Course Outline—Subject: Science

Unit Title	**Objectives/ Content** (students will…)	**Time Guide**	**Materials/ Media**	**Activities**	**Evaluation/ Assessment**
Human Brain and Senses	1. Students will be able to identify the structure and the function of the eye. 2. Students will be able explain the process of learning and memory through first hand experiences. 3. Students will be able to explain the relationship light, lenses, and the images we see. 4. Students will compare and contrast the functions of the different photoreceptors in eyes. 5. Students will identify and explain the different tests used to be able to explore the brain. 6. Students will analyze and create optical illusions that alter the perception. 7. Students will explain the sense of touch, the intensity of pain, and the process to send a message to the brain then to the body. 8. Students will correlate sight and sense of touch to the remaining senses. 9. Students will explain the physical world comparing to the spiritual world. God is the head of the church. Without the relationship with the brain (God) we are dead. Prayer and the Holy Spirit make the connection between the body and brain (nerves). Also, not everything is as humans perceive the world. God has a clear perspective and does not see illusions.	12 weeks	Lab Book Binder Video: The war with Textbook reading Worksheets from lab book Test CD Rom Equipment for lab found in boxes (except for perishable items and food items) Be sure to order the cow eyes at LEAST one week before actually using them	1. Direct instruction over each investigation section of the unit.: Learning and Memory, Eyes, Lenses, Retina, Into the brain, Perception, Touch, Sending a message, Sensory investigation. (1 day each) 2. Independent work or partner work: read through the narrative in the resource text, answer questions, dialog about content (comparing and contrast, explain further, etc.) (1 day each or assign reading for homework and dialog the next day) 3. Direct instruction: Use the Foss CD rom for simulations (half a day each) 4. Group work: labs from the lab book. Collect, analyze, and draw conclusions with data. Follow up with dialog explaining the results of the lab. (1-2 days per lab) 5. Independent: worksheet and reflecting responses to concepts to demonstrating understanding of content.	1. Unit Test 2. Labs Analysis 3. Quizzes 4. Worksheets 5. Define scientific terms 6. Class participation 7. Class readiness 8. Homework