

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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7. PRODUCTION, DISTRIBUTION, AND CONSUMPTION

GRADE	STANDARDS (NGSS ALIGNMENT)	Utilize relevant and appropriate biblical and Seventh-day Adventist historical references.
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.
K-4	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"> Analyze the differences between wants and needs. (PE 7.2) Examine and evaluate different methods for allocating scarce goods and services in the school and community. (PE 7.4)
	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 tithe 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"> Evaluate how the decisions that people make are influenced by the trade-offs of different options. (PE 7.3)
	SS.K-4.PDC.7	Identify the characteristics and functions of money and its uses. (KE 7.5) <ul style="list-style-type: none"> Assess how consumers will react to rising and falling prices for goods and services. (PE 7.5)
	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"> Investigate production, distribution, and consumption of goods and services in the school and community. (PE 7.1)
5-8	SS.5-8.PDC.1	Examine why individuals, government, and society experience scarcity because human wants and needs exceed what can be produced from available resources. (KM 7.1) <ul style="list-style-type: none"> Analyze methods for allocating scarce goods and services at the state, national, and global levels, and describe the possible impacts of these choices. (PM 7.3)
	SS.5-8.PDC.2	Examine the efforts of the Seventh-day Adventist church to alleviate social problems.
	SS.5-8.PDC.3	Compare and contrast how choices involve trading off the expected value of one opportunity gained against the expected value of the best alternative. (KM 7.2)
	SS.5-8.PDC.4	Evaluate how the economic choices that people make have both present and future consequences. (KM 7.3)
	SS.5-8.PDC.5	Justify how economic incentives affect people's behavior and may be regulated by rules or laws. (KM 7.4) <ul style="list-style-type: none"> Compare an individual's economic decisions with those of others, and consider the wider consequences of those decisions for groups, communities, the nation, and beyond. (PM 7.2)
	SS.5-8.PDC.6	Practice responsible stewardship which includes returning tithe and gifts to God, saving money, helping others, and planning for future purchases.
	SS.5-8.PDC.7	Illustrate how banks and other financial institutions channel funds from savers to borrowers and investors. (KM 7.5) <ul style="list-style-type: none"> Describe the role that financial institutions play among savers, borrowers, and investors. (PM 7.4)
	SS.5-8.PDC.8	Explain the economic gains that result from specialization and exchange as well as the trade-offs. (KM 7.6) <ul style="list-style-type: none"> Gather and analyze data on economic issues, and use critical thinking in making recommendations on economic policies. (PM 7.6)
	SS.5-8.PDC.9	Interpret how markets bring buyers and sellers together to exchange goods and services. (KM 7.7)
	SS.5-8.PDC.10	Evaluate how goods and services are allocated in a market economy through the influence of prices on decisions about production and consumption. (KM 7.8) <ul style="list-style-type: none"> Investigate the production and distribution of goods and services in the state, nation, and in a global context. (PM 7.1)
	SS.5-8.PDC.11	Analyze how levels of income, employment, and prices are determined by the interaction of households, firms, and the government. (KM 7.9) <ul style="list-style-type: none"> Estimate the effects of inflation on future earnings based on current plans for education, training, and career options. (PM 7.5)

8. SCIENCE, TECHNOLOGY, AND SOCIETY

GRADE	STANDARDS (NGSS ALIGNMENT)	Utilize relevant and appropriate biblical and Seventh-day Adventist historical references.
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.
K-4	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"> Identify the points of view expressed in information sources regarding science and technology. (PE 8.6)
	SS.K-4.STS.2	Cite examples of how society often turns to science and technology to solve problems. (KE 8.2) <ul style="list-style-type: none"> Use diverse types of media technology to research and share information. (PE 8.2)
	SS.K-4.STS.3	Design a project using technology to serve the church and community.
	SS.K-4.STS.4	Illustrate how media and technology are a part of every aspect of our lives. (KE 8.3) <ul style="list-style-type: none"> Ask and find answers to questions about the ways in which science and technology affect our lives. (PE 8.1)
	SS.K-4.STS.5	Discuss the ways in which scientific findings and various forms of technology influence our daily lives. (KE 8.4) <ul style="list-style-type: none"> Identify examples of science and technology in daily life. (PE 8.3)
	SS.K-4.STS.6	Demonstrate how science leads to new technology in areas such as communication and transportation resulting in change over time. (KE 8.5) <ul style="list-style-type: none"> Research and evaluate various scientific and technological proposals for addressing real-life issues and problems. (PE 8.7)
	SS.K-4.STS.7	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) <ul style="list-style-type: none"> Identify examples of the use of science and technology in society as well as the consequences of their use. (PE 8.4) 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)
5-8	SS.5-8.STS.1	Discuss how science is a result of empirical study of the natural world and that technology is the application of knowledge to accomplish tasks. (KM 8.1)
	SS.5-8.STS.2	Develop a logical argument that there are gaps in access to science and technology around the world. (KM 8.10) <ul style="list-style-type: none"> Select, organize, evaluate, and communicate information about the impact of science or technology on a society today or in the past. (PM 8.5)
	SS.5-8.STS.3	Investigate how society often turns to science and technology to solve problems. (KM 8.2)
	SS.5-8.STS.4	Give evidence of how our lives today are media and technology dependent. (KM 8.3)
	SS.5-8.STS.5	Compare and contrast how science and technology have had both positive and negative impacts upon individuals, societies, and the environment in the past and present. (KM 8.4) <ul style="list-style-type: none"> Ask and find answers to questions about the ways in which science and technology affect people's lives today in different places, and have done so in the past. (PM 8.1)
	SS.5-8.STS.6	Understand the healthy benefits of time management and practice self-control when using technology.
	SS.5-8.STS.7	Analyze how science and technology have changed people's perceptions of the social and natural world as well as their relationship to the land, economy and trade, their concept of security, and their major daily activities. (KM 8.5) <ul style="list-style-type: none"> Use diverse types of media technology to read, write, create, and review a variety of messages. (PM 8.2)
	SS.5-8.STS.8	Use a variety of media and formats within digital environments to communicate ideas with authentic audiences, and engage in faith-based activities. <ul style="list-style-type: none"> Review sources to identify the purposes, points of view, biases, and intended audiences of reports and discussions of science and technology. (PM 8.4)
	SS.5-8.STS.9	Validate how values, beliefs, and attitudes have been influenced by new scientific and technological knowledge. (KM 8.6)
	SS.5-8.STS.10	Recognize how a Christian uses technology as a responsible citizen.
	SS.5-8.STS.11	Cite evidence of how media are created, received, and are dependent upon cultural contexts. (KM 8.7) <ul style="list-style-type: none"> Seek and evaluate varied perspectives when weighing how specific applications of science and technology have impacted individuals and society. (PM 8.3)
	SS.5-8.STS.12	Analyze how science and technology sometimes create ethical issues that test our standards and values. (KM 8.8)
	SS.5-8.STS.13	Detail the need for laws and policies to govern scientific and technological applications. (KM 8.9) <ul style="list-style-type: none"> Use scientific findings and forms of technology to formulate possible solutions to real-life issues and problems, and predict outcomes. (PM 8.6)
	SS.5-8.STS.14	Design a project using technology to serve the church and community.