

GRADE TOPICS

S.K-2.ES.1

Level 1 - Ch. 7.1, 7.2
Level 2 - Ch. 7.1, 7.2

Level 1 -- Charting Weather SE 193/SJ 8; Weather Differences TE 93/SJ 10, EAL 196; Seasons and Plant Growth SE 209/SJ 16, EAL 216
Level 2 -- Weather Watch SE 259/SJ 34; Observing Weather Maps TE 263/SJ 38, EAL 265; Length of Days SE 277/SJ 44; Daylight Variations TE 277/SJ 46, EAL 280

S.K-2.ES.2

Level 1 - Ch. 3.1
Level 2 - Ch. 2.1

Level 1 -- Staying Warm in the Cold SE 219/SJ 20; Keeping Warm TE 219/SJ 22; Clothing and Climate TE 222/SJ 24, EAL 224
Level 2 -- ATBD

S.K-2.ES.3

Level 2 - Ch. 6.3, Ch. 7.2

Level 2 -- Water Changes Land SE 235/SJ 16; Rocks and Water Changing the Land TE 235/SJ 18

S.K-2.ES.4

Level 1 - Ch. 8.2
Level 2 - Ch. 6.1, 6.3

Level 1 -- ATBD
Level 2 -- Land on a Map SE 213/SJ 8; Salt Dough Maps TE 213/SJ 10

S.K-2.ES.5

Level 1 - Ch. 7.2
Level 2 - Ch. 6.3, 7.2

Level 1 -- Watch Water disappear SE 201/SJ 12, EAL 206
Level 2 -- Land on a Map SE 213/SJ 18; Salt Dough Maps TE 213/SJ 10; How Clouds Form SE 269/SJ 40; Rain in a Plastic Bag TE 268/SJ 42, EAL 279

S.K-2.ES.6

Level 1 - Ch. 3.1, 3.2, 3.3
Level 2 - Ch. 1.1, 1.4, Ch. 2.2, 2.3

Level 1 -- Animals in Trees SE 67/SJ 42;
Homes for Animals TE 67/SJ 44; Feeding
Crickets SE 75/SJ 46; Cricket Menus TE
75/SJ 48; Plant Starters SE 83/SJ 52
Level 2 -- Feeding Birds TE 13/SJ 8; Water
Me SE 17/SJ 10; Too Much Water TE 17/SJ
12; EAL 24, EAL 38; Build a Nest SE 47/SJ
26; Best Nests TE 47/SJ 28, EAL 51;
Animal Homes SE 73/SJ 26; Animals Dining
Out TE 73/SJ 38, EAL 75; Links in a Chain

S.K-2.HS.1

Level 1 - Ch. 4.3, Ch. 5.2, 5.3, Ch.
6.2, 6.3
Level 2 - Ch. 3.2, 3.4, Ch. 4.3, Ch.
5.1, 5.2

Healthy Lifestyle Choices

S.K-2.HS.5

Level 1 - Ch. 5.2, 5.3, Ch. 6.2,6.3
Level 2 - Ch. 3.3, Ch. 5.2

Level 1 -- ATBD
Level 2 -- LA 134, EAL 189; ATBD

S.K-2.HS.6

Use a model to differentiate between situations when a health-related decision can be made individually or when assistance is needed.

Level 1 - Ch. 4.3, Ch. 5.3, Ch. 6.3
Level 2 - Ch. 3.1, 3.3, Ch. 5.2, 5.3

Level 1 -- Brush Off SE 119/SJ 22 Let's Try This Again TE 119/SJ 24, EAL 123, LA 144; Be a Better Jumper SE 147/SJ 36; Practice Makes Perfect TE 147/SJ 38, EAL 149; Screen Time TE 151/SJ 40, EAL 152, EAL 174; Bicycle Helmet Survey SE 177/SJ 56
Level 2 -- The Food Groups SE 121/SJ 116; Your Personal Food Guide TE 121 /SJ 18; Fatty Foods SE 129/SJ 20; Comparing Similar Foods TE 129/SJ 22, LA 134; Stopping Germs SE 175/SJ 42; Shake Hands TE 175/SJ 44; Hole in Your Mouth SE 185/SJ 46; Fill the Cavity TE 185/SJ 48, EAL 189; Be Seen to Be Safe SE 195/SJ 50; Seat Belt Crash Test TE 196/SJ 54

S.K-2.HS.7

Identify a short-term personal health goal and implement a plan to attain that goal.

Level 1 - Ch. 5.2, 5.3, Ch. 6.2, 6.3

Level 1 -- How Can You Make Healthy Choices TE 95/SJ 2; I Can Be More Fit TE 95/SJ 6, LA 144; Practice Makes Perfect TE 147/SJ 38, EAL 149, EAL 174; ATBD

S.K-2.HS.8

Ask questions and obtain information about God's plan for healthy living.

Level 2 - Ch. 3.3, Ch. 4.3, Ch. 5.2

Level 2 -- Fatty Foods SE 129/SJ 20; Comparing Similar foods TE 129/SJ 22, LA 134, LA 165; ATBD

LIFE SCIENCES

Essential Question: How do living organisms give evidence of God as the Designer, Creator and Sustainer of life?		Big Idea: The complexity, order, and design of living organisms provide strong evidence of God as the Designer, Creator and Sustainer of life.			
K-2	Molecules to Organisms: Structures and Processes	S.K-2.LS.1	Use observations to describe patterns (e.g., animals need to take in food but plants do not, different kinds of food needed by different types of animals, requirement of plants to have light, all living things need water) of what plants and animals (including humans) need to survive. (K-LS1-1)	Level 1 - Ch. 1.1,1.2, Ch. 2.3, Ch. 3.2 Level 2 - Ch. 1.1, 1.4, Ch. 2.1	Level 1 -- ATBD Level 2 -- ATBD
		S.K-2.LS.2	Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs (e.g., designing clothing or equipment to protect bicyclists by mimicking turtle shells, acorn shells, and animals scales; stabilizing structures by mimicking animal tails and roots on plants; keeping out intruders by mimicking thorns on branches and animal quills). (1-LS1-1)	Level 1 - Ch. 1.1, 1.2, Ch. 2.1, 2.2, 2.3 Level 2 - Ch. 1.2, 1.5	Level 1 -- ATBD Level 2 -- ATBD
		S.K-2.LS.3	Make observations to determine patterns in behavior of parents and offspring that help offspring survive (e.g., signals that offspring make such as crying, cheeping and the responses of parents such as feeding, comforting, protecting). (1-LS-1-2)	Level 1 - Ch. 2.3 Level 2 - Ch. 1.4	Level 1 -- ATBD Level 2 -- ATBD
	Ecosystems: Interactions, Energy and Dynamics	S.K-2.LS.4	Plan and conduct an investigation to determine if plants need sunlight and water to grow, ensuring that only one variable is tested at a time. (2-LS2-1)	Level 1 - Ch. 1.2 Level 2 - Ch. 1.1, 1.2	Level 1 -- ATBD Level 2 -- ATBD
		S.K-2.LS.5	Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants. (2-LS2-2)	Level 1 - Ch. 1.2 Level 2 - Ch. 1.2	Level 1 -- ATBD Level 2 -- ATBD
	Heredity: Inheritance and Variation of Traits	S.K-2.LS.6	Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents (e.g., leaves from same kind of plant are the same shape, but can differ in size, young animals look similar to their parents but are not exactly the same). (1-LS3-1)	Level 1 - Ch. 1.2, Ch. 2.3	Level 1 -- ATBD
	Life: Origins, Unity, and Diversity	S.K-2.LS.7	Make observations of plants and animals to compare the diversity of life in different habitats. (2-LS4-1)	Level 1 - Ch. 3.1 Level 2 - Ch. 2.1	Level 1 -- ATBD Level 2 -- ATBD
		S.K-2.LS.8	Apply scientific principles to begin to construct a personal model that explains how life began on earth and acknowledges God as the Creator.	Level 1 - Ch. 1.1, Ch. 2.2, Ch. 8.1 Level 2 - Ch. 8.1, 8.2	Level 1 -- ATBD Level 2 -- ATBD

PHYSICAL SCIENCES

Essential Question: How does the order and consistency of natural laws provide evidence of God as the Designer, Creator, and Sustainer of the physical world?		Big Idea: Matter and energy are organized and behave according to natural laws that cannot be explained by chance but are consistent and give evidence of God as the Designer, Creator, and Sustainer.		
K-2	Matter and Its Interactions	S.K-2.PS.1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties (e.g., color, texture, hardness, flexibility). (2-PS-1)	Level 2 - Ch. 9.1, 9.2	Level 2 -- Sorting It Out SE 319/SJ 8; Mixed Up Animals TE 319/SJ 10; EAL 326
		S.K-2.PS.2 Analyze data obtained from testing different materials to determine which materials have the properties (e.g., strength, flexibility, hardness, texture, absorbency) that are best suited for an intended purpose. (2-ps1-2)	Level 2 - Ch. 9.1	Level 2 -- ATBD
		S.K-2.PS.3 Make observations to construct an evidence-based account of how an object made of a small set of pieces (e.g., blocks, building bricks, other assorted small objects) can be disassembled and made into a new object. (2-PS1-4)	Level 2 - Ch. 9.2, 9.3	Level 2 -- ATBD
		S.K-2.PS.4 Construct an argument with evidence that some changes caused by heating or cooling can be reversed (e.g., water, butter) and some cannot (e.g., cooking an egg, freezing a plant leaf, heating paper). (2-PS1-4)	Level 1 - Ch. 10.1 Level 2 - Ch. 9.2, 9.3, Ch. 10.2	Level 1 -- Heating Things Up SE 301/SJ 28; EAL 302 Level 2 -- TT 338, EAL 355
	Motion and Stability: Forces and Interactions	S.K-2.PS.5 Plan and conduct an investigation to describe and classify different strengths or different directions of pushes and pulls (e.g., string attached to an object being pulled, pushing an object, stopping a rolling ball, two objects colliding and pushing on each other) on the motion of an object. (K-PS2-1)	Level 1 - Ch. 9.2, 9.3	Level 1 -- Observing Motion SE 271/SJ 12; Changing Motion TE 271/SJ 14, EAL 272; Slow It down TE 273/SJ 16, LA 275, TT 278; Make It Move SE 279/SJ 18; Move That Block TE 279/SJ 20, LA 281
		S.K-2.PS.6 Analyze data to determine if a design solution (e.g., ramp to increase speed of an object, structure that causes an object to turn) works as intended to change the speed or direction of an object with a push or a pull. (K-PS2-2)	Level 1 - Ch. 9.2, 9.3	Level 1 -- EAL 272, LA 275, TT 278; Make It Move SE 279/SJ 16; Move That Block TE 279/SJ 20
	Energy	S.K-2.PS.7 Make observations to determine the effect of sunlight on Earth's surface (e.g., sand, soil, rocks, water). (K-PS3-1)	Level 1 - Ch. 10.1 Level 2 - Ch. 10.2	Level 1 -- EAL 302, LA 304 Level 2 -- EAL 368
		S.K-2.PS.8 Use tools and materials to design and build a structure (e.g., umbrellas, canopies, tents) that will reduce the warming effect of sunlight on an area. (K-PS3-2)	Level 2 - Ch. 7.3, Ch. 10.2	Level 2 -- EAL 368; ATBD

Waves and
Their
Applications
in
Technologies
for
Information
Transfer

S.K-2.PS.9	Plan and conduct investigations to provide evidence that vibrating materials (e.g., tuning forks, plucking a stretched string) can make sound and that sound can make materials vibrate (e.g., holding a piece of paper near a speaker, holding an object near a vibrating tuning fork). (1-PS4-1)	Level 1 - Ch. 10.2 Level 2 - Ch. 10.3	Level 1 -- TT 308; Making Different Sounds SE 309/SJ 34, EAL 310, EAL 311 Level 2 -- EAL 375; ATBD
S.K-2.PS.10	Make observations (e.g., those made in a completely dark room, pinhole box, video of a cave explorer) to construct an evidence-based account that objects can be seen only when illuminated (e.g., external light source, object giving off its own light). (1-PS4-2)	Level 2 - Ch. 10.3	Level 2 -- Shine a Light SE 371/SJ 34; ATBD
S.K-2.PS.11	Plan and conduct an investigation to determine the effect of p0 749.gthe e p0 749.ge4ve0.0	Level 2 - Ch. 10.3	Level 2 -- Shine a Light SE 371/SJ 34; ATBD
S.K-2.PS.12		Level 1 - Ch. 10.2 Level 2 - Ch. 10.3	Level 1 -- ATBD Level 2 -- ATBD