

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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9. GLOBAL CONNECTIONS

GRADE	STANDARDS (NGSS ALIGNMENT)	Utilize relevant and appropriate biblical and Seventh-day Adventist historical references.
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.
K-4	SS.K-4.GC.1	Discuss how global connections may be of various types including cultural exchange, trade, political, economic, or travel. (KE 9.1) <ul style="list-style-type: none"> • Ask and find answers to questions about the connections we have to other people and places around the globe. (PE 9.1) • Identify examples of global connections in the individual's community, state, or region. (PE 9.2) • Use maps and databases to look for global patterns, trends, and connections. (PE 9.3)
	SS.K-4.GC.2	Explain how global connections affect the daily life of individuals and those around them. (KE 9.2) <ul style="list-style-type: none"> • Describe examples in which language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding. (PE 9.4)
	SS.K-4.GC.3	Demonstrate an understanding of current world missions of the Seventh-day Adventist church.
	SS.K-4.GC.4	Compare and contrast how some global issues have persisted over time while others are more contemporary or emerging. (KE 9.3) <ul style="list-style-type: none"> • 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) • 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)
	SS.K-4.GC.5	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) <ul style="list-style-type: none"> • Give examples of conflict and cooperation among individuals, groups, and nations in different parts of the world. (PE 9.5)
	SS.K-4.GC.6	Evaluate how the pace of global change has quickened in recent times. (KE 9.5) <ul style="list-style-type: none"> • Examine the ways in which technology affects global connections. (PE 9.6)
	SS.K-4.GC.7	Discuss and analyze the unique message and mission of the Seventh-day Adventist church.
5-8	SS.5-8.GC.1	Outline how global connections have existed in the past and increased rapidly in current times. (KM 9.1) <ul style="list-style-type: none"> • Ask and find answers to questions about the ways in which people and societies are connected globally today and were connected in the past. (PM 9.1) • Use maps, charts, and databases to explore patterns and predict trends regarding global connections at the community, state, or national level. (PM 9.2)
	SS.5-8.GC.2	Verify that global factors such as cultural, economic, and political connections are changing the places in which people live. (KM 9.2) <ul style="list-style-type: none"> • Describe and explain the relationships and tensions between national sovereignty and global interests in such matters as territorial rights, natural resources, trade, the different uses of technology, and the welfare of people. (PM 9.7)
	SS.5-8.GC.3	Investigate how spatial relationships, that relate to ongoing global issues, affect the health and well-being of Earth and its inhabitants. (KM 9.3) <ul style="list-style-type: none"> • Explore the causes, consequences, and possible solutions related to persistent, current, and emerging global issues such as health, resource allocation, economic development, and environmental quality. (PM 9.6)
	SS.5-8.GC.4	Point out how global problems and possibilities are not generally caused or developed by any one nation. (KM 9.4)
	SS.5-8.GC.5	Indicate how global connections may make cultures more alike or increase their sense of distinctiveness. (KM 9.5) <ul style="list-style-type: none"> • Investigate and explain the ways in which aspects of culture, such as language, beliefs, and traditions, may facilitate understanding, or lead to misunderstanding between cultures. (PM 9.3) • Describe and analyze the effects of changing technologies on global connectivity. (PM 9.5)
	SS.5-8.GC.6	Explain how universal human rights cut across cultures but are not necessarily understood in the same way in all cultures. (KM 9.6) <ul style="list-style-type: none"> • Analyze examples of conflict, cooperation, and interdependence among groups, communities, regions, societies, and nations. (PM 9.4)
	SS.5-8.GC.7	Discuss and analyze the unique message and mission of the Seventh-day Adventist church.
	SS.5-8.GC.8	Demonstrate an understanding of current world missions of the Seventh-day Adventist church.

10. CIVIC IDEALS AND PRACTICES

GRADE	STANDARDS (NGSS ALIGNMENT)	Utilize relevant and appropriate biblical and Seventh-day Adventist historical references.
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.
K-4	SS.K-4.CIP1	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) <ul style="list-style-type: none"> • 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)
	SS.K-4.CIP2	Define concepts and ideas such as individual dignity, fairness, freedom, common good, rule of law, civic life, rights, and responsibilities. (KE 10.2) <ul style="list-style-type: none"> • Locate, access, organize, and apply information from multiple sources reflecting multiple points of view. (PE 10.3)
	SS.K-4.CIP3	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) <ul style="list-style-type: none"> • Identify and exercise the rights and responsibilities of citizens. (PE 10.2)
	SS.K-4.CIP4	Discuss how democratic ideals and practices are represented in contemporary and historical sources, quotations, and stories. (KE 10.4) <ul style="list-style-type: none"> • Analyze how specific policies or citizen behaviors reflect ideals and practices consistent or inconsistent with democratic ideals. (PE 10.4) • Examine the influence of citizens and officials on policy decisions. (PE 10.7)
	SS.K-4.CIP5	Discuss the importance of gathering information as the basis for informed civic action. (KE 10.5) <ul style="list-style-type: none"> • 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) • Develop a position on a school or local issue, and defend it with evidence. (PE 10.6)
	SS.K-4.CIP6	Discuss the importance of religious freedom throughout the world.
5-8	SS.5-8.CIP1	Discuss how the theme of civic ideals and practices helps us to learn about and know how to work for the betterment of society. (KM 10.1)
	SS.5-8.CIP2	Define individual dignity, liberty, justice, equality, individual rights, responsibility, majority and minority rights, and civil dissent. (KM 10.2) <ul style="list-style-type: none"> • Ask and find answers to questions about how to become informed and take civic action. (PM 10.1)
	SS.5-8.CIP3	Summarize key practices involving the rights and responsibilities of citizenship and the exercise of citizenship. (KM 10.3) <ul style="list-style-type: none"> • Identify and describe the role of a citizen in various forms of government past and present. (PM 10.2)
	SS.5-8.CIP4	Examine the common good and the rule of law. (KM 10.4) <ul style="list-style-type: none"> • Analyze and evaluate the effectiveness of various forms of civic action influencing public policy decisions that address the realization of civic ideals. (PM 10.3)
	SS.5-8.CIP5	Interpret key documents and excerpts from key sources that define and support democratic ideals and practices. (KM 10.5) <ul style="list-style-type: none"> • Build background through research in primary and secondary sources, make decisions, and propose solutions to address problems. (PM 10.4) • Identify assumptions, misconceptions, and bias in sources, evidence, and arguments used in presenting issues and positions. (PM 10.5) • Identify, seek, describe, and evaluate multiple points of view about selected issues, and note the strengths, weaknesses, and consequences associated with holding each position. (PM 10.6)
	SS.5-8.CIP6	Identify the origins and function of major institutions and practices developed to support democratic ideals and practices. (KM 10.6) <ul style="list-style-type: none"> • Evaluate the degree to which public policies and citizen behaviors reflect or foster stated democratic ideals. (PM 10.9)
	SS.5-8.CIP7	Debate key past and present issues involving democratic ideals and practices as well as the perspectives of various stakeholders in proposing possible solutions to these issues. (KM 10.7) <ul style="list-style-type: none"> • Evaluate the significance of public opinion and positions of policymakers in influencing public policy development and decision-making. (PM 10.8)
	SS.5-8.CIP8	Discuss the importance of becoming informed in order to make positive civic contributions. (KM 10.8) <ul style="list-style-type: none"> • Develop a position on a public policy issue and defend it with evidence. (PM 10.7) • Participate in the process of persuading, compromising, debating, and negotiating in the resolution of conflicts and differences. (PM 10.10)
	SS.5-8.CIP9	Compare religious freedom in various parts of the world.