

**Exploring Creation with General Science: Recommended by the publisher for Grade 7.**

Weeks	LOWER GRAMMAR LEVEL	UPPER GRAMMAR LEVEL	DIALECTIC LEVEL
1-2	Briefly explain the Scientific Method to little ones. Explain that you're going to be doing experiments to test out this method and see what it can and cannot accomplish for them. Do 2 pages per day in <i>Science in the Kitchen</i> (which is also bound up in <i>Science Activities, Volume 2</i> . Don't miss wonderful notes to teachers in the back!) Start a simple notebook with students so they can record predictions, measurements, and findings.	The recommended spine book for this year (and others) contains 8 Usborne books: it's called the Internet Linked <i>Science Encyclopedia</i> . Another recommended resource for the first two-week block of this year is Usborne's <i>Scientists</i> , which will overview the history of science from a secular perspective. Have the students write 4 reports (over 2 weeks) on scientists whose work they find interesting.	Module 1: A Brief History of Science
3-4	Continue teaching the Scientific Method through experimentation. Use <i>Science With Plants</i> (also found in <i>Science Activities, Volume 2</i> ) for these two weeks: 2 pages per day. Continue using notebooks. Allow children to use microscopes with older siblings.	Scientific Method: <i>Science Experiments</i> , p. 2-3. Discuss the fact that science can only discover that which is measurable. Use Usborne's <i>Complete Book of the Microscope</i> or other resource to introduce all students to this fascinating tool! (Save some suggested activities for later weeks... read below.)	Module 2: Scientific Inquiry
5-6	Two different ideas for this module: Extend plant experiments another 2 weeks, OR continue teaching the Scientific Method through experimentation. Use <i>Science With Air</i> (also found in <i>Science Activities, Volume 2</i> ) for these two weeks: 2 pages per day. Continue using notebooks. (Note: <i>Science With Air</i> is also recommended for use with <i>Exploring Creation Through Physical Science</i> )	Discuss the place of experimentation in Science. Use <i>Science Experiments</i> pages 4-5, 8-9, and 14-17 to discover some new things about weight, floating, and light. Older students in these levels should follow the Scientific Method to see its strengths and limitations during each experiment. Continue practicing with the microscope. Follow activities in the book.	Module 3: How To Analyze and Interpret Experiments
7-8	Older children are studying the "six simple machines." Usborne has them all between two bright red covers: perfect for these two weeks: <i>How Things Work</i> . This resource has information, experiments, and activities to liven up your studies! Older students will find additional information in		Module 4: Science, Applied Science, and Technology
9-10	Read * <i>What's The Earth Made Of?</i> p. 14- 24 + activities on p. 17, 20, 23. Record the process/results of your activities/readings a "Book of the Earth" that your student will write! Each week, he'll draw and caption (see Writing Component) and add to his book.	You can mine our spine text, the Internet Linked <i>Science Encyclopedia</i> alone for these topics, or buy <i>Archaeology</i> as a supplement. Usborne books are secular; you can also just read the older level's text aloud to this age group for this unit.	Module 5: The History of Life: Archaeology, Geology, and Paleontology
11-12	Read * <i>What's Under the Ground?</i> pages 26-33. Write a report about two of the subjects covered in this book (or alternate resource) for your "Book of the Earth." (One per week)	You can mine our spine text, the Internet Linked <i>Science Encyclopedia</i> alone for these topics, or buy <i>Rocks and Fossils</i> as a supplement to use during these modules. You may want to supplement with a Christian text on these topics as well.	Module 6: Foundations of Geology
13-14	Read * <i>What's Under the Ground?</i> pages 34-48. Write a report about two of the subjects covered in this book for your "Book of the Earth."		Module 7: The Fossil Record
15-16	Show your child the various classifications of animals by reading aloud from the <i>First Book of Nature</i> . This week, read about <i>Creepy Crawlies</i> and <i>Butterflies and Moths</i> (both contained in <i>First Book of Nature</i> ).	Spend six weeks on classification. Teach your child about the 5 Kingdoms, and then do a mini-unit on the Kingdom Monera. This will be another opportunity to use Usborne's <i>Complete Book of the Microscope</i> and, of course, the Internet Linked <i>Science Encyclopedia</i> . You can also purchase the classic <i>Mysteries and Marvels of Nature</i> (one of our all-time favorites!). This week, read <i>Plant Life</i> in this bind-up.	Module 8: Uniformitarianism and Catastrophism
17-18	Continue to show your child the various classifications of animals by reading aloud from the <i>First Book of Nature</i> . This week, read about <i>Birds</i> (also contained in <i>First Book of Nature</i> ).	Read <i>Insect Life</i> and <i>Bird Life</i> in <i>Mysteries and Marvels of Nature</i> , or the Internet Linked <i>Science Encyclopedia</i> . Read about insects and birds this week.	Module 9: What Is Life?
19-20	Continue your survey of the animal kingdom: read aloud from the <i>First Book of Nature</i> . This week, read about <i>Fishes</i> (also contained in <i>First Book of Nature</i> ).	If you are using <i>Mysteries and Marvels of Nature</i> , read <i>Ocean Life</i> and <i>Reptile World</i> . In the Internet Linked <i>Science Encyclopedia</i> , read about fish and reptiles.	Module 10: Classifying Life

21-22	Overview the body for these two weeks by reading aloud from <i>What's Inside You?</i> pages 2-3, 12-13, 20-23 (You can get this book bound up in <i>You &amp; Your Body</i> ). Do activities from these pages. Then, make your child's life-sized body poster from <i>My Body</i> by Patricia Carratello. (This book suggests an order in which to mount body parts. You'll need to look at this schedule and at the practicalities and decide how to proceed.) Color and mount the face.	The Internet Linked <i>Science Encyclopedia</i> contains a book entitled <i>Human Body</i> . This will be the spine text for the rest of this year. Simply choose the sections that pertain to the module topic in order to keep in step with your older child. Additional supplemental books are mentioned below as well, but they are optional! Introduce and overview the body this week, focusing in on skin, muscles, and the skeletal system. Perhaps you'd like to purchase <i>Understanding Your Muscles and Bones</i> .	Module 11: The Human Body
23-24	Use <i>My Body</i> . In these weeks you <i>should</i> color and cut out bones and muscles. If you can't mount them, simply file them until you've done the skeleton. Add skin where applicable.)	Look in the Internet Linked <i>Science Encyclopedia</i> for information on cellular energy this week. Also study cells in general: their structure and sub-cellular parts.	Module 12: Energy and Life
25-26	Continue reading aloud from <i>What's Inside You?</i> pages 4-7. Read aloud from <i>Why Do People Eat?</i> (also in <i>You &amp; Your Body</i> ) (save "The Food Journey" on pages 33-34 for weeks 29-30) Or choose <i>What Happens to Your Food?</i> Use <i>My Body</i> : color and mount the digestive tract.	Look in the Internet Linked <i>Science Encyclopedia</i> for information on the digestive system.	Module 13: The Human Digestive System
27-28	Continue reading aloud from <i>What's Inside You?</i> pages 8-11. Use <i>My Body</i> : color and mount organs from the respiratory and circulatory systems (or file to mount later).	Look in the Internet Linked <i>Science Encyclopedia</i> for information on the respiratory and circulatory systems.	Module 14: The Human Respiratory and Circulatory Systems
29-30	Continue reading aloud from <i>What's Inside You?</i> revisiting pages 6-7. Return to <i>Why Do People Eat?</i> (read "The Food Journey" on pages 33-34 for weeks 29-30) Read aloud <i>What Makes You Ill?</i> Use <i>My Body</i> : color and mount organs from the endocrine and urinary systems.	Look in the Internet Linked <i>Science Encyclopedia</i> for information on the lymphatic, endocrine, and urinary systems.	Module 15: The Human Lymphatic, Endocrine, and Urinary Systems
31-32	Continue reading aloud from <i>What's Inside You?</i> pages 14-19. Read aloud <i>How Do Your Senses Work?</i> Finish assembling the <i>My Body</i> poster.	Look in the Internet Linked <i>Science Encyclopedia</i> for information on the nervous system. There are two additional resources from Usborne: <i>Understanding Your Brain</i> and <i>Understanding Your Senses</i> .	Module 16: The Human Nervous System

\*This book is found in the bind-up: Earth and Space. Buy this one book and both save money and access titles that are now out of print (like *What's Under the Ground?*) These titles are also used in the plan for *Physical Science* below. It's not bad to repeat, but you might want to find other resources either above or below where these books are repeated.