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| Physical Science |
| **Matter and its interactions** | S.K-2.PS.1 *Observable properties* While it is easy to classify objects and people by observable properties, they are often not what make the real difference. A red Corvette and a yellow Corvette may look significantly different – but the color is not what determines how fast they go. Some people may be white and others brown – but they are still people. We must realize that being human is more important than our color. We must treat all people with respect no matter what their observable differences are. S.K-2.PS.2 *Properties that are best suited*We often expect that we should be treated just like everyone else. But each of us has different properties (talents, gifts, etc.). God gave us each individual gifts and he has a special place for you where you may use your gifts for him to the best advantage – His intended purpose.S.K-2.PS.3 *Small set disassembled and made into a new object*When you look at the students in a classroom there are many different talents and gifts. When we arrange different students into different groups, teams, or cooperative groups for example, we get a new way of looking at the problems. We can take the groups and rearrange them into new groups. This will result in a new way of looking at the problems. This is often a good way to start new ways of solving problems.S.K-2.PS.4 *Heating or cooling*Some decisions we make have temporary effects on our life. We have the opportunity to reconsider our choice and make a better one. Some choices we make, like using drugs, can change our health so much we can never go back to being like we were before.  |
| **Motion and Stability: Forces and Interactions** | S.K-2.PS.5 *Pushes and pulls on an object*Every day you have forces that try to push you one way and then another. It is important that you think about ways that you can deal with these forces. Unlike the objects you used in this activity you have the choice about whether you give in to the force or not. S.K-2.PS.6 *Design to change force*In what way can you plan in advance so when you are pushed and pulled by forces you can resist or change them? Is it possible to plan ahead so that you know what to do when you are being tempted to go a wrong direction? |
| **Energy** | S.K-2.PS.7 *The effect of sunlight*How can the sunlight that strikes the Earth be compared to the love that Jesus sends to all people on the Earth? The sun can melt wax – but it can harden clay. How does that compare to how people react to Jesus’ love?S.K-2.PS.8 *Reduce sunlight effects*We know that sunshine warms whatever it hits. Jesus with his love wants to change everyone. In what ways do people try to keep the love of Jesus from changing them? Is it possible that you could keep Jesus’ love from reaching some of your classmates? |
| **Waves and Their Applications in Technologies for Information Transfer** | S.K-2.PS.9 *Sound vibrations*You learned that vibrating materials make sound and sound can make materials vibrate. Compare the vibrations to how Jesus’ love changes you, and then you can take His love and vibrate it (being joyful) to someone else who may also experience Jesus’ joy. S.K-2.PS.10 *Only seen when illuminated*If we don’t let Jesus’ light shine on us then others can’t see us as loving Christians. We must move to where Jesus can shine on us so that others may learn about Him. Don’t be an invisible Christian.S.K-2.PS.11 *Different materials change the light*Can you think of an illustration to tell others how this applies to you as a Christian?S.K-2.PS.12 *Device to communicate with light or sound*Think of a way that you can communicate Jesus’ love with light or sound – and then try it out! |
| **Matter and Its Interactions** | **S.3-5.PS.1** In our life there are many things that can’t be seen but that can have a huge effect on your life. These things that others can’t see can affect your life positively or negatively. What we read and watch are some of the things that can affect your life. **S.3-5.PS.2** There is only a certain amount of time in each day. We can’t make more of it – we can’t have less of it, so we have to make sure that we carefully use the time that we have to its best advantage. **S.3-5.PS.3** Earlier it was said that there were invisible things in your life that can’t be seen but can affect your life. The effects, though, can be seen by others. They will observe you and make measurements to see what standards you are living by (goodness, kindness, etc.).**S.3-5.PS.4** Experiment and see if thinking good thoughts about someone you don’t particularly like can change your life into something different.  |
| **Motion and Stability: Forces and Interactions** | **S.3-5.PS.5** When you are tempted to do something wrong – do you let God push back or do you let the evil force push you around? There are many forces trying to push you around. It is up to you to decide how you will react to them. **S.3-5.PS.6** Can the way you or your friends react to life predict how you or they will act in the future?**S.3-5.PS.7** Ask yourself how things that you aren’t in contact with can change the way you think about life. **S.3-5.PS.8** Can you design a project for your life, using scientific principles, to change some aspect of your life that you feel needs changing. **S.3-5.PS.9** Support an argument that God’s spirit can exert a force on you that brings you closer to him. |
| **Energy** | **S.3-5.PS.10** Use evidence to explain how the more energy you put into your devotional life the quicker you will move towards a fulfilling Christian life. **S.3-5.PS.11** Is it true that the more energy you put into being a good influence the more the influence helps others? **S.3-5.PS.12** When people’s ideas are different and collide, can you predict the outcome?**S.3-5.PS.13** **S.3-5.PS.14** Describe how you can share energy from the “Son” with those around you.  |
| **Waves and their Applications in Technologies for Information Transfer** | **S.3-5.PS.15** Describe how you as a Christian can make waves that will affect those around you. **S.3-5.PS.16** Can you develop a model of how light from the “Son” can enter the spiritual eye so that you can see what you should be doing in your life.**S.3-5.PS.17** Describe as many ways as you can how you can spread messages about God’s love with others.  |
| **Matter and Its Interactions** | **S.6-8.PS.1** Describe what is needed to build a Christian life. **S.6-8.PS.2** What evidence can you describe that shows that interacting with other Christians can cause a positive reaction. **S.6-8.PS.3** Is there such a thing as “synthetic” Christianity? Explain your reasoning. **S.6-8.PS.4** The Bible talks of people being hot, cold, or lukewarm. What determines the temperature of a Christian?**S.6-8.PS.4** Adding thermal energy to water can cause it to boil. What in the Christian life can be compared to this?**S.6-8.PS.5** **S.6-8.PS.6** Describe how a Christian spreading Christ’s love can be compared to a chemical reaction.  |
| **Motion and Stability: Forces and Interactions** | **S.6-8.PS.7** For every action there is an equal and opposite reaction. How can this apply to a Christian’s life?**S.6-8.PS.8** Develop an illustration that shows that your path in life is affected by many different forces on your life and how you react to them. **S.6-8.PS.9** **S.6-8.PS.10** Compare gravitational attraction to peer influence of those around you. **S.6-8.PS.11** Provide evidence that every person is influenced by many forces even though they may not be in direct contact.  |
| **Energy** | **S.6-8.PS.12** Kinetic energy depends on mass and speed. Create an illustration comparing this to the amount of influence you can have on those around you. **S.6-8.PS.13** How can you increase your potential influence on those around you?**S.6-8.PS.14** Design a plan to minimize or maximize your influence. **S.6-8.PS.15** Compare how your spiritual life might change if you were in a crowd of non-believers vs. being in a crowd of dedicated Christians. **6-8.PS.16** Describe yow you can transfer your spiritual enthusiasm to those around you.  |
| **Waves and their Applications in Technologies for Information Transfer** | **S.6-8.PS.17** Waves transfer energy. How does this compare to how God transfers power to you?**S.6-8.PS.18** Compare the reflection, absorption, and transmission of waves to the ways you can share God’s love with others. **S.6-8.PS.19**  |

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| Earth Science |
| **Earth’s Systems** | **S.K-2.ES**.1 Jesus made comments about hypocrites being able to tell what the weather was going to be by signs in the sky but not being able to see the times of the time. What can you tell about life by observing patterns?**S.K-2.ES.2** What responsibilities do Christians have when they change the environment to meet their needs?**S.K-2.ES.3** Wind can move sand and dirt around. What can you, as a Christian, do to resist being pushed where you shouldn’t go?**S.K-2.ES.4** Can you model how a Christian compares to the shape of the land as they live their life?**S.K-2.ES.5** Jesus is called the living water. How can you go about finding where this living water is? |
| **Earth and Human Activity** | **S.K-2.ES.6** Plants and animals have certain needs that determine where they live. Are there needs that a Christian has that may determine where they should go?**S.K-2.ES.7** Weather can be forecasted. Is there a way to tell what the future holds for you?**S.K-2.ES.8** Can you communicate how to reduce the impact of non-Christians on your characteristics? |
| **Earth’s Place in the Universe** | **S.K-2.ES.9** What do the movements of the heavenly bodies tell us about the God that created them?**S.K-2.ES.10** Compare how more sunshine makes the Earth warmer and things grow to how God’s love affects you. **S.K-2.ES.11** Is there evidence in Earth’s events that sin has affected the earth? |
| **Earth’s Systems** | Describe how the Earth’s systems can be compared to the way those around you can affect the way you live? |
| **Earth and Human Activity** | How can you create a plan to reduce the impacts of forces around you on your life?How can you learn more about God’s power by studying forces in and on the Earth? |
| **Earth’s Place in the Universe** | **S.3-5.ES.11** What evidence is there in the rocks and fossils that the Bible’s record is accurate?**S.3-5.ES.12** Describe how staying close to God keeps him the strongest force in your life. **S.3-5.ES.13** Can you determine patterns in your life that are caused by how close you are to God? |
| **Earth’s Systems** | **S.6-8.ES.5** Can the energy and light you get from God be passed on to others?**S.6-8.ES.6** Is the way God acts on you more like changes in rock or a rapid change?**S.6-8.ES.7** Is there evidence in your life for the way God’s power has affected you?**S.6-8.ES.8** Develop a model to show how friendliness can flow through the world or is recycled.**S.6-8.ES.9** Describe how your complex interactions with those around you can change the attitudes of those around you.**S.6-8.ES.10** Describe how treating people in an unfair manner can cause unpleasant actions in those around you.  |
| **Earth and Human Activity** | **S.6-8.ES.11** Describe how what is described in the Bible may explain the distribution of earth’s resources. **S.6-8.ES.12** **S.6-8.ES.13** How is stewardship of God’s Earth related to how the environment should be cared for. **S.6-8.ES.14** **S.6-8.ES.15** |
| **Earth’s Place in the Universe** | **S.6-8.ES.1** Where in the Bible does it talk about new moons and sunrises, etc.? What lessons are they trying to teach us?**S.6-8.ES.2** **S.6-8.ES.3****S.6-8.ES.4** Describe how being a creationist doesn’t mean that you are anti-science.  |

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| Health Science |
| **Health Promotion and Disease Prevention** | **S.K-2.HS.1** In what ways might having good physical health help you stay close to God?**S.K-2.HS.2** What guidelines did God give in the Bible that helped prevent diseases from spreading?**S.K-2.HS.3** What are some signs that an adult can be trusted? Do you think all people who say they are Christians can be trusted? |
| **Health Resources** | **S.K-2.HS.4** Who was the best physician in the Bible? |
| **Healthy Lifestyle Choices** | **S.K-2.HS.5** Has God’s plan for healthful living changed since Bible times?**S.K-2.HS.6** What is the best way for a Christian to determine the most healthful diet?**S.K-2.HS.7** What texts in the Bible tell us that we should listen to what our parents tell us?**S.K-2.HS.8** What is the best way to determine a health goal and then do it? How does God help us with this? |
| **Health Promotion and Disease Prevention** | **S.3-5.HS.1** What stories are there in the Bible that indicate there is a link between personal behaviors and health?**S.3-5.HS.2** What does the Bible tell us about having good health? **S.3-5.HS.3** **S.3-5.HS.4** **S.3-5.HS.5** |
| **Health Resources** |  **S.3-5.HS.6**  |
| **Healthy Lifestyle Choices** | **S.3-5.HS.7****S.3-5.HS.8** **S.3-5.HS.9** In what ways does a Christian have an advantage over others in determining what is accurate health information?**S.3-5.HS.10****S.3-5.HS.11** |
| **Health Promotion and Disease Prevention** | **S.6-8.HS.1** What evidence can you find in the Bible that personal health can be influenced by genetics?**S.6-8.HS.2** What stories are there in the Bible that indicate there is a link between personal behaviors and health?**S.6-8.HS.3** **S.6-8.HS.4****S.6-8.HS.5** **S.6-8.HS.6** What guidelines does the Bible give for health that you could tell others about? |
| **Health Resources** | **S.6-8.HS.7** What guidelines does the Bible give us that may help us determine the validity of health information that the media gives us?  |
| **Healthy Lifestyle Choices** | **S.6-8.HS.8** **S.6-8.HS.9** **S.6-8.HS.10****S.6-8.HS.11** What public health practices did God give the Israelites through Moses? |

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| Life Science |
| **From Molecules to Organisms: Structures and Processes** | **S.K-2.LS.1** Use observation and questioning of others to describe what it takes for a person to have a healthy spiritual life. **S.K-2.LS.2** In your everyday life you can wear a helmet to protect your brain. What can you do to protect your spiritual life? Does hiding your love for Jesus help you in any way?**S.K-2.LS.3** What signals can you give to others that show that you need help in your spiritual life? |
| **Ecosystems: Interactions, Energy, and Dynamics** | **S.K-2.LS.4** Would it be “safe” for you to experiment with what happens when you ignore your devotional life?**S.K-2.LS.5** What can you do to plant “seeds” of love for Jesus to those around you? |
| **Heredity: Inheritance and Variation of Traits** | **S.K-2.LS.6** Is it possible to inherit the spiritual characteristics of your parents? |
| **Life: Origins, Unity, and Diversity** | **S.K-2.LS.7** Do Christians that come from different backgrounds all have the same characteristics? Why or why not?**S.K-2.LS.8** What evidence do you see around you that life has a designer? How does that compare to things that humans create – can you tell that they had a designer? |
| **From Molecules to Organisms: Structures and Processes** | **S.3-5.LS.1** Describe the life cycle of a Christian.**S.3-5.LS.2** What can a Christian do to support growth and reproduction of their spiritual life? **S.3-5.LS.3** What senses can a Christian use to receive messages from God?**S.3-5.LS.4** Create an argument that for a Christian to grow they must have a regular relationship with Christ. |
| **Ecosystems: Interactions, Energy, and Dynamics** | **S.3-5.LS.5** Construct an argument that Christians that meet together help each other grow spiritually. **S.3-5.LS.6** Describe a model of what Christians can pass among each other to help each other grow.  |
| **Heredity: Inheritance and Variation of Traits** | **S.3-5.LS.7** In what ways can Christian parents pass on Christian traits to their children?**S.3-5.LS.8** Use evidence to support an explanation that the traits of children are influenced by the environment they live in including Christian schools.  |
| **Life: Origins, Unity, and Diversity** | **S.3-5.LS.9** Analyze data to provide evidence that the Bible’s description of origins is true. **S.3-5.LS.10** Describe what Christian traits give advantages to Christians. **S.3-5.LS.11** Construct an argument that different environments help different Christians grow closer to Jesus. **S.3-5.LS.12** In what ways might Christians have to change to adapt to their environment? Are there ways they can’t change?**S.3-5.LS.13**  **S.3-5.LS.14** |
| **From Molecules to Organisms: Structures and Processes** | **S.6-8.LS.1** Construct an argument that a church is made up of and must be made up of many different parts. **S.6-8.LS.2** Construct a model comparing a church to the way cells and their parts operate. **S.6-8.LS.3** Extend the model to the way the church operates as a body. **S.6-8.LS.4** Construct an argument describing how a church can affect the probability of successful growth of its children. **S.6-8.LS.5** What are the factors that affect the spiritual growth of children? **S.6-8.LS.6** Make an analogy between Chlorophyll and how a Christian gets spiritual energy.**S.6-8.LS.7** We eat food and the body reorganizes it in our body. What are the elements of spiritual growth and how are they used to make a spiritual person?**S.6-8.LS.8**  |
| **Ecosystems: Interactions, Energy, and Dynamics** | **S.6-8.LS.9** Is there ever a shortage of spiritual resources that can keep a person from growing in Christ? **S.6-8.LS.10** What are the interactions that can help a Christian grow?**S.6-8.LS.11** **S.6-8.LS.12** Describe how changes in the spiritual environment may affect a church. **S.6-8.LS.13**  |
| **Heredity: Inheritance and Variation of Traits** | **S.6-8.LS.14** Describe how people may try to change what it means to be a Christian in a way that damages the church body. **S.6-8.LS.15**  |
| **Life: Origins, Unity, and Diversity** | **S.6-8.LS.16** **S.6-8.LS.17** **S.6-8.LS.18** **S.6-8.LS.19** Describe how having a wide variety of personalities in a church can help it thrive and grow. **S.6-8.LS.20** **S.6-8.LS.21** Should the theory of natural selection be applied to church growth? Explain.  |