders?
- What does the Bible say about abortion and euthanasia?
- What is the biblical perspective on cloning?

Objectives	Methods	Resources	Assessment
<p>The student will:</p> <ul style="list-style-type: none"> <li>● Summarize Mendel's experiments and principles of inheritance</li> <li>● Contrast dominant and recessive alleles</li> <li>● Explain the relationship between genotype and phenotype</li> <li>● Predict The outcome of a cross with simple dominant-recessive inheritance pattern using Punnett Squares</li> <li>● Define incomplete and codominance</li> <li>● Explain how more than two alleles can affect character</li> <li>● Predict the outcomes of crosses with non-Mendelian inheritance patterns</li> <li>● Define the terms genetic drift and natural selection</li> <li>● Explain how genetic and natural selection affect populations</li> <li>● Analyze the potential for genetic change in a population change</li> <li>● Contrast an evolutionist's view of natural selection with that of a creationist.</li> </ul>	<ul style="list-style-type: none"> <li>● lecture</li> <li>● discussion</li> <li>● individual reading</li> <li>● completing worksheet activities individually and in pairs</li> </ul>	<ul style="list-style-type: none"> <li>● textbook: Bob Jones <i>Life Science for Christian Schools</i>, 5<sup>th</sup>ed., Chapter 4</li> <li>● Translation and transcription videos</li> </ul>	<ul style="list-style-type: none"> <li>● participation in class discussion</li> <li>● responses to questions from text</li> <li>● responses to questions on worksheet activities</li> <li>● Curriculum quizzes and test</li> <li>● Flobit lab</li> <li>● ISN</li> </ul>

# Life Science

## Unit 5: Change in Nature

1.5 Weeks

7.1, 7.7, 7.8, 7.9

**What is the role of faith in beliefs about origins?**

**What is the literal view of creation?**

**How can dinosaurs be explained using the Bible?**

**What are some of the problems with evolution?**

**What do you think God thinks about evolution?**

Objectives	Methods	Resources	Assessment
<p>The student will:</p> <ul style="list-style-type: none"><li>• List various forms of evidence for change in living things</li><li>• Explain why worldview affect's one's construction of history of change of life on Earth</li><li>• Summarize the history of Darwinism</li><li>• Explain the concept of natural selection</li><li>• Explain how evolutionists interpret the evidence for change in living things</li><li>• Critique the internal consistency of the evolutionary theory</li><li>• Summarize the biblical account of Creation</li><li>• explain how creationists interpret change</li></ul>	<ul style="list-style-type: none"><li>• lecture</li><li>• discussion</li><li>• individual reading</li><li>• completing worksheet activities individually, in pairs and as a class</li></ul>	<ul style="list-style-type: none"><li>• textbook: Bob Jones <i>Life Science for Christian Schools</i>, 5<sup>th</sup> ed., Chapter 5</li><li>• BJU Activities book</li></ul>	<ul style="list-style-type: none"><li>• participation in class discussion</li><li>• responses to questions from text</li><li>• responses to questions on worksheet activities</li><li>• Curriculum quizzes and tests</li><li>• Supplemental test questions on evolution vs creationism</li><li>• ISN</li></ul>

# Life Science

## Unit 6: Bacteria and Viruses

1 week 1 day

7.1, 7.3, 7.4, 7.9

**How can we use a microscope to uncover God’s unseen world?**  
**What are the creation/evolutionists views on the origin of protozoa?**  
**How are bacteria evidence of God’s design for us?**  
**How are bacteria and viruses evidence of the Fall?**

Objectives	Methods	Resources	Assessment
<p>The student will:</p> <ul style="list-style-type: none"> <li>Identify the structures of bacterium</li> <li>Contrast the kingdoms of Archaeobacteria and Eubacteria</li> <li>Explain how bacteria reproduce</li> <li>Explain the role of bacteria in the environment</li> <li>Evaluate the claim that antibiotic resistance is an example of biological evolution</li> <li>Label the structure of a virus</li> <li>Explain why viruses are classified differently than living organisms</li> <li>explain the difference in active and latent viruses</li> <li>Evaluate the ethics of gene therapy</li> </ul>	<ul style="list-style-type: none"> <li>lecture</li> <li>discussion</li> <li>individual reading</li> <li>completing worksheet activities individually and in pairs</li> <li>Group activity growing bacteria</li> <li>Handwashing pepper lab</li> </ul>	<ul style="list-style-type: none"> <li>textbook: Bob Jones <i>Life Science for Christian Schools</i>, 5<sup>th</sup> ed., Chapter 6</li> <li>BJU activities book</li> </ul>	<ul style="list-style-type: none"> <li>participation in class discussion</li> <li>responses to questions from text</li> <li>responses on in class discussion</li> <li>responses to questions labs</li> <li>curriculum quizzes and test</li> <li>teacher made rubrics for virus/bacteria poster</li> <li>ISN</li> </ul>

# Life Science

## Unit 7: Protists and Fungi

1.5 weeks

7.1, 7.3, 7.7

**How can we use a microscope to uncover God's unseen world?  
 What are the creation/evolutionists views on the origin of protists and fungi?  
 How are fungi evidence of God's design for us?**

Objectives	Methods	Resources	Assessment
The student will: <ul style="list-style-type: none"> <li>● Identify the major characteristics of fungi</li> <li>● Classify protists on the basis of major characteristics</li> <li>● Summarize how protists move, obtain energy and reproduce</li> <li>● Explain the roles of protists in the environment</li> <li>● Evaluate the assumption that protists are lower life forms</li> <li>● identify the major characteristics of fungi</li> <li>● Summarize how fungi obtain energy and reproduce</li> <li>● Classify fungi on the basis of major characteristics</li> <li>● Explain the roles of fungi in the environment</li> <li>● Contrast explanations for the origin of slime molds</li> </ul>	<ul style="list-style-type: none"> <li>● lecture</li> <li>● discussion</li> <li>● individual reading</li> <li>● completing worksheet activities individually and in pairs</li> <li>● group and individual reading of Bible passages</li> </ul>	<ul style="list-style-type: none"> <li>● textbook: Bob Jones <i>Life Science for Christian Schools</i>, 5<sup>th</sup> ed., Chapter 7</li> <li>● Bibles</li> </ul>	<ul style="list-style-type: none"> <li>● participation in class discussion</li> <li>● responses to questions from text</li> <li>● responses to questions on worksheet activities</li> <li>● curriculum tests and quizzes</li> <li>● responses on essay activity</li> <li>● ISN</li> </ul>

# Life Science

## Unit 8: The Plant Kingdom

### 1 Week 1 Day

#### 7.1, 7.3, 7.4,7.9

- How does the plant world bear testimony to an omniscient Creator?**
- How can we use resources in the plants God has given us to meet human's needs?**
- How are plants testimony to God's beauty and design?**
- How is the lily of the field evidence of God's care for us?**
- How can we compare fruit growth to spiritual growth?**

Objectives	Methods	Resources	Assessment
The student will: <ul style="list-style-type: none"><li>• How are plants different from other living organisms</li><li>• Compare plants with other living things</li><li>• Differentiate between vascular and non-vascular plants</li><li>• Identify the structure and functions of roots, stems and leaves</li><li>• Explain how cell walls and turgor pressure support plants</li><li>• distinguish legitimate uses of plants from illegitimate uses on the basis of biblical teaching</li></ul>	<ul style="list-style-type: none"><li>• lecture</li><li>• discussion</li><li>• individual reading</li><li>• completing worksheet activities individually and in pairs</li><li>•</li></ul>	<ul style="list-style-type: none"><li>• textbook: Bob Jones <i>Life Science for Christian Schools</i>, 5<sup>th</sup> ed., Chapter 8</li><li>• worksheets</li></ul>	<ul style="list-style-type: none"><li>• participation in class discussion</li><li>• responses to questions from text</li><li>• responses to questions on workbook activities</li><li>• curriculum quizzes and tests</li><li>• responses to questions on bacterial multiplication activity</li><li>• ISN</li></ul>



# Life Science

## Unit 9 : Plant Functions

1.5 Weeks

7.2, 7.3, 7.4, 7.9

**How does the plant world bear testimony to an omniscient Creator?  
How can we use resources in the plants God has given us to meet human's needs?**

Objectives	Methods	Resources	Assessment
The student will: <ul style="list-style-type: none"><li>● Define tropisms in plants</li><li>● Identify the effects of hormones in plants</li><li>● Contrast short-day and long-day plants</li><li>● Defend the aesthetic use of plants on the basis of biblical teaching</li><li>● Compare seed-producing plants with seedless plants</li><li>● Compare the reproduction in gymnosperms and angiosperms</li></ul>	<ul style="list-style-type: none"><li>● lecture</li><li>● discussion</li><li>● individual reading</li><li>● completing worksheet activities individually and in pairs</li><li>● begin plant germination and growth project</li><li>● xylem function demonstration</li><li>● tropism experiment</li><li>● video series <i>The Private Life of Plants</i></li></ul>	<ul style="list-style-type: none"><li>● textbook: Bob Jones <i>Life Science for Christian Schools</i>, 5<sup>th</sup> ed., Chapter 9</li><li>● materials for plant germination and growth project, and xylem function demonstration</li><li>● examples of leaves, root systems, and annual rings</li><li>● plants for tropism experiment</li><li>● video series <i>The Private Life of Plants</i></li></ul>	<ul style="list-style-type: none"><li>● Participation in class discussion</li><li>● responses to questions from text</li><li>● responses to questions on worksheet activities</li><li>● Curriculum quizzes and test</li><li>● ISN</li><li>● Plant part ID lab</li></ul>

# Life Science

## Unit 10: Animal Classification

2 Weeks

**7.3, 7.5, 7.7, 7.8, 7.9**

**What is the role of invertebrates in God's creation?**

**What are the differences between plants and animals in the Bible?**

**What is the role of mollusk and echinoderms in the Bible?**

**How can we learn from the ant in the book of Proverbs?**

**How does God care for His creation?**

**How can we use the study of animals to see God's greatness and design?**

Objectives	Methods	Resources	Assessment
<p>The student will:</p> <ul style="list-style-type: none"> <li>● List the major characteristics common to all animals</li> <li>● Explain how the characteristics of animals can be used to classify them</li> <li>● Distinguish between chordates and vertebrates</li> <li>● List the major characteristics of invertebrates</li> <li>● Compare the major vertebrate phyla</li> <li>● List the major characteristics of vertebrates</li> <li>● Compare the major vertebrate classes</li> <li>● Justify protecting certain animals using biblical teaching</li> <li>● Identify parts and systems of frog</li> </ul>	<ul style="list-style-type: none"> <li>● lecture</li> <li>● discussion</li> <li>● individual reading</li> <li>● completing worksheet activities individually and in pairs</li> <li>● frog dissection</li> </ul>	<ul style="list-style-type: none"> <li>● textbook: Bob Jones <i>Life Science for Christian Schools</i>, 5<sup>th</sup> ed., Chapter 10</li> <li>● BJU edition 4 Lab Book- frog dissection lab</li> <li>● Frog posters</li> <li>● dissection videos</li> <li>● frog dissection puzzles</li> </ul>	<ul style="list-style-type: none"> <li>● participation in class discussion</li> <li>● responses to questions from text</li> <li>● responses to questions on workbook activities</li> <li>● curriculum quizzes and tests</li> <li>● frog dissection lab</li> </ul>

# Life Science

## Unit 11: Animal Structure and Function

2 Weeks

7.1,7.3, 7.5, 7.9

**How does homeostasis reflect God's design?**

**How do a bird's beak and claws show God's intelligent design?**

**How can we use the study of animals to see God's greatness and design?**

Objectives	Methods	Resources	Assessment
<p>The student will:</p> <ul style="list-style-type: none"> <li>● Compare various ways animals obtain energy</li> <li>● Explain how animals maintain homeostasis</li> <li>● Evaluate the cultural and ethical implications of eating insects</li> <li>● Distinguish between open and closed circulatory systems</li> <li>● Compare the circulatory systems of different vertebrate groups</li> <li>● Compare types of animal support</li> <li>● Compare types of animal movement</li> <li>● Compare types of animal control</li> <li>● Engineer a design that is based on a particular animal's body structure</li> </ul>	<ul style="list-style-type: none"> <li>● lecture</li> <li>● discussion</li> <li>● individual reading</li> <li>● completing worksheet activities individually and in pairs</li> <li>● animal design engineering lab activity</li> </ul>	<ul style="list-style-type: none"> <li>● textbook: Bob Jones <i>Life Science for Christian Schools</i>, 5<sup>th</sup> ed., Chapter 11</li> <li>● pictures of various invertebrates</li> <li>● posters</li> <li>● tube of toothpaste (hydrostatic skeleton demonstration)</li> <li>● insects and magnifying glasses for insect study</li> </ul>	<ul style="list-style-type: none"> <li>● participation in class discussion</li> <li>● responses to questions from text</li> <li>● responses to questions on worksheet activities</li> <li>● responses to questions on insect study</li> <li>● curriculum quizzes and tests</li> <li>● ISN</li> </ul>

# Life Science

## Unit 12: Reproduction and Behavior (Enrichment chapter)

1.5 Weeks

7.2, 7.3, 7.5, 7.6, 7.8, 7.9

**How is God’s care shown for animals through their instincts?**

**What does the Bible say about animal testing?**

**How can we use life science to help others and serve God?**

**Why is the biblical command to honor your parents important?**

**How can you serve God as a veterinarian?**

Objectives	Methods	Resources	Assessment
<p>The student will:</p> <ul style="list-style-type: none"> <li>● Identify reproductive organs and structures in animals</li> <li>● Differentiate between internal and external fertilization</li> <li>● Contrast internal and external prenatal development</li> <li>● Classify animal behavior as innate or learned</li> <li>● Identify the general forms of communication animals use</li> <li>● Evaluate the ethics about animal testing</li> </ul>	<ul style="list-style-type: none"> <li>● lecture</li> <li>● discussion</li> <li>● individual reading</li> <li>● completing worksheet activities individually and in pairs</li> </ul>	<ul style="list-style-type: none"> <li>● textbook: Bob Jones <i>Life Science for Christian Schools</i>, 5<sup>th</sup> ed., Chapter 12</li> <li>● worksheets</li> </ul>	<ul style="list-style-type: none"> <li>● participation in class discussion</li> <li>● responses to questions from text</li> <li>● responses to questions on worksheet activities</li> <li>● curriculum quizzes and tests</li> <li>● ISN</li> <li>● Butterfly metamorphosis wheel</li> </ul>

**Life Science**  
**Unit 13: The Human Body/ Support and Movement**

**2 Weeks**

**How is God’s creativity shown in humans?**  
**How does God view racism according to Genesis?**  
**How does God view all humans with regards to care?**  
**How does the human skeleton show evidence of God’s design?**

**7.1,7.2, 7.7, 7.9**

Objectives	Methods	Resources	Assessment
<p>The student will:</p> <ul style="list-style-type: none"> <li>● Distinguish humans from animals</li> <li>● Define the four types of tissue</li> <li>● Outline the levels of organization in the human body</li> <li>● Describe the layers of human skin</li> <li>● Explain how the skin functions</li> <li>● Explain how skin color is produced</li> <li>● Summarize from the Genesis narrative the origin of ethnic differences</li> <li>● Demonstrate from Scripture that all humans deserve care</li> <li>● Describe a typical bone structure</li> <li>● Identify the major bones of the human body</li> <li>● Explain how the skeleton develops and grows</li> <li>● Identify the main types of joints in the skeletal system</li> <li>● Identify examples of voluntary and involuntary muscles</li> <li>● Differentiate between, skeletal, cardiac and smooth muscle</li> <li>● Explain how muscles function</li> <li>● Differentiate between tendons and ligaments</li> </ul>	<ul style="list-style-type: none"> <li>● lecture</li> <li>● discussion</li> <li>● individual reading</li> <li>● completing worksheet activities individually and in pairs</li> <li>● interactive skeleton activity</li> </ul>	<ul style="list-style-type: none"> <li>● textbook: Bob Jones <i>Life Science for Christian Schools</i>, 5<sup>th</sup> ed., Chapter 13</li> <li>● life size skeleton model</li> <li>● posters</li> <li>● skeleton song</li> </ul>	<ul style="list-style-type: none"> <li>● participation in class discussion</li> <li>● responses to questions from text</li> <li>● responses to questions on worksheet activities</li> <li>● curriculum quizzes and tests</li> <li>● Bone interactive test</li> <li>● ISN</li> </ul>

# Life Science

## Unit 14: Energy

1.5 Weeks

7.10, 7.11

**How should Christians view nutrition?**

**How does a biblical view of nutrition differ from a secular view?**

Objectives	Methods	Resources	Assessment
<p>The student will:</p> <ul style="list-style-type: none"> <li>● List the six classes of nutrients</li> <li>● explain the roles of the 6 nutrients and the body</li> <li>● Analyze the nutrient content on food label</li> <li>● Contrast mechanical and chemical digestion</li> <li>● Describe the organs in the digestive system</li> <li>● Trace the path of food through the digestive system</li> <li>● Summarize the types of excretions</li> <li>● Describe organs in the urinary system</li> <li>● Summarize how the kidneys remove wastes from the blood</li> <li>● trace the path of urine through the excretory system</li> <li>● Explain the dangers of performance enhancing drugs</li> </ul>	<ul style="list-style-type: none"> <li>● lecture</li> <li>● discussion</li> <li>● individual reading</li> <li>● completing worksheet activities individually and in pairs</li> <li>● Labs</li> <li>● “What’s in my food?”- label reading activity</li> <li>● Meal plan project</li> <li>● “Doping in Sports” ethics assignment</li> </ul>	<ul style="list-style-type: none"> <li>● textbook: Bob Jones <i>Life Science for Christian Schools</i>, 5<sup>th</sup> ed., Chapter 14</li> <li>● Food labels</li> <li>● recipe from home</li> <li>● materials for digestion demo- banana, crackers, cup, plastic glove</li> </ul>	<ul style="list-style-type: none"> <li>● participation in class discussion</li> <li>● responses to questions from text</li> <li>● responses to questions on worksheet activities</li> <li>● teacher made test</li> <li>● Completed meal plan</li> <li>● ISN chapter completion</li> </ul>

# Life Science

## Unit 15: Transport

1.5 Weeks

7.8, 7.9, 7.10, 7.11

**How does the function of the body systems give proof to irreducible complexity?  
How do body processes show evidence of a Creative Designer?**

Objectives	Methods	Resources	Assessment
<p>The student will:</p> <ul style="list-style-type: none"> <li>● Describe the organs of the respiratory system</li> <li>● Trace the flow of air through the respiratory system</li> <li>● Explain how the respiratory system works with other body systems</li> <li>● How does exercise affect breathing?</li> <li>● How does the body move stuff around inside?</li> <li>● Describe the components of the circulatory system</li> <li>● Trace the flow of blood through the heart</li> <li>● Analyze arguments for and against organ donation</li> <li>● Describe the components of the lymphatic system</li> <li>● Describe how the lymphatic system works with other body systems</li> </ul>	<ul style="list-style-type: none"> <li>● lecture</li> <li>● discussion</li> <li>● individual reading</li> <li>● completing worksheet activities individually and in pairs</li> <li>● Heart rate activity</li> <li>● Segregated blood lab activity</li> <li>● Organ donation ethics activity</li> </ul>	<ul style="list-style-type: none"> <li>● textbook: Bob Jones <i>Life Science for Christian Schools</i>, 5<sup>th</sup> ed., Chapter 15 and 17</li> <li>● posters</li> <li>● video: “</li> <li>● ISN</li> </ul>	<ul style="list-style-type: none"> <li>● participation in class discussion</li> <li>● responses to questions from text</li> <li>● responses to questions on worksheet activities</li> <li>● teacher made test</li> <li>● responses on ethics assignment</li> <li>● completion of ISN ch 15</li> </ul>

**Life Science**  
**Unit 16: Control**

**1 Week**

**7.8, 7.9, 7.10 7.11**

**How did disease enter the world?**

**What are the results of sin on our bodies?**

**How did God equip our bodies to fight pathogens?**

Objectives	Methods	Resources	Assessment
<p>The student will:</p> <ul style="list-style-type: none"> <li>● Describe the structure and function of the immune system</li> <li>● Show how the immune system and nervous system work together</li> <li>● Propose solutions to prevent head trauma in sports</li> <li>● Describe the bodies line of defense</li> <li>● Contrast active and passive immunity</li> <li>● Describe the parts of the nervous system</li> <li>● Summarize how the nervous system relays messages</li> <li>● Describe the sensory organs in the body</li> <li>● Trace the path of a stimulus through a sensory organ to a nerve receptor</li> </ul>	<ul style="list-style-type: none"> <li>● lecture</li> <li>● discussion</li> <li>● individual reading</li> <li>● completing worksheet activities individually and in pairs</li> <li>● complete immunity analogy</li> <li>● Safety in sports exercise</li> <li>● Concussion protocol video</li> </ul>	<ul style="list-style-type: none"> <li>● textbook: Bob Jones <i>Life Science for Christian Schools</i>, 5<sup>th</sup> ed., Chapter 16</li> </ul>	<ul style="list-style-type: none"> <li>● participation in class discussion</li> <li>● responses to questions from text</li> <li>● responses to questions on workbook activities</li> <li>● test</li> <li>● Ch 16 ISN</li> <li>● Immune System analogy</li> <li>● Screen addiction exercise</li> </ul>



**Life Science**  
**Unit 17: Reproduction, Growth and Development**

**1.5 Weeks**

**7.8, 7.9, 7.10 7.11**

**What is a scriptural support of biblical gender?**

**How can we glorify God through our gender?**

**What is a biblical stand on abortion?**

**How can we be good stewards of our time?**

Objectives	Methods	Resources	Assessment
<p>The student will:</p> <ul style="list-style-type: none"> <li>● Describe the structures and functions of the human reproductive system</li> <li>● Match the organs of the endocrine system with the hormones they produce</li> <li>● Show how the endocrine and reproductive systems work together</li> <li>● Predict how a student’s body will change as they get older</li> <li>● Formulate a Christian view on gender identity and human sexuality</li> <li>● Describe the parts of the endocrine system</li> <li>● Describe bodily changes associated with puberty</li> <li>● Evaluate the current gender crisis on the basis of a biblical worldview</li> <li>● List the structures and functions of the human reproductive organs</li> <li>● Formulate a biblical worldview of human sexuality</li> <li>● List the stages of human development</li> </ul>	<ul style="list-style-type: none"> <li>● lecture</li> <li>● discussion</li> <li>● individual reading</li> <li>● completing worksheet activities individually and in pairs</li> <li>● Covenant Eyes: Protecting teens from pornography</li> <li>● “Portrait of Lotte, Artificial Wombs”</li> <li>● “lab activity: Too much sugar</li> <li>● Ethics question: Gender Confusion</li> <li>● Speaker-OBGYN</li> </ul>	<ul style="list-style-type: none"> <li>● textbook: Bob Jones <i>Life Science for Christian Schools</i>, 5<sup>th</sup> ed., Chapter 17</li> <li>● Classroom visitor-OBGYN to discuss changes in girls bodies as they get older and changes associated with puberty</li> </ul>	<ul style="list-style-type: none"> <li>● participation in class discussion</li> <li>● responses to questions from text</li> <li>● responses to questions on worksheet activities</li> <li>● test</li> <li>● Ch 17 ISN</li> <li>● Immune System analogy</li> <li>● Screen addiction exercise</li> </ul>

**Life Science  
Unit 18**

**1.5 Weeks**

**7.2, 7.6, 7.9**

**How are we as Christians to show wise dominion over God's Creation?**

**What are some ways that we can show love to our neighbor?**

**Why is it important that we are to be good stewards of the resources God has given us?**

Objectives	Methods	Resources	Assessment
<p>The student will:</p> <ul style="list-style-type: none"> <li>● Analyze the relationship between abiotic and biotic factors in the environment</li> <li>● Classify biomes on the basis of distinguishing characteristics</li> <li>● Evaluate man's role in the environment based on biblical teaching</li> <li>● Describe the factors that define the ecosystem</li> <li>● Distinguish between biotic and abiotic factors</li> <li>● Explain how ecologists use models to study the environment</li> <li>● Describe the various types of biomes</li> <li>● recommend a solution to an issue regarding environmental usage</li> </ul>	<ul style="list-style-type: none"> <li>● lecture</li> <li>● discussion</li> <li>● individual reading</li> <li>● Biomes project done in groups</li> </ul>	<ul style="list-style-type: none"> <li>● textbook: Bob Jones <i>Life Science for Christian Schools</i>, 5<sup>th</sup> ed., Chapter 18</li> <li>● internet</li> </ul>	<ul style="list-style-type: none"> <li>● participation in class discussion</li> <li>● Presentation of biome</li> <li>● Written section of biome project</li> <li>● test</li> <li>● Class notes</li> </ul>

**Life Science**  
**Unit 19 Rhythms in Ecosystems**

**2 Weeks**

**7.1, 7.6, 7.7, 7.8, 7.9, 7.11**

**How does God show care to His Creation?**  
**Why is stewardship of the Earth important?**

<b>Objectives</b>	<b>Methods</b>	<b>Resources</b>	<b>Assessment</b>
<p>The student will:</p> <ul style="list-style-type: none"> <li>● Compare cycles of matter in the environment</li> <li>● Trace the flow of energy in the environment</li> <li>● Describe the biotic rhythms that occur in an ecosystem</li> <li>● Evaluate man's role in managing the ecosystem</li> <li>● Trace the path of the water cycle</li> <li>● Associate the oxygen and carbon cycle</li> <li>● Explain why energy cannot cycle through the environment</li> <li>● Analyze available energy in the ecosystem</li> <li>● Formulate a biblical response to challenges of managing resources</li> </ul>	<ul style="list-style-type: none"> <li>● lecture</li> <li>● discussion</li> <li>● individual reading</li> <li>● completing worksheet activities individually and in pairs</li> <li>● group projects</li> </ul>	<ul style="list-style-type: none"> <li>● textbook: Bob Jones <i>Life Science for Christian Schools</i>, 5<sup>th</sup> ed., Chapter 19</li> <li>● case study</li> <li>● Ethics: Engineering for Migration</li> <li>● Web searches</li> </ul>	<ul style="list-style-type: none"> <li>● participation in class discussion</li> <li>● responses to questions from text</li> <li>● responses to questions on workbook activities</li> <li>● teacher made test</li> <li>● hands on lab activities</li> <li>● Ecosystem poster project</li> <li>● Food web/Food chain project</li> </ul>

**Life Science**  
**Unit 20 Managing God's Creation**

**2 Weeks**

**7.7, 7.9, 7.11**

**How should we use life science to manage God's creation?**

**How do Christians respond to the challenges posed by population growth?**

**How do the views of environmental management fit into the teachings of scripture?**

Objectives	Methods	Resources	Assessment
<p>The student will:</p> <ul style="list-style-type: none"> <li>● List the various forms of pollution</li> <li>● Contrast renewable and nonrenewable resources</li> <li>● Argue for the benefits of a natural resource</li> <li>● Evaluate environmentalism and its extremes according to biblical teaching</li> <li>● Defend the need for humans to manage the environment</li> <li>● Apply the principles for wisely managing God's world to specific examples</li> <li>● Formulate a Christian response to the challenges posed by human population growth</li> </ul>	<ul style="list-style-type: none"> <li>● lecture</li> <li>● discussion</li> <li>● individual reading</li> <li>● completing worksheet activities</li> <li>● Population explosion- population growth model exercise</li> <li>● Web links: Tribute to Light, The Game of Game Animals, Sprucing up the Forrest</li> </ul>	<ul style="list-style-type: none"> <li>● textbook: Bob Jones <i>Life Science for Christian Schools</i>, 5<sup>th</sup> ed., Chapter 20</li> <li>● Curriculum web tools</li> </ul>	<ul style="list-style-type: none"> <li>● participation in class discussion</li> <li>● responses to questions from text</li> <li>● responses to questions on worksheet activities</li> <li>● test</li> <li>● ISN ch 20</li> <li>● group resource project</li> </ul>