

CCS COURSE MAP

SUBJECT: SCIENCE

GRADE LEVEL KINDERGARTEN
COURSE LENGTH YEAR

REVIEWED 2018-2019

Student Goals:					
		I	To learn about ourselves as a part of God's creation-a very special part.		
		II	To learn about humans, animals, plants, and non-living things created by God.		
		III	To learn how to take care of God's creation.		
		IV	To investigate different types of transportation.		
Student Outcomes:					
		I	The students will be able to begin to understand that God is the creator of the universe.		
		II	The students will be able to explore animals, plants, and non-living things.		
		III	The students will be able to discover that they are fearfully and wonderfully made by God and need to take care of themselves.		
		IV	The students will be able to begin to understand that they are called to take care of His creation.		
UNIT/ WEEKS	STANDARD	OBJECTIVES	ACTIVITIES/ASSESSMENT	RESOURCES	BIBLICAL INTEGRATION
Life Science (Movement of baby animals & Bugs) 2 Weeks	MN Science Standards 0.4.1.1.1 1.4.1.1.1	Students will: <ul style="list-style-type: none"> • learn how different baby animals move • learn that animals are shaped differently 	<ul style="list-style-type: none"> • Read books and look at pictures of different animals moving • Pretend to move like different animals and bugs • Look at samples of real bugs • Close companion workbook • Assess by class participation 	<ul style="list-style-type: none"> • “Baby Animals on the Move” • “Pouch” by David Ezra Stein • “I Love Bugs” by Emma Dodd • Wonders Curriculum materials McGraw-Hill • Various teacher resources and experiment materials 	<ul style="list-style-type: none"> • God created all animal bodies differently to move differently • Gen. 1:24-25

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<p>(Needs of living things)</p> <p>5 weeks</p>	<p>MN Science Standards</p> <p>0.4.1.1.3 1.4.2.1.1 1.4.2.1.2</p>	<p>Students will:</p> <ul style="list-style-type: none"> • learn what every living thing needs to live • learn that people, animals, and plants are all living things • learn how to care for pets • understand the similarities and differences of God’s creation 	<ul style="list-style-type: none"> • Read books about the things that living things need • Worksheet on needs vs. wants • Plant flowers and watch them grow • Close companion workbook • Assess by class participation 	<ul style="list-style-type: none"> • “My Garden” by Kevin Henkes • “A Community Garden” • “The Birthday Pet” by Ellen Javernick • Wonders Curriculum materials McGraw-Hill • Various teacher resources and experiment materials 	<ul style="list-style-type: none"> • God provides for all the needs of people, animals, plants • Matt. 6:31-33 “Do not be anxious about anything” • Matt. 6:8 “your father knows what you need before you ask him” • Phil. 4:19 “And my God will supply every need” • Prov. 12:10 “Whoever is righteous has regard for the life of his beast” • It is our job to care for the animals • Gen. 1:28-30 “and have dominion over the fish of the sea...” • Gen. 1:11-13 “Let the earth sprout vegetation” • God created the world because he loves us • God created the world for us to enjoy
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<p>(Parts of a Tree and Parts of an animal)</p> <p>2 weeks</p>	<p>MN Science Standards</p> <p>0.4.1.1.2 0.4.1.1.1</p>	<p>Student will:</p> <ul style="list-style-type: none"> • learn about the different parts of a tree • be able to label the different parts of a tree • learn about the different parts of an animal • be able to label the different parts of an animal 	<ul style="list-style-type: none"> • Look at diagrams of a tree • Look at real examples of tree parts • Use magnifying glasses to look at tree parts up close • Label tree parts worksheet • Look at diagrams of an animal • Look at pictures of different animals and how they were created differently • Label animal parts worksheet • Assess by class participation 	<ul style="list-style-type: none"> • Various teacher resources and experiment materials • “From Seed to Tree” • Animal books • Wonders Curriculum materials McGraw-Hill 	<ul style="list-style-type: none"> • Gen. 1:11-13 “Let the earth sprout vegetation” • God created each plant and animal unique and special • Gen. 1:20-21 “Let the waters swarm with swarms of living creatures” • Gen 1:25 “And God made the beasts of the earth according the their kind
<p>(Life of a butterfly)</p> <p>2 weeks</p>	<p>MN Science Standards</p> <p>0.4.1.1.1 1.4.3.1.1</p>	<p>Students will:</p> <ul style="list-style-type: none"> • learn about the life cycle of a butterfly • be able to identify the different stages that a butterfly goes through 	<ul style="list-style-type: none"> • Read books about butterflies • Worksheet on life cycle of a butterfly • Create life cycle posters • Assess by class participation 	<ul style="list-style-type: none"> • “The Very Hungry Caterpillar” • Wonders Curriculum materials McGraw-Hill • Various teacher resources and experiment materials 	<ul style="list-style-type: none"> • God created the life of each animal unique • Ecc. 3:1-2 “For everything there is a season” • Each stage of life was created for a purpose

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<p>Physical Science (Colors and Shapes)</p> <p>2 weeks</p>	<p>MN Science Standards</p> <p>0.2.1.1.1</p>	<p>Students will:</p> <ul style="list-style-type: none"> • learn how to mix colors and create new ones • learn that some colors are primary • learn about looking for shapes in everyday objects • compare and contrast objects by shape and color 	<ul style="list-style-type: none"> • Experiment with mixing colors in water and other media types • Read books about mixing colors • Looking for shapes in the objects around the classroom • Worksheet on color mixing • Assess by class participation 	<ul style="list-style-type: none"> • Various teacher resources and experiment materials • Wonders Curriculum materials McGraw-Hill 	<ul style="list-style-type: none"> • God created colors and shapes for us to enjoy in his creation • Gen. 9:13 “I have set my rainbow in the clouds”
<p>(Magnets)</p> <p>1 week</p>	<p>MN Science Standards</p> <p>0.2.1.1.1</p>	<p>Students will:</p> <ul style="list-style-type: none"> • learn how magnets work • learn to identify the terms attract and repel 	<ul style="list-style-type: none"> • Using magnets to experiment with things around the classroom that are magnetic • Experimenting with the magnetic force • Painting with magnets • Assess by class participation 	<ul style="list-style-type: none"> • Various teacher resources and experiment materials 	<ul style="list-style-type: none"> • We are in awe and fascinated by how God created the magnetic field • Showing others the love of Jesus can attract them to want to learn more about Jesus---Titus 2:10

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<p>(Tools) 1 week</p>	<p>MN Science Standards 1.1.3.2.1</p>	<p>Students will:</p> <ul style="list-style-type: none"> • learn about the different tools that are used for different jobs • learn about the tools that are used to do their job in school 	<ul style="list-style-type: none"> • Read books about different types of jobs and the tools that are used • Experiment with different tools they are given • Assess by class participation 	<ul style="list-style-type: none"> • Various teacher resources and experiment materials • Wonders Curriculum materials McGraw-Hill • “Workers and Their Tools” 	<ul style="list-style-type: none"> • God has given us many different tools to do our jobs • We are all tools to build his kingdom • Gen. 4:22 –tools used in the Bible
<p>(Sounds) 1 week</p>	<p>MN Science Standards 3.2.3.1.1</p>	<p>Students will:</p> <ul style="list-style-type: none"> • learn how sounds are created • learn about vibrations and movements 	<ul style="list-style-type: none"> • Read books about the different sounds we hear • Experiment with different objects to create different types of sounds • Assess through class participation 	<ul style="list-style-type: none"> • Various teacher resources and experiment materials • Wonders Curriculum materials McGraw-Hill • “Roadwork” 	<ul style="list-style-type: none"> • God gave us many sounds to enjoy • We communicate and respond through sound • Jer. 33:11 “sounds of joy and gladness” • Job 39:24 “it cannot stand still when the trumpet sounds”

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<p>(Gravity and Motion)</p> <p>2 weeks</p>	<p>MN Science Standards</p> <p>2.2.2.1.2 2.2.2.2.1 2.2.2.2.2 2.1.1.2.1</p>	<p>Students will:</p> <ul style="list-style-type: none"> • learn how objects are set in motion • learn about how gravity holds things down on earth 	<ul style="list-style-type: none"> • Read books and watch videos of the ways that different objects move • Experiment with setting objects in motion using planes and slopes and push and pull • Experiment with dropping objects from a certain height to experience the gravitational pull • Assess through class participation 	<ul style="list-style-type: none"> • Various teacher resources and experiment materials • Wonders Curriculum materials McGraw-Hill 	<ul style="list-style-type: none"> • God creation is fascinating in how every motion creates a new movement • God created gravity to provide for our needs and to make the earth a place that we can live • Ps. 8:3 “moon and stars which you have set in place” • Gen. 2:1 “the heavens and the earth were completed in their vast array”
<p>Physical Science (Seasons and Changes in Weather)</p> <p>6 weeks</p>	<p>MN Science Standards</p> <p>0.3.2.2.1 0.3.2.2.2</p>	<p>Students will:</p> <ul style="list-style-type: none"> • learn about the four seasons and the characteristics of each one • learn about the placement of the sun during the year and the cause of the changes in weather • observe different types of clouds • learn about storms and what causes 	<ul style="list-style-type: none"> • Read books and hear songs about the different seasons • Go on a nature walk and look for signs of fall and spring • Make leaf rubbings • Take an apple taste test and graph the results • Worksheet on recognizing different types of clouds • Experiment with a tornado in a bottle • Assess through class participation 	<ul style="list-style-type: none"> • Various teacher resources and experiment materials • Wonders Curriculum materials McGraw-Hill • “Fall Leaves” by Erika Shores • “The Snowy Day” by Ezra Keats 	<ul style="list-style-type: none"> • Ecc. 3:1 “There is a time for everything and a season for every activity” • Gen. 8:22 “As long as the earth endures, seedtime and harvest...” • God created a time for every season

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		them to occur			
(States of Water and the Water Cycle) 3 weeks	MN Science Standards 0.3.2.2.2 4.2.1.2.1 4.2.1.2.2	Students will: <ul style="list-style-type: none"> • learn about how water can change when it is cooled and heated • learn that there are 3 states of water • learn about the water cycle 	<ul style="list-style-type: none"> • Read books and hear songs about the water cycle • Experiment with freezing water outside when it is cold and heating water up to create a gas • Worksheets on the water cycle and the states of water • Experimenting with touching warm and cold water • Assess through class participation 	<ul style="list-style-type: none"> • Various teacher resources and experiment materials • “Walter the Raindrop” by Tim Olson 	<ul style="list-style-type: none"> • Gen. 1:6-7 “Let there be a vault between the waters to separate...” • John 7:38 “rivers of living water will flow from within them” • God created a way for us to continue to have water to keep us healthy • Jesus is the living water

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<p>Human Body Science (Systems, Senses and Health) 4 weeks</p>	<p>MN Science Standards 0.4.1.1.2</p>	<p>Students will:</p> <ul style="list-style-type: none"> • learn about the unique way their bodies were created • learn that they have 5 senses • learn how to eat healthy • learn how to keep their teeth healthy 	<ul style="list-style-type: none"> • Read books and watch video about the human body • Look at their finger prints and how they are all different • Take a taste and smell test • Look at the food groups • Create a picture of a healthy meal • Watch a video about keeping teeth healthy • Guest dentist will come in to talk about teeth health • Assess through class participation 	<ul style="list-style-type: none"> • Various teacher resources and experiment materials • “Gina the Giraffe” video • “Senses at the Seashore” by Shelly Rotner • Wonders Curriculum materials McGraw-Hill 	<ul style="list-style-type: none"> • God made us special and loves us just the way we are • Ps. 139:13-14 “I praise you because I am fearfully and wonderfully made” • God wants us to take care of our bodies • 1 Cor. 6:19-20 “your bodies are temples of the Holy Spirit”

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