

CCS COURSE MAP

SUBJECT: SCIENCE

GRADE LEVEL 1ST GRADE
COURSE LENGTH YEAR

REVIEWED 2018-2019

General Goals:					
		I	To develop an understanding for God and the world He created.		
		II	To recognize that changes are inevitable and they are all around.		
		III	To develop an understanding of the solar system and all that God created within it.		
		IV	To develop an understanding of living and non-living things.		
Student Outcomes:					
		I	The students will be able to understand that change can be a positive factor in their lives and world, as well as understand the changes that occur in individuals, families, and in God's creation: night and day, seasons, weather, and the earth.		
		II	The students will be able to explain how God takes care of plants and animals.		
		III	The students will be able to understand and develop an appreciation for their teeth.		
		IV	The students will be able to identify the different planets in our solar system.		
		V	The students will be able to distinguish between living and non-living things as well as distinguish the characteristics of living things.		
UNIT/ WEEKS	STANDARD	OBJECTIVES	ACTIVITIES/ASSESSMENT	RESOURCES	BIBLICAL INTEGRATION
Life Science (Mammals and Birds) 8 weeks	MN Science Standards 0.4.1.1.3 1.4.1.1.1 1.4.2.1.1 1.4.2.1.2 1.4.3.1.1	Students will: <ul style="list-style-type: none"> • classify living and nonliving things • list the four basic needs of animals • recognize hair and milk as two characteristics of mammals • identify mammals that live in the woodlands • explain how a whale 	<ul style="list-style-type: none"> • Read through student edition and discuss key points • Create and conduct experiments and other related activities • Classroom and small group discussions • Complete Black Line Master worksheets • Complete supplemental worksheets • Chapter 1 and Chapter 3 Tests 	<ul style="list-style-type: none"> • <i>Purposeful Design Science: Level One</i> Student and Teacher edition • Chapter 1 and Chapter 3 Black Line Masters • Chapter 1 and Chapter 3 Transparency Masters • Chapter 1 and Chapter 3 Computer 	<ul style="list-style-type: none"> • God created all things with a purposeful design. • God created living and nonliving things. • God created people with features of animals. • God formed Adam from the dust of the ground and breathed the breath of life into him and that Adam

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	1.4.3.1.2	<p>is a mammal</p> <ul style="list-style-type: none"> • conduct an experiment to determine how mammals maintain body temperature • relate how the animal characteristics of echolocation is used in technology • identify three features of birds and describe different kinds of birds • identify the parts of a bird and explain the purpose of feathers • analyze the varied designs of birds' beaks • distinguish between the different types and uses of birds' feet • match different types of birds to their habitat • sequence the life cycle of birds, 		<p>Presentations</p> <ul style="list-style-type: none"> • Various teacher resources • Experiment materials 	<p>became a living being.</p> <ul style="list-style-type: none"> • There is beauty in the natural places that God created. • God made the sea and later filled it with many animals suited for living in water. • God has equipped living things to function by design, including us, as God equips believers to do His work and to rely on Him to show them how to be all that He created them to be. • God made the earth and filled it with a variety of living creatures. • God designed birds to be fed and cared for through nature. • God designed birds with different beaks, feathers, and feet to enable them to survive and obtain food in their habitat.
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		<p>explain the purpose of a bird nest, and describe why birds migrate</p> <ul style="list-style-type: none"> • compare the design of aircraft to the design of birds 			
<p>Physical Science (Movement)</p> <p>4 weeks</p>	<p>MN Science Standards</p> <p>2.2.2.1.1</p> <p>2.2.2.1.2</p> <p>2.2.2.2.1</p> <p>4.2.3.1.2</p>	<p>Students will:</p> <ul style="list-style-type: none"> • identify types of movement • distinguish differences in the way things move • apply knowledge of movement to vibration and sound waves • compare the movement of different substances • examine properties of magnets and how magnets generate movement 	<ul style="list-style-type: none"> • Read through student edition and discuss key points • Create and conduct experiments and other related activities • Classroom and small group discussions • Complete Black Line Master worksheets • Complete supplemental worksheets • Chapter 5 Test 	<ul style="list-style-type: none"> • <i>Purposeful Design Science: Level One</i> Student and Teacher edition • Chapter 5 Black Line Masters • Chapter 5 Transparency Masters • Chapter 5 Computer Presentations • Various teacher resources • Experiment materials 	<ul style="list-style-type: none"> • God designed some living things with the ability to move on their own. • Movement is seen in the creation that God has made. • God designed horses to be able to run. • God designed human bodies to be able to move in important ways. • God designed animals and some other organisms to have the ability of locomotion. • God designed amazing ways for people to hear. • Magnetism is a natural force that God created.

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<p>Earth and Space Science (Space)</p> <p>6 weeks</p>	<p>MN Science Standards</p> <p>0.3.2.2.2</p> <p>3.3.3.1.2</p> <p>3.3.3.2.2</p>	<p>Students will:</p> <ul style="list-style-type: none"> • observe and discuss how Earth’s rotation causes days, seasons, and shadows • distinguish between Earth’s atmosphere and space • compare the planet’s orbits around the sun and compare the phases of the moon • examine stars in constellations • give examples of significant events in the history of space exploration • examine how space exploration has influenced advances in technology and investigate how a rocket goes into space 	<ul style="list-style-type: none"> • Read through student edition and discuss key points • Create and conduct experiments and other related activities • Classroom and small group discussions • Complete Black Line Master worksheets • Complete supplemental worksheets • Chapter 8 Test 	<ul style="list-style-type: none"> • <i>Purposeful Design Science: Level One</i> Student and Teacher edition • Chapter 8 Black Line Masters • Chapter 8 Transparency Masters • Chapter 8 Computer Presentations • Various teacher resources • Experiment materials 	<ul style="list-style-type: none"> • God created all things in space through His purposeful design. • God’s design of the atmosphere allows life on Earth to exist. • God’s Word is full of references to space.
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<p>Human Body (Teeth)</p> <p>4 weeks</p>	<p>MN Science Standards</p> <p>0.4.1.1.2</p>	<p>Students will:</p> <ul style="list-style-type: none"> • identify three basic functions of teeth • differentiate between primary and permanent teeth and label the parts of a tooth • locate the incisors, cuspids, and molars and be able to explain the function of each • conduct an investigation to collect evidence and will construct an explanation defending the importance of oral hygiene • identify the various tasks a dentist performs 	<ul style="list-style-type: none"> • Read through student edition and discuss key points • Create and conduct experiments and other related activities • Classroom and small group discussions • Complete Black Line Master worksheets • Complete supplemental worksheets • Chapter 9 Test 	<ul style="list-style-type: none"> • <i>Purposeful Design Science: Level One</i> Student and Teacher edition • Chapter 9 Black Line Masters • Chapter 9 Transparency Masters • Chapter 9 Computer Presentations • Various teacher resources • Experiment materials 	<ul style="list-style-type: none"> • God designed teeth as tools to help people eat, talk, and smile. • God designed the human body to have tools for acquiring things that are necessary for life and teeth are one of the tools God provides. • God designed some kinds of living things, including people, to have teeth that help them chew food. • God purposefully designed bodies to grow and change and teeth are a good example of that. • God’s design of human teeth matches the food God designed for humans to eat. • God designed some teeth for biting, some for tearing, and others for chewing.
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