

CCS COURSE MAP

SUBJECT: SCIENCE

GRADE LEVEL 3RD GRADE
COURSE LENGTH YEAR

REVIEWED 2018-2019

Student Goals:					
I		To gain an appreciation of the world that God created.			
II		To develop an appreciation of God's creation in all scientific areas.			
Student Outcomes:					
I		The students will be able to identify scientific concepts in use in the world around them.			
II		The students will be able to learn about God's world by asking questions and doing investigations to answer the questions.			
III		Students will be able to identify the bones and muscles in their bodies and how God has made them work together for life.			
IV		Students will be able to understand that God has created living things and provided homes for them.			
V		The students will be able to use some simple science tools and practice making observations.			
UNIT/ WEEKS	STANDARD	OBJECTIVES	ACTIVITIES/ASSESSMENT	RESOURCES	BIBLICAL INTEGRATION
Life Science (Life of Plants and Plant Variety) 8 Weeks	MN Science Standards 3.4.1.1.1 3.4.1.1.2 2.4.2.1.1 2.4.3.1.1 2.4.1.1.1	Students will: <ul style="list-style-type: none"> • discuss uses of plants and will name plant parts and the functions of each part • identify the gas exchange between plants and people and will observe effects of photosynthesis on a plant • identify the parts of a plant cell and discuss the 	<ul style="list-style-type: none"> • Read through and discuss the student text. • Complete prepared worksheets. • Classroom discussion • Related activities and hands-on experiments • Take notes on key information. • Play a review game at the end of each chapter to review key information. • Take Chapter 2 Test. • Take Chapter 3 Test. • Take the NWEA Science Test. 	<ul style="list-style-type: none"> • <i>Purposeful Design Science: Level Three</i> Student and Teacher editions • Chapter 2 and Chapter 3 Black Line Masters • Chapter 2 and Chapter 3 Transparency Masters • Chapter 2 and Chapter 3 Computer Presentations • Various teacher 	<ul style="list-style-type: none"> • When we look at the natural world and how everything functions and fits together, the immediate response for a Christian should be a sense of awe and wonder. • King Solomon studied and described a wide variety of plant life (I Kings 4:33) • God's creative design and intricate workmanship in creation will become

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		<p>microscope's importance to scientific investigation</p> <ul style="list-style-type: none"> • identify specific flower parts, order the steps of pollination, and construct a flower model • identify ways plants grow and compare varieties of different plants within the same species • compare the advantages and disadvantages of aquaponic farming • link the form and function of plant characteristics to specific habitats • match root and stem forms to specific functions that help a plant survive in its habitat • compare and 		<p>resources</p> <ul style="list-style-type: none"> • Experiment materials 	<p>even more evident as time goes on.</p> <ul style="list-style-type: none"> • As we consider the immense variety of plants on the earth, we are moved to praise God for His works. • God has designed each plant to be perfectly suited to its habitat. • Gaining insight into the way plant forms connect to specific function should lead to the most important connection of all: the connection between the creative designs of plants and the Master Designer who created them.
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		<p>contrast various types of leaves</p> <ul style="list-style-type: none"> • compare and contrast various types of flowers and match flower characteristics to pollinators • observe and identify the unique characteristics of simple plants • sort plants that are classified in specific groups because of the plants' characteristics 			
<p>Physical Science (Electricity and Magnets)</p> <p>8 Weeks</p>	<p>MN Science Standards</p> <p>4.2.3.2.2</p> <p>4.2.3.2.3</p> <p>4.2.3.1.3</p> <p>4.2.3.1.2</p> <p>4.2.3.2.1</p>	<p>Students will:</p> <ul style="list-style-type: none"> • demonstrate electricity and discuss uses of it that are all around them • observe and describe static electricity and will classify objects as either conductors or insulators • construct a circuit 	<ul style="list-style-type: none"> • Read through and discuss the student text. • Complete prepared worksheets. • Classroom discussion • Related activities and hands-on experiments • Take notes on key information. • Play a review game at the end of each chapter to review key information. • Take Chapter 6 Test. • Take Chapter 7 Test. • Take the NWEA Science Test. 	<ul style="list-style-type: none"> • <i>Purposeful Design Science: Level Three</i> Student and Teacher editions • Chapter 6 and Chapter 7 Black Line Masters • Chapter 6 and Chapter 7 Transparency Masters • Chapter 6 and Chapter 7 	<ul style="list-style-type: none"> • It was the creative power of God's Word that brought light into the darkness (Genesis 1:3). • God commanded the existence of light to come into being. • God created (Colossians 1:16), and He has also given people the ability to be creative. But our

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		<ul style="list-style-type: none"> containing a switch • make a model of a series circuit and of a parallel circuit • compare and contrast incandescent and fluorescent bulbs • distinguish between safe and unsafe uses of electricity • distinguish between material that are magnetic and nonmagnetic • examine the interaction between poles on magnets • investigate how magnetic materials can produce magnetism • identify the lines-of-force pattern in two like magnetic poles and two unlike poles • use a compass to detect the earth's magnetic field • identify ways 		<p>Computer Presentations</p> <ul style="list-style-type: none"> • Various teacher resources • Experiment materials 	<p>creativity is imperfect.</p> <ul style="list-style-type: none"> • Scientists who developed lighting inventions were inspired by the created world. • It was the creative way in which inventors sought to understand creation that made the harnessing of electricity for modern lighting possible. • Though scientists have made many wonderful discoveries, science still has not detected God even though creation is full of His unfailing love and goodness. • God is invisible, He is everywhere, and He holds all things together. • The Holy Spirit is our means of detecting God in and around us.
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		magnets are useful to people			
<p>Earth and Space Science (The Solar System and Stars and Constellations)</p> <p>8 Weeks</p>	<p>MN Science Standards</p> <p>3.3.3.1.1</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"> • identify ways that scientists explore space • demonstrate a model of the planets and the sun in the solar system • differentiate among the characteristics of the four planets closest to the sun • identify the phases of the moon and compare characteristics of the moon and the sun • differentiate among the characteristics 	<ul style="list-style-type: none"> • Read through and discuss the student text. • Complete prepared worksheets. • Classroom discussion • Related activities and hands-on experiments • Take notes on key information. • Play a review game at the end of each chapter to review key information. • Take Chapter 10 Test • Take Chapter 11 Test. • Take the NWEA Science Test. 	<ul style="list-style-type: none"> • <i>Purposeful Design Science: Level Three</i> Student and Teacher editions • Chapter 10 and Chapter 11 Black Line Masters • Chapter 10 and Chapter 11 Transparency Masters • Chapter 10 and Chapter 11 Computer Presentations • Various teacher resources • Experiment materials 	<ul style="list-style-type: none"> • God designed the earth to orbit at just the right distance from the sun to sustain life, and its orbit is nearly circular. The result is a planet dramatically different from any other planet in the solar system-it is hospitable to life. • The creation of the universe is often linked with the creation of humans and their giving glory to God. • God’s creation of the universe shows that

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		<p>of the four outer planets</p> <ul style="list-style-type: none"> • examine how tools help astronomers study the universe • distinguish between asteroids, comets, and meteors by identifying the characteristics of each • identify characteristics of stars including size and color • identify three shapes of galaxies and illustrate the Milky Way galaxy • identify several specific constellations • explain how stars and other celestial bodies have been used for tracking time and for navigation 			<p>He alone is worthy of worship.</p> <ul style="list-style-type: none"> • God’s awesome power is revealed in the wonders of the solar system. • The God who created all these things is concerned about each of us. • No matter how impressive the universe is, we must never forget that it is a created thing. • “By the word of the Lord were the heavens made, their starry host by the breath of His mouth (Psalm 33:6). Only the Creator is worthy of worship.
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<p style="text-align: center;">Human Body The (Musculoskeletal System and Health)</p> <p style="text-align: center;">8 Weeks</p>	<p>MN Science Standards</p> <p style="text-align: center;">3.4.3.2.1</p> <p style="text-align: center;">2.4.3.1.1</p>	<p>Students will:</p> <ul style="list-style-type: none"> • identify the bones used for specific movements • label the four layers of bones and discuss their functions • identify and locate three types of joints: hinge, pivot, and ball-and socket • demonstrate the movement of skeletal muscles • identify the functions of smooth, cardiac, and facial muscles, and will classify movements as either voluntary or involuntary • analyze how prostheses can improve people's lives • identify stages in the human life cycle and what humans need to 	<ul style="list-style-type: none"> • Read through and discuss the student text. • Complete prepared worksheets. • Classroom discussion • Related activities and hands-on experiments • Take notes on key information. • Play a review game at the end of each chapter to review key information. • Take Chapter 12 Test • Take Chapter 14 Test. • Take the NWEA Science Test. 	<ul style="list-style-type: none"> • <i>Purposeful Design Science: Level Three</i> Student and Teacher editions • Chapter 12 and Chapter 14 Black Line Masters • Chapter 12 and Chapter 14 Transparency Masters • Chapter 12 and Chapter 14 Computer Presentations • Various teacher resources • Experiment materials 	<ul style="list-style-type: none"> • God created the human body with such amazing detail and complexity that scientists still cannot fully understand how it works. • God has designed each part of the body to have a unique role that benefits a living body (I Corinthians 12:18). • We are fearfully and wonderfully made (Psalm 139:14). • We are more than just a physical body. The Bible writers distinguish between the essence of who we are and our body. • Jesus presents a balanced view of the body saying that life is more than food and the body more than clothes (Luke 12:23). • We are stewards or caretakers of our bodies – just as
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		<p>stay healthy</p> <ul style="list-style-type: none"> • identify the functions and sources of nutrients • plan a menu that includes essential vitamins and minerals • analyze their own diet and determine which aspects are healthy and unhealthy • evaluate their own sleep and exercise habits and list ways to exercise • analyze their lifestyle and identify healthful and unhealthful habits 			<p>human beings are stewards of the rest of the created world (Genesis 1:28) – and must pay attention to bodily needs.</p> <ul style="list-style-type: none"> • We are more than a body. God wants our whole being to be healthy (3 John 2).
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