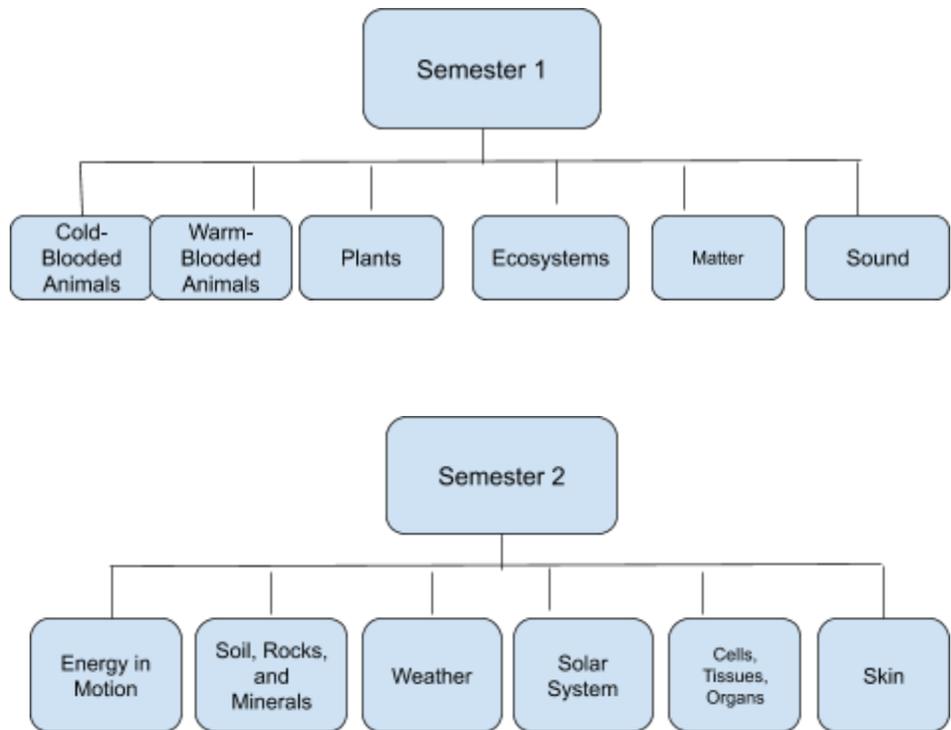


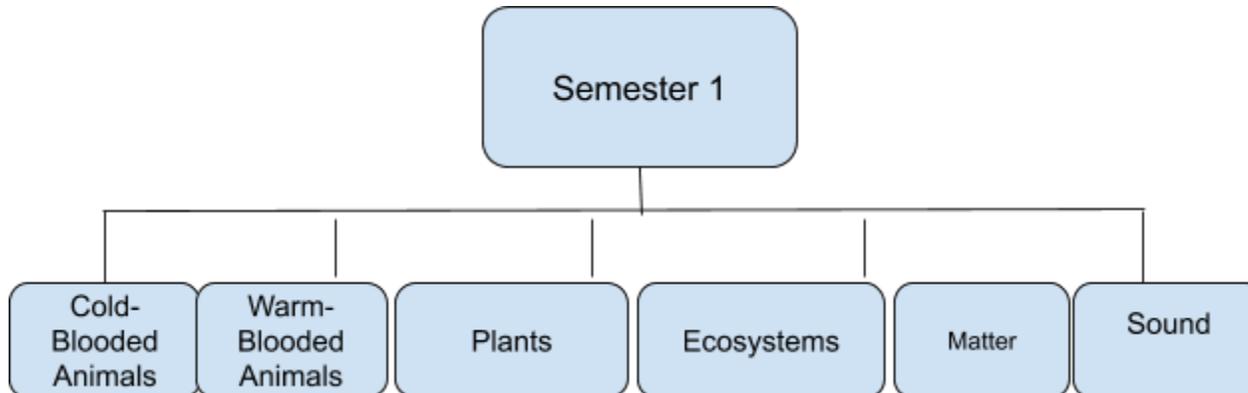


## Ridgefield Christian School





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**Semester 1: Units/Content Studied**

<b>Cold-Blooded Animals (Life Science)</b>	<b>Warm- Blooded Animals (Life Science)</b>	<b>Plants (Life Science)</b>	<b>Ecosystems (Life Science)</b>	<b>Matter (Physical Science)</b>	<b>Sound (Physical Science)</b>
2 Weeks	1.5 Weeks	1.5 Weeks	1.5 Weeks	1.5 Weeks	1.5 Weeks
<p>1.1 -Define worldview, list characteristics of a Christians worldview, apply a Christians worldview to science</p>	<p>2.1- Recognize that people are different that animals, identify groups of warm-blooded animals. People as God's image-bearers</p>	<p>3.1 Recognize that using plants is part of managing the earth, Compare how plants and animals get their nutrients, describe the function of each part of a plant, People as stewards of God's creation, God's provision for His creation.</p>	<p>4.1 Recognize that the Fall was an event that changed the earth. Identify three characteristics of living things, describe how an ecosystem, environment, population, habitat, and community relate to one another. Effects of the fall, People's need for salvation.</p>	<p>5.1 Recognize that knowledge is needed to use matter, identify several physical properties of matter, explain the difference between mass and volume, People as stewards of God's creation.</p>	<p>6.1 Recognize that learning about sound can help us use it to glorify God, Describe causes of sound, identify causes of sound vibrations, God's creation for the use and enjoyment of people, Christians' use of science to show God's love to others.</p>
<p>1.2 Recognize that knowledge is needed to care for animals, understand that scientists group animals with similar characteristics, differentiate between invertebrates and vertebrates, differentiate between warm-blooded and cold-blooded</p>	<p>2.2 List characteristics of birds, list ways to identify birds, God's design of birds, God's provision for His creation.</p>	<p>3.2 Use a diagram to describe the process of photosynthesis, describe 3 things plants need for photosynthesis, describe 2 things plants produce during photosynthesis. God's perfect design, God's provision for His creation.</p>	<p>4.2 Describe how producers, consumers, and decomposers get their energy from the sun, differentiate between producers, consumers, and decomposers, Identify herbivores, omnivores, and carnivores as types of consumers and</p>	<p>5.2 Identify units used to measure mass, demonstrate how to measure mass using a balance, Identify units used to measure volume, demonstrate how to measure volume in graduated containers, Christians being honest workers</p>	<p>6.2 Explain how sound travels in waves, Describe how the state of matter affects the speed of sound waves traveling through it, Describe the types of surfaces that reflect or absorb sound waves. People listening and being</p>

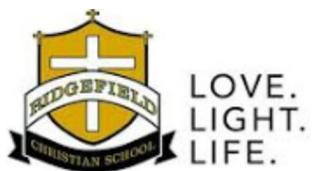
vertebrates, People as stewards of Gods creation, God's variety in creations, God's design of cold-blooded vertebrates.			describe what they eat. People as stewards of God's creation.		obedient to God's word.
1.3 Name 3 groups of cold-blooded vertebrates, List common characteristics of fish, God's design of fish, God's power over creation	2.3 Identify characteristics of mammals, describe ways to identify mammals, identify a mammal from each group, describe how humans are different from mammals, Explain why people need to understand warm-blooded animals, God provision for His creation, God's variety in creation, People as God's image bearers, People as stewards of God's creation.	3.3 Identify the metric unit for measuring length and distance, Demonstrate the use of a centimeter ruler and a meter stick.	4.3 Contrast a food chain and a food web, Read food webs to understand how energy moves through an ecosystem, Explain what happens when one part of a food web changes.	5.3 Observe properties of different kinds of matter, infer classifications of matter based on properties	6.3 Describe characteristics of pitch,, volume, and quality, write why some bells have higher pitches than others
1.4 Name 3 kinds of amphibians, identify characteristics of amphibians, sequence and describe the stages of frog metamorphosis	2.4 Differentiate between learned behaviors and instincts, understand that instincts are given by God, Write reasons for classifying a marine mammal and	3.4 Demonstrate the use of a centimeter ruler, recognize the importance of sunlight for plant growth.	4.4 Summarize how Adam's sin at the Fall affected life on earth, name causes of change in an ecosystem, understand that God created living things with the ability to	5.4 Identify the 3 states of matter, compare and contrast the properties of solids, liquids, and gases.	6.4 Identify the 3 main parts of the ear, describe the functions of the 3 main parts of the ear. God as creator, God's perfect design.

	<p>characteristics of the environment it needs. God's provision for His creation. God's power over His creation, God's use of creation for his glory.</p>		<p>adapt to their environments, recognize that in an ecosystem the number and types of living things depend on their needs being met. Write how a living thing can affect its ecosystem. God's perfect design, God's provision for His creation, God's power over His creation, People's need for salvation, People as stewards of God's creation</p>		
<p>1.5 Identify characteristics of reptiles, differentiate between reptiles and amphibians, understand that God gave people the job to manage animals. God omnipotence, God's variety in creation, People as stewards of God's creation.</p>	<p>2.5 Research information about 3 vertebrates, Classify animals as fish, amphibians, reptiles, birds, or mammals, communication information to others.</p>	<p>3.5 Identify parts of plants that are eaten, identify ways God created plants to be used by animals and people, Write about 2 reasons why photosynthesis is important to people and animals, God's provision for His creation, People as stewards of God's creations, God's perfect design, People's use of science to glorify God</p>	<p>4.5 Model predator and prey relationships, infer changes in population sizes.</p>	<p>5.5 Recognize that matter changes states, describe how heating and cooling can cause matter to change states, describe the 3 states of water, contrast water with other forms of matter, Explain what the moisture on a window is called and why it is there. God never changes.</p>	<p>6.5 Make a model of the ear, demonstrate knowledge of the parts of the ear.</p>

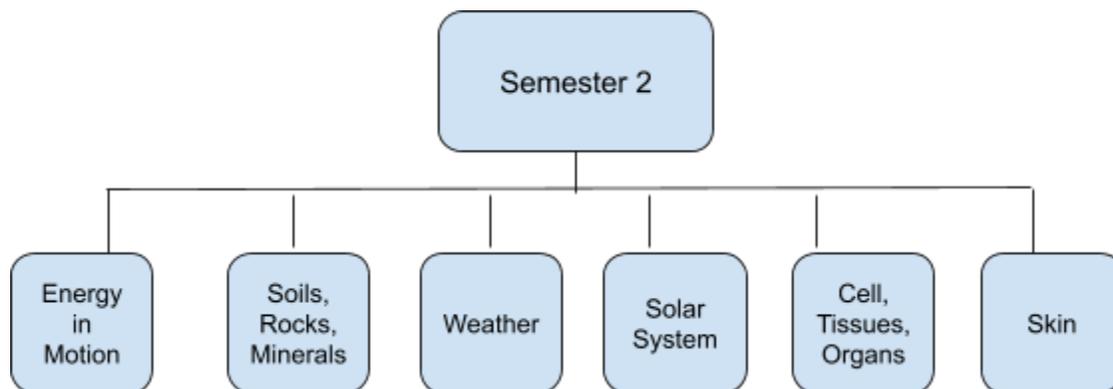
<p>1.6 Identify that scientists use Celsius thermometers to measure temperature, demonstrate how to use and read a thermometer, write about the characteristics used to identify cold-blooded animals, apply knowledge to everyday situations.</p>				<p>5.6 Compare and contrast physical changes and chemical changes, identify examples of physical and chemical changes, explain how people can use matter to serve God and other people. People as stewards of God's creation, Christians' use of science to show God's love to others.</p>	<p>6.6 Describe how the sounds you make can glorify God, Recognize the need to keep ears safe and healthy, People's responsibility to glorify God, People as stewards of God's creation, People's use of science to honor God.</p>
<p>1.7 Use a scientific method to predict, observe, measure, and infer</p>					
<p>1.8 Use a thermometer to measure temperature, infer how a cold-blooded animal depends on the temperature of its environment. People as stewards of God's creation.</p>					

### Semester 1: Standards by Unit

<b>Cold-Blooded Animals (Life Science)</b>	<b>Warm-Blooded Animals (Life Science)</b>	<b>Plants (Life Science)</b>	<b>Ecosystems (Life Science)</b>	<b>Matter (Physical Science)</b>	<b>Sound (Physical Science)</b>
2 Weeks	1.5 Weeks	1.5 Weeks	1.5 Weeks	1.5 Weeks	1.5 Weeks
3.LS.1.1 3.LS.2.1 3.LS.3.1 3.LS.3.2 3.LS.4.1 3.LS.4.2 3.LS.4.3 3.LS.4.4	3.LS.1.1 3.LS.2.1 3.LS.3.1 3.LS.3.2 3.LS.4.1 3.LS.4.2 3.LS.4.3 3.LS.4.4	3.LS.1.1 3.LS.2.1 3.LS.3.1 3.LS.3.2 3.LS.4.1 3.LS.4.2 3.LS.4.3 3.LS.4.4	3.LS.1.1 3.LS.2.1 3.LS.3.1 3.LS.3.2 3.LS.4.1 3.LS.4.2 3.LS.4.3 3.LS.4.4	3-PS2-2 3-PS2-1	3-PS2-2 3-PS2-1



## Ridgefield Christian School



<b>Semester 2: Units and Sections</b>					
<b>Energy in Motion (Physical Science)</b>	<b>Soil, Rocks, and Minerals (Earth Science)</b>	<b>Weather</b>	<b>Solar System</b>	<b>Cells, Tissues, and Organs</b>	<b>Skin</b>
1.5 Weeks	1.5 weeks	1.5 Weeks	1.5 Weeks	1.5 Weeks	1.5 Weeks
7.1 Recognize that learning about friction can help us use it in better ways, Describe what causes an object to move, list 3 kinds of invisible forces, describe 3 kinds of invisible forces, Identify weight as the measurement of the force of gravity, peoples use of God's creation, People as stewards of God's creation.	8.1 Recognize that people were made in God's image. Recognize that God wants you to show His love to other people. Describe the 4 things that make up soil, Describe the 3 main layers of soil, People are God's image-bearers, Christians' use of science to show God's love to others, People as stewards of God's creation, Sin changed God's creation	9.1 Recognize that God is in control of the weather, Identify the reason why weather should be studied, Recall that all weather takes place in the atmosphere, explain what a meteorologist does, recognize that a weather map provides data for making weather forecasts, people as stewards of God's creation, Christian's use of science to show God's love to others, God's perfect design.	10.1 Recognize that God uniquely designed Earth for life, recognize that objects in the sky have patterns of motion, describe and differentiate between revolution and rotation, identify what causes years and days. God as Creator, God's perfect design	11.1 Recognize the interrelationship of science concepts, recognize that God knows all about us even before we are born, Recognize that a microscope is a tool that magnifies tiny things, understand that all living things are made of cells, describe how cells got their name. God as a creator, People's use of science to help others.	12.1 Recognize that the skin is the largest organ in the body. Identify the two layers of skin, recognize that the new skin cells are made in the epidermis, explain why the epidermis is important to the body, People as God's image-bearers, People as stewards of God's creation, Sin caused God's world to change.
7.2 Test several surfaces to compare which has the most friction, observe and measure the distances that a ball rolls on different surfaces, people's	8.2 Recognize that the surface of the earth is always changing, Identify 4 causes of weathering, explain how water and wind weathers rocks,	9.2 Explain how measuring weather can help you, identify 4 forms of precipitation, describe and label parts of the water cycle, name a	10.2 Describe characteristics of the sun, describe how the sun is important for Earth, Recognize that a constellation is a pattern of stars,	11.2 Recognize a cell as the smallest living part of a living thing, describe characteristics of cells, identify an amoeba as a	12.2 Recognize that the ridges on fingertips provide friction to grip things, explain ways that fingerprints are useful, Make and classify

<p>use of science to honor God, People as stewards of God's creation.</p>	<p>explain how ice and plants weather rocks, Write about why soil that was once covered with trees will be good for growing crops</p>	<p>tool that is used to measure precipitation, describe clues about weather that clouds give use, God's perfect design, God's control of His creation.</p>	<p>Describe what an astronomer does, People's use of science to help others.</p>	<p>single-celled creature, label the main parts of a plant cell, identify the main differences between a plant and animal cell</p>	<p>fingerprint patterns</p>
<p>7.3 Demonstrate the motion of an object, list 3 ways to describe the motion of an object.</p>	<p>8.3 Identify how rocks are classified, describe the 3 groups of rocks, describe some of the results of the flood that we see, identify the evidence that supports the worldwide Flood</p>	<p>9.3 Name a tool used to measure temperature, explain what causes wind, Identify tools used for measuring wind, God's control of His creation.</p>	<p>10.3 Identify Mercury as the smallest planet and the closest to the sun, Identify Venus as the hottest planet and the one covered with clouds, Identify Earth as the only planet with liquid water and an atmosphere that allows life, Identify Mars as the red planet, Write an explanation of ways that God perfectly designed Earth for living things, God as Creator, God's perfect design</p>	<p>11.3 Make a model of animal cell, identify the parts of a cell, communicate information about the model</p>	<p>11.3 Explain functions of the nerves, blood vessels, sweat glands, and oil glands in the dermis, describe 2 ways the body is cooled, write about why skin may or may not bleed when scraped, God's perfect design</p>
<p>7.4 Identify 5 things that can do work, list examples of 5 things that can do work, write how forces help us work better, using the example of a wheelbarrow</p>	<p>8.4 Recognize that rocks are made of minerals, describe how knowledge of minerals can be useful, list 4 characteristics that can be used to</p>	<p>9.4 ;Observe local weather and record weather data, notice patterns in recorded weather data</p>	<p>10.4 Identify characteristics of Jupiter, Saturn, Uranus, and Neptune, List the planets in order from the sun outward. Describe what</p>	<p>11.4 Identify and describe the 4 main kinds of tissues, recognize that the lungs, heart, stomach, and brain are organs, explain why it is important to</p>	<p>11.4 Make a model of the parts of the skin</p>

	<p>identify a mineral, Christians show God's love to others, People as stewards of God's creation.</p>		<p>asteroids are and where they can be found. Name 3 dwarf planets. God uses creation for His Glory.</p>	<p>know how the parts of the body work, write how cells tissues, and systems are related to each other, Gods 'design of our bodies, Christians working together</p>	
<p>7.5 Identify 6 kinds of energy, list examples for each kind of energy, recognize that energy can change from one form to another, people's use of science to honor God, People as stewards of God's creation, Sin changed God's world, God's provision for redemption</p>	<p>8.5 Predict the hardness of several minerals, test the hardness of several minerals</p>	<p>9.5 Differentiate between types of severe weather, determine how to be safe during severe weather, list 2 things that should be part of a family's severe weather plan, write about clues weather observations can give and some related weather tools used by meteorologists. God's world provides comfort, Christians' use of science to show God's love to others.</p>			<p>12.5 Explain why caring for our bodies is important, Explain 2 ways that keeping clean is important</p>

<b>Semester 2: Standards by Unit</b>					
<b>Energy in Motion (Physical Science)</b>	<b>Soil, Rocks, Minerals (Earth Science)</b>	<b>Weather (Earth Science)</b>	<b>Solar System (Earth Science)</b>	<b>Cells, Tissues, and Organs (Life Science)</b>	<b>Skin (Life Science)</b>
1.5 Weeks	1.5 Weeks	1.5 Weeks	1.5 Weeks	1.5 Weeks	1.5 Weeks
3-PS-2-1 3-PS-2-2 3-PS-2-3 3-PS-2-4 3-ETS-1-1 3-ETS-1-2 3-ETS-1-3	3-ESS-2-1 3-ESS-2-2 3-ESS-3-1	3-ESS-2-1 3-ESS-2-2 3-ESS-3-1	3-ETS-1-1 3-ETS-1-2 3-ETS-1-3	3.LS.1.1 3.LS.2.1 3.LS.3.1 3.LS.3.2 3.LS.4.1 3.LS.4.2 3.LS.4.3 3.LS.4.4	3.LS.1.1 3.LS.2.1 3.LS.3.1 3.LS.3.2 3.LS.4.1 3.LS.4.2 3.LS.4.3 3.LS.4.4