

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

NATIONAL COUNCIL FOR THE SOCIAL STUDIES TEN MAJOR THEMES

1. Culture
2. Time, Continuity, and Change
3. People, Places, and Environments
4. Individual Development and Identity
5. Individuals, Groups, and Institutions
6. Power, Authority, and Governance
7. Production, Distribution, and Consumption
8. Science, Technology, and Society
9. Global Connections
10. Civic Ideals and Practices

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 uses the following system of abbreviations:

- All are identified with **SS**-Social Studies (**SS.K-4.C.1**).
- The second part of the code refers to the grade level (**SS.K-4.C.1**).
- The third part of the code refers to the particular Social Studies domain (**SS.K-4.C.1**), with **C** standing for Culture.
- The fourth part of the code refers to a particular skill within the social studies domain (**SS.K-4.C.1**).
- Following the standard is the National Curriculum Standards for Social Studies (NCSS) correlation.
- Where no code exists, there is no corresponding national standard.

NCSS FORMAT

The framework for The National Curriculum Standards for Social Studies (NCSS) is organized into three parts: knowledge (what learners need to understand), processes (what learners will be capable of doing), and products (how learners demonstrate understanding). Knowledge and processes are referenced in this document, with the processes denoted by bullets. Refer to the NCSS website for assessment options.

CREDITS

The following resources were referenced in developing *Elementary Social Studies Standards for Seventh-day Adventist Schools: National Curriculum STANDARDS for Social Studies – A Framework for Teaching, Learning, and Assessment* (NCSS); NAD Curriculum Guide for Social Studies K-8; and The Core of Adventist Education Curriculum.

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5. INDIVIDUALS, GROUPS, AND INSTITUTIONS

GRADE	STANDARDS (NGSS ALIGNMENT)	Utilize relevant and appropriate biblical and Seventh-day Adventist historical references.
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.
K-4	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) • Ask and find answers to questions about individual, group, and institutional influences. (PE 5.1) • Gather information about groups through such tools as surveys and interviews. (PE 5.7)
	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) • Describe interactions between and among individuals, groups, and institutions. (PE 5.2) • Identify and describe examples of tensions between and among individuals, groups, and institutions. (PE 5.3) • Explore how membership in more than one group is natural but may cause internal conflicts or cooperation. (PE 5.4)
	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) • Provide examples of the role of institutions in furthering both continuity and change. (PE 5.5) • Show how groups and institutions work to meet individual needs and promote or fail to promote the common good. (PE 5.6)
	SS.K-4.IGI.8	Participate in age appropriate outreach and service projects.
5-8	SS.5-8.IGI.1	Explain how this theme helps us know how individuals are members of groups and institutions and influence and shape those groups and institutions. (KM 5.1)
	SS.5-8.IGI.2	Define concepts such as mores, norms, status, role, socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, race, ethnicity, and gender. (KM 5.2) • Investigate the roles of individuals, groups and institutions, and the various forms that groups and institutions take. (PM 4.1) • Gather information about groups and institutions using such tools as surveys and interviews. (PM 4.8)
	SS.5-8.IGI.3	Determine how institutions are created to respond to changing individual and group needs. (KM 5.3)
	SS.5-8.IGI.4	Identify ways that Seventh-day Adventist organizations work to improve life in communities. • Scrutinize conflicts between expressions of individuality and group conformity. (PM 4.5)
	SS.5-8.IGI.5	Express ways in which young people are socialized which include similarities as well as differences across cultures. (KM 5.4) • Analyze the effects of interactions between and among individuals, groups, and institutions. (PM 4.2)
	SS.5-8.IGI.6	Investigate how groups and institutions change over time. (KM 5.5)
	SS.5-8.IGI.7	Assess how cultural diffusion occurs when groups migrate. (KM 5.6) • Analyze the role of institutions in furthering both continuity and change. (PM 4.6)
	SS.5-8.IGI.8	Discuss the influence of women and ethnic groups in the growth of the Seventh-day Adventist church.
	SS.5-8.IGI.9	Demonstrate how institutions may promote or undermine social conformity. (KM 5.7) • Provide examples of tensions between belief systems and governmental actions and policies. (PM 4.4)
	SS.5-8.IGI.10	Explain that when two or more groups with differing norms and beliefs interact accommodation or conflict may result. (KM 5.8) • Identify and analyze the impact of tensions between and among individuals, groups, and institutions. (PM 4.3)
	SS.5-8.IGI.11	Critique how groups and institutions influence culture in a variety of ways. (KM 5.9) • Evaluate how groups and institutions work to meet individual needs and promote or fail to promote the common good. (PM 4.7)
	SS.5-8.IGI.12	Participate in age appropriate outreach and service projects.

6. POWER, AUTHORITY, AND GOVERNANCE

GRADE	STANDARDS (NGSS ALIGNMENT)	Utilize relevant and appropriate biblical and Seventh-day Adventist historical references.
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.
K-4	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. • Ask and find answers to questions about power, authority, and governance in the school, community, and state. (PE 6.1)
	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) • Examine issues involving the rights and responsibilities of individuals and groups in relation to the broader society. (PE 6.2) • Examine issues involving the richness of unity and diversity as well as conflicts related to unity and diversity. (PE 6.3)
	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) • 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)
	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.
5-8	SS.5-8.PAG.1	Cite rights that are guaranteed in the U.S. Constitution, the supreme law of the land. (KM 6.1)
	SS.5-8.PAG.2	Compare the constitution of a country to the Ten Commandments.
	SS.5-8.PAG.3	Discuss ideas that are the foundation of American constitutional democracy including those of the U. S. Constitution, popular sovereignty, the rule of law, separation of powers, checks and balances, minority rights, the separation of church and state, and Federalism. (KM 6.2)
	SS.5-8.PAG.4	Evaluate fundamental values of constitutional democracy. (KM 6.3) • Ask and find answers to questions about power, authority, and governance in the region, nation, and world. (PM 6.1) • Examine persistent issues involving the rights of individuals and groups in relation to the general welfare. (PM 6.2)
	SS.5-8.PAG.5	Research and debate the ideologies and structures of political systems that differ from those of the United States. (KM 6.4) • Compare and analyze the ways in which groups and nations respond to the richness of unity and diversity, as well as tensions and conflicts associated with unity and diversity. (PM 6.3)
	SS.5-8.PAG.6	Exhibit tolerance and respect for individuals with different beliefs and viewpoints.
	SS.5-8.PAG.7	Investigate the ways in which governments meet the needs and wants of citizens, manage conflict, and establish order and security. (KM 6.5) • Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation among groups and nations. (PM 6.4) • Evaluate the role of technology as it contributes to conflict and cooperation among nations and groups and as it contributes to or detracts from systems of power, authority, and governance. (PM 6.5)
	SS.5-8.PAG.8	Describe the structure and organization of the Seventh-day Adventist church.
	SS.5-8.PAG.9	Identify how God has ultimate control and protection over human affairs and discuss the ways He has led in the past.