ADVENTIST EDUCATION STANDARDS

Standards, what learners should know (content) and be able to do (skills), serve as the framework for curriculum development. Standards in NAD 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 Adventist worldview accepts the Bible as the standard by which everything else is measured. Four key concepts emerge from a biblical worldview that can be used as a lens for curriculum development, as well as informing the essential questions and big ideas of any content area: Creation (What is God's intention?), Fall (How has God's purpose been distorted?), Redemption (How does God help us to respond?), and Re-creation (How can we be restored in the image of God?).

— THE CORE OF ADVENTIST EDUCATION CURRICULUM

COMMON CORE STATE STANDARDS FOR MATHEMATICAL PRACTICE

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

STANDARDS CODING

The standards have been coded so that educators can easily refer to them in their curriculum, instruction, and assessment practices. The coding system that precedes each standard begins with the content area abbreviation in letters; all are identified with M—Math (**M**.K.NO.1). The second part of the code refers to the grade level (M.**K**.NO.1). The third part of the code refers to the particular math domain (M.K.**NO**.1), with NO standing for Numbers and Operations. The fourth part of the code refers to a particular skill within the math domain (M.K.NO.**1**). The coding system that follows each standard is the Common Core State Standards for Mathematics (CCSSM) that aligns with the NAD standard. Where no CCSSM is noted, there is no corresponding CCSSM.

CREDITS

The following resources were referenced in developing *Elementary Mathematics Standards for Seventh-day Adventist Schools*: a sampling of state standards, the National Council of Teachers of Mathematics (NCTM), NAD Curriculum Guide for Mathematics, Common Core State Standards for Mathematics (CCSSM), and The Core of Adventist Education Curriculum.

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GEOMETRY

GRADE	CONTENT	SKILLS	GO MATH!/BIG IDEAS MATH LESSON CORRELATION
Essential Question: How do shapes and their parts help us appreciate God's creation?		**Big Idea:** Shapes and their parts help us appreciate the beauty and order in everything God has designed.	
K	**Shapes**	**K.GEO.1** Identify, describe, analyze, and compare two- and three-dimensional shapes (regardless of size or orientation) by size, color, and shape; describe relative positions of objects (e.g., above, beside, behind, nearer, farther) (K.G.1,2,3,4) **K.GEO.2** Create two- and three-dimensional shapes by building or drawing; compose simple shapes to form larger shapes (K.G.5,6)	
1	**Shapes**	**1.GEO.1** Describe, build, and draw shapes with defining attributes (1.G.1) **1.GEO.2** Compose two- and three- dimensional shapes to form composite or new shapes (1.G.2)	**Chapter** 11.1, 11.5, 12.1, 12.2 **Chapter**, 11.2, 11.3, 11.4, 12.3, 12.4, 12.5, 12.6, 12.7
	Fractions	**1.GEO.3** Partition circles and rectangles into two and four equal parts; describe the whole and its parts using the words halves, fourths, quarters, half of, quarter of and third of (1.G.3)	**Chapter** 12.8, 12.9, 12.10
2	**Shapes**	**2.GEO.1** Recognize and draw two- and three- dimensional shapes having specified attributes (2.G.1)	**Chapter** 11.1, 11.2, 11.3, 11.4, 11.5
	Area	**2.GEO.2** Partition a rectangle into rows and columns of same-size squares and count to find the total number of squares (2.G.2)	**Chapter** 11.6
	Fractions	**2.GEO.3** Partition circles and rectangles into two, three, and four equal parts; describe the whole and its parts using the words halves, thirds, half of, third of, etc.; understand that equal parts need not have the same shape (2.G.3)	**Chapter** 11.7, 11.8, 11.9, 11.10
Assessments		Math Interviews; Checklists; Models and Drawings; Written Assessments; Art Projects	
Essential Question: What does geometry reveal about God?		**Big Idea:** God is revealed as the Master Designer when geometry is used as a means of describing the attributes of the physical world.	
3	**Shapes**	**3.GEO.1** Sort and classify shapes to compare and contrast attributes (3.G.1,2)	**Chapter** 12.1, 12.2, 12.3, 12.4, 12.5,. 12.6, 12.7, 12.8, 12.9
	Fractions	**3.GEO.2** Partition shapes into equal areas and express as a fraction (3.G.2)	**Chapter** 12.9
4	**Lines/Angles**	**4.GEO.1** Draw and identify points, lines, line segments, rays, angles, and perpendicular and parallel lines (4.G.1) **4.GEO.2** Classify figures with perpendicular and parallel lines, and angles of a specified size (4.G.2) **4.GEO.3** Recognize and draw lines of symmetry with two-dimensional figures (4.G.3)	**Chapter** 10.1, 10.3 **Chapter** 10.2, 10.4 **Chapter** 10.5, 10.6
5	**Graphs**	**5.GEO.1** Graph points in the first quadrant of the coordinate plane to solve real-world and mathematical problems (5.G.1,2)	**Chapter** 9.2, 9.3, 9.4
	Sides/Angles	**5.GEO.2** Classify two-dimensional figures into categories based on their properties of sides and angles (5.G.3,4)	**Chapter** 11.1, 11.2, 11.3, 11.4
Assessments		Written Assessments; Journal Entries; Class Discussions; Open-ended Projects and Problems; Visual and Virtual Models	
Essential Question: How does the study of geometrical principles help us to better understand God's creation?		**Big Idea:** Study of geometrical principles results in a greater understanding of the complexity of God's creation.	
6	**Area/Volume**	**6.GEO.1** Solve real-world and mathematical problems involving area, surface area, and volume (6.G.1,2,3,4)	**Chapter** 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8, 10.9, 11.1, 11.2, 11.3, 11.4, 11.5, 11.6, 11.7/**Section** 6.4, 7.5, 7.6, 7.6b, **Topic** 4
7	**Figures**	**7.GEO.1** Draw, construct, and describe geometrical figures and identify the relationships between them (7.G.1,2,3)	**Section** 5.1, 5.2, 5.3, 5.4, 5.4b, 5.5, 5.6, 5.7, 6.1, **Topic** 2
	Geometrical Measurements	**7.GEO.2** Solve real-world and mathematical problems involving angle measure, perimeter, area, surface area, and volume (7.G.4,5,6)	**Section** 6.2, 6.2b, 6.3, 6.4, 6.5, 6.6, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, **Topic** 1
8	**Figures**	**8.GEO.1** Understand congruence and similarity using various mediums including geometric software (8.G.1,2,3,4,5) **8.GEO.2** Understand and apply the Pythagorean Theorem (8.G.6,7,8)	**Topic** 1, **Section** 5.1, 5.2, 5.3, 5.4, 5.5 **Section** 6.2, 6.5
	Volume	**8.GEO.3** Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres (8.G.9)	**Topic** 2
Assessments		Open-ended Projects and Problems; Written Assessments; Journal Entries; Class Discussions; Oral Reports; Visual and Virtual Models	