

# ELEMENTARY STANDARDS BY GRADE LEVEL: GRADE 3

A PACIFIC UNION CONFERENCE CORRELATION OF NAD AND CCSS

# 3

Standards are what learners should know (content) and be able to do (skills), and serve as the framework for curriculum development. Standards in Seventh-day Adventist schools reflect the Adventist worldview across the K-12 curricula as well as the integration of national and provincial/state standards.

The standards have been coded for easy referral. The coding system that precedes each standard begins with the content area abbreviation. The second part of the code refers to the grade level. The third part of the code refers to the particular domain. The fourth part of the code refers to a particular skill within the domain. The coding system that follows each standard is the Common Core State Standard that aligns with the North American Division standard. When there is not a Common Core State Standard noted, there is no corresponding Common Core State Standard.

**Color Key:** Purple (North American Division Standards)      Green (Common Core State Standards)  
 Blue (Alignment with Fundamental Beliefs)      Orange (International Society for Technology in Education)

## BIBLE

### BIBLICAL FOUNDATIONS

**Essential Question:** Why is the Bible important today?

**Big Idea:** The Bible is God’s word, preserved through the ages to help us learn about God, His plan for our lives, and His love for the world.

<b>History of the Bible</b>	B.1-4.BF.1	Trace the development of the Bible from oral traditions to print. (1)
	B.1-4.BF.2	Identify the major events that led to the translation of the Bible from Hebrew and Greek into English. (1)
	B.1-4.BF.3	Determine that the Bible was written by many people but inspired by God. (1)
	B.1-4.BF.4	Outline ways that God has protected His Word throughout history. (1)
<b>Organization of the Bible</b>	B.1-4.BF.5	Memorize the books of the Bible in order and locate specific Bible passages by book, chapter, and verse. (1)
	B.1-4.BF.6	Distinguish between various genres of writing in the Bible (e.g., parables, prophecy, history, letters). (1)
	B.1-4.BF.7	Identify the central theme of the Bible as the unfolding story of God’s love for us and His plan to save the world through His Son Jesus. (1, 4, 9, 10)
<b>Bible Study Skills</b>	B.1-4.BF.8	Make personal connections between Bible study and its application to daily living. (1, 8, 11)
	B.1-4.BF.9	Refer to details and examples when explaining a Bible passage or drawing inferences. (8)
	B.1-4.BF.10	Make connections between prayer and Bible study. (11)
	B.1-4.BF.11	Determine the main idea of a Bible passage and explain how it is supported by key details; summarize the passage and share with others. (8)
	B.1-4.BF.12	Memorize passages of Scripture. (1)
	B.1-4.BF.13	Summarize what selected Bible passages reveal about God and identify their practical applications for daily life. (1, 8, 11)
	B.1-4.BF.14	Make connections between a Bible passage, personal experience, and other reading/viewing selections. (8, 11)
	B.1-4.BF.15	Select a personal Bible and develop the habit of reading it regularly. (1, 8, 11)
	B.1-4.BF.16	Explore the cultural and geographical contexts of Bible passages. (1)
	B.1-4.BF.17	Use secondary resources (e.g., Bible dictionary, concordance), both print and digital, to aid in interpreting Bible passages. (1)
B.1-4.BF.18	Participate in collaborative discussions about Bible passages. (1)	

## BIBLE

### BIBLICAL KNOWLEDGE

**Essential Question:** How does a Biblical worldview help me answer life's big questions—where did I come from, why am I here, and where am I going?

**Big Idea:** The Bible reveals a loving God who created the world, continues to sustain it even though it departed from His ideal plan, and provides for the redemption and ultimate restoration of humanity.

<b>Creation</b>	<p>B.1-4.BK.1 Identify the Godhead as the eternal and self-existent Creator of all living things. (2-6)</p> <p>B.1-4.BK.2 Outline God's original plan for an orderly, perfect universe that operates on His law of love. (6)</p> <p>B.1-4.BK.3 Describe the events of Creation week in sequential order. (6, 20, 23)</p> <p>B.1-4.BK.4 Summarize the importance of Sabbath, marriage, and family in the context of Creation. (6, 19, 20, 23)</p> <p>B.1-4.BK.5 Explain what it means to be created in the image of God (e.g., creative abilities, power of choice). (2, 6, 7, 23)</p> <p>B.1-4.BK.6 Determine why we were created to be a part of God's family. (6)</p> <p>B.1-4.BK.7 Illustrate how Creation demonstrates God's love for us and establishes His plan for how we should love Him, serve one another, and care for the Earth. (6, 21)</p>
<b>Fall</b>	<p>B.1-4.BK.8 Trace the origin of sin in the universe including Lucifer's self-exaltation, rebellion, declaration of war on God, and expulsion from Heaven. (8)</p> <p>B.1-4.BK.9 Identify Satan, not God, as the author of all suffering and evil in the world. (8)</p> <p>B.1-4.BK.10 Provide evidence that God had a plan for redemption before sin began and continues to love us in spite of our sin. (8, 9)</p> <p>B.1-4.BK.11 Use evidence to explain why God permitted Satan to live and challenge His authority, and why bad things happen to everyone. (8)</p> <p>B.1-4.BK.12 Describe how the Great Controversy is the conflict between good and evil that began in Heaven and was continued on Earth. (8, 26)</p> <p>B.1-4.BK.13 Explain the difference between temptation and sin. (8, 9, 26)</p>
<b>Redemption</b>	<p>B.1-4.BK.14 Find evidence from the Bible that Jesus died for all of us, because of our infinite value to Him, to fulfill the plan of redemption developed before Creation. (8, 9)</p> <p>B.1-4.BK.15 Recognize the value of accepting Jesus as a personal Savior who paid the penalty for sin so that all can choose to be saved and spend eternity with Him in Heaven. (9, 10)</p> <p>B.1-4.BK.16 Explain the sanctuary service and its overarching illustration of the plan of salvation. (10, 11, 24)</p> <p>B.1-4.BK.17 Trace the plan of redemption through the Old Testament (e.g., the Exodus, laws, sanctuary, covenant). (1, 19, 20)</p> <p>B.1-4.BK.18 Summarize the tests of a prophet and provide examples of how prophets reminded people of God's plan for their redemption. (17, 18)</p> <p>B.1-4.BK.19 Retell the major events in the life of Jesus (e.g., birth, life, death, resurrection) and determine how they relate to the plan of salvation. (9, 10, 11)</p> <p>B.1-4.BK.20 Summarize what the teachings of Jesus tell us about the character of God and the kingdom of Heaven. (3, 4)</p> <p>B.1-4.BK.21 Explain the meanings of the symbols of redemption (e.g., baptism, communion, foot washing, the cross, etc.). (15, 16)</p>
<b>Re-Creation</b>	<p>B.1-4.BK.22 Discuss how humans were perfect before sin, and that God wants to re-create all who choose to follow Him. (6, 7, 8)</p> <p>B.1-4.BK.23 Articulate that one of God's purposes for us is to be witnesses of His love. (22)</p> <p>B.1-4.BK.24 Examine and demonstrate the Fruit of the Spirit. (5, 11, 17, 22)</p> <p>B.1-4.BK.25 Survey the events that will culminate in Jesus' Second Coming and eternal life in Heaven. (13, 19, 24, 25)</p>

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	B.1-4.BK.26	Outline the Three Angels' messages that go to the world before Jesus' Second Coming. (13)
	B.1-4.BK.27	Explore the rewards of Jesus' Second Coming as a fulfillment of His promises to His followers. (13, 25)
	B.1-4.BK.28	Use Biblical support to clarify that death is like a sleep. (25, 26)
	B.1-4.BK.29	Describe how God will end sin, re-create the Earth, and restore those who love Him to their original moral and physical perfection, thus demonstrating His character of love to the universe for eternity. (8, 24, 25, 26, 27, 28)

### RELATIONSHIP WITH GOD

**Essential Question:** What does it mean to have a relationship with God and why is such a relationship important?  
**Big Idea:** We build a relationship with God by including Him in our daily lives so we are happy and productive on Earth and prepared to spend eternity with Him in Heaven.

<b>Knowledge of God</b>	B.1-4.RG.1	Identify the three members of the Godhead and compare their individual roles. (2, 3, 4, 5)
	B.1-4.RG.2	Discuss how God is everywhere, all-powerful, and all-knowing. (2, 3, 4, 5)
	B.1-4.RG.3	Compare and contrast the characteristics and roles of angels before and after The Fall. (8, 25, 26, 27)
	B.1-4.RG.4	Provide evidence that the Bible is God's message of love to us. (1)
	B.1-4.RG.5	Discuss promises and passages in the Bible that show the qualities of God's character. (1, 2, 3)
	B.1-4.RG.6	Explain how God's law reflects His character. (19)
	B.1-4.RG.7	Explore nature to discover what it tells us about God the Creator. (6, 21)
<b>Acceptance of Salvation and Grace</b>	B.1-4.RG.8	Articulate that God offers forgiveness to those who ask, believe, and accept it. (9, 10)
	B.1-4.RG.9	Consider an invitation to accept Jesus as Savior and trust Him as Lord, recognizing that this is a personal decision. (10, 15)
<b>Development of Christian Character</b>	B.1-4.RG.10	Recognize the re-creative role of the Holy Spirit to teach us and to help us become more like Jesus. (2, 5, 11)
	B.1-4.RG.11	Accept that the Bible reveals the standard by which we are to live. (1, 11, 19)
	B.1-4.RG.12	Point out that a loving response to God's offer of salvation is obedience to His commandments. (10, 11, 15, 19, 22)
	B.1-4.RG.13	Cite evidences of God's grace as found in the Bible and other reading/viewing selections, making personal applications. (7, 10, 11)
	B.1-4.RG.14	Use examples of prayers in the Bible to explain the role and application of prayer to the Christian life. (1, 11)
	B.1-4.RG.15	Discuss ways that God's leading has helped us grow more like Him. (22)
	B.1-4.RG.16	Recognize that worshipping together strengthens our characters and equips us to help others. (11, 12, 14, 20)
	B.1-4.RG.17	Share examples of how we can grow spiritually by both talking and listening to God in prayer. (1, 11)
B.1-4.RG.18	Participate in prayer and worship of God. (11, 12, 14, 20)	
<b>Commitment to Relationship with God</b>	B.1-4.RG.19	Experience daily time alone with God to deepen our commitment to Jesus. (11)
	B.1-4.RG.20	Identify the Sabbath as God's holy day and a time to celebrate our commitment to Him. (6, 20)
	B.1-4.RG.21	Explore a variety of ways to communicate with God (e.g., prayer, song, journaling, nature). (11)
	B.1-4.RG.22	Recognize various symbols of our commitment to God (e.g., baptism, foot washing, communion). (15, 16)
	B.1-4.RG.23	Demonstrate ways to care for the body and mind as a way of growing in a relationship with God. (11, 22)

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	B.1-4.RG.24	Describe and practice stewardship (e.g., environment, tithe, time, talents). (21)
	B.1-4.RG.25	Explore what it means to be a disciple of Jesus. (11, 15)

### RELATIONSHIP WITH OTHERS

**Essential Question:** How does God want us to care for ourselves and relate to others?

**Big Idea:** God wants us to treat others as He treated us, taking care of ourselves so that we can reach out to care for and share our faith with others.

<b>Caring for Self</b>	B.1-4.RO.1	Determine that self-worth comes from recognizing that God paid a high price for us and that He wants to spend eternity with us. (7)
	B.1-4.RO.2	Examine how personal choices and behaviors affect spiritual, mental, physical, and social well-being. (11, 22)
	B.1-4.RO.3	Support the claim that our bodies are the temple of God. (22)
	B.1-4.RO.4	Identify and demonstrate important personal values (e.g., honesty, kindness, respect, humility). (22)
	B.1-4.RO.5	In the context of the lives of Biblical characters, analyze healthy responses to positive and negative feelings in a variety of situations. (7, 11, 22)
	B.1-4.RO.6	Explain how accepting God's forgiveness frees us from guilt and prepares us to forgive others. (9, 10, 11)
	B.1-4.RO.7	Give examples of how it is more important to make right choices than to have peer approval. (22)
	B.1-4.RO.8	Discuss how developing a relationship with God and maintaining a balanced life prepares us for the most effective service to others. (22)
<b>Caring for Others</b>	B.1-4.RO.9	Clarify how friendship with Jesus positively influences our relationships with others. (14, 22, 23)
	B.1-4.RO.10	Exhibit appropriate verbal and non-verbal responses that demonstrate caring Christian behavior. (7, 11, 22)
	B.1-4.RO.11	Demonstrate kindness toward and acceptance of people who are different from us or who treat us unkindly. (7, 11, 22)
<b>Learning Through Service</b>	B.1-4.RO.12	Articulate the importance of faith, commitment, and a dynamic relationship with Jesus as a basis for service. (11, 13)
	B.1-4.RO.13	Develop a strong work ethic that manifests itself in service. (11, 13)
	B.1-4.RO.14	Participate with local or national organizations that serve those in need. (11, 13)
<b>Sharing Faith</b>	B.1-4.RO.15	Articulate that every disciple is called to have a personal part in telling the world about Jesus. (11, 13)
	B.1-4.RO.16	Recognize that each person has been given unique talents and spiritual gifts by God. (17, 21)
	B.1-4.RO.17	Identify and begin to develop a personal spiritual gift that would be relevant to sharing my faith. (13, 17)
	B.1-4.RO.18	Discuss different ways that Biblical characters witnessed to their faith and the results of their witness. (1)
	B.1-4.RO.19	Explore various ways of witnessing, including face-to-face and the use of technology. (11, 13, 17)

### ADVENTIST HERITAGE

**Essential Question:** Why is it important to study the history and development of the Seventh-day Adventist Church?

**Big Idea:** By understanding how God led His church in the past, we can be confident that He will continue to lead us in the future.

<b>Church History</b>	B.1-4.AH.1	Explain how the Christian church and the Seventh-day Adventist Church began. (12, 18)
	B.1-4.AH.2	Summarize the events that led up to and followed the Great Disappointment. (24)

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	<p>B.1-4.AH.3</p> <p>B.1-4.AH.4</p> <p>B.1-4.AH.5</p> <p>B.1-4.AH.6</p>	<p>Trace the role of key individuals in the development of the Seventh-day Adventist Church from 1844 to 1915. (12)</p> <p>Determine that the church’s fundamental beliefs are Bible-based and reflect what it means to be an Adventist. (1-28)</p> <p>Describe how health, media/publishing, humanitarian, education, and missionary ministries developed to support the growth and work of the Seventh-day Adventist Church. (13, 17)</p> <p>Show how medical, educational, and missionary work has led to the growth of the Seventh-day Adventist Church. (13)</p>
<b>Spirit of Prophecy</b>	<p>B.1-4.AH.7</p> <p>B.1-4.AH.8</p> <p>B.1-4.AH.9</p> <p>B.1-4.AH.10</p>	<p>Explore stories of Ellen White’s life and calling. (18)</p> <p>Define the role and function of a prophet and recognize that God gave Ellen White the gift of prophecy. (18)</p> <p>Explore some of the writings of Ellen White as a “lesser light” that draws people’s attention to Scripture. (18)</p> <p>Clarify the importance of Ellen White’s writings for Seventh-day Adventists today. (18)</p>
<b>Church Structure and Governance</b>	<p>B.1-4.AH.11</p> <p>B.1-4.AH.12</p> <p>B.1-4.AH.13</p> <p>B.1-4.AH.14</p>	<p>Define the structure of a conference as an organization that coordinates many churches. (12, 14)</p> <p>Observe that everyone can have an active role in the church. (12, 13, 14, 17, 21, 22)</p> <p>Explain how tithes and offerings are used in the Seventh-day Adventist Church. (21)</p> <p>Describe how the structure and function of current Seventh-day Adventist institutions and ministries support the mission of the Church (e.g., Adventurers, Pathfinders, church school, etc.). (12)</p>
<b>Current Thought Shapers</b>	<p>B.1-4.AH.15</p>	<p>Study and reflect on an age-appropriate Adventist publication. (17)</p>

## FINE ARTS

### ART – MEDIA ARTS

**Essential Question:** How can ideas for media arts productions be formed and developed to be effective and original while honoring God?

**Big Idea:** Media arts ideas and works are shaped by God-given imagination, creative processes, and experiences.

<b>Creating</b>	<p>FA.1-4.MA.1</p> <p>FA.1-4.MA.2</p> <p>FA.1-4.MA.3</p> <p>FA.1-4.MA.4</p> <p>FA.1-4.MA.5</p>	<p>Recognize God as the Creator.</p> <p>Express, discover, develop, and conceive original artistic goals for media artworks using a variety of creative methods (e.g., brainstorming, modeling). (MA:Cr1.1.1-4)</p> <p>With support, form, create, share, and assemble ideas and plans through models for media arts productions, considering the artistic goals and presentations. (MA:Cr2.1.1-4)</p> <p>Identify, construct, and assemble content for unified media arts productions, describing pattern, repetition, positioning, attention, movement, and force while applying principles (e.g., balance, contrast). (MA:Cr3.1.1-4a)</p> <p>Practice, identify, analyze, and demonstrate the effects of making changes to the content by refining, altering, and completing media artworks resulting in an emphasis of elements for a purpose. (MA:Cr4.1.1-4b)</p>
<b>Producing</b>	<p>FA.1-4.MA.6</p> <p>FA.1-4.MA.7</p>	<p>Exhibit media arts skills to the fullest extent always showing honor to God.</p> <p>Combine, practice, and demonstrate varied academics, arts, and media content in artworks (e.g., an illustrated story, narrated science animation, music, movement). (MA:Pr4.1.1-4)</p>

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	<p><b>FA.1-4.MA.8</b> Describe, demonstrate, enact, and exhibit basic ability in various identified artistic designs, technical steps, and organizational roles (e.g., planning, collaborating, making compositional decisions, manipulating tools, using formal techniques and equipment) when producing media arts. (MA:Pr5.1.1-4a)</p> <p><b>FA.1-4.MA.9</b> Describe, demonstrate, exhibit, and practice basic creative experimentation skills (e.g., playful practice, trial and error, invention of new content and solutions) in addressing problems within and through media arts productions. (MA:Pr5.1.1-4b)</p> <p><b>FA.1-4.MA.10</b> Experiment, demonstrate, explore, and exhibit ways to use tools and techniques while obtaining and constructing media artworks. (MA:Pr5.1.1-4c)</p> <p><b>FA.1-4.MA.11</b> With support, discuss, describe, identify, and explain the presentation conditions, performance of a task, as well as roles and processes in presenting or distributing artworks. (MA:Pr6.1.1-4a)</p> <p><b>FA.1-4.MA.12</b> With support, discuss, identify, describe the experience, and share improvements for presenting media artworks. (MA:Pr6.1.1-4b)</p>
<b>Responding</b>	<p><b>FA.1-4.MA.13</b> Identify and discuss Christian principles when making connections with media artworks.</p> <p><b>FA.1-4.MA.14</b> Identify, describe, and explain how meanings are created by components in media artworks. (MA:Re7.1.1-4a)</p> <p><b>FA.1-4.MA.15</b> With support, identify and describe how various forms, methods, and styles in media artworks create and manage audience experience. (MA:Re7.1.1-4b)</p> <p><b>FA.1-4.MA.16</b> With support, identify, determine, and explain the purposes and meanings of media artworks, while considering and describing context. (MA:Re8.1.1-4)</p> <p><b>FA.1-4.MA.17</b> Identify, discuss, and apply basic criteria for evaluating and improving media artworks, considering its production processes, viewers, and context. (MA:Re9.1.1-4)</p>
<b>Connecting</b>	<p><b>FA.1-4.MA.18</b> Identify and explain that all talents and gifts come from God.</p> <p><b>FA.1-4.MA.19</b> Examine and use personal experience with external resources (e.g., interests, models, research, cultural understanding) to create media artworks. (MA:Cn10.1.1-4a)</p> <p><b>FA.1-4.MA.20</b> Discuss, identify, examine, and show how media artworks form meanings and/or cultural experiences, including popular media, local and global networks through online environments. (MA:Cn10.1.1-4b)</p> <p><b>FA.1-4.MA.21</b> Identify, discuss, and explain how media artworks and ideas relate to everyday life, such as popular media, connections with family/friends, imagination vs. reality, cultural life, influence of values, online behavior, and technology use. (MA:Cn11.1.1-4a)</p> <p><b>FA.1-4.MA.22</b> Examine and interact appropriately with media arts tools and environments considering safety, rules, and fairness. (MA:Cn11.1.1-4b)</p>

## ART – VISUAL ARTS

**Essential Question:** What conditions, attitudes, and behaviors enable the development of God-given creativity and innovative thinking in the visual arts?

**Big Idea:** Created in God’s image, we are capable of using creativity and innovative thinking to reflect our ideas, feelings, and emotions through visual representations.

<b>Creating</b>	<p><b>FA.1-4.VA.1</b> Based on personal reflection, create artwork that portrays God’s character.</p> <p><b>FA.1-4.VA.2</b> Brainstorm collaboratively multiple approaches to an art or design problem. (VA:Cr1.1.1-4a)</p> <p><b>FA.1-4.VA.3</b> Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process. (VA:Cr1.2.1-4a)</p> <p><b>FA.1-4.VA.4</b> Explore, experiment, and create using various materials and tools to share personal interests in a work of art or design. (VA:Cr2.1.1-4a)</p> <p><b>FA.1-4.VA.5</b> Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes. (VA:Cr2.2.1-4a)</p> <p><b>FA.1-4.VA.6</b> Identify, classify, document, and describe individually or collaboratively, uses of everyday objects through drawings, diagrams, sculptures, maps, or other visual means. (VA:Cr2.3.1-4a)</p>
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	<p>FA.1-4.VA.7 Repurpose objects to make something new. (VA:Cr2.3.2a)</p> <p>FA.1-4.VA.8 Use art vocabulary to describe creative choices, adding details and/or revising artwork on the basis of insights gained through peer discussion. (VA:Cr3.1.1-4a)</p>
<b>Presenting</b>	<p>FA.1-4.VA.9 Collaboratively investigate and show the intricate plans God gave for the construction of biblical structures and/or objects to reflect His glory.</p> <p>FA.1-4.VA.10 Explain, categorize, and investigate reasons for saving and displaying objects, artifacts, and artwork, analyzing how past, present, and emerging technologies have impacted the preservation and presentation of artwork. (VA:Pr4.1.1-4a)</p> <p>FA.1-4.VA.11 Identify exhibit space and prepare works of art including artists' statements for presentation. (VA:Pr5.1.1-3a)</p> <p>FA.1-4.VA.12 Determine the various considerations for presenting and protecting art in diverse locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats. (VA:Pr5.1.4a)</p> <p>FA.1-4.VA.13 Compare and contrast roles, responsibilities, and purposes of art museums, art galleries, virtual spaces, and other venues, as well as the types of personal experiences they provide. (VA:Pr6.1.1-4a)</p>
<b>Responding</b>	<p>FA.1-4.VA.14 Discuss works of art using the perspective of the Adventist worldview.</p> <p>FA.1-4.VA.15 Perceive and describe aesthetic characteristics of one's environment, speculating about processes an artist uses to create and respond to a work of art. (VA:Re7.1.1-4a)</p> <p>FA.1-4.VA.16 Compare and categorize images based on expressive properties, analyzing components of visual imagery that convey messages. (VA:Re7.2.1-4a)</p> <p>FA.1-4.VA.17 Interpret art by categorizing subject matter, identifying the mood, and analyzing use of media, referring to contextual information and characteristics of form. (VA:Re8.1.1-4a)</p> <p>FA.1-4.VA.18 Use learned vocabulary to express preferences and apply a set of criteria to classify and evaluate more than one work of art. (VA:Re9.1.1-4a)</p>
<b>Connecting</b>	<p>FA.1-4.VA.19 Collaboratively construct a digital piece of artwork that supports Adventist principles.</p> <p>FA.1-4.VA.20 Create a work of art based on observations of surroundings, while reflecting community and cultural traditions. (VA:Cn10.1.1-4a)</p> <p>FA.1-4.VA.21 Compare, recognize, and infer through observation information about time, place, and culture in which a work of art was created. (VA:Cn11.1.1-4a)</p>

## MUSIC

**Essential Question:** How does God intend for us to use music?

**Big Idea:** Music is a gift from God, producing beauty of form and harmony through which we can express and share ideas, feelings, and emotions.

<b>Creating</b>	<p>FA.1-4.M.1 Discuss how musical works can be created to glorify God.</p> <p>FA.1-4.M.2 With guidance, improvise rhythmic and melodic patterns, and describe connection to specific purpose and context (e.g., spiritual, personal, social, cultural). (MU:Cr1.1.1-4a)</p> <p>FA.1-4.M.3 With guidance, generate musical ideas (e.g., rhythms, melodies) within a given tonality and/or meter. (MU:Cr1.1.1-4b)</p> <p>FA.1-4.M.4 With guidance, demonstrate and discuss selected musical ideas that represent personal expressive intent. (MU:Cr2.1.1-4a)</p> <p>FA.1-4.M.5 With guidance, use iconic and/or standard notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas. (MU:Cr2.1.1-4b)</p> <p>FA.1-4.M.6 With guidance, discuss, evaluate, and apply personal, peer, and teacher feedback to revise one's musical ideas to show improvement over time. (MU:Cr3.1.1-4a)</p> <p>FA.1-4.M.7 With guidance, convey expressive intent for a specific purpose by presenting a final version of one's musical ideas to peers or informal audience. (MU:Cr3.2.1-4a)</p>
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## FINE ARTS

<b>Performing</b>	FA.1-4.M.8	Discuss how the diversity of musical expression can be used to glorify God and bless others.
	FA.1-4.M.9	With guidance, demonstrate and discuss how the selection of music to perform is influenced by personal interest, knowledge, purpose, and technical skill. (MU:Pr4.1.1-4a)
	FA.1-4.M.10	With guidance, demonstrate understanding of music concepts and structure (e.g., form, rhythm, phrasing) in music from a variety of cultures selected for performance. (MU:Pr4.2.1-4a)
	FA.1-4.M.11	When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic or standard notation. (MU:Pr4.2.1-4b)
	FA.1-4.M.12	With guidance, describe how context (e.g., spiritual, personal, social, cultural) can inform performances and result in different music interpretations. (MU:Pr4.2.1-4c)
	FA.1-4.M.13	Demonstrate and describe how expressive intent is conveyed through expressive qualities (e.g., dynamics, tempo, timbre). (MU:Pr4.3.1-4a)
	FA.1-4.M.14	With guidance, apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble performances. (MU:Pr5.1.1-4a)
	FA.1-4.M.15	With guidance, rehearse, identify, and apply strategies to refine interpretive performance, expressive qualities, and technical challenges of music to show improvement over time. (MU:Pr5.1.1-4b)
	FA.1-4.M.16	With guidance, perform music (alone or with others) using expression and technical accuracy. (MU:Pr6.1.1-4a)
FA.1-4.M.17	Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for the context, venue, and genre. (MU:Pr6.1.1-4b)	
<b>Responding</b>	FA.1-4.M.18	Reflect on how the influence of music can affect one's relationship with God.
	FA.1-4.M.19	With guidance, identify and demonstrate how selected music connects to and is influenced by personal interests, experiences, or purposes. (MU:Re7.1.1-4a)
	FA.1-4.M.20	With guidance, demonstrate and identify how specific music concepts (e.g., beat, pitch) are used in various styles of music for a purpose, and how a response to music can be informed by the structure and context (e.g., spiritual, personal, social, cultural). (MU:Re7.2.1-4a)
	FA.1-4.M.21	With guidance, demonstrate knowledge of music concepts and describe how the expressive qualities (e.g., dynamics, tempo, timbre) are used in creators'/performers' interpretations to reflect expressive intent. (MU:Re8.1.1-4a)
	FA.1-4.M.22	With guidance, apply personal and expressive preferences in music for specific purposes; evaluate musical works, applying established criteria to describe appropriateness to the context. (MU:Re9.1.1-4a)
<b>Connecting</b>	FA.1-4.M.23	Select spiritual works (e.g., hymns, scripture songs), discuss the lyrics, and memorize the selections.
	FA.1-4.M.24	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. (MU:Cn10.1.1-4a)
	FA.1-4.M.25	Demonstrate understanding of relationships between music and other arts, other disciplines, varied contexts, and daily life. (MU:Cn11.1.1-4a)
<b>DRAMA</b>		
<p><b>Essential Question:</b> How does drama stimulate creativity, challenge perceptions, and explore the human experience while inspiring us to learn about God's love?</p> <p><b>Big Idea:</b> Drama is an art form that enables us to engage the senses, imagination, and intellect in telling a story that can be used to understand the human experience and God.</p>		
<b>Creating</b>	FA.1-4.D.1	Collaborate with peers to create a short drama scene to show how one can share the gospel of Jesus.
	FA.1-4.D.2	Propose potential choices characters could make and new details in a guided drama experience (e.g., process drama, story drama, creative drama). (TH:Cr1.1.1-4a)



## FINE ARTS

	<p>FA.1-4.D.3 Collaborate with peers to imagine and articulate ideas for costumes, props, and sets for the environments and characters in a drama work. (TH:Cr1.1.1-4b)</p> <p>FA.1-4.D.4 Collaborate to determine how characters might move and speak to support the story and given circumstances in a drama work. (TH:Cr1.1.1-4c/TH:Pr5.1.1-4a)</p> <p>FA.1-4.D.5 Collaborate by asking questions about characters and plots to devise meaningful dialogue in a guided drama experience. (TH:Cr2.1.1-4a)</p> <p>FA.1-4.D.6 Compare ideas with peers and make selections that will enhance and deepen a group drama work. (TH:Cr2.1.1-4b)</p> <p>FA.1-4.D.7 Collaborate with peers to revise, refine, and adapt ideas to fit the given parameters of a drama work. (TH:Cr3.1.1-4a)</p> <p>FA.1-4.D.8 Use and adapt sounds and movements in a guided drama experience. (TH:Cr3.1.1-4b)</p> <p>FA.1-4.D.9 Collaborate on solutions for design and/or technical problems (e.g., lighting, sound, projections, music) that arise in rehearsal. (TH:Cr3.1.1-4c)</p>
<p style="text-align: center;"><b>Performing</b></p>	<p>FA.1-4.D.10 Discuss ways that one can express Christlike traits (e.g., cheerfulness, reverence, forgiveness) and apply to a drama performance.</p> <p>FA.1-4.D.11 Develop self-confidence through participation in drama experiences.</p> <p>FA.1-4.D.12 Interpret story elements (e.g., character actions, dialogue) in a guided drama experience. (TH:Pr4.1.1-4a)</p> <p>FA.1-4.D.13 Investigate how movement and voice are incorporated into a drama work. (TH:Pr4.1.1-4b)</p> <p>FA.1-4.D.14 Explore and identify the basic technical elements that can be used in a drama work. (TH:Pr5.1.1-4b)</p> <p>FA.1-4.D.15 With prompting and support, share drama work with peers as an audience. (TH:Pr6.1.1-4a)</p>
<p style="text-align: center;"><b>Responding</b></p>	<p>FA.1-4.D.16 Discuss and identify technical elements to enrich a drama work based on a biblical story.</p> <p>FA.1-4.D.17 Understand why artistic choices are made in a drama work. (TH:Re7.1.1-4a)</p> <p>FA.1-4.D.18 Explain how personal preferences and emotions affect an observer's response in a guided drama experience. (TH:Re8.1.1-4a)</p> <p>FA.1-4.D.19 Identify causes and consequences of a character's actions in a guided drama experience. (TH:Re8.1.1-4b)</p> <p>FA.1-4.D.20 Examine how connections are made between oneself and a character's emotions in a drama work. (TH:Re8.1.1-4c)</p> <p>FA.1-4.D.21 Discuss how and why groups evaluate a drama work. (TH:Re9.1.1-4a)</p> <p>FA.1-4.D.22 Use a prop or costume in a guided drama experience to describe characters, settings, or events. (TH:Re9.1.1-4b)</p> <p>FA.1-4.D.23 Observe how a character's choices impact an audience's perspective in a drama work. (TH:Re9.1.1-4c)</p>
<p style="text-align: center;"><b>Connecting</b></p>	<p>FA.1-4.D.24 Create a short drama scene based on an Adventist Heritage story.</p> <p>FA.1-4.D.25 Relate character experiences to personal experiences in a guided drama experience. (TH:Cn10.1.1-4a)</p> <p>FA.1-4.D.26 Identify connections to community, social issues, and other content areas in a drama work. (TH:Cn11.1.1-4a)</p> <p>FA.1-4.D.27 Identify similarities and differences in stories from one's own community and multiple cultures in a guided drama experience. (TH:Cn11.2.1-4a)</p> <p>FA.1-4.D.28 Examine how artists have historically presented the same stories using different art forms, genres, or drama conventions. (TH:Cn11.2.1-4b)</p>

## LANGUAGE ARTS

### READING – FOUNDATIONS

**Essential Question:** How can we honor God when we read, reflect, and respond to a variety of texts?

**Big Idea:** We honor God when we choose to reflect and respond to what we read in ways that help us grow in faith, learning, and service.

<b>Phonics and Word Recognition</b>	LA.3.RF.1	Know the meaning of common prefixes and derivational suffixes; decode words with common Latin suffixes; decode multisyllabic words; read grade-appropriate irregularly spelled words. (RF.3.3)
<b>Fluency</b>	LA.3.RF.2	Read on-level text with purpose and understanding; read on-level prose and poetry orally with accuracy, appropriate rate, and expression. (RF.3.4a-b)
	LA.3.RF.3	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.3.4c)
	LA.3.RF.4	Use silent reading strategies.

### READING – LITERATURE

**Essential Question:** How can we honor God when we read, reflect, and respond to a variety of texts?

**Big Idea:** We honor God when we choose to reflect and respond to what we read in ways that help us grow in faith, learning, and service.

<b>Key Ideas and Details</b>	LA.3.RL.1	Ask and answer questions, referring explicitly to the text, to demonstrate understanding. (RL.3.1)
	LA.3.RL.2	Retell stories from diverse cultures and explain how the main idea(s) or lesson(s) is(are) conveyed through key details. (RL.3.2)
	LA.3.RL.3	Describe characters (e.g., traits, feelings, motivations) and explain their roles in the sequence of events. (RL.3.3)
<b>Craft and Structure</b>	LA.3.RL.4	Determine the meaning of words and phrases in context, distinguishing literal from nonliteral language. (RL.3.4)
	LA.3.RL.5	Refer to parts of stories, dramas, and poems (e.g., chapter, scene, stanza) when writing or speaking; describe how each part builds on earlier sections. (RL.3.5)
	LA.3.RL.6	Distinguish personal point of view from that of the narrator or characters. (RL.3.6)
<b>Integration of Knowledge and Ideas</b>	LA.3.RL.7	Explain how illustrations relate to the text of the story. (RL.3.7)
	LA.3.RL.8	Compare and contrast the themes, settings, plots, and characters of stories written by the same author. (RL.3.9)
	LA.3.RL.9	Make connections between a text and personal life experiences and other texts.
	LA.3.RL.10	Make connections between a text and personal life experiences.
<b>Range of Reading and Level of Text Complexity</b>	LA.3.RL.11	Read and comprehend stories, drama, and poetry of appropriate complexity, independently and proficiently. (RL.3.10)
	LA.3.RL.12	Self-monitor reading strategies and make modifications as needed.
	LA.3.RL.13	Read literature for pleasure, personal growth, and spiritual development.

### READING – INFORMATIONAL TEXT

**Essential Question:** How can we honor God when we read, reflect, and respond to a variety of texts?

**Big Idea:** We honor God when we choose to reflect and respond to what we read in ways that help us grow in faith, learning, and service.

<b>Key Ideas and Details</b>	LA.3.RI.1	Ask and answer questions, referring explicitly to the text, to demonstrate understanding. (RI.3.1)
	LA.3.RI.2	Determine the main idea and key details; explain how key details support the main idea. (RI.3.2)

## LANGUAGE ARTS

	LA.3.RI.3	Describe the relationship within a series of historical events, scientific ideas or concepts, or steps in technical procedures, using language that pertains to time, sequence, and cause/effect. (RI.3.3)
<b>Craft and Structure</b>	LA.3.RI.4	Determine the meaning of content-specific words and phrases in context. (RI.3.4)
	LA.3.RI.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information. (RI.3.5)
	LA.3.RI.6	Distinguish personal point of view from that of the author. (RI.3.6)
<b>Integration of Knowledge and Ideas</b>	LA.3.RI.7	Use information from illustrations and the words in a text to demonstrate understanding. (RI.3.7)
	LA.3.RI.8	Describe the connection between sentences and paragraphs in a text (e.g., comparison, cause/effect, sequence). (RI.3.8)
	LA.3.RI.9	Compare and contrast the key ideas and details presented in two texts on the same topic. (RI.3.9)
	LA.3.RI.10	Select informational text that affirms the teachings in God’s Word.
<b>Range of Reading and Level of Text Complexity</b>	LA.3.RI.11	Read and comprehend informational texts (e.g., history/social studies, science, technical texts) of appropriate complexity independently and proficiently. (RI.3.10)
	LA.3.RI.12	Self-monitor reading strategies and make modifications as needed.
	LA.3.RI.13	Read informational texts for personal growth and spiritual development.

### WRITING

**Essential Question:** How can we honor God when we write for a variety of purposes and audiences?

**Big Idea:** We honor God when we choose to write in ways that affirm the teachings in His Word.

<b>Text Types and Purposes</b>	LA.3.W.1	Write opinion pieces on topics or texts that include: an introduction, a point of view with reasons, linking words and phrases (e.g., because, therefore, since, for example), and a conclusion. (W.3.1)
	LA.3.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information that include: an introduction, supporting details (e.g., facts, definitions), linking words and phrases (e.g., also, another, and, more, but), illustrations when useful, and a conclusion. (W.3.2)
	LA.3.W.3	Write narratives to develop real or imagined experiences or events that include: effective techniques (e.g., dialogue, description), sensory details, temporal words and phrases, clear event sequences, a situation, a narrator and/or characters, and a conclusion. (W.3.3)
	LA.3.W.4	Produce writing that honors God and affirms the principles in His Word.
<b>Production and Distribution of Writing</b>	LA.3.W.5	With support, produce writing in which the development and organization are appropriate to task and purpose. (W.3.4)
	LA.3.W.6	With adult and peer support, develop and strengthen writing by planning, revising, and editing. (W.3.5)
	LA.3.W.7	With support, use technology to produce and publish writing (using grade-appropriate keyboarding skills) as well as to interact and collaborate. (W.3.6)
	LA.3.W.8	Apply common conventions of handwriting (e.g., margins, headings, legible manuscript and cursive writing) and decipher cursive writing.
<b>Research to Build and Present Knowledge</b>	LA.3.W.9	Conduct short research projects that build knowledge about a topic. (W.3.7)
	LA.3.W.10	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (W.3.8)
<b>Range of Writing</b>	LA.3.W.11	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.3.10)

## LANGUAGE ARTS

### SPEAKING AND LISTENING

**Essential Question:** How does the ability to listen and speak effectively help us to better understand God, others, and ourselves?  
**Big Idea:** The ability to listen and speak effectively in a variety of situations allows us to communicate information, ideas, and feelings to better understand God, others, and ourselves.

<b>Comprehension and Collaboration</b>	LA.3.SL.1	Engage in collaborative discussions in diverse groups, extending others' ideas and expressing one's own with clarity: prepare and use required reading material; follow agreed-upon rules (e.g., gaining the floor in respectful ways, listening with care, speaking one at a time; making eye contact); ask questions to check understanding of information while staying on topic. (SL.3.1)
	LA.3.SL.2	Determine main ideas and supporting details of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, orally). (SL.3.2)
	LA.3.SL.3	Ask and answer questions about information from a speaker. (SL.3.3)
<b>Presentation of Knowledge and Ideas</b>	LA.3.SL.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (SL.3.4)
	LA.3.SL.5	Create digital recordings (e.g., stories, poems) that demonstrate fluency, with visuals when appropriate to clarify meaning. (SL.3.5)
	LA.3.SL.6	Speak in complete sentences when appropriate to task and situation. (SL.3.6)
	LA.3.SL.7	Demonstrate reverence to God when speaking and listening.

### LANGUAGE

**Note:** The inclusion of Language standards in their own domain should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

<b>Conventions of Standard English</b>	LA.3.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: explain function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences; form and use regular and irregular plural nouns; use abstract nouns (e.g., childhood); form and use irregular verbs; form and use the simple verb tenses (e.g., I walked, I walk, I will walk); ensure subject-verb and pronoun-antecedent agreement; form and use comparative and superlative adjectives and adverbs; use coordinating and subordinating conjunctions; produce simple, compound, and complex sentences. (L.3.1)
	LA.3.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: capitalize appropriate words in titles; use commas in addresses; use commas and quotation marks in dialogue; form and use possessives; use conventional spelling for high-frequency and other studied words and for adding suffixes to base words; use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts); consult reference materials (e.g., beginning dictionaries) as needed to check spellings. (L.3.2)
<b>Knowledge of Language</b>	LA.3.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening: choose words and phrases for effect; recognize differences between conventions of spoken and written standard English. (L.3.3)
<b>Vocabulary Acquisition and Use</b>	LA.3.L.4	Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies: use sentence-level context; determine the meaning of a new word when a known affix is added to a known word; use a known root word as a clue to the meaning of an unknown word; use print and digital glossaries or beginning dictionaries to determine the meaning of words and phrases. (L.3.4)

## LANGUAGE ARTS

	<p>LA.3.L.5</p> <p>LA.3.L.6</p>	<p>Demonstrate understanding of word relationships and nuances in word meanings: distinguish literal and nonliteral meanings of words and phrases in context; identify real-life connections between words and their use; distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). (L.3.5)</p> <p>Acquire and use conversational and content-specific words and phrases, including those that signal spatial and temporal relationships. (L.3.6)</p>
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## MATHEMATICS

### NUMBERS AND OPERATIONS

**Essential Question:** What does numerical reasoning involve and what does it demonstrate about God's world?  
**Big Idea:** Numerical reasoning with whole numbers and fractions demonstrates dependability and order in God's world.

<b>Place Value</b>	3.NO.1	Use place value understanding of up to five-digit whole numbers to round to the nearest 10, 100, and 1,000. (3.NBT.1)
<b>Addition/ Subtraction</b>	3.NO.2	Add and subtract up to four digits with and without regrouping. (3.NBT.2)
<b>Fractions</b>	3.NO.3	Understand, express, and order fractions between zero and one, simple mixed numbers, and whole numbers as fractions. (3.NF.1,2)
	3.NO.4	Understand and create equivalent fractions with denominators 2,3,4,6,8 using fraction models. (3.NF.3)

### OPERATIONS AND ALGEBRAIC THINKING

**Essential Question:** How do numerical patterns link us to an infinite God?  
**Big Idea:** Exploring numerical patterns through problem solving links us to an infinite God by demonstrating His order and constancy.

<b>Multiplication/ Division</b>	3.OAT.1	Understand the meaning and relationship of multiplication and division. (3.OA.1,2,6)
	3.OAT.2	Memorize and fluently multiply and divide using the multiplication facts through 10 (3.OA.3,7); mentally multiply by 10 and 100. (3.NBT.3)
	3.OAT.3	Represent and determine the unknown whole number in an equation. (3.OA.4)
	3.OAT.4	Apply properties of operations (commutative, associative, distributive) to multiply and divide. (3.OA.5)
<b>Problem Solving</b>	3.OAT.5	Solve two-step word problems using the four basic operations and estimate to check. (3.OA.8)
	3.OAT.6	Begin to understand and apply the standard order of operations. (3.OA.8)
<b>Patterns</b>	3.OAT.7	Identify arithmetic patterns using properties of operations. (3.OA.9)

### MEASUREMENT

**Essential Question:** What do the attributes of measurement reveal about God?  
**Big Idea:** The attributes of measurement reveal God's accuracy, dependability, and precision.

<b>Measurement</b>	3.M.1	Solve problems involving measurement and estimation of intervals of time (nearest minute), liquid volume (liter), and masses of objects (gram, kilogram). (3.MD.1,2)
	3.M.2	Read and understand a calendar using day, week, month, and year.
	3.M.3	Explain and measure temperature using Celsius and Fahrenheit scales.

## MATHEMATICS

<b>Geometric Measurement</b>	3.M.4	Understand concepts of area and its measurement by counting unit squares (cm <sup>2</sup> , m <sup>2</sup> , in <sup>2</sup> , ft <sup>2</sup> ); apply multiplication and addition to area. (3.MD.5,6,7)
	3.M.5	Solve real-world and mathematical problems recognizing area and perimeter of plane figures; distinguish between linear and area measurements. (3.MD.8)
<b>Money</b>	3.M.6	Construct various equivalent combinations of money; add and subtract money amounts.
<b>GEOMETRY</b>		
<b>Essential Question:</b> What does geometry reveal about God? <b>Big Idea:</b> God is revealed as the Master Designer when geometry is used as a means of describing the attributes of the physical world.		
<b>Shapes</b>	3.GEO.1	Sort and classify shapes to compare and contrast attributes. (3.G.1,2)
<b>Fractions</b>	3.GEO.2	Partition shapes into equal areas and express as a fraction. (3.G.2)
<b>DATA ANALYSIS, STATISTICS, AND PROBABILITY</b>		
<b>Essential Question:</b> How can we quantify our findings in a way that pleases God? <b>Big Idea:</b> God has at various times commanded men to count, measure, and record their findings.		
<b>Data</b>	3.DSP.1	Draw and interpret scaled picture and bar graphs to represent a data set. (3.MD.3)
	3.DSP.2	Measure length using rulers marked with halves and fourths of an inch and the nearest whole centimeter; show data by making a line plot. (3.MD.4)

## PHYSICAL EDUCATION

<b>MOTOR SKILLS</b>		
<b>Essential Question:</b> Why did God create our bodies for movement? <b>Big Idea:</b> Movement contributes to healthy physical development, in keeping with God's original plan for our lives.		
<b>Locomotor</b>	PE.3.MS.1	Leaps using a mature pattern. (S1.E1.3)
	PE.3.MS.2	Travels showing differentiation between sprinting and running. (S1.E2.3)
	PE.3.MS.3	Jumps and lands in both the horizontal and vertical planes using a mature pattern. (S1.E3.3; S1.E4.3)
	PE.3.MS.4	Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation. (S1.E6.3)
<b>Non-locomotor</b>	PE.3.MS.5	Balances on different bases of support, demonstrating muscular tension and extensions of free body parts. (S1.E7.3)
	PE.3.MS.6	Transfers weight from feet to hands for momentary weight support. (S1.E8.3)
	PE.3.MS.7	Moves into and out of gymnastics balances with curling, twisting, and stretching actions. (S1.E10.3)
<b>Manipulative</b>	PE.3.MS.8	Throws underhand to a partner or target with reasonable accuracy. (S1.E13.3)
	PE.3.MS.9	Throws overhand, demonstrating 3 of the 5 critical elements of a mature pattern, in a static environment for distance/force. (S1.E14.3)
	PE.3.MS.10	Catches a gently tossed hand-size ball from a partner, displaying 4 of the 5 critical elements of a mature catch. (S1.E16.3)
	PE.3.MS.11	Dribbles and travels in general space at slow to moderate jogging speed with control of ball and body. (S1.E17.3)



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	PE.3.MS.12	Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body. (S1.E18.3)
	PE.3.MS.13	Passes and receives ball with insides of feet to a stationary partner, giving on reception before returning pass. (S1.E19.3)
	PE.3.MS.14	Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating 4 of the 5 critical elements of a mature pattern for each. (S1.E21.3a)
	PE.3.MS.15	Uses a continuous running approach and kicks a stationary ball for accuracy. (S1.E21.3b)
	PE.3.MS.16	Volleys an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner, while demonstrating 4 of the 5 critical elements of a mature pattern. (S1.E22.3)
	PE.3.MS.17	Strikes an object with a short-handled implement, sending it forward over a low net or to a wall. (S1.E24.3a)
	PE.3.MS.18	Strikes an object with a short-handled implement while demonstrating 3 of the 5 critical elements of a mature pattern. (S1.E24.3b)
	PE.3.MS.19	Strikes a ball with a long-handled implement (e.g., hockey stick, bat, golf club), sending it forward, while using proper grip for the implement. (Use batting tee or ball tossed by teacher for batting.) (S1.E25.3)
	PE.3.MS.20	Performs intermediate jump-rope skills (e.g., tricks, running in and out of rope) for both long and short ropes. (S1.E27.3)

### PERFORMANCE APPLICATION

**Essential Question:** How can we give God honor through our application of the principles of movement and performance?

**Big Idea:** We honor God by developing our physical talents and skills through individual and group performance activities.

<b>Movement Concepts</b>	PE.3.PA.1	Recognizes the concept of open spaces in a movement context. (S2.E1.3)
	PE.3.PA.2	Recognizes locomotor skills specific to a wide variety of physical activities. (S2.E2.3)
	PE.3.PA.3	Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher. (S2.E3.3)
<b>Movement Principles</b>	PE.3.PA.4	Understands that appropriate practice improves performance.
	PE.3.PA.5	Employs the concept of alignment in gymnastics. (S2.E4.3a)
	PE.3.PA.6	Employs the concept of muscular tension with balance in gymnastics. (S2.E4.3b)
<b>Strategies and Tactics</b>	PE.3.PA.7	Applies simple strategies and tactics in chasing activities. (S2.E5.3a)
	PE.3.PA.8	Applies simple strategies in fleeing activities. (S2.E5.3b)

### PHYSICAL FITNESS

**Essential Question:** Why is it important to achieve and maintain a healthy level of physical fitness?

**Big Idea:** Physical fitness enhances our social, emotional, spiritual, mental, and physical well-being, and prepares us for service to others.

<b>Knowledge</b>	PE.3.PF.1	Charts participation in physical activities outside physical education class. (S3.E1.3a)
	PE.3.PF.2	Identifies physical activity as a way to become healthier. (S3.E1.3b)
	PE.3.PF.3	Describes the concept of fitness and provides examples of physical activity to enhance fitness. (S3.E3.3)
	PE.3.PF.4	Recognizes the importance of warm-up and cool-down relative to vigorous physical activity. (S3.E4.3)
<b>Participation</b>	PE.3.PF.5	Engages in the activities of physical education class without teacher prompting. (S3.E2.3)
	PE.3.PF.6	Responds to God's love by using physical gifts to serve others.
<b>Assessment</b>	PE.3.PF.7	Demonstrates, with teacher direction, the health-related fitness components. (S3.E5.3)

## PHYSICAL EDUCATION

<b>Nutrition</b>	<b>PE.3.PF.8</b>	Identifies foods that are beneficial before and after physical activity. (S3.E6.3)
<b>RESPONSIBLE BEHAVIOR</b>		
<b>Essential Question:</b> Why should we show kindness and respect to each other during physical activity? <b>Big Idea:</b> We show respect for ourselves and others because we recognize that we are God’s creation.		
<b>Personal Responsibility</b>	<b>PE.3.RB.1</b>	Exhibits personal responsibility in teacher-directed activities. (S4.E1.3)
	<b>PE.3.RB.2</b>	Works independently for extended periods of time. (S4.E2.3)
	<b>PE.3.RB.3</b>	Accepts and implements specific corrective feedback from the teacher. (S4.E3.3)
	<b>PE.3.RB.4</b>	Displays Christ-like qualities (e.g., acceptance, tolerance, inclusion, adaptability) in physical activity settings.
	<b>PE.3.RB.5</b>	Praises others for their success in movement performance. (S4.E4.3b)
	<b>PE.3.RB.6</b>	Practices habits attributed to a healthy and well-groomed individual (e.g., hand washing regularly).
	<b>PE.3.RB.7</b>	Consistently puts forth best effort in every task.
<b>Rules and Safety</b>	<b>PE.3.RB.8</b>	Recognizes the role of rules and etiquette in physical activity with peers. (S4.E5.3)
	<b>PE.3.RB.9</b>	Works independently and safely in physical activity settings. (S4.E6.3)
<b>VALUES HEALTH</b>		
<b>Essential Question:</b> Why is it important to value physical activity in our lives? <b>Big Idea:</b> We value physical activity because God’s ideal for quality living includes a healthy lifestyle.		
<b>Health</b>	<b>PE.3.VH.1</b>	Identifies that God’s ideal for quality living includes a healthy lifestyle.
	<b>PE.3.VH.2</b>	Discusses the relationship between physical activity and good health. (S5.E1.3)
	<b>PE.3.VH.3</b>	Recognizes the value of adequate sleep for optimal health to assist in the building of healthy bodies.
	<b>PE.3.VH.4</b>	With support, recognizes the impact physical health has on mental, emotional, spiritual, and social well-being.
<b>Challenge</b>	<b>PE.3.VH.5</b>	Participates in learning new physical activities.
	<b>PE.3.VH.6</b>	Discusses the challenge that comes from learning a new physical activity. (S5.E2.3)
<b>Self-expression and Enjoyment</b>	<b>PE.3.VH.7</b>	Reflects on the reasons for enjoying selected physical activities. (S5.E3.3)
	<b>PE.3.VH.8</b>	Describes the positive social interactions that come when engaged with others in physical activity or as a spectator. (S5.E4.3)
	<b>PE.3.VH.9</b>	Recognizes that idealized images of the human body and performance, as presented by the media, may not be appropriate to imitate.

## SCIENCE

<b>LIFE SCIENCES</b>		
<b>Essential Question:</b> How do living organisms give evidence of God as the Designer, Creator, and Sustainer of life? <b>Big Idea:</b> The complexity, order, and design of living organisms provide strong evidence of God as the Designer, Creator and Sustainer of life.		
<b>Molecules to Organisms: Structures and Processes</b>	<b>S.3-5.LS.1</b>	Develop models (e.g., drawings, diagrams) to describe that organisms have unique and diverse life cycles but all have birth, growth, reproduction, and death in common. (3-LS1-1)

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	<p>S.3-5.LS.2</p> <p>S.3-5.LS.3</p> <p>S.3-5.LS.4</p>	<p>Construct an argument that plants and animals have internal and external structures (e.g., thorns, stems, roots, colored petals, heart, stomach, lung, brain, skin) that function to support survival, growth, behavior, and reproduction. (4-LS1-1)</p> <p>Use a model to describe systems of information transfer (e.g., nerves, hormones) that animals use to receive different types of information through their senses, process the information in their brain, and respond to the information in different ways. (4-LS1-2)</p> <p>Support an argument that plants get the materials they need for growth chiefly from air and water. (5-LS1-1)</p>
<b>Ecosystems: Interactions, Energy, and Dynamics</b>	<p>S.3-5.LS.5</p> <p>S.3-5.LS.6</p>	<p>Construct an argument that some animals form groups that help members survive. (3-LS2-1)</p> <p>Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. (5-LS2-1)</p>
<b>Heredity: Inheritance and Variation of Traits</b>	<p>S.3-5.LS.7</p> <p>S.3-5.LS.8</p>	<p>Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. (3-LS3-1)</p> <p>Use evidence to support the explanation that traits can be influenced by the environment (e.g., Galapagos finches, peppered moth). (3-LS3-2)</p>
<b>Life: Origins, Unity, and Diversity</b>	<p>S.3-5.LS.9</p> <p>S.3-5.LS.10</p> <p>S.3-5.LS.11</p> <p>S.3-5.LS.12</p> <p>S.3-5.LS.13</p> <p>S.3-5.LS.14</p>	<p>Analyze and interpret data (e.g., type, size, distributions) from fossils to provide evidence of the organisms and the environments (e.g., marine fossils on dry land, tropical plant fossils in Arctic areas, fossils of extinct organisms) in which they lived long ago. (3-LS4-1)</p> <p>Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing (e.g., plants with larger thorns are less likely to be eaten by predators, animals with better camouflage coloration are more likely to survive and to reproduce). (3-LS4-2)</p> <p>Construct an argument with evidence (e.g., needs, characteristics) that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. (3-LS4-3)</p> <p>Make a claim about the merit of a plant or animal adaptation in response to an environmental change (e.g., land characteristics, water distribution, temperature, food, other organisms). (3-LS4-4)</p> <p>Construct an argument with evidence to support that God has created within living things a pool of variations that allows organisms to adapt to changes in the environment.</p> <p>Apply scientific principles to construct a personal model that explains origins of life on earth and acknowledges God as the Creator.</p>

## HEALTH SCIENCES

**Essential Question:** Why does God want human beings to choose to have a healthy mind and body?

**Big Idea:** God designed a plan for healthful living that leads to optimum spiritual, physical, mental, and emotional health.

<b>Health Promotion and Disease Prevention</b>	<p>S.3-5.HS.1</p> <p>S.3-5.HS.2</p> <p>S.3-5.HS.3</p> <p>S.3-5.HS.4</p> <p>S.3-5.HS.5</p>	<p>Make observations to construct an evidence based link between healthy behaviors and personal health.</p> <p>Construct an argument that spiritual, emotional, intellectual, physical, and social health are interrelated and dependent on one another.</p> <p>Analyze patterns of accidental injuries in different locations; develop a specific action plan designed to reduce accidents; evaluate the success of the plan.</p> <p>Develop a model that demonstrates effective verbal and nonverbal communication skills to enhance health and reduce health risks.</p> <p>Use scientific evidence to develop a family health plan designed to strengthen and enhance personal health.</p>
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<b>Health Resources</b>	<b>S.3-5.HS.6</b>	Analyze and communicate the reliability of health information, products, and local services.
<b>Healthy Lifestyle Choices</b>	<b>S.3-5.HS.7</b>	Construct a model that illustrates the various influences that impact personal health.
	<b>S.3-5.HS.8</b>	Conduct an investigation to evaluate the accuracy/influence of the media on health.
	<b>S.3-5.HS.9</b>	Construct a model that demonstrates the ability to use decision making skills to enhance health.
	<b>S.3-5.HS.10</b>	Select a personal health goal, evaluate health resources to develop and implement a plan aimed at achieving the goal, and monitor progress toward the goal.
	<b>S.3-5.HS.11</b>	Gather, synthesize, and present information from the Bible about God's plan for healthy living.

### EARTH AND SPACE SCIENCES

**Essential Question:** How do the structure and physical phenomena of Earth and space provide evidence of God as Designer, Creator, and Sustainer of the universe?

**Big Idea:** The structure and processes of Earth and space are organized and governed by natural laws that give evidence of God as Designer, Creator, and Sustainer.

<b>Earth's Systems</b>	<b>S.3-5.ES.1</b>	Represent data (e.g., average temperature, precipitation, wind direction) in tables and graphical displays to describe typical weather conditions expected during a particular season. <span style="color: green;">(3-ESS2-1)</span>
	<b>S.3-5.ES.2</b>	Obtain and combine information to describe climates in different regions of the world. <span style="color: green;">(3-ESS2-2)</span>
	<b>S.3-5.ES.3</b>	Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation (e.g., angle of slope in downhill movement of water, amount of vegetation, speed of wind, relative rate of deposition, cycles of freezing and thawing water, cycles of heating and cooling, volume of water flow). <span style="color: green;">(4-ESS2-1)</span>
	<b>S.3-5.ES.4</b>	Analyze and interpret data from maps, including topographic maps, to describe patterns of Earth's features. <span style="color: green;">(4-ESS2-2)</span>
	<b>S.3-5.ES.5</b>	Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact (e.g., influence of ocean on ecosystems, landform shape, climate; influence of the atmosphere on landforms and ecosystems; influence of mountain ranges on winds and clouds). <span style="color: green;">(5-ESS2-1)</span>
	<b>S.3-5.ES.6</b>	Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth. <span style="color: green;">(5-ESS2-2)</span>
<b>Earth and Human Activity</b>	<b>S.3-5.ES.7</b>	Make a claim about the merit of a design solution that reduces the impacts of a weather related hazard (e.g., barriers to prevent flooding, wind resistant roofs, lightning rods). <span style="color: green;">(3-ESS3-1)</span>
	<b>S.3-5.ES.8</b>	Obtain and combine information to describe that energy and fuels are derived from natural resources (e.g., wind energy, water behind dams, sunlight, fossil fuels, fissile materials) and their uses affect the environment (e.g., loss of habitat due to dams, surface mining, air pollution). <span style="color: green;">(4-ESS3-1)</span>
	<b>S.3-5.ES.9</b>	Generate and compare multiple solutions (e.g., earthquake resistant building, monitoring volcanic activity) to reduce the impacts of natural Earth processes on humans. <span style="color: green;">(4-ESS3-2)</span>
	<b>S.3-5.ES.10</b>	Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment. <span style="color: green;">(5-ESS3-1)</span>
<b>Earth's Place in the Universe</b>	<b>S.3-5.ES.11</b>	Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. <span style="color: green;">(4-ESS1-1)</span>
	<b>S.3-5.ES.12</b>	Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from the Earth. <span style="color: green;">(5-ESS1-1)</span>
	<b>S.3-5.ES.13</b>	Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. <span style="color: green;">(5-ESS1-2)</span>

## SCIENCE

### 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.

<p><b>Matter and Its Interactions</b></p>	<p>S.3-5.PS.1      Develop a model to describe that matter is made of particles too small to be seen (e.g., add air to expand a basketball, compress air in a syringe, dissolve sugar in water, evaporate salt water). (5-PS1-1)</p> <p>S.3-5.PS.2      Measure and graph quantities to provide evidence that the total weight of matter is conserved regardless of the type of change (e.g., phase changes, dissolving, mixing) that occurs when heating, cooling, or mixing substances. (5-PS1-2)</p> <p>S.3-5.PS.3      Make observations and measurements to identify materials (e.g., powders, metals, minerals, liquids) based on their properties (e.g., color, hardness, reflectivity, electrical conductivity, thermal conductivity, response to magnetic forces, solubility). (5-PS1-3)</p> <p>S.3-5.PS.4      Conduct an investigation to determine whether the mixing of two or more substances results in new substances. (5-PS1-4)</p>
<p><b>Motion and Stability: Forces and Interactions</b></p>	<p>S.3-5.PS.5      Plan and conduct an investigation to provide evidence of the effects of balanced (e.g., pushing two opposite sides of a box) and unbalanced (e.g., pushing one side of a box) forces on the motion of an object. (3-PS2-1)</p> <p>S.3-5.PS.6      Observe and/or measure an object’s motion to provide evidence that a pattern can be used to predict future motion (e.g., child swinging, ball rolling in a bowl, pendulum). (3-PS2-2)</p> <p>S.3-5.PS.7      Ask questions to determine cause and effect relationships (e.g., distance between objects affects strength of the force, orientation of magnets affect direction of magnetic force) of electric or magnetic interactions between two objects not in contact with each other. (3-PS2-3)</p> <p>S.3-5.PS.8      Define a simple design problem (e.g., constructing a door latch, creating a device to keep two moving objects from touching) that can be solved by applying scientific ideas about magnets. (3-PS2-4)</p> <p>S.3-5.PS.9      Support an argument that the gravitational force exerted by Earth on objects is directed down toward the center of the earth. (5-PS2-1)</p>
<p><b>Energy</b></p>	<p>S.3-5.PS.10     Use evidence to construct an explanation relating the speed of an object to the energy of that object. (4-PS3-1)</p> <p>S.3-5.PS.11     Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. (4-PS3-2)</p> <p>S.3-5.PS.12     Ask questions and predict outcomes about the changes in energy that occur when objects collide. (4-PS3-3)</p> <p>S.3-5.PS.13     Apply scientific principles to design, test, and refine a device (e.g., electric motor, solar heater) that converts energy from one form to another. (4-PS3-4)</p> <p>S.3-5.PS.14     Use models (e.g., diagrams, flow charts) to describe that energy in animals’ food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun. (5-PS3-1)</p>
<p><b>Waves and their Applications in Technologies for Information Transfer</b></p>	<p>S.3-5.PS.15     Develop a model (e.g., diagrams, analogies, physical models) of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move. (4-PS4-1)</p> <p>S.3-5.PS.16     Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen. (4-PS4-2)</p> <p>S.3-5.PS.17     Generate and compare multiple solutions (e.g., drum sending codes through sound waves, grid of 1’s and 0’s representing black and white to send information about a picture, Morse code) that use patterns to transfer information. (4-PS4-3)</p>

## SCIENCE

### ENGINEERING TECHNOLOGY AND APPLICATIONS

**Essential Question:** How has God equipped humans to apply knowledge of science to solve problems for the benefit of His Creation?

**Big Idea:** God designed humans to wonder, question, and develop an attitude of inquiry as scientific principles are applied to the materials and forces of nature for the benefit of His Creation.

<b>Engineering Design</b>	S.3-5.ET.1	Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. (3-5-ETS1-1)
	S.3-5.ET.2	Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. (3-5-ETS1-2)
	S.3-5.ET.3	Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved. (3-5-ETS1-3)

## SOCIAL STUDIES

### CULTURE

**Essential Question:** What role does culture play in God's plan for our relationships with others?

**Big Idea:** Human beings should create, learn about, share, and adapt to cultural diversity and perspectives in an interconnected world within God's plan.

SS.K-4.C.1	Define culture as referring to the behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people. (KE 1.1) <ul style="list-style-type: none"> <li>Ask and find answers to questions related to culture in the contexts of school, community, state, and region. (PE 1.1)</li> </ul>
SS.K-4.C.2	Identify concepts such as: similarities, differences, beliefs, values, cohesion, and diversity. (KE 1.2)
SS.K-4.C.3	Tell how cultural beliefs, behaviors, and values allow human groups to solve the problems of daily living. (KE 1.3) <ul style="list-style-type: none"> <li>Explore and describe similarities and differences in the ways various cultural groups meet similar needs and concerns. (PE 1.2)</li> </ul>
SS.K-4.C.4	Demonstrate respect for people with different religious beliefs, different ages, backgrounds, and ethnicity.
SS.K-4.C.5	Explain how culture may change in response to changing needs and concerns. (KE 1.4) <ul style="list-style-type: none"> <li>Give examples of how information and experiences may be interpreted differently by people from different cultural groups. (PE 1.3)</li> </ul>
SS.K-4.C.6	Relate how individuals learn the elements of their culture through interactions with other members of the culture group. (KE 1.5) <ul style="list-style-type: none"> <li>Describe the value of both cultural unity and diversity within and across groups. (PE 1.4)</li> </ul>
SS.K-4.C.7	Recall how peoples from different cultures develop different values and ways of interpreting experience. (KE1.6) <ul style="list-style-type: none"> <li>Demonstrate how holding different values and beliefs can contribute or pose obstacles to understanding between people and groups. (PE 1.5)</li> </ul>
SS.K-4.C.8	Identify the influence of Seventh-day Adventist heritage on culture.

### TIME, CONTINUITY, AND CHANGE

**Essential Question:** What role does God play in the development of communities, nations, and the world?

**Big Idea:** God is active in history and ultimately His unfolding plan will triumph.

SS.K-4.TCC.1	Explain that the study of the past is the story of communities, nations, and the world. (KE 2.1)
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## SOCIAL STUDIES

		<ul style="list-style-type: none"> <li>• Ask and find answers to questions related to the past in school, community, state, and regional contexts. (PE 2.1)</li> </ul>
SS.K-4.TCC.2	Define key concepts such as: past, present, future, similarity, difference, and change. (KE 2.2)	<ul style="list-style-type: none"> <li>• Use a variety of resources to learn about the past. (PE 2.2)</li> </ul>
SS.K-4.TCC.3	Understand that we can learn our personal past and the past of communities, nations, and the world by means of stories, biographies, interviews, and original sources such as documents, letters, photographs, and artifacts. (KE 2.3)	<ul style="list-style-type: none"> <li>• Identify the examples of both continuity and change, as depicted in stories, photographs, and documents. (PE 2.3)</li> </ul>
SS.K-4.TCC.4	Name key people, events, and places associated with the history of the community, nation, and world. (KE 2.4)	<ul style="list-style-type: none"> <li>• Describe how people in the past lived, and research their values and beliefs. (PE 2.6)</li> </ul>
SS.K-4.TCC.5	Identify the accomplishments of Seventh-day Adventists in history.	
SS.K-4.TCC.6	Identify the first Seventh-day Adventist missionaries.	
SS.K-4.TCC.7	Identify key symbols and traditions that are carried from the past into the present by diverse cultures in the United States and the world. (KE 2.5)	<ul style="list-style-type: none"> <li>• Describe examples of cause and effect relationships. (PE 2.4)</li> </ul>
SS.K-4.TCC.8	Explain that people view and interpret historical events differently because of the times in which they live, their experiences, and the point of view they hold. (KE 2.6)	<ul style="list-style-type: none"> <li>• Compare and contrast differing stories or accounts about the past events, people (including church pioneers), places, or situations, and offer possible reasons for the differences. (PE 2.5)</li> </ul>
SS.K-4.TCC.9	Trace how the origins of the Seventh-day Adventist church are threaded throughout history.	
SS.K-4.TCC.10	Show that historical events occurred in times that differed from our own but often have lasting consequences for the present and future. (KE 2.7)	<ul style="list-style-type: none"> <li>• Use sources to learn about the past in order to inform decisions about actions on issues of importance today. (PE 2.7)</li> <li>• Use historical methods of inquiry and literacy skills to research and present findings. (PE 2.8)</li> </ul>
SS.K-4.TCC.11	Read and retell Bible and church history stories that portray how God works through people to help make the community a better place.	

### PEOPLE, PLACES, AND ENVIRONMENTS

**Essential Question:** How does God respond to man-made changes in the environment and their impact on human life?

**Big Idea:** The damage that sin has done to the earth causes God pain and injures humans; however, God, who created and sustains the world, has promised to restore the Earth and humans to their original harmony.

		<ul style="list-style-type: none"> <li>• Explain that the theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings. (KE 3.1)</li> </ul>
SS.K-4.PPE.1	Define concepts such as: location, direction, distance, and scale. (KE 3.2)	
SS.K-4.PPE.2	Utilize tools such as maps, globes, and geospatial technologies in investigating relationships among people, places, and environments. (KE 3.9)	<ul style="list-style-type: none"> <li>• Gather and interpret information from various representations of Earth, such as maps, globes, geospatial technologies, and other geographic tools to inform the study of people, places, and environments, both past and present. (PE 3.3)</li> </ul>
SS.K-4.PPE.3	Correlate physical and human characteristics of the school, community, state, and region and the interactions of people in these places with the environment. (KE 3.3)	
SS.K-4.PPE.4	Describe the Christian's responsibility for the environment.	
SS.K-4.PPE.5	Identify the factors influencing various community, state, and regional patterns of human settlement such as the availability of land, water, and places for people to live. (KE 3.4)	
SS.K-4.PPE.6		

## SOCIAL STUDIES

SS.K-4.PPE.7	Explore cultural patterns and their interactions within and across places, by means such as migration and settlement, changes in customs or ideas and in the ways people make a living. (KE 3.6)
SS.K-4.PPE.8	Analyze factors that contribute to similarities and differences among peoples locally and in places across the world including ethnicity, language, and religious beliefs. (KE 3.8) <ul style="list-style-type: none"> <li>• Ask and find answers to geographic questions related to the school, community, state, region, and world. (PE 3.1)</li> </ul>
SS.K-4.PPE.9	Compare physical changes in the community, state, and region, such as seasons, climate, and their effects on plants and animals. (KE 3.5)
SS.K-4.PPE.10	Examine the effects of sin on the environment.
SS.K-4.PPE.11	Compare and contrast benefits and problems resulting from the discovery and use of resources. (KE 3.7) <ul style="list-style-type: none"> <li>• Investigate relationships among people, places, and environments in the school, community, state, region, and world through the use of atlases, data bases, charts, graphs, maps, and geospatial technologies. (PE 3.2)</li> </ul>
SS.K-4.PPE.12	Discuss the Christian’s responsibility for the Earth’s environment and its resources.

### INDIVIDUAL DEVELOPMENT AND IDENTITY

**Essential Question:** What role does choice play in the development of individual identity?

**Big Idea:** God created humans with the power of choice and gave us the gift of the Holy Spirit to guide us as we make choices that shape our development.

SS.K-4.IDI.1	Discuss how the study of individual development and identity helps us know who we are and how we change. (KE 4.1)
SS.K-4.IDI.2	Identify the qualities that make individuals unique and equip them for their place in God’s overall plan.
SS.K-4.IDI.3	Define concepts such as: growth, change, learning, self, family, and groups. (KE 4.2) <ul style="list-style-type: none"> <li>• Describe your personal characteristics including your interests, capabilities, and perceptions. (PE 4.2)</li> </ul>
SS.K-4.IDI.4	Explain how individuals have characteristics that are both distinct from and similar to those of others. (KE 4.3)
SS.K-4.IDI.5	Compare the Biblical account of the beginning of civilization to that of the evolutionary viewpoint.
SS.K-4.IDI.6	Describe how individuals bring specific abilities, interests, and talents in working with others to make decisions and solve problems. (KE 4.4)
SS.K-4.IDI.7	Develop a respect for others including senior citizens and individuals with disabilities. <ul style="list-style-type: none"> <li>• Ask and find answers to questions about how individual identity forms and changes. (PE 4.1)</li> </ul>
SS.K-4.IDI.8	Examine how individuals change over time. (KE 4.5)
SS.K-4.IDI.9	Evaluate how physical, intellectual, and emotional growth affects individual identity, growth, and interactions with others. (KE 4.6)
SS.K-4.IDI.10	Achieve a balance in work and leisure which encompasses physical, mental, emotional, social, and spiritual activities.
SS.K-4.IDI.11	Explore factors that contribute to personal identify such as physical attributes, gender, race, and culture. (PE 4.3)
SS.K-4.IDI.12	Evaluate how individuals can express their own identify and work productively with others. (PE 4.4)
SS.K-4.IDI.13	Discuss how people’s interactions with their social and physical surroundings influence individual identity and growth. (KE 4.7)
SS.K-4.IDI.14	Outline how individual choices are influenced by personal and social factors. (KE 4.8)

## SOCIAL STUDIES

SS.K-4.IDI.15	Identify people, groups, and institutions that contribute to development. (PE 4.5)
SS.K-4.IDI.16	Embrace and cultivate a personal relationship with Christ.

### INDIVIDUALS, GROUPS, AND INSTITUTIONS

**Essential Question:** What is the role of the Seventh-day Adventist church?

**Big Idea:** The church is God’s agent to reach individuals, groups, and institutions with the good news of the gospel.

SS.K-4.IGI.1	Describe how this theme shows that people belong to groups and institutions that influence them and by which they are influenced. (KE 5.1)
SS.K-4.IGI.2	Define concepts such as community, culture, role, competition, cooperation, rules, and norms. (KE 5.2) <ul style="list-style-type: none"> <li>• Ask and find answers to questions about individual, group, and institutional influences. (PE 5.1)</li> <li>• Gather information about groups through such tools as surveys and interviews. (PE 5.7)</li> </ul>
SS.K-4.IGI.3	Tell how the Seventh-day Adventist church positively impacts neighborhoods.
SS.K-4.IGI.4	Identify characteristics that distinguish individuals. (KE 5.3)
SS.K-4.IGI.5	Elaborate on how individuals, groups, and institutions share common elements and also have unique characteristics. (KE 5.4) <ul style="list-style-type: none"> <li>• Describe interactions between and among individuals, groups, and institutions. (PE 5.2)</li> <li>• Identify and describe examples of tensions between and among individuals, groups, and institutions. (PE 5.3)</li> <li>• Explore how membership in more than one group is natural but may cause internal conflicts or cooperation. (PE 5.4)</li> </ul>
SS.K-4.IGI.6	Assess the impact of families, schools, religious institutions, government agencies, financial institutions, and civic groups on their lives. (KE 5.5)
SS.K-4.IGI.7	Examine how the rules and norms of groups to which they belong impact their lives. (KE 5.6) <ul style="list-style-type: none"> <li>• Provide examples of the role of institutions in furthering both continuity and change. (PE 5.5)</li> <li>• Show how groups and institutions work to meet individual needs and promote or fail to promote the common good. (PE 5.6)</li> </ul>
SS.K-4.IGI.8	Participate in age appropriate outreach and service projects.

### POWER, AUTHORITY, AND GOVERNANCE

**Essential Question:** What is the foundation of the sovereignty of God and how does it compare to the sovereignty of human government?

**Big Idea:** Unlike human government, God’s power, authority, and governance are absolute and rooted in His everlasting love.

SS.K-4.PAG.1	Justify how rules and laws can serve to support order and protect individual rights. (KE 6.1)
SS.K-4.PAG.2	Identify the basic elements of government in the United States: executive, legislative, and judicial authority. (KE 6.4)
SS.K-4.PAG.3	Describe the structure and organization of the Seventh-day Adventist church. <ul style="list-style-type: none"> <li>• Ask and find answers to questions about power, authority, and governance in the school, community, and state. (PE 6.1)</li> </ul>
SS.K-4.PAG.4	Give examples of people who have the authority to make and enforce rules.
SS.K-4.PAG.5	Identify fundamental ideas that are the foundation of American constitutional democracy, including those of the U. S. Constitution, the rule of law, separation of powers, checks and balances, minority rights, and the separation of church and state. (KE 6.2)
SS.K-4.PAG.6	Show how the Ten Commandments relate to governmental laws.
SS.K-4.PAG.7	Describe fundamental values of democracy: the common good, liberty, justice, equality, and individual dignity. (KE 6.3)

## SOCIAL STUDIES

	<ul style="list-style-type: none"> <li>Examine issues involving the rights and responsibilities of individuals and groups in relation to the broader society. (PE 6.2)</li> <li>Examine issues involving the richness of unity and diversity as well as conflicts related to unity and diversity. (PE 6.3)</li> </ul>
SS.K-4.PAG.8	Exhibit tolerance and respect for individuals with different beliefs and viewpoints.
SS.K-4.PAG.9	Explain the ways in which governments meet the needs and wants of citizens. (KE 6.5)
	<ul style="list-style-type: none"> <li>Analyze conditions and actions related to power, authority, and governance that contribute to conflict and cooperation among groups and nations or detract from cooperation. (PE 6.4)</li> </ul>
SS.K-4.PAG.10	Identify how God has ultimate control and protection over human affairs, and discuss the ways He has led in the past.

## PRODUCTION, DISTRIBUTION, AND CONSUMPTION

**Essential Question:** How does God expect us to use the resources He has provided?

**Big Idea:** God supplies all of our needs and allows us to choose to be responsible stewards.

SS.K-4.PDC.1	Demonstrate how people and communities deal with scarcity of resources. (KE 7.1)
SS.K-4.PDC.2	Explain uses of God's gift of natural resources for meeting human needs.
SS.K-4.PDC.3	Distinguish the difference between needs and wants. (KE 7.2)
	<ul style="list-style-type: none"> <li>Analyze the differences between wants and needs. (PE 7.2)</li> <li>Examine and evaluate different methods for allocating scarce goods and services in the school and community. (PE 7.4)</li> </ul>
SS.K-4.PDC.4	Investigate what people and communities gain and give up when they make a decision. (KE 7.3)
SS.K-4.PDC.5	Practice responsible stewardship which includes returning tithes and gifts to God, saving money, helping others, and planning for future purchases.
SS.K-4.PDC.6	Explain how economic incentives affect people's behavior. (KE 7.4)
	<ul style="list-style-type: none"> <li>Evaluate how the decisions that people make are influenced by the trade-offs of different options. (PE 7.3)</li> </ul>
SS.K-4.PDC.7	Identify the characteristics and functions of money and its uses. (KE 7.5)
	<ul style="list-style-type: none"> <li>Assess how consumers will react to rising and falling prices for goods and services. (PE 7.5)</li> </ul>
SS.K-4.PDC.8	Identify various organizations such as banks and businesses that help people achieve their individual economic goals. (KE 7.6)
SS.K-4.PDC.9	Examine the efforts of the Seventh-day Adventist church to alleviate social problems.
SS.K-4.PDC.10	Describe the characteristics of a market economy. (KE 7.7)
SS.K-4.PDC.11	Compare and contrast the goods and services produced in the market and those produced by the government. (KE 7.8)
	<ul style="list-style-type: none"> <li>Investigate production, distribution, and consumption of goods and services in the school and community. (PE 7.1)</li> </ul>

## SCIENCE, TECHNOLOGY, AND SOCIETY

**Essential Question:** How has God enabled humans to develop science and technology to improve society?

**Big Idea:** God designed humans with wisdom, inquiring minds, and varied talents to discover ways to enrich life.

SS.K-4.STS.1	Describe how science involves the study of the natural world and how technology refers to the tools we use to accomplish tasks. (KE 8.1)
	<ul style="list-style-type: none"> <li>Identify the points of view expressed in information sources regarding science and technology. (PE 8.6)</li> </ul>
SS.K-4.STS.2	Cite examples of how society often turns to science and technology to solve problems. (KE 8.2)

## SOCIAL STUDIES

SS.K-4.STS.3	<ul style="list-style-type: none"> <li>• Use diverse types of media technology to research and share information. (PE 8.2)</li> </ul>
SS.K-4.STS.4	<p>Design a project using technology to serve the church and community.</p> <p>Illustrate how media and technology are a part of every aspect of our lives. (KE 8.3)</p> <ul style="list-style-type: none"> <li>• Ask and find answers to questions about the ways in which science and technology affect our lives. (PE 8.1)</li> </ul>
SS.K-4.STS.5	<p>Discuss the ways in which scientific findings and various forms of technology influence our daily lives. (KE 8.4)</p> <ul style="list-style-type: none"> <li>• Identify examples of science and technology in daily life. (PE 8.3)</li> </ul>
SS.K-4.STS.6	<p>Demonstrate how science leads to new technology in areas such as communication and transportation resulting in change over time. (KE 8.5)</p> <ul style="list-style-type: none"> <li>• Research and evaluate various scientific and technological proposals for addressing real-life issues and problems. (PE 8.7)</li> </ul>
SS.K-4.STS.7	<p>Compare and contrast examples of how science and technology can have both positive and negative impacts on individuals, society, and the globe. (KE 8.6)</p> <ul style="list-style-type: none"> <li>• Identify examples of the use of science and technology in society as well as the consequences of their use. (PE 8.4)</li> <li>• Research a scientific topic or type of technology developed in a particular time or place, and determine its impact on people's lives. (PE 8.5)</li> </ul>

### GLOBAL CONNECTIONS

**Essential Question:** How do global issues and connections impact the gospel commission?

**Big Idea:** God expects us to use global connections to address world issues through service to others, while sharing the good news of His love and His imminent return.

SS.K-4.GC.1	<p>Discuss how global connections may be of various types including cultural exchange, trade, political, economic, or travel. (KE 9.1)</p> <ul style="list-style-type: none"> <li>• Ask and find answers to questions about the connections we have to other people and places around the globe. (PE 9.1)</li> <li>• Identify examples of global connections in the individual's community, state, or region. (PE 9.2)</li> <li>• Use maps and databases to look for global patterns, trends, and connections. (PE 9.3)</li> </ul>
SS.K-4.GC.2	<p>Explain how global connections affect the daily life of individuals and those around them. (KE 9.2)</p> <ul style="list-style-type: none"> <li>• Describe examples in which language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding. (PE 9.4)</li> </ul>
SS.K-4.GC.3	<p>Demonstrate an understanding of current world missions of the Seventh-day Adventist church.</p>
SS.K-4.GC.4	<p>Compare and contrast how some global issues have persisted over time while others are more contemporary or emerging. (KE 9.3)</p> <ul style="list-style-type: none"> <li>• Identify and examine issues and problems that impact people in different parts of the world and move beyond local borders to affect other parts of the world. (PE 9.7)</li> <li>• Identify and examine how wants and needs of people in one part of the world may conflict with the wants and needs of people in other parts of the world. (PE 9.8)</li> </ul>
SS.K-4.GC.5	<p>Point out how all cultures have similar needs but meet those needs in different ways that may influence or be influenced by global connections. (KE 9.4)</p> <ul style="list-style-type: none"> <li>• Give examples of conflict and cooperation among individuals, groups, and nations in different parts of the world. (PE 9.5)</li> </ul>
SS.K-4.GC.6	<p>Evaluate how the pace of global change has quickened in recent times. (KE 9.5)</p> <ul style="list-style-type: none"> <li>• Examine the ways in which technology affects global connections. (PE 9.6)</li> </ul>
SS.K-4.GC.7	<p>Discuss and analyze the unique message and mission of the Seventh-day Adventist church.</p>

## SOCIAL STUDIES

### CIVIC IDEALS AND PRACTICES

**Essential Question:** According to the Scriptures, what are the civic responsibilities of a Christian to the government of God and the governments of man?

**Big Idea:** Followers of Jesus have a dual citizenship with responsibility first to God and then to civil authorities.

SS.K-4.CIP.1	<p>Explain that the theme of civic ideals and practices helps us know how we can influence the way people live and act together. (KE 10.1)</p> <ul style="list-style-type: none"> <li>Ask and find answers to questions about how to plan for action with others to improve life in the school, community, and beyond. (PE 10.1)</li> </ul>
SS.K-4.CIP.2	<p>Define concepts and ideas such as individual dignity, fairness, freedom, common good, rule of law, civic life, rights, and responsibilities. (KE 10.2)</p> <ul style="list-style-type: none"> <li>Locate, access, organize, and apply information from multiple sources reflecting multiple points of view. (PE 10.3)</li> </ul>
SS.K-4.CIP.3	<p>Describe how key practices in a democratic society include civic participation based on studying community issues, planning, decision-making, voting, and cooperating to promote civic ideals. (KE 10.3)</p> <ul style="list-style-type: none"> <li>Identify and exercise the rights and responsibilities of citizens. (PE 10.2)</li> </ul>
SS.K-4.CIP.4	<p>Discuss how democratic ideals and practices are represented in contemporary and historical sources, quotations, and stories. (KE 10.4)</p> <ul style="list-style-type: none"> <li>Analyze how specific policies or citizen behaviors reflect ideals and practices consistent or inconsistent with democratic ideals. (PE 10.4)</li> <li>Examine the influence of citizens and officials on policy decisions. (PE 10.7)</li> </ul>
SS.K-4.CIP.5	<p>Discuss the importance of gathering information as the basis for informed civic action. (KE 10.5)</p> <ul style="list-style-type: none"> <li>Evaluate positions about an issue based on the evidence and arguments provided, and describe the pros, cons, and consequences of holding a specific position. (PE 10.5)</li> <li>Develop a position on a school or local issue, and defend it with evidence. (PE 10.6)</li> </ul>
SS.K-4.CIP.6	<p>Discuss the importance of religious freedom throughout the world.</p>

## TECHNOLOGY

### DIGITAL LEARNING

**Essential Question:** How do digital technologies support the ways God designed us to learn?

**Big Idea:** Digital technologies assist learners in thinking critically, communicating, collaborating, and creating.

T.3-5.DL.1	<p>Use age-appropriate software to generate new ideas and create products. (Creativity and Innovation-1)</p>
T.3-5.DL.2	<p>Use technology in multiple subjects to gather and organize data, draw conclusions, and solve problems. (Critical Thinking-1; Critical thinking, Problem Solving, and Decision Making-4)</p>
T.3-5.DL.3	<p>Play with technology and document discoveries and reflections. (Creativity and Innovation-1)</p>
T.3-5.DL.4	<p>Demonstrate how technology can help find multiple solutions to a problem. (Critical Thinking, Problem Solving, and Decision Making-4)</p>
T.3-5.DL.5	<p>Create a project using technology to serve the church and community. (Critical Thinking, Problem Solving, and Decision Making-4)</p>

### DIGITAL FLUENCY

**Essential Question:** Why should we excel in the understanding and use of digital technology resources?

**Big Idea:** The proficient use of digital technology provides us with the opportunity to develop academically, socially, and spiritually.



## TECHNOLOGY

	T.3-5.DF.1	Communicate ideas to multiple audiences within digital environments. (Communication and Collaboration-2)
	T.3-5.DF.2	Use teacher-selected Internet resources, programs, and applications to support personal and academic development. (Research and Information Fluency-3; Technology Operations and Concepts-6)
	T.3-5.DF.3	Demonstrate understanding of common technological vocabulary and use a variety of hardware and software. (Technology Operations and Concepts-6)
	T.3-5.DF.4	Use troubleshooting and adaptive skills to solve technology problems. (Technology Operations and Concepts-6)
	T.3-5.DF.5	Begin formal keyboard training and work toward correct touch typing technique. (Technology Operations and Concepts-6)

## DIGITAL CITIZENSHIP

**Essential Question:** How can we be safe and responsible citizens in the online community while honoring God?  
**Big Idea:** We honor God when we respect and collaborate with others while practicing personal safety in the global internet community.

	T.3-5.DC.1	Discuss the role of a Christian as a responsible citizen in the online community. (Digital Citizenship-5)
	T.3-5.DC.2	Explore and engage in meaningful ways to promote the Gospel with technology. (Communication and Collaboration-2; Digital Citizenship-5)
	T.3-5.DC.3	Describe why certain personal information should not be shared online. (Digital Citizenship-5)
	T.3-5.DC.4	Discuss netiquette and honor appropriate guidelines specific to various online activities and environments. (Digital Citizenship-5)
	T.3-5.DC.5	Discuss the importance of copyright and demonstrate how to cite sources for original works. (Research and Information Fluency-3; Digital Citizenship-5)