

Curriculum Guide for Kindergarten Science

Unit 1: God's Plan for Me

1.5 weeks

K5.1, K5S.2

Biblical Worldview Questions

How did God create people vs. the rest of His creation?

What did God put on our bodies in order to help us learn more about Him?

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ol style="list-style-type: none"> 1. recall that God is Creator 2. recognize that God makes each person with purpose and are a part of His plan 3. recognize that God desires His creation to examine His world 4. identify the five senses and each corresponding organ 5. explain God's purpose for each sense 6. describe ways to keep their body clean, safe, and healthy 	<ul style="list-style-type: none"> • Direct Instruction • Discussion/Sharing • Guided Exploration/ Experimentation • Demonstrations • Model • Open-ended (think and respond)/closed-ended questioning • Action songs/ Chants/Rhymes • Games 	<ul style="list-style-type: none"> • Teacher text (<i>A Beka: God's World K5</i>) • Student text: <i>A Beka God's World</i> • Various Informational Books (Body and Five Senses) • Teacher-made supplemental worksheets, charts, activities, and games • Concrete objects for demonstrations and experimentation • Journals • Online videos and learning games 	<ul style="list-style-type: none"> • Participation/ Performance during weekly activities • Observation • Oral evaluations • Written (selected response) evaluations <p>(NO GRADES RECORDED FOR THIS SUBJECT– Assessments help guide teacher lesson planning)</p>

Unit 2: God’s Plan for Weather

1.5 weeks

K5S.1, K5S.3

Biblical Worldview Questions

Why is temperature important to God?

What does the Bible say about storms?

How is the weather like God?

Objectives	Methods	Resources	Assessment
The students will 1. explain God’s purpose for weather occurrences 2. define thermometer 3. explain how a thermometer works and how to read it 4. relate temperature to how to dress 5. recall facts about rain, storms, rainbows, wind, and snow 6. describe how to stay safe in storms	<ul style="list-style-type: none">• Direct Instruction• Discussion/Sharing• Guided Exploration/ Experimentation• Demonstrations• Model• Open-ended (think and respond)/closed-ended questioning• Action songs/ Chants/Rhymes• Games	<ul style="list-style-type: none">• Teacher text (<i>A Beka: God’s World K5</i>)• Student text: <i>A Beka God’s World</i>• Various Informational Books (Weather)• Teacher-made supplemental worksheets, charts, activities, and games• Concrete objects for demonstrations and experimentation• Journals• Online videos and learning games	<ul style="list-style-type: none">• Participation/ Performance during weekly activities• Observation• Oral evaluations• Written (selected response) evaluations <p>(NO GRADES RECORDED FOR THIS SUBJECT– Assessments help guide teacher lesson planning)</p>

Unit 3: God's Plan for Seasons

1 week

K5S.1, K5S.3, K5S.4

Biblical Worldview Questions

What does the Bible say about seasons?

How does God change our world through the different seasons?

Why should we worry about plants, animals and people during the different seasons?

Objectives	Methods	Resources	Assessment
The students will 1. explain God's purpose for seasons 2. name the four seasons 3. describe weather occurrences in each season 4. illustrate a tree through each season 5. compare and contrast changes in people, plants, and animals during each season	<ul style="list-style-type: none">• Direct Instruction• Discussion/Sharing• Guided Exploration/Experimentation• Demonstrations• Model• Open-ended (think and respond)/closed-ended questioning• Action songs/Chants/Rhymes• Games	<ul style="list-style-type: none">• Teacher text (<i>A Beka: God's World K5</i>)• Student text: <i>A Beka God's World</i>• Various Informational Books (Seasons)• Teacher-made supplemental worksheets, charts, activities, and games• Concrete objects for demonstrations and experimentation• Journals• Online videos and learning games	<ul style="list-style-type: none">• Participation/Performance during weekly activities• Observation• Oral evaluations• Written (selected response) evaluations <p>(NO GRADES RECORDED FOR THIS SUBJECT– Assessments help guide teacher lesson planning)</p>

Unit 4: God’s Plan for Seeds

1week

K5S.1, K5S.4

Biblical Worldview Questions

What does the Bible say about plants?

Why is it important to know how things grow?

How does a plant growing illustrate our own life in Christ?

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ol style="list-style-type: none"> 1. explain God’s purpose for seeds and plants 2. recognize that seeds produce after their own kind 3. name what seeds need to grow 4. plant a seed then observe and record changes as it grows 5. describe two ways seeds are dispersed and planted 6. recall that some seeds are edible 	<ul style="list-style-type: none"> • Direct Instruction • Discussion/Sharing • Guided Exploration/ Experimentation • Demonstrations • Model • Open-ended (think and respond)/closed-ended questioning • Action songs/ Chants/Rhymes • Games 	<ul style="list-style-type: none"> • Teacher text (<i>A Beka: God’s World K5</i>) • Student text: <i>A Beka God’s World</i> • Various Informational Books (Seeds and Planting) • Teacher-made supplemental worksheets, charts, activities, and games • Seeds and plants for observation • Concrete objects for demonstrations and experimentation • Journals • Online videos and learning games 	<ul style="list-style-type: none"> • Participation/ Performance during weekly activities • Observation • Oral evaluations • Written (selected response) evaluations <p>(NO GRADES RECORDED FOR THIS SUBJECT– Assessments help guide teacher lesson planning)</p>

Unit 5: God’s Plan for Animals

1.5 weeks

K5S.1, K5S.4

Biblical Worldview Questions

What does the Bible say about animals?

Does the Bible mention small creatures?

How can learning about different animals teach us about God?

Objectives	Methods	Resources	Assessment
The students will 1. explain God’s purpose for animals 2. match baby animals to their mother 3. categorize animals that are born and animals that are hatched 4. match animals to their homes 5. describe three ways farmers care for animals and people care for pets 6. recall facts about insects and spiders 7. define zoo and explain its purpose 8. name zoo animals 9. recall facts about zoo animals, birds, and reptiles	<ul style="list-style-type: none">• Direct Instruction• Discussion/Sharing• Guided Exploration/ Experimentation• Demonstrations• Model• Open-ended (think and respond)/closed-ended questioning• Action songs/ Chants/Rhymes• Games	<ul style="list-style-type: none">• Teacher text (<i>A Beka: God’s World K5</i>)• Student text: <i>A Beka God’s World</i>• Various Informational Books (Animals, Zoo, Birds, and Reptiles)• Teacher-made supplemental worksheets, charts, activities, and games• Concrete objects for demonstrations and experimentation• Journals• Online videos and learning games	<ul style="list-style-type: none">• Participation/ Performance during weekly activities• Observation• Oral evaluations• Written (selected response) evaluations <p>(NO GRADES RECORDED FOR THIS SUBJECT– Assessments help guide teacher lesson planning)</p>

Unit 6: God’s Plan for the Seashore

1.5 weeks

K5S.1, K5S.5

Biblical Worldview Questions

Does the Bible mention the seashore besides creation?

How can different sea creatures teach us about God?

What does the Bible say about taking care of God’s creation?

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ol style="list-style-type: none"> 1. explain God’s purpose for seashore 2. name and describe different types of seashores 3. create a fact book about the seashore to include: shells, crabs, sea stars, sea horses, sand dollars, and sea gulls 4. match seashore facts to seashore objects and inhabitants 5. describe how to stay safe at the seashore 	<ul style="list-style-type: none"> • Direct Instruction • Discussion/Sharing • Guided Exploration/ Experimentation • Demonstrations • Model • Open-ended (think and respond)/closed-ended questioning • Action songs/ Chants/Rhymes • Games 	<ul style="list-style-type: none"> • Teacher text (<i>A Beka: God’s World K5</i>) • Student text: <i>A Beka God’s World</i> • Various Informational Books (Sea life and Oceans) • Teacher-made supplemental worksheets, charts, activities, and games • Concrete objects for demonstrations and experimentation • Journals • Online videos and learning games 	<ul style="list-style-type: none"> • Participation/ Performance during weekly activities • Observation • Oral evaluations • Written (selected response) evaluations <p>(NO GRADES RECORDED FOR THIS SUBJECT– Assessments help guide teacher lesson planning)</p>