



Adventist Education

A JOURNEY TO EXCELLENCE

Elementary Social Studies

2016

**ELEMENTARY SOCIAL STUDIES STANDARDS
IN SEVENTH-DAY ADVENTIST SCHOOLS**

OFFICE OF EDUCATION | North American Division Seventh-day Adventist Church

ELEMENTARY SOCIAL STUDIES STANDARDS

2016

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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2016 ELEMENTARY SOCIAL STUDIES STANDARDS — 1. CULTURE

Utilize relevant and appropriate biblical and Seventh-day Adventist historical references in the context of: *Kindergarten Stepping Stones*; 1st Grade, Families; 2nd Grade, Communities; 3rd Grade, Communities around the World; 4th Grade, State/Regions.

GRADE	STANDARDS	(NGSS ALIGNMENT)	TEXTBOOK CORRELATION, IF ANY
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.			
K-4	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)	GK: T22, T23, 37, 38, 39, 40, 41, 42, 43, 50, 51, 52, 53, 54, 55, 56 G1: T16, T17, 12-13, 14-15, 16-17, 18-19, 20-21, 24-25, 26-27, 28-29, 30-31, 132-133, 134-135, 136-137, 138-139 G2: T16, T17, T20, T21, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 52-53, 54-55, 56-57, 58-59, 70-71, 72273, 82-83, 84-85, 86-87 G3: T16, T17, T18, T19, T20, T21, T22, T23, T24, T25, T26, T27, T28, T29, 62-63, 64-65, 66-67, 68-69, 70-71, 72-73, 74-75, 76-77, 78-79, 80-81, 82-83, 84-85, 86-87, 88-89, 90-91, 92-93, 94-95, 96-97, 98-99 G4: 129C, 129D, 150, 151, 152, 153, 154, 155, 156, 157, 161C, 161D, 182, 183, 184, 185, 186, 187, 188, 189, 214, 215, 216, 217, 218, 219, 220, 221, 225C, 225D, 246, 247, 248, 249, 250, 251, 252, 253, 280, 281, 282, 283, 284, 285
	SS.K-4.C.1	• Ask and find answers to questions related to culture in the contexts of school, community, state, and region. (PE 1.1)	GK: T22, T23, 37, 38, 39, 40, 41, 42, 43, 50, 51, 52, 53, 54, 55, 56 G1: T16, T17, 12-13, 14-15, 16-17, 18-19, 20-21, 24-25, 26-27, 28-29, 30-31, 132-133, 134-135, 136-137, 138-139 G2: T16, T17, T20, T21, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 52-53, 54-55, 56-57, 58-59, 70-71, 72273, 82-83, 84-85, 86-87 G3: T16, T17, T18, T19, T20, T21, T22, T23, T24, T25, T26, T27, T28, T29, 62-63, 64-65, 66-67, 68-69, 70-71, 72-73, 74-75, 76-77, 78-79, 80-81, 82-83, 84-85, 86-87, 88-89, 90-91, 92-93, 94-95, 96-97, 98-99 G4: 150, 151, 152, 153, 154, 155, 156, 157, 182, 183, 184, 185, 186, 187, 188, 189, 214, 215, 216, 217, 218, 219, 220, 221, 246, 247, 248, 249, 250, 251, 252, 253, 280, 281, 282, 283, 284, 285
	SS.K-4.C.2	Identify concepts such as: similarities, differences, beliefs, values, cohesion, and diversity. (KE 1.2)	GK: T22, T23, 37, 38, 39, 40, 41, 42, 43, 50, 51, 52, 53, 54, 55, 56 G1: T16, T17, 12-13, 14-15, 16-17, 18-19, 20-21 G2: T16, T17, T20, T21, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 52-53, 54-55, 56-57, 58-59, 70-71, 72273, 82-83, 84-85, 86-87 G3: 66-67, 68-69, 70-71, 72-73, 74-75, 76-77, 78-79, 80-81, 82-83, 84-85, 86-87, 88-89, 90-91, 92-93, 94-95, 96-97, 98-99 G4: 129C, 129D, 161C, 161D, 184, 185, 225C, 225D, 248, 249, 282, 283
	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)	G2: T16, T17, T20, T21, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 52-53, 54-55, 56-57, 58-59, 70-71, 72273, 82-83, 84-85, 86-87 G3: 64-65, 66-67, 74-75, 82-83, 88-89, 90-91, 92-93, 94-95 G4: 129C, 129D, 161C, 161D, 225C, 225D
	SS.K-4.C.3	• Explore and describe similarities and differences in the ways various cultural groups meet similar needs and concerns. (PE 1.2)	GK: 52, 53 G1: T16, T17 G2: 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 52-53, 54-55, 56-57, 58-59, 70-71, 72273, 82-83, 84-85, 86-87 G3: 64-65, 66-67, 74-75, 82-83, 88-89, 90-91, 92-93, 94-95 G4: 129C, 129D, 154, 155, 161C, 161D, 216, 217, 225C, 225D, 250, 251
	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)	GK: 17, 18, 19, 54, 55 G1: 4-5, 12-13, 14-15, 16-17, 18-19, 20-21 G3: T16, T17, T22, T23, T28, T29, 66-67, 70-71, 72-73, 80-81, 86-87, 88-89, 92-93 G4: 129C, 129D, 152, 153, 161C, 161D, 186, 187, 216, 217, 225C, 225D, 248, 249, 250, 251, 281, 282, 283
	SS.K-4.C.5	• Give examples of how information and experiences may be interpreted differently by people from different cultural groups. (PE 1.3)	GK: 44, 45, 46, 47 G2: 82-83, 84-85, 86-87 G3: 64-65, 66-67, 80-81, 82-83, 86-87, 88-89, 92-93, 94-95 G4: 16, 17, 18, 19, 20, 21, 129C, 129D, 161C, 161D, 225C, 225D
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)	GK: T22, T23, 37, 38, 39, 40, 41, 42, 43, 50, 51, 52, 53, 54, 55, 56 G1: 24-25, 26-27, 28-29, 30-31 G2: T16, T17, T20, T21, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 52-53, 54-55, 56-57, 58-59, 70-71, 72273, 82-83, 84-85, 86-87 G3: 62-63, 64-65, 68-69, 78-79, 80-81, 86-87, 88-89, 92-93 G4: 129C, 129D, 161C, 161D, 225C, 225D	
SS.K-4.C.6	• Describe the value of both cultural unity and diversity within and across groups. (PE 1.4)	GK: T22, T23, 52, 53 G1: 24-25, 26-27, 28-29, 30-31 G2: 84-85, 86-87 G3: 68-69, 70-71, 72-73, 80-81, 82-83, 86-87, 88-89, 92-93, 94-95 G4: 150, 151, 152, 153, 154, 155, 156, 157, 182, 183, 184, 185, 186, 187, 188, 189, 214, 215, 216, 217, 218, 219, 220, 221, 246, 247, 248, 249, 250, 251, 252, 253, 280, 281, 282, 283, 284, 285	
SS.K-4.C.7	Recall how peoples from different cultures develop different values and ways of interpreting experience. (KE1.6)	GK: 52, 53 G2: 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 52-53, 54-55, 56-57, 58-59, 70-71, 72-73, 82-83, 84-85, 86-87 G3: 68-69, 70-71, 72-73, 80-81, 82-83, 86-87, 88-89, 92-93, 94-95 G4: 16, 17, 18, 19, 20, 21, 129C, 129D, 161C, 161D, 225C, 225D	
SS.K-4.C.7	• Demonstrate how holding different values and beliefs can contribute or pose obstacles to understanding between people and groups. (PE 1.5)	GK: T18, T19, T52, 53, 54, 55 G2: 84-85, 86-87 G3: 68-69, 70-71, 72-73, 80-81, 82-83, 86-87, 88-89, 92-93, 94-95 G4: 16, 17, 18, 19, 20, 21, 22, 23, 152, 153, 154, 155, 184, 185, 186, 187, 216, 217, 248, 249, 281, 282, 283	
SS.K-4.C.8	Identify the influence of Seventh-day Adventist heritage on culture.		

2016 ELEMENTARY SOCIAL STUDIES STANDARDS — 1. CULTURE (CONTINUED)

Utilize relevant and appropriate biblical and Seventh-day Adventist historical references in the context of: 5th Grade, United States History; 6th Grade, World History; 7th Grade, World History; 8th Grade, United States History.

GRADE	STANDARDS	(NGSS ALIGNMENT)	TEXTBOOK CORRELATION, IF ANY
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.			
5-8	SS.5-8.C.1	Explain "culture" as it refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people. (KM 1.1)	W: 37, 58-59, 63-69, 78-83, 87-88, 104-105, 108-119, 129-131, 147, 155-159, 176-189, 200-209, 212-227, 236-241, 250-256, 269-271, 280-283, 286-291, 295-296, 337-340, 360-364, 398-400, 411-415, 430-432, 436-441, 454-467, 482-488, 492-495, 513-515, 523-527, 546-555, 564-569, 589-595 US: 8-21, 45-48, 52-53, 64-77, 84-89, 96-100, 361-362, 382-386, 391-397
	SS.5-8.C.2	Define concepts such as beliefs, values, institutions, cohesion, diversity, accommodation, adaptation, assimilation, and dissonance. (KM 1.2)	W: 37, 58-59, 63-69, 78-83, 87-88, 104-105, 108-119, 129-131, 147, 155-159, 176-189, 200-209, 212-227, 236-241, 250-256, 269-271, 280-283, 286-291, 295-296, 337-340, 360-364, 398-400, 411-415, 430-432, 436-441, 454-467, 482-488, 492-495, 513-515, 523-527, 546-555, 564-569, 589-595 US: 8-21, 45-48, 52-53, 64-77, 84-89, 96-100, 361-362, 382-386, 391-397, 580-581, 584-588
		• Ask and find answers to questions related to culture. (PM 1.1)	W: 37, 58-59, 63-69, 78-83, 87-88, 104-105, 108-119, 129-131, 147, 155-159, 176-189, 200-209, 212-227, 236-241, 250-256, 269-271, 280-283, 286-291, 295-296, 337-340, 360-364, 398-400, 411-415, 430-432, 436-441, 454-467, 482-488, 492-495, 513-515, 523-527, 546-555, 564-569, 589-595 US: 8-21, 45-48, 52-53, 64-77, 84-89, 96-100, 361-362, 382-386, 391-397, 526-531, 580-581
	SS.5-8.C.3	Find evidence(s) of how culture influences the ways in which human groups solve the problems of daily living. (KM 1.3)	W: 37, 58-59, 63-69, 78-83, 87-88, 104-105, 108-119, 129-131, 147, 155-159, 176-189, 200-209, 212-227, 236-241, 250-256, 269-271, 280-283, 286-291, 295-296, 337-340, 360-364, 398-400, 411-415, 430-432, 436-441, 454-467, 482-488, 492-495, 513-515, 523-527, 546-555, 564-569, 589-595 US: 8-21, 45-48, 52-53, 64-77, 84-89, 96-100, 361-362, 376-386, 391-397, 526-531, 698-701
		• Find, select, organize, and present information to compare various cultures according to specified aspects of culture, such as institutions, language, religion, and the arts. (PM 1.2)	W: 81-83, 87, 119, 159, 182, 219, 241, 257-264, 291, 347, 391, 435, 441, 458, 467, 569, 595 US: 8-21, 52-53, 64-77, 84-89, 96-100, 361-362, 382-386, 391-397, 407, 589-595
	SS.5-8.C.4	Describe how the beliefs, values, and behaviors of a culture form an integrated system that helps shape the activities and ways of life that define a culture. (KM 1.4)	W: 37, 58-59, 63-69, 78-83, 87-88, 104-105, 108-119, 129-131, 147, 155-159, 176-189, 200-209, 212-227, 236-241, 250-256, 269-271, 280-283, 286-291, 295-296, 337-340, 360-364, 398-400, 411-415, 430-432, 436-441, 454-467, 482-488, 492-495, 513-515, 523-527, 546-555, 564-569, 589-595 US: 8-21, 45-48, 52-53, 64-77, 84-89, 96-100, 361-362, 376-386, 391-397, 526-531, 702-706, 732-733
		• Explain how patterns of behavior reflect cultural values and beliefs. (PM 1.5)	W: 68-69, 110-111, 141, 157-159, 183-189, 212-214, 238-240, 250-256, 286-291, 337-347, 361-363, 412-413, 436-438, 457-467, 525, 548-550, 565-569, 589-595 US: 8-21, 52-53, 382-386, 391-397
	SS.5-8.C.5	Compare the basic beliefs of the Seventh-day Adventist church with other religions and philosophies.	
	SS.5-8.C.6	Discern how people learn the elements of their culture through interactions with others, and how people learn of other cultures through communication and study. (KM 1.5)	W: 80, 118-119, 157, 166-167, 185-188, 214-218, 252-254, 269-270, 280, 290-291, 342, 345-37, 384-385, 403, 412, 433-434, 437-438, 462, 484, 521, 546-549, 548-549, 555, 565-567 US: 13, 17-21, 45-48, 96-100
		• Illustrate the value of both cultural unity and diversity, within and across groups. (PM 1.4)	W: 80, 116, 157-159, 166-167, 181, 183-189, 252-256, 2890291, 343, 360-364, 403, 412, 433, 435, 492-493, 514-515, 520-523, 567-569 US: 45-48, 382-386, 391-397
	SS.5-8.C.7	Demonstrate respect for people with different religious beliefs, different ages, backgrounds, and ethnicity.	W: 117-118, 256-257 US: 622-627, 766-769
SS.5-8.C.8	Prove that culture may change in response to changing needs, concerns, social, political, and geographic conditions. (KM 1.6)	W: 68-69, 87, 188-189, 205, 220-227, 238, 286-287, 356-357, 360-364, 380-382, 400-401, 413-415, 434-435, 438-439, 457-458, 483-488, 499-500, 569, 589-592, 598-611, 642-649, 696-703, 722-725 US: 45-48, 64-77, 84-89, 98-100, 296-301, 330-333, 371-381, 466-467, 498-500, 507, 511-513, 526-531, 537-538, 554-559, 580-581, 584-589, 605-607, 610-615, 728-733, 758-761, 803-805, 826-839	
	• Draw inferences from data about the ways in which given cultures respond to persistent human issues and how culture influences those responses. (PM 1.7)	W: 188-189, 220-227, 238, 286-289, 356-357, 360-364, 400-401, 413-415, 438-439, 457-458, 492-494, 499-500, 589-592, 598-611, 642-649, 696-703, 722-725 US: 367-369, 382-386, 391-397, 466-467, 498-500, 507, 511-513, 526-531, 580-581, 728-733	
SS.5-8.C.9	Explain how people from different cultures develop different values and ways of interpreting experience. (KM 1.7)	W: 147, 157-159, 183-189, 212-214, 238, 255-256, 282, 286-289, 360-364, 386-389, 399-400, 431-432, 457-467, 490-493, 525, 548-550, 569 US: 52-53, 64-77, 84-89, 126-127, 192-193, 358-359, 367-369, 382-386, 391-397, 444-445, 582-583, 726-727	
	• Show how data and experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference. (PM 1.3)	W: 157-159, 183-189, 255-256, 282, 286-289, 360-364, 386-389, 399-400, 431-432, 457-467, 490-493, 520-522 US: 64-77, 84-89, 126-127, 192-193, 358-359, 367-369, 382-386, 391-397, 444-445, 582-583, 726-727	
SS.5-8.C.10	Analyze how language, behaviors, and beliefs of different cultures can both contribute to and pose barriers to cross-cultural understanding. (KM 1.8)	W: 126-127, 157-159, 162-165, 183-189, 202-205, 217-219, 270-271, 282-283, 295-297, 308-309, 344-347, 360-364, 411, 433-435, 439-441, 494-495, 501-503, 569, 573-575, 763-764 US: 45-48, 67-68, 84-89, 330-335, 367-369, 382-386, 391-397, 704-706, 814-817, 826-839	
	• Illustrate how holding diverse values and beliefs can contribute or pose obstacles to cross-cultural understanding. (PM 1.6)	W: 126-127, 157-159, 162-165, 183-189, 202-205, 217-219, 270-271, 282-283, 295-297, 308-309, 344-347, 360-364, 411, 433-435, 439-441, 494-495, 501-503, 569, 573-575, 763-764 US: 45-48, 67-68, 84-89, 330-335, 367-369, 382-386, 391-397, 704-706, 814-819, 826-839	
SS.5-8.C.11	Identify the influence of Seventh-day Adventist heritage on culture.		

2016 SOCIAL STUDIES STANDARDS — 2. TIME, CONTINUITY, AND CHANGE

Utilize relevant and appropriate biblical and Seventh-day Adventist historical references in the context of: *Kindergarten Stepping Stones*; 1st Grade, Families; 2nd Grade, Communities; 3rd Grade, Communities around the World; 4th Grade, State/Regions.

GRADE	STANDARDS	(NGSS ALIGNMENT)	TEXTBOOK CORRELATION, IF ANY
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.			
K-4	SS.K-4.TCC.1	<p>Explain that the study of the past is the story of communities, nations, and the world. (KE 2.1)</p> <p>• Ask and find answers to questions related to the past in school, community, state, and regional contexts. (PE 2.1)</p>	<p>GK: T16, T17, T18, T19, T20, T21, T26, T27, T28, T29 G1: T16, T17, T22, T23, T28, T29, T30, T31, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 G2: T16, T17, T20, T21, T26, T27, T28, T29, 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 52-53, 54-55, 56-57, 58-59, 68-69, 70-71, 72-73, 74-75, 76-77, 78-79 G3: T16, T17, T18, T19, T20, T21, T22, T23, T24, T25, T26, T27, T28, T29, T30, T31, 64-65, 66-67 G4: 4, 5, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19, 20, 21, 22, 23, 25, 26, 27, 28, 29, 30, 31, 33, 34, 35, 36, 37, 38, 39, 41, 42, 43, 44, 45, 46, 47, 49, 50, 51, 52, 53, 54, 55, 57, 58, 59, 60, 61, 161E, 161F, 193E, 193F, 257E, 247F</p>
	SS.K-4.TCC.2	<p>Define key concepts such as: past, present, future, similarity, difference, and change. (KE 2.2)</p> <p>• Use a variety of resources to learn about the past. (PE 2.2)</p>	<p>GK: 6, 7, 8, 9, 10, 11, 14, 15, 17, 18, 19, 20 G1: 4-5, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 G2: T16, T17, T20, T21, T26, T27, T28, T29, 68-69, 70-71, 72-73, 74-75, 76-77, 78-79 G3: 64-65, 66-67 G4: 6, 7</p>
	SS.K-4.TCC.3	<p>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)</p> <p>• Identify the examples of both continuity and change, as depicted in stories, photographs, and documents. (PE 2.3)</p>	<p>GK: T16, T17, T18, T19, T20, T21, T26, T27, T28, T29, 44, 45, 46, 47, 48, 49 G1: 4-5, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 32-33, 34-35, 36-37, 38-39, 58-59, 84-85, 112-113 G2: T16, T17, T18, T19, T20, T21, T22, T23, T24, T25, T26, T27, T28, T29, 8-9, 32-33, 66-67, 68-69, 70-71, 72-73, 74-75, 76-77, 78-79, 96-97, 134-135 G3: T16, T17, T18, T19, T20, T21, T22, T23, T24, T25, T26, T27, T28, T29, T30, T31, 8-9, 60-61, 108-109, 146-147 G4: 4, 5, 14, 38, 64, 90, 128, 145, 148, 160, 163, 192, 202, 224, 249, 256, 275, 283, 288</p>
	SS.K-4.TCC.4	<p>Name key people, events, and places associated with the history of the community, nation, and world. (KE 2.4)</p> <p>• Describe how people in the past lived, and research their values and beliefs. (PE 2.6)</p>	<p>GK: T16, T17, T18, T19, T20, T21, T26, T27, T28, T29, 44, 45, 46, 47, 48, 49, 54, 55 G1: T16, T17, T18, T19, T20, T21, T22, T23, T28, T29, T30, T31, 26-27, 30-31, 32-33, 34-35, 36-37, 38-39 G2: T16, T17, T18, T19, T20, T21, T22, T23, T26, T27, T28, T29, 68-69, 70-71, 72-73, 74-75, 76-77, 78-79, 108-109, 110-111, 112-113 G3: T16, T17, T18, T19, T20, T21, T22, T23, T24, T25, T26, T27, T28, T29, T30, T31, 66-67 G4: 1E, 1F, 2, 3, 10, 19, 21, 22, 23, 25, 26, 27, 28, 29, 30, 31, 33, 34, 35, 36, 37, 38, 39, 41, 42, 43, 44, 45, 46, 47, 49, 50, 51, 52, 53, 54, 55, 57, 58, 59, 60, 61, 65C, 65D, 66, 67, 130, 131, 144, 161E, 161F, 162, 163, 183, 188, 189, 193C, 193D, 194, 195, 217, 220, 221, 225C, 225F, 225E, 225F, 226, 227, 247, 257E, 257F, 258, 259</p>
	SS.K-4.TCC.5	Identify the accomplishments of Seventh-day Adventists in history.	<p>GK: T16, T17, T18, T19, T20, T21, T28, T29, 17, 44, 45, 46, 47, 48, 49, 54, 55 G2: T16, T17, T20, T21, 68-69, 70-71, 72-73, 74-75, 76-77, 78-79 G3: 64-65, 66-67 G4: 9, 10, 11, 12, 13, 14, 15, 64, 193E, 193F</p>
	SS.K-4.TCC.6	Identify the first Seventh-day Adventist missionaries.	
	SS.K-4.TCC.7	<p>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)</p> <p>• Describe examples of cause and effect relationships. (PE 2.4)</p>	<p>GK: T26, T27, 37, 38, 39, 40, 50, 51, 52, 53, 54, 55, 56 G1: T16, T17, T22, T23, 24-25, 26-27, 28-29, 30-31, 132-133, 134-135, 136-137, 138-139 G2: T16, T17, 120-121, 122-123, 124-125 G3: T18, T19, T24, T25 G4: 154, 155, 187, 218, 219, 252, 253, 284, 285</p>
	SS.K-4.TCC.8	<p>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)</p> <p>• 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)</p>	<p>GK: T28, T29 G1: T30, T31 G2: T22, T23, T28, T29, 130-131 G3: T30, T31, 142-143 G4: 87, 139, 225D, 225F, 225G, 233, 237, 243, 245, 249, 253, 265, 267</p>
	SS.K-4.TCC.9	Trace how the origins of the Seventh-day Adventist church are threaded throughout history.	<p>G3: T22, T23, T28, T29 G4: 152, 153</p>
	SS.K-4.TCC.10	<p>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)</p> <p>• Use sources to learn about the past in order to inform decisions about actions on issues of importance today. (PE 2.7)</p> <p>• Use historical methods of inquiry and literacy skills to research and present findings. (PE 2.8)</p>	<p>GK: 44, 45, 46, 47, 48, 49 G1: T28, T29, 4-5, 16-17, 18-19, 20-21 G2: 40-41, 44-45, 48-49, 52-53 G3: 104-105 G4: 43, 184</p>
	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.	<p>GK: T16, T17, T18, T19, T20, T21, T28, T29, 44, 45, 46, 47, 48, 49 G2: T16, T17, T26, T27, T28, T29, 68-69, 70-71, 72-73, 74-75, 76-77, 78-79 G3: T18, T19, T20, T21, T22, T23, T24, T25, T26, T27, T28, T29, T30, T31, 8-9, 60-61, 108-109, 146-147 G4: 44, 45, 52, 53, 64, 161E, 161F</p>

2016 SOCIAL STUDIES STANDARDS — 2. TIME, CONTINUITY, AND CHANGE (CONTINUED)

Utilize relevant and appropriate biblical and Seventh-day Adventist historical references in the context of: 5th Grade, United States History; 6th Grade, World History; 7th Grade, World History; 8th Grade, United States History.

GRADE	STANDARDS	(NGSS ALIGNMENT)	TEXTBOOK CORRELATION, IF ANY
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.			
5-8	SS.5-8.TCC.1	Explain how the study of the past provides a representation of the history of communities, nations, and the world. (KM 2.1)	W: Basically all chapters 3–26. See pages 4–5, 8–9 US: Basically all chapters.
	SS.5-8.TCC.2	Define the concepts: chronology, causality, change, conflict, complexity, multiple perspectives, primary and secondary sources, and cause and effect. (KM 2.2) • Identify and use a variety of primary and secondary sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and other sources. (PM 2.2)	W: 5–8, 10–12, 84–85, 348–349, 496–497, 596–597, 718–719. See also materials in Teacher’s Guide. US: REF1–REF3, 7, 43, 50, 61, 90–91, 103, 126–127, 137–140, 153, 192–193, 211, 219–242, 310, 316–317, 352, 358–359, 420–421, 444–445, 472–473, 480, 497, 551, 579, 582–583, 608–609, 691, 726–727, 734–735, 770–771, 820–821, 934–935, 937 W: 5–8, 10–15, 18–21, 84–85, 348–349, 496–497, 596–597, 718–719. See also materials in Teacher’s Guide. US: REF2–REF3, 43, 50, 61, 90–91, 103, 126–127, 137–140, 192–193, 219–242, 316–317, 358–359, 416–417, 420–421, 444–445, 472–473, 480, 497, 551, 579, 582–583, 608–609, 691, 726–727, 734–735, 770–771, 820–821, 934–935
	SS.5-8.TCC.3	Cite evidence that learning about the past requires the interpretation of sources and that using varied sources provides the potential for a more balanced interpretive record of the past. (KM 2.3)	W: 12–15, 18–21, 84–85, 348–349, 496–497, 596–597, 718–719. See also materials in Teacher’s Guide. US: 126–127, 192–193, 316–317, 358–359, 416–417, 420–421, 444–445, 472–473, 480, 551, 579, 582–583, 608–609, 691, 726–727, 734–735, 770–771, 820–821, 934–935
	SS.5-8.TCC.4	Using the Bible and the Spirit of Prophecy, trace the great controversy throughout history.	
	SS.5-8.TCC.5	Demonstrate that historical interpretations of the same event may differ on the basis of such factors as conflicting evidence from varied sources, national or cultural perspectives, and the point of view of the researcher. (KM 2.4) • Research and analyze past periods, events and issues, using a variety of primary sources as well as secondary sources; validate and weigh evidence for claims, and evaluate the usefulness and degree of reliability of sources to develop a supportable interpretation. (PM 2.3)	W: 12–17, 21, 228–229, 358–359, 442–443, 680–681 US: 126–127, 192–193, 358–359, 444–445, 582–583, 726–727, 934–935 W: 5–8, 10–15, 18–21, 84–85, 348–349, 496–497, 596–597, 718–719. See also materials in Teacher’s Guide. US: 43, 50, 61, 90–91, 103, 126–127, 137–140, 192–193, 219–242, 316–317, 358–359, 416–417, 420–421, 444–445, 472–473, 480, 497, 551, 579, 582–583, 608–609, 691, 726–727, 734–735, 770–771, 820–821, 934–935
	SS.5-8.TCC.6	Analyze key historical periods and patterns of change within and across cultures. (KM 2.5) • Formulate questions about topics in history, predict possible answers, and use historical methods of inquiry and literacy skills to locate, organize, analyze, and interpret sources, and present supported findings. (PM 2.1)	W: Basically all chapters 3–26. US: Basically all chapters. W: 10–15, 18–21, 84–85, 348–349, 496–497, 596–597, 718–719. See also material in Teacher’s Guide. US: See materials in Teacher’s Guide.
	SS.5-8.TCC.7	Discuss the aftermath of the Great Disappointment and the gift of prophecy given to Ellen White.	
	SS.5-8.TCC.8	Outline the origins and influences of social, cultural, political, and economic systems. (KM 2.6)	W: Basically all chapters 3–26. See pages 4–5, 8–9 US: Basically all chapters.
	SS.5-8.TCC.9	Compare and contrast the influences of social, geographic, economic, and cultural factors on the history of local areas, states, nations, and the world. (KM 2.9) • Evaluate the impact of the values, beliefs, and institutions of people in the past on important historical decisions and developments of their times. (PM 2.4)	W: Basically all chapters 3–26. See pages 4–5, 8–9 US: Basically all chapters. W: 8, 36, 87, 122–126, 140–150, 162, 188, 198, 220–227, 241–235, 240, 257–264, 286–89, 323–325, 252, 356–357, 362–363, 374–379, 401–403, 413–415, 433–435, 483–488, 526–527, 546–547, 564–569, 589–595, 598–605, 6220–635, 642–657, 669–671, 690–703, 737–739, 749–753, 801–805, 812–814 US: Basically all chapters.
	SS.5-8.TCC.10	Identify the accomplishments of Seventh-day Adventists in history.	
	SS.5-8.TCC.11	Outline the efforts and influence of Seventh-day Adventist missionaries.	
	SS.5-8.TCC.12	Elaborate on the contributions of key persons, groups, and events from the past and their influence on the present. (KM 2.7) • Evaluate the impact of the values, beliefs, and institutions of people in the past on important historical decisions and developments of their times. (PM 2.4)	W: 8, 36, 87, 122–126, 140–150, 162, 188, 198, 220–227, 241–235, 240, 257–264, 286–89, 323–325, 252, 356–357, 362–363, 374–379, 401–403, 413–415, 433–435, 483–488, 526–527, 546–547, 564–569, 589–595, 598–605, 6220–635, 642–657, 669–671, 690–703, 737–739, 749–753, 801–805, 812–814 US: Basically all chapters. US: Basically all chapters.
	SS.5-8.TCC.13	Investigate the history of democratic ideals and principles and how they are represented in documents, artifacts, and symbols. (KM 2.8) • Use methods of historical inquiry to make informed decisions as responsible citizens to propose policies and take action on an important current issue. (PM 2.5)	W: 181, 187–189, 310, 312–316, 467, 558, 650–655, 670–671 US: 66, 92–94, 99–100, 131–133, 137–140, 178–181, 187–191, 194–199, 206–215, 219–242, 464, 480, 499–500, 503 W: 44–47 US: See materials in Teacher’s Guide.
	SS.5-8.TCC.14	Study the prophetic outlines of Daniel and the Revelation.	W: 156

2016 SOCIAL STUDIES STANDARDS — 3. PEOPLE, PLACES, AND ENVIRONMENTS

Utilize relevant and appropriate biblical and Seventh-day Adventist historical references in the context of: *Kindergarten Stepping Stones*; 1st Grade, Families; 2nd Grade, Communities; 3rd Grade, Communities around the World; 4th Grade, State/Regions.

GRADE	STANDARDS	(NGSS ALIGNMENT)	TEXTBOOK CORRELATION, IF ANY
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.			
K-4	SS.K-4.PPE.1	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)	GK: T24, T25, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74 G1: T24, T25, 52-53, 60-61, 62-63, 64-65, 66-67, 68-6, 70-71, 76-77 G2: 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 34-35, 38-39, 42-43, 46-47, 50-51, 68-69, 72-73, 76-77 G3: 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 26-27, 28-29, 30-31, 32-33, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 66-67, 68-69, 128-128, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11 G4: 9, 10, 11, 12, 13, 14, 15, 112, 113, 141, 270, 271
	SS.K-4.PPE.2	Define concepts such as: location, direction, distance, and scale. (KE 3.2)	GK: T24, T25, 12, 13, 62, 63, 64, 65, 66, 67, 72, 73 G1: T24, T25, 52-53, 60-61, 62-63, 64-65, 66-67, 68-6, 70-71, 76-77 G2: 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 34-35, 38-39, 42-43, 46-47, 50-51, 68-69, 72-73, 76-77 G3: 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 26-27, 28-29, 30-31, 32-33, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 66-67, 68-69, 128-128, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11 G4: 28, 112, 113, 141, 220, 229, 270, 271
	SS.K-4.PPE.3	Utilize tools such as maps, globes, and geospatial technologies in investigating relationships among people, places, and environments. (KE 3.9)	GK: 62, 63, 64, 65, 66, 67, 72, 73 G1: T24, T25, 52-53, 60-61, 62-63, 64-65, 66-67, 68-6, 70-71, 76-77 G2: 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 34-35, 38-39, 42-43, 46-47, 50-51, 68-69, 72-73, 76-77 G3: 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 26-27, 28-29, 30-31, 32-33, 34-35, 38-39, 40-41, 44-45, 66-67, 68-69, 128-128, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11 G4: 22, 35, 42, 68, 69, 73, 77, 81, 112, 113, 131, 132, 133, 141, 143, 148, 164, 165, 175, 196, 197, 200, 201, 207, 220, 228, 229, 238, 239, 251, 259, 260, 261, 270, 271
	SS.K-4.PPE.4	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)	GK: 62, 63, 64, 65, 66, 67, 72, 73 G1: T24, T25, 52-53, 60-61, 62-63, 64-65, 66-67, 68-6, 70-71, 76-77 G2: 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 34-35, 38-39, 42-43, 46-47, 50-51, 68-69, 72-73, 76-77 G3: 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 26-27, 28-29, 30-31, 32-33, 34-35, 38-39, 40-41, 44-45, 66-67, 68-69, 128-128, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11 G4: 22, 35, 42, 68, 69, 73, 77, 81, 112, 113, 131, 132, 133, 141, 143, 148, 164, 165, 175, 196, 197, 200, 201, 207, 220, 228, 229, 238, 239, 251, 259, 260, 261, 270, 271
	SS.K-4.PPE.5	Describe the Christian's responsibility for the environment.	GK: T24, T25, 67, 68, 69, 70, 71, 72, 73, 74 G1: T24, T25, 60-61, 62-63, 64-65, 66-67, 70-71, 72-73, 74-75, 76-77 G2: 12-13, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51 G3: T16, T17, T18, T19, 156-157 G4: 60, 61, 80, 177, 192
	SS.K-4.PPE.6	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)	GK: 66, 67, 72 G1: T24, T25, 76-77 G2: T20, T21, 54-55, 56-57, 68-69, 70-71, 72-73, 74-75, 76-77, 78-79, 80-81, 82-83 G3: 66-67, 80-81, 86-87, 92-93 G4: 71, 72, 73, 74, 75, 76, 135, 136, 137, 138, 139, 140, 167, 168, 169, 170, 171, 172, 199, 200, 201, 202, 203, 204, 231, 232, 233, 234, 235, 236, 237, 263, 264, 265, 266, 267
	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)	GK: 67 G1: T24, T25 G2: T16, T17, T20, T21, 54-55, 56-57, 68-69, 70-71, 72-73, 74-75, 76-77, 78-79, 80-81, 82-83 G3: 66-67, 68-69, 80-81, 86-87, 92-93 G4: 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 33, 34, 35, 36, 37, 38, 39
	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)	GK: 67 G1: T24, T25 G2: 74-75, 76-77, 78-79, 80-81 G3: 22-23, 24-25, 26-27, 28-29, 30-31, 32-33, 38-39 G4: 152, 153, 154, 155, 184, 185, 216, 217, 248, 249, 250, 282, 283
	SS.K-4.PPE.9	Ask and find answers to geographic questions related to the school, community, state, region, and world. (PE 3.1)	GK: T24, T25, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74 G1: T24, T25 G2: 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 34-35, 38-39, 42-43, 46-47, 50-51, 68-69, 72-73, 76-77 G3: 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 26-27, 28-29, 30-31, 32-33, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 66-67, 68-69 G4: 71, 72, 73, 74, 75, 76, 135, 136, 137, 138, 139, 140, 167, 168, 169, 170, 171, 172, 199, 200, 201, 202, 203, 204, 231, 232, 233, 234, 235, 236, 237, 263, 264, 265, 266, 267
	SS.K-4.PPE.10	Compare physical changes in the community, state, and region, such as seasons, climate, and their effects on plants and animals. (KE 3.5)	GK: 68, 69 G1: T24, T25, 72-73, 74-75 G2: 34-35, 38-39, 42-43, 46-47, 50-51, 68-69, 72-73, 76-77 G3: T30, T31, 20-21, 22-23, 24-25, 26-27, 28-29, 30-31, 34-35, 40-41, 46-47 G4: 69, 74, 84, 85, 86, 87, 88, 89, 90, 91, 140, 170, 171, 204, 268, 269
	SS.K-4.PPE.11	Examine the effects of sin on the environment.	GK: 70, 71 G2: 140-141 G3: 22-23, 24-25, 26-27, 28-29, 30-31, 34-35, 40-41, 48-49, 156-157 G4: 39, 80, 81, 82, 83, 143, 175, 176, 177, 195, 207, 208, 209, 210, 241, 242, 243, 257E, 257F, 273, 274, 275
	SS.K-4.PPE.12	Compare and contrast benefits and problems resulting from the discovery and use of resources. (KE 3.7)	GK: T24, T25, 62, 63, 64, 65, 66, 67, 72, 73 G1: T24, T25, 52-53, 60-61, 62-63, 64-65, 66-67, 68-69, 70-71, 76-77 G2: 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 34-35, 38-39, 42-43, 46-47, 50-51, 68-69, 72-73, 76-77 G3: 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 26-27, 28-29, 30-31, 32-33, 34-35, 38-39, 40-41, 44-45, 66-67, 68-69, 128-129, 134-135, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11 G4: 22, 35, 42, 68, 69, 73, 77, 81, 89, 112, 113, 131, 132, 133, 141, 143, 148, 164, 165, 173, 175, 179, 196, 197, 200, 201, 205, 207, 220, 228, 229, 2238, 239, 244, 251, 259, 260, 261, 270, 271
SS.K-4.PPE.12	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)	G3: T16, T17, T18, T19 G4: 60, 61, 177, 192	
SS.K-4.PPE.12	Discuss the Christian's responsibility for the Earth's environment and its resources.		

2016 SOCIAL STUDIES STANDARDS — 3. PEOPLE, PLACES, AND ENVIRONMENTS (CONTINUED)

Utilize relevant and appropriate biblical and Seventh-day Adventist historical references in the context of: 5th Grade, United States History; 6th Grade, World History; 7th Grade, World History; 8th Grade, United States History.

GRADE	STANDARDS	(NGSS ALIGNMENT)	TEXTBOOK CORRELATION, IF ANY
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.			
5-8	SS.5-8.PPE.1	Examine how the theme of people, places, and environments involves the study of the relationships between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources. (KM 3.1)	W: 32-33, 52-53, 60-61, 63-64, 76-78, 100-102, 174-176, 248-250, 278-280, 306-307, 398, 400, 422-424, 450-452, 510, 516, 528-529, 540-541 US: REF8-REF17, 84-86
	SS.5-8.PPE.2	Scrutinize the effects of sin on the environment.	W: 796, 811, 891 US: 938-939
	SS.5-8.PPE.3	Describe concepts such as: location, region, place, and migration, as well as human and physical systems. (KM 3.2) • Ask and find answers to geographic questions related to regions, nations, and the world in the past and present. (PM 3.1)	W: 32-33, 36, 52-53, 60, 74-75, 99, 128-129, 173, 210-211, 274-277, 304-305, 338-339, 370-371, 396-397, 420-421, 432, 449, 472, 508-509, 535, 539, 580-581, 616-617, 640-641, 662-663, 708-709, 744-745, 788-789 US: 2-6, 26-27, 42-45, 52-53, 58-59, 63-65, 82-83, 110-111, 142-143, 174-175, 204-205, 244-245, 266-267, 272, 274-276, 294-295, 302-307, 322-323, 330-335, 346-347, 365, 367-369, 374-375, 402-403, 426-427, 450-451, 492-493, 518-519, 548-549, 574-581, 600-601, 632-633, 656-657, 688-689, 712-713, 744-745, 782-783, 812-813, 844-845, 874-875, 918-919 W: 26-37, 52-53, 60, 63, 68, 74-78, 89-90, 99-103, 106, 124, 128, 131, 138-139, 151, 161, 164, 173-176, 180, 184, 191, 194, 204, 210-211, 222, 234, 247-250, 253, 266, 269, 276-281, 284, 294, 298, 304-307, 314, 317, 332, 338-339, 346, 354, 364, 370-371, 381, 388, 396-400, 404, 408, 420-424, 426, 432, 437, 440, 449-453, 455, 466, 472-473, 475, 477, 490-491, 499, 501, 508-509, 511, 513, 517, 529, 538-539, 541, 545, 559, 561-562, 571, 573, 580-581, 583, 602, 608, 616-617, 620, 625, 632, 634, 640-641, 656, 662-663, 665, 668, 678, 685, 687, 691, 708-709, 711, 715, 722, 727, 732, 735, 737, 744, 745, 752, 755, 762, 769, 771-772, 775, 777, 779, 788-789, 791, 799, 801, 808, 813, 815 US: 2-6, 26-27, 42-45, 52-53, 58-59, 63-65, 82-83, 110-111, 142-143, 174-175, 204-205, 244-245, 266-267, 272, 274-276, 294-295, 302-307, 322-323, 330-335, 346-347, 365, 367-369, 374-375, 402-403, 426-427, 450-451, 492-493, 518-519, 548-549, 574-581, 600-601, 632-633, 656-657, 688-689, 712-713, 744-745, 782-783, 812-813, 844-845, 874-875, 918-919
	SS.5-8.PPE.4	Compare and contrast past and present changes in physical systems such as seasons, climate, weather, and the water cycle in both national and global contexts. (KM 3.3) • Acquire, organize, and analyze information and use geographic tools to draw conclusions about environmental changes. (PM 3.3)	W: 60-61, 249-250, 423 US: 924-925 W: 60-61, 249-250, 796, 819 US: 924-925, 938-939
	SS.5-8.PPE.5	Investigate how the concept of regions identifies the links between people in different locations according to specific criteria. (KM 3.5)	W: 32, 432 US: 64-77, 84-86, 310, 376-397, 427, 441, 579, 656-657, 745
	SS.5-8.PPE.6	Illustrate patterns of demographic and political change and cultural diffusion in the past and present. (KM 3.6)	W: 37, 160-161, 179, 234-235, 252, 297-299, 356-357, 380, 404-406, 433-434, 490-493, 500-503, 544-545, 620-623, 628-631, 634-635 US: 45-48, 87-89, 274-275
	SS.5-8.PPE.7	Summarize factors that contribute to cooperation and conflict among peoples of the nation and the world including language, religion, and political beliefs. (KM 3.8) • Identify and interpret "push" and "pull" factors involved in the migrations of people in this nation and other parts of the world. (PM 3.5)	W: 442-443 US: 42-52, 62, 66, 101-104, 116-119, 282-284, 352-357, 362, 428-432, 533-538, 658-663, 746-749, 796-799, 826-833, 848-857, 900-904, 920-923 W: 60, 138-139, 161, 253, 354, 380, 404, 437, 440, 453, 490, 545, 616-617, 635, 684 US: 4-6, 26-27, 42-45, 52-53, 63-65, 272, 274-276, 302-307, 322-323, 330-335, 346-347, 365, 367-369, 384-385, 402-403, 576-581, 689, 712-713, 729-730
	SS.5-8.PPE.8	Discuss human modifications of the environment. (KM 3.7) • Evaluate the consequences of human actions in environmental terms. (PM 3.6)	W: 77-78, 714, 791, 794 US: 9-17, 648-649, 924-925 W: 442-443, 796, 819 US: 14-17, 648-649, 924-925, 938-939
	SS.5-8.PPE.9	Compare and contrast the effects of sin on the environment.	W: 442-443, 796, 819 US: REF11-REF12, 938-939
	SS.5-8.PPE.10	Analyze the roles of different kinds of population centers in a region or nation. (KM 3.4)	W: 36, 66-67, 116, 424, 553, 788-789, 804, 819 US: 574-575, 585, 918-919
	SS.5-8.PPE.11	Utilize a variety of maps, globes, graphic representations, and geospatial technologies to help investigate the relationships among people, places, and environments. (KM 3.9) • Research, organize, analyze, synthesize, and evaluate information from atlases, data bases, grid systems, charts, graphs, maps, geospatial technologies, and other tools to interpret relationships among geographic factors and historic events. (PM 3.2) • Calculate distance, scale, and area to inform study of historic or current national and global environments. (PM 3.4)	W: 26-37, 52-53, 60, 63, 68, 74-78, 89-90, 99-103, 106, 124, 128, 131, 138-139, 151, 161, 164, 173-176, 180, 184, 191, 194, 204, 210-211, 222, 234, 247-250, 253, 266, 269, 276-281, 284, 294, 298, 304-307, 314, 317, 332, 338-339, 346, 354, 364, 370-371, 381, 388, 396-400, 404, 408, 420-424, 426, 432, 437, 440, 449-453, 455, 466, 472-473, 475, 477, 490-491, 499, 501, 508-509, 511, 513, 517, 529, 538-539, 541, 545, 559, 561-562, 571, 573, 580-581, 583, 602, 608, 616-617, 620, 625, 632, 634, 640-641, 656, 662-663, 665, 668, 678, 685, 687, 691, 708-709, 711, 715, 722, 727, 732, 735, 737, 744, 745, 752, 755, 762, 769, 771-772, 775, 777, 779, 788-789, 791, 799, 801, 808, 813, 815, RA2-RA25 US: RA2-RA13, REF10-REF13, 2-3, 5, 11, 12, 15, 26-27, 29, 32, 36, 40, 45, 47, 58-59, 67, 71, 76, 83, 88, 104, 110-111, 113, 123, 129, 143, 147, 166, 175, 180, 205, 244-245, 253, 266-267, 276, 287, 295, 303, 305, 312-313, 322-323, 325, 326, 339, 346-347, 351, 356, 361, 363, 374-375, 379, 388, 402-403, 409, 427, 429, 431, 434, 441, 450-451, 461, 462, 478, 483, 492-493, 501, 509, 519, 522, 529, 537, 542, 548-549, 552, 568, 574-575, 577, 600, 601, 620, 632-633, 636, 644, 649, 656-657, 660, 673, 681, 688, 707, 712-713, 721, 724, 745, 765, 766, 775, 782-783, 787, 794, 797, 813, 816, 823, 845, 850, 853, 862, 866, 874-875, 882, 889, 902, 912, 918-919, 928, 932 W: 26-37, 52-53, 60, 63, 68, 74-78, 89-90, 99-103, 106, 124, 128, 131, 138-139, 151, 161, 164, 173-176, 180, 184, 191, 194, 204, 210-211, 222, 234, 247-250, 253, 266, 269, 276-281, 284, 294, 298, 304-307, 314, 317, 332, 338-339, 346, 354, 364, 370-371, 381, 388, 396-400, 404, 408, 420-424, 426, 432, 437, 440, 449-453, 455, 466, 472-473, 475, 477, 490-491, 499, 501, 508-509, 511, 513, 517, 529, 538-539, 541, 545, 559, 561-562, 571, 573, 580-581, 583, 602, 608, 616-617, 620, 625, 632, 634, 640-641, 656, 662-663, 665, 668, 678, 685, 687, 691, 708-709, 711, 715, 722, 727, 732, 735, 737, 744, 745, 752, 755, 762, 769, 771-772, 775, 777, 779, 788-789, 791, 799, 801, 808, 813, 815, RA2-RA25 US: RA2-RA13, REF4-REF5, REF10-REF13, 2-3, 5, 11, 12, 15, 26-27, 29, 32, 36, 40, 45, 47, 58-59, 67, 71, 76, 83, 88, 104, 110-111, 113, 123, 129, 143, 147, 166, 175, 180, 205, 244-245, 253, 266-267, 276, 287, 295, 303, 305, 312-313, 322-323, 325, 326, 339, 346-347, 351, 356, 361, 363, 374-375, 379, 388, 402-403, 409, 427, 429, 431, 434, 441, 450-451, 461, 462, 478, 483, 492-493, 501, 509, 519, 522, 529, 537, 542, 548-549, 552, 568, 574-575, 577, 600, 601, 620, 632-633, 636, 644, 649, 656-657, 660, 673, 681, 688, 707, 712-713, 721, 724, 745, 765, 766, 775, 782-783, 787, 794, 797, 813, 816, 823, 845, 850, 853, 862, 866, 874-875, 882, 889, 902, 912, 918-919, 928, 932
	SS.5-8.PPE.12	Discuss the Christian's responsibility for the Earth's environment and its resources.	W: 442-443, 796, 819 US: 924-925, 938-939

2016 SOCIAL STUDIES STANDARDS — 4. INDIVIDUAL DEVELOPMENT AND IDENTITY

Utilize relevant and appropriate biblical and Seventh-day Adventist historical references in the context of: *Kindergarten Stepping Stones*; 1st Grade, Families; 2nd Grade, Communities; 3rd Grade, Communities around the World; 4th Grade, State/Regions.

GRADE	STANDARDS	(NGSS ALIGNMENT)	TEXTBOOK CORRELATION, IF ANY
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.			
K-4	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)	GK: 7, 20, 26
	SS.K-4.IDI.2	Identify the qualities that make individuals unique and equip them for their place in God's overall plan.	GK: 9
	SS.K-4.IDI.3	Define concepts such as: growth, change, learning, self, family, and groups. (KE 4.2)	GK: 7, 11, 17, 20 G1: 12-13, 14-15, 16-17, 18-19, 20-21, 22-23, 50-51 G3: 88-89
	SS.K-4.IDI.3	• Describe your personal characteristics including your interests, capabilities, and perceptions. (PE 4.2)	GK: 9, 53, 54, 56
	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)	GK: 9
	SS.K-4.IDI.7	Develop a respect for others including senior citizens and individuals with disabilities.	GK: 26 G1: 14-15, 16-17, 18-19 G3: 166-167
	SS.K-4.IDI.7	• Ask and find answers to questions about how individual identity forms and changes. (PE 4.1)	GK: 7, 8, 9, 20
	SS.K-4.IDI.8	Examine how individuals change over time. (KE 4.5)	GK: 7, 20 G1: 12-13, 14-15, 16-17, 18-19, 20-21, 22-23, 50-51
	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)	G3: 170-171
	SS.K-4.IDI.13	Discuss how people's interactions with their social and physical surroundings influence individual identity and growth. (KE 4.7)	GK: 26, 27, 30, 31
	SS.K-4.IDI.14	Outline how individual choices are influenced by personal and social factors. (KE 4.8)	GK: 26, 27, 30, 31, 88
SS.K-4.IDI.15	Identify people, groups, and institutions that contribute to development. (PE 4.5)	GK: 3, 4, 5, 17, 86, 87	
SS.K-4.IDI.16	Embrace and cultivate a personal relationship with Christ.		

2016 SOCIAL STUDIES STANDARDS — 4. INDIVIDUAL DEVELOPMENT AND IDENTITY (CONTINUED)

Utilize relevant and appropriate biblical and Seventh-day Adventist historical references in the context of: 5th Grade, United States History; 6th Grade, World History; 7th Grade, World History; 8th Grade, United States History.

GRADE	STANDARDS	(NGSS ALIGNMENT)	TEXTBOOK CORRELATION, IF ANY
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.			
5-8	SS.5-8.IDI.1	Elaborate on how the study of individual development and identity helps us know that individuals change physically, cognitively, and emotionally over time. (KM 4.1)	
	SS.5-8.IDI.2	Achieve a balance in work and leisure which encompasses physical, mental, emotional, social and spiritual activities.	
		Define and describe concepts such as development, change, personality, learning, individual, family, groups, motivation, and perception. (KM 4.2)	
	SS.5-8.IDI.3	<ul style="list-style-type: none"> • Ask and find answers to questions about how individual identity forms and changes. (PM 4.1) • Examine the relationship between individual identity and social, cultural, and historical contexts. (PM 4.2) 	
	SS.5-8.IDI.4	Analyze how factors such as physical endowment, interests, capabilities, learning, motivation, personality, perception, and beliefs influence individual development and identity. (KM 4.3)	
	SS.5-8.IDI.5	Recognize the role of useful work in personal development and maintaining self-worth. <ul style="list-style-type: none"> • Describe ways in which family, gender, ethnicity, nationality, and institutional affiliations contribute to individual development and personal identity. (PM 4.3) 	
	SS.5-8.IDI.6	Determine how personal, social, cultural, and environmental factors contribute to the development and the growth of personal identity. (KM 4.4)	
	SS.5-8.IDI.7	Embrace and cultivate a personal relationship with Christ. <ul style="list-style-type: none"> • Examine the impact of conformity and altruism on identity. (PM 4.4) 	
	SS.5-8.IDI.8	Discuss how individuals' choices influence identity and development. (KM 4.5)	
	SS.5-8.IDI.9	Identify the qualities that make individuals unique and equip them for a place in God's overall plan. <ul style="list-style-type: none"> • Identify the relationship between individual qualities and career or professional choices. (PM 4.7) 	
	SS.5-8.IDI.10	Justify that perceptions are interpretations of information about individuals and events and can be influenced by bias and stereotypes. (KM 4.6) <ul style="list-style-type: none"> • Identify biases that can influence a person's perceptions of other individuals including individuals belonging to groups with different physical, social, or cultural characteristics. (PM 4.5) 	
SS.5-8.IDI.11	Develop a respect for others including senior citizens and individuals with disabilities. <ul style="list-style-type: none"> • Describe the influence of perception, attitudes, values, and beliefs on identity and the interactions of peoples across time and space. (PM 4.6) 		

2016 SOCIAL STUDIES STANDARDS — 5. INDIVIDUALS, GROUPS, AND INSTITUTIONS

Utilize relevant and appropriate biblical and Seventh-day Adventist historical references in the context of: *Kindergarten Stepping Stones*; 1st Grade, Families; 2nd Grade, Communities; 3rd Grade, Communities around the World; 4th Grade, State/Regions.

GRADE	STANDARDS	(NGSS ALIGNMENT)	TEXTBOOK CORRELATION, IF ANY
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)	GK: 3, 5, 17, 86, 87
		Define concepts such as community, culture, role, competition, cooperation, rules, and norms. (KE 5.2)	GK: 24, 25, 26, 27, 28, 29 G2: 34-35, 114-115 G3: 62-63, 148-149, 170-171 G4: 121, 124, 125, 151
	SS.K-4.IGI.2	<ul style="list-style-type: none"> Ask and find answers to questions about individual, group, and institutional influences. (PE 5.1) 	GK: 17 G2: T22, T23, 116-117
		<ul style="list-style-type: none"> Gather information about groups through such tools as surveys and interviews. (PE 5.7) 	GK: 86, 87 G4: 146, 173
	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)	
		Elaborate on how individuals, groups, and institutions share common elements and also have unique characteristics. (KE 5.4)	
	SS.K-4.IGI.5	<ul style="list-style-type: none"> Describe interactions between and among individuals, groups, and institutions. (PE 5.2) 	G2: T22, T23, 56-57, 78-79
		<ul style="list-style-type: none"> Identify and describe examples of tensions between and among individuals, groups, and institutions. (PE 5.3) 	GK: 23, 24 G2: T16, T17, 56-57 G3: T28, T29, 66-67 G4: 17, 22, 23, 25, 26, 27, 33, 38, 39, 41, 42, 43, 44, 45, 46, 50, 55, 57, 58, 59, 60
		<ul style="list-style-type: none"> 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)	GK: 17, 86, 87 G2: T22, T23, 116-117, 118-119	
	Examine how the rules and norms of groups to which they belong impact their lives. (KE 5.6)	GK: 24, 25, 26, 27, 28, 29 G2: 114-115	
SS.K-4.IGI.7	<ul style="list-style-type: none"> Provide examples of the role of institutions in furthering both continuity and change. (PE 5.5) 	G2: T22, T23	
	<ul style="list-style-type: none"> Show how groups and institutions work to meet individual needs and promote or fail to promote the common good. (PE 5.6) 	G3: T22, T23	
SS.K-4.IGI.8	Participate in age appropriate outreach and service projects.	G1: 128-129, 130-131 G3: T18, T19, T30, T31, 168-169 G4: 122, 123	

2016 SOCIAL STUDIES STANDARDS — 5. INDIVIDUALS, GROUPS, AND INSTITUTIONS (CONTINUED)

Utilize relevant and appropriate biblical and Seventh-day Adventist historical references in the context of: 5th Grade, United States History; 6th Grade, World History; 7th Grade, World History; 8th Grade, United States History.

GRADE	STANDARDS	(NGSS ALIGNMENT)	TEXTBOOK CORRELATION, IF ANY
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.			
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) <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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) <ul style="list-style-type: none"> 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) <ul style="list-style-type: none"> Analyze the role of institutions in furthering both continuity and change. (PM 4.6) 	W: 37, 160-161, 179, 234-235, 252, 297-299, 356-357, 380, 404-406, 433-434, 490-493, 500-503, 544-545, 620-623, 628-631, 634-635 US: 766-769
	SS.5-8.IGI.8	Discuss the influence of women and ethnic groups in the growth of the Seventh-day Adventist church. Demonstrate how institutions may promote or undermine social conformity. (KM 5.7)	
	SS.5-8.IGI.9	Provide examples of tensions between belief systems and governmental actions and policies. (PM 4.4)	W: 42-43, 125, 151-152, 162-164, 313, 380-382, 387-389, 407, 569, 573-575, 598-605, 720-721, 726-733 US: 766-769
	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) <ul style="list-style-type: none"> Identify and analyze the impact of tensions between and among individuals, groups, and institutions. (PM 4.3) 	US: 408-414, 428-443 W: 42-43, 125, 151-152, 162-164, 313, 380-382, 387-389, 407, 569, 573-575, 598-605, 720-721, 726-733
	SS.5-8.IGI.11	Critique how groups and institutions influence culture in a variety of ways. (KM 5.9) <ul style="list-style-type: none"> 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.	

2016 SOCIAL STUDIES STANDARDS — 6. POWER, AUTHORITY, AND GOVERNANCE

Utilize relevant and appropriate biblical and Seventh-day Adventist historical references in the context of: *Kindergarten Stepping Stones*; 1st Grade, Families; 2nd Grade, Communities; 3rd Grade, Communities around the World; 4th Grade, State/Regions.

GRADE	STANDARDS	(NGSS ALIGNMENT)	TEXTBOOK CORRELATION, IF ANY
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)	GK: 24, 25, 26, 27, 28, 29 G1: 116-117, 118-119, 120-121 G2: T22, T23, 114-115 G3: 148-149, 150-151 G4: 110, 111, 121, 124, 125
	SS.K-4.PAG.2	Identify the basic elements of government in the United States: executive, legislative, and judicial authority. (KE 6.4)	G2: T22, T23, 118-119 G3: 154-155, 156-157, 158-159, 162-163, 164-165, 166-167 G4: 108, 109, 116, 117
		Describe the structure and organization of the Seventh-day Adventist church.	
	SS.K-4.PAG.3	• Ask and find answers to questions about power, authority, and governance in the school, community, and state. (PE 6.1)	GK: 86, 87 G1: 122-123, 124-125, 126-127 G2: T22, T23 G3: 152-153, 156-157, 158-159, 160-161, 162-163, 164-165 G4: 107, 110, 111
	SS.K-4.PAG.4	Give examples of people who have the authority to make and enforce rules.	GK: 27, 86, 87 G1: 122-123 G2: T22, T23 G3: 152-153, 156-157, 158-159, 160-161, 162-163, 164-165 G4: 108, 117, 119, 121
	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)	GK: 86, 87 G1: T22, T23 G2: 102-103, 116-117, 118-119 G3: 154-155, 162-163, 164-165, 166-167 G4: 108, 115, 116, 117, 118, 119, 124, 125
	SS.K-4.PAG.6	Show how the Ten Commandments relate to governmental laws.	
		Describe fundamental values of democracy: the common good, liberty, justice, equality, and individual dignity. (KE 6.3)	GK: T18, T19, 32, 33 G2: 104-105 G3: T22, T23, T28, T29 G4: 122, 123
	SS.K-4.PAG.7	• Examine issues involving the rights and responsibilities of individuals and groups in relation to the broader society. (PE 6.2)	GK: T18, T19, 30, 31, 32, 33, 86, 87 G1: 116-117 G2: 102-103 G3: 154-155, 166-167 G4: 121
		• Examine issues involving the richness of unity and diversity as well as conflicts related to unity and diversity. (PE 6.3)	GK: T18, T19, 32, 33 G1: 34-35, 36-37, 38-39 G2: 74-75, 76-77, 78-79, 80-81, 82-83, 84-85, 86-87 G3: 70-71, 72-73, 78-79, 80-81, 92-93 G4: 122, 123, 124
SS.K-4.PAG.8	Exhibit tolerance and respect for individuals with different beliefs and viewpoints.	GK: 30, 31 G1: 118-119 G2: 74-75, 76-77, 78-79, 80-81 G3: 166-167 G4: 122, 123, 124, 125	
	Explain the ways in which governments meet the needs and wants of citizens. (KE 6.5)	G2: 116-117 G3: 150-151, 156-157, 158-159, 160-161 G4: 107, 110, 111	
SS.K-4.PAG.9	• 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)	GK: T28, T29, 23, 24, 25, 86, 87 G1: 124-125, 126-127 G2: T16, T17, 56-57, 74-75, 76-77, 78-79, 80-81, 82-83, 84-85, 86-87 G3: T24, T25, 170-171 G4: 121, 122, 123, 124, 125	
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.		

2016 SOCIAL STUDIES STANDARDS — 6. POWER, AUTHORITY, AND GOVERNANCE (CONTINUED)

Utilize relevant and appropriate biblical and Seventh-day Adventist historical references in the context of: 5th Grade, United States History; 6th Grade, World History; 7th Grade, World History; 8th Grade, United States History.

GRADE	STANDARDS	(NGSS ALIGNMENT)	TEXTBOOK CORRELATION, IF ANY
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.			
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)	W: 44-46 US: 209, 232-238, 248, 499-500, 503, 606, 613-614
	SS.5-8.PAG.2	Compare the constitution of a country to the Ten Commandments.	W: 143
	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)	W: 44-46, 670-671 US: 66, 92-94, 98-100, 131-133, 137-140, 194-199, 206-211, 212-215, 219-242
		Evaluate fundamental values of constitutional democracy. (KM 6.3)	W: 44-46 US: 206-211, 212-215
	SS.5-8.PAG.4	<ul style="list-style-type: none"> Ask and find answers to questions about power, authority, and governance in the region, nation, and world. (PM 6.1) 	W: 44-47, 125, 181, 183-184, 198-199, 312-316, 520-522, 754-759, 768-775, 800-805, 812-815 US: 66, 992-94, 98-100, 176-183, 194-199, 206-211, 212-215, 219-242
		<ul style="list-style-type: none"> Examine persistent issues involving the rights of individuals and groups in relation to the general welfare. (PM 6.2) 	W: 45-47 US: 87-89, 92-94, 185-186, 190, 327, 383-384, 393-396, 469-470, 499-500, 503-511, 516, 606, 613-614, 626-627, 759-761, 795, 814-189, 826-839, 924, 934-935
		Research and debate the ideologies and structures of political systems that differ from those of the United States. (KM 6.4)	W: 183-184, 198-199, 312-313, 520-522, 548-550, 558-559, 652-653, 699-700, 749 US: 66, 92-94, 176-183, 747
	SS.5-8.PAG.5	<ul style="list-style-type: none"> 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) 	W: 311, 749-750, 763-764 US: 94-95, 101-105, 112-115, 124-125, 187-191, 278-289, 313-315, 330-335, 355-357, 362-364, 410-414, 428-432, 439-443, 642-644, 658-663, 746-755, 784-785, 846-857, 878-880, 891, 903, 920-923
	SS.5-8.PAG.6	Exhibit tolerance and respect for individuals with different beliefs and viewpoints.	US: 766-769
		Investigate the ways in which governments meet the needs and wants of citizens, manage conflict, and establish order and security. (KM 6.5)	W: 749-750, 816-819 US: 94-95, 101-105, 112-115, 313-315, 330-335, 355-357, 362-364, 410-414, 428-432, 439-443, 642-644, 658-663, 680-683, 746-755, 784-785, 846-857, 878-880, 891, 903, 920-923
SS.5-8.PAG.7	<ul style="list-style-type: none"> Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation among groups and nations. (PM 6.4) 	W: 42-43, 47, 151-152, 350-352, 380-382, 387-389, 407, 569, 573-575, 598-605, 720-721, 726-733, 754-759, 768-775, 800-805, 812-815 US: 101-105, 112-115, 278-289, 313-315, 330-335, 355-357, 362-364, 410-414, 428-432, 439-443, 642-644, 658-663, 680-683, 746-755, 784-785, 846-857, 878-880, 891, 903, 920-923	
	<ul style="list-style-type: none"> 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) 	W: 690-695, 730, 816-817 US: 376-381, 522-525, 554-559, 662-663, 805, 936	
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.		

2016 SOCIAL STUDIES STANDARDS — 7. PRODUCTION, DISTRIBUTION, AND CONSUMPTION

Utilize relevant and appropriate biblical and Seventh-day Adventist historical references in the context of: *Kindergarten Stepping Stones*; 1st Grade, *Families*; 2nd Grade, *Communities*; 3rd Grade, *Communities around the World*; 4th Grade, *State/Regions*.

GRADE	STANDARDS	(NGSS ALIGNMENT)	TEXTBOOK CORRELATION, IF ANY
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)	G1: 100-101 G2: 142-143 G3: 124-125, 126-127 G4: 99, 100
	SS.K-4.PDC.2	Explain uses of God's gift of natural resources for meeting human needs.	GK: 71 G2: 50-51, 140-141 G3: 22-23, 24-25, 26-27, 28-29, 30-31, 34-35, 40-41, 48-49, 116-117
		Distinguish the difference between needs and wants. (KE 7.2)	G4: 101 GK: 82 G1: 102-103 G4: 99
	SS.K-4.PDC.3	<ul style="list-style-type: none"> Analyze the differences between wants and needs. (PE 7.2) 	GK: 82 G1: 102-103 G4: 99
		<ul style="list-style-type: none"> Examine and evaluate different methods for allocating scarce goods and services in the school and community. (PE 7.4) 	GK: 83 G1: 100-101 G2: 142-143 G3: 126-127, 128-129 G4: 99
	SS.K-4.PDC.4	Investigate what people and communities gain and give up when they make a decision. (KE 7.3)	G1: 100-101, 102-103 G2: 150-151, 152-153 G3: 112-113, 126-127 G4: 97
	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.	G1: 102-103 G2: 152-153 G3: 112-113 G4: 103
		Explain how economic incentives affect people's behavior. (KE 7.4)	
	SS.K-4.PDC.6	<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) 	G1: 102-103 G2: 150-151, 152-153 G3: 112-113 G4: 9
	SS.K-4.PDC.7	Identify the characteristics and functions of money and its uses. (KE 7.5)	GK: 81, 88 G1: 90-91, 92-93, 94-95 G2: 146-147, 148-149 G3: 130-131, 132-133, 134-135 G4: 93, 95, 100, 102
		<ul style="list-style-type: none"> Assess how consumers will react to rising and falling prices for goods and services. (PE 7.5) 	G1: 100-101 G2: 142-143 G3: 126-127
	SS.K-4.PDC.8	Identify various organizations such as banks and businesses that help people achieve their individual economic goals. (KE 7.6)	G4: 95, 102, 103, 104
	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)	G4: 93	
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)	G1: 86-87, 88-89 G2: 116-117, 136-137 G3: 112-113, 114-115, 150-151 G4: 104, 110, 111	
	<ul style="list-style-type: none"> Investigate production, distribution, and consumption of goods and services in the school and community. (PE 7.1) 	GK: T30, T31 G1: 96-97, 98-99 G2: T30, T31, 138-139, 140-141, 142-143 G3: 112-113, 114-115, 116-117, 118-119, 120-121, 122-123, 156-157, 158-159 G4: 96, 100, 104	

2016 SOCIAL STUDIES STANDARDS — 7. PRODUCTION, DISTRIBUTION, AND CONSUMPTION

Utilize relevant and appropriate biblical and Seventh-day Adventist historical references in the context of: 5th Grade, United States History; 6th Grade, World History; 7th Grade, World History; 8th Grade, United States History.

GRADE	STANDARDS	(NGSS ALIGNMENT)	TEXTBOOK CORRELATION, IF ANY
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.			
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)	W: 40
		• 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)	W: 40
	SS.5-8.PDC.2	Examine the efforts of the Seventh-day Adventist church to alleviate social problems.	W: 40
	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)	W: 40
	SS.5-8.PDC.4	Evaluate how the economic choices that people make have both present and future consequences. (KM 7.3)	W: 40 US: 699
		Justify how economic incentives affect people's behavior and may be regulated by rules or laws. (KM 7.4)	US: 699
	SS.5-8.PDC.5	• 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)	W: 40 US: 298, 669
	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)	W: 632-633, 747 US: 300, 560-564, 714-715, 717, 905
		• Describe the role that financial institutions play among savers, borrowers, and investors. (PM 7.4)	W: 632-633, 747 US: 300, 560-564, 714-715, 717, 905
	SS.5-8.PDC.8	Explain the economic gains that result from specialization and exchange as well as the trade-offs. (KM 7.6)	W: 42-43, 66-67, 123, 133, 179, 297-298, 333, 411, 476, 495, 522, 553-554, 585, 631-635, 790-792, 795, 799 US: 29, 83-889, 298, 899, 936-937
	• Gather and analyze data on economic issues, and use critical thinking in making recommendations on economic policies. (PM 7.6)	W: 38-43, 747 US: 560-564, 802-804, 936-937	
SS.5-8.PDC.9	Interpret how markets bring buyers and sellers together to exchange goods and services. (KM 7.7)	W: 123, 585, 631-635, 790-792, 795, 799 US: 83-89, 293, 802-804, 936-937	
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)	W: 40 US: 298, 802-804	
	• Investigate the production and distribution of goods and services in the state, nation, and in a global context. (PM 7.1)	W: 40, 634-635, 790-792, 795, 799	
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)	W: 42-43, 747, 800, 814-818 US: 560-564, 699, 717, 802-804, 904, 926	
	• Estimate the effects of inflation on future earnings based on current plans for education, training, and career options. (PM 7.5)	W: 41, 814-818 US: 156, 881-882, 904	

2016 SOCIAL STUDIES STANDARDS — 8. SCIENCE, TECHNOLOGY, AND SOCIETY

Utilize relevant and appropriate biblical and Seventh-day Adventist historical references in the context of: *Kindergarten Stepping Stones*; 1st Grade, Families; 2nd Grade, Communities; 3rd Grade, Communities around the World; 4th Grade, State/Regions.

GRADE	STANDARDS	(NGSS ALIGNMENT)	TEXTBOOK CORRELATION, IF ANY
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)	G2: T26, T27 G3: T20, T21, T20, T21, 122-123 G4: 47, 61, 139, 213, 236, 244, 245, 276
		<ul style="list-style-type: none"> Identify the points of view expressed in information sources regarding science and technology. (PE 8.6) 	G3: T20, T21
	SS.K-4.STS.2	Cite examples of how society often turns to science and technology to solve problems. (KE 8.2)	G2: T26, T27 G3: 122-123 G4: 139, 179, 213, 236, 244, 245, 276
		<ul style="list-style-type: none"> Use diverse types of media technology to research and share information. (PE 8.2) 	G1: 20-21
	SS.K-4.STS.3	Design a project using technology to serve the church and community.	G2: 236
	SS.K-4.STS.4	Illustrate how media and technology are a part of every aspect of our lives. (KE 8.3)	GK: 18, 19 G1: 20-21 G2: 144-145 G3: T20, T21, 122-123 G4: 47, 61, 139, 213, 236, 244, 245, 276
		<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) 	GK: 18, 19 G1: 20-21 G2: T26, T27, 144-145 G3: T20, T21, 122-123 G4: 47, 61, 139, 213, 236, 244, 245, 276
	SS.K-4.STS.5	Discuss the ways in which scientific findings and various forms of technology influence our daily lives. (KE 8.4)	GK: 18, 19 G1: 20-21 G2: T26, T27, 144-145 G3: T20, T21, 122-123 G4: 47, 61, 139, 213, 236, 244, 245, 276
		<ul style="list-style-type: none"> Identify examples of science and technology in daily life. (PE 8.3) 	GK: 18, 19 G1: 20-21 G2: T26, T27, 144-145 G3: T20, T21, 122-123 G4: 47, 61, 139, 213, 236, 244, 245, 276
	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)	G2: 144-145 G3: 122-123 G4: 36, 37, 47, 61, 179, 213, 236, 244, 245, 276
		<ul style="list-style-type: none"> Research and evaluate various scientific and technological proposals for addressing real-life issues and problems. (PE 8.7) 	G1: 20-21 G4: 236
	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)	G4: 61
		<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) 	G2: T26, T27 G3: 122-123 G4: 36, 37, 61, 139, 213, 236, 244, 245, 276
		<ul style="list-style-type: none"> 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) 	236, 244, 245, 276 G1: 20-21 G2: T26, T27 G4: 139, 213, 236, 244, 245, 275

2016 SOCIAL STUDIES STANDARDS — 8. SCIENCE, TECHNOLOGY, AND SOCIETY (CONTINUED)

Utilize relevant and appropriate biblical and Seventh-day Adventist historical references in the context of: 5th Grade, United States History; 6th Grade, World History; 7th Grade, World History; 8th Grade, United States History.

GRADE	STANDARDS	(NGSS ALIGNMENT)	TEXTBOOK CORRELATION, IF ANY
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.			
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)	W: 56, 83, 92, 226-227, 238-240, 279, 344-345, 413-414, 483-486, 591, 619, 642-649, 690-695, 702-703, 730, 816-817 US: 30-31, 297, 304-306, 376-381, 388-389, 522-525, 530, 552, 554-559, 649, 662-663, 700-701, 805-807, 936
	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)	W: 818-819 US: 936-941
	SS.5-8.STS.2	<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) 	W: 32, 56-57, 77-78, 83, 91-92, 113-114, 225-227, 238-240, 270-271, 296-297, 344-345, 413-414, 483-486, 515, 591, 619, 642-649, 690-695, 702-703, 730, 766-767, 816-819 US: 30-31, 297, 303-306, 376-381, 388-389, 522-525, 530, 552, 554-559, 587-588, 649, 662-663, 698-701, 774-777, 803-805, 851, 936
	SS.5-8.STS.3	Investigate how society often turns to science and technology to solve problems. (KM 8.2)	US: 303-306, 376-381, 388-389, 522-525, 530, 552, 554-559, 587-588, 649, 662-663, 698-701, 774-777, 803-805, 851, 936
	SS.5-8.STS.4	Give evidence of how our lives today are media and technology dependent. (KM 8.3)	W: 32, 816-817 US: 555, 803-804, 936
	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)	W: 32, 56-57, 77-78, 83, 91-92, 113-114, 225-227, 238-240, 270-271, 296-297, 344-345, 413-414, 483-486, 515, 591, 619, 642-649, 690-695, 702-703, 730, 766-767, 816-819 US: 30-31, 297, 303-306, 376-381, 388-389, 522-525, 530, 552, 554-559, 587-588, 649, 662-663, 698-701, 774-777, 803-805, 851, 936
	SS.5-8.STS.5	<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) 	W: 32, 56-57, 77-78, 83, 91-92, 113-114, 225-227, 238-240, 270-271, 296-297, 344-345, 413-414, 483-486, 515, 591, 619, 642-649, 690-695, 702-703, 730, 766-767, 816-819 US: 30-31, 297, 303-306, 376-381, 388-389, 522-525, 530, 552, 554-559, 587-588, 649, 662-663, 698-701, 774-777, 803-805, 851, 936
	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)	W: 32, 56-57, 77-78, 83, 91-92, 113-114, 225-227, 238-240, 270-271, 296-297, 344-345, 413-414, 483-486, 515, 591, 619, 642-649, 690-695, 702-703, 730, 766-767, 816-819 US: 30-31, 297, 303-306, 376-381, 388-389, 522-525, 530, 552, 554-559, 587-588, 649, 662-663, 698-701, 774-777, 803-805, 851, 936
	SS.5-8.STS.7	<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) 	W: 18-21 US: See TE pages
	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.	W: 18-21 US: See TE pages
	SS.5-8.STS.8	<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) 	W: 18-21 US: See TE pages
	SS.5-8.STS.9	Validate how values, beliefs, and attitudes have been influenced by new scientific and technological knowledge. (KM 8.6)	W: 32, 56-57, 77-78, 83, 91-92, 113-114, 225-227, 238-240, 270-271, 296-297, 344-345, 413-414, 483-486, 515, 591, 619, 642-649, 690-695, 702-703, 730, 766-767, 816-819 US: 554-559, 662-663, 698-701, 774-777, 803-805, 936
	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)	US: 555	
SS.5-8.STS.11	<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) 	W: 32, 56-57, 77-78, 83, 91-92, 113-114, 225-227, 238-240, 270-271, 296-297, 344-345, 413-414, 483-486, 515, 591, 619, 642-649, 690-695, 702-703, 730, 766-767, 816-819 US: 30-31, 297, 303-306, 376-381, 388-389, 522-525, 530, 552, 554-559, 587-588, 649, 662-663, 698-701, 774-777, 803-805, 851, 936	
SS.5-8.STS.12	Analyze how science and technology sometimes create ethical issues that test our standards and values. (KM 8.8)	W: 227, 730, 766-767, 816-819 US: 662-663, 774-777	
SS.5-8.STS.13	Detail the need for laws and policies to govern scientific and technological applications. (KM 8.9)	W: 766-767, 816-819 US: 662-663, 774-777, 936	
SS.5-8.STS.13	<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) 	W: 816-819 US: 555, 805, 936	
SS.5-8.STS.14	Design a project using technology to serve the church and community.		

2016 ELEMENTARY SOCIAL STUDIES STANDARDS — 9. GLOBAL CONNECTIONS

Utilize relevant and appropriate biblical and Seventh-day Adventist historical references in the context of: *Kindergarten Stepping Stones*; 1st Grade, *Families*; 2nd Grade, *Communities*; 3rd Grade, *Communities around the World*; 4th Grade, *State/Regions*.

GRADE	STANDARDS	(NGSS ALIGNMENT)	TEXTBOOK CORRELATION, IF ANY
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		Discuss how global connections may be of various types including cultural exchange, trade, political, economic, or travel. (KE 9.1)	GK: 52, 53 G2: 74-75, 76-77, 78-79, 80-81, 84-85, 86-87, 88-89, 146-147, 148-149 G3: 66-67, 68-69, 70-71, 72-73, 128-129 G4: 17, 18, 19, 82, 83, 118, 140, 154, 155, 188, 189, 211, 218, 219, 220, 221, 250, 251, 252, 253, 278, 284, 285
	SS.K-4.GC.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) 	GK: T22, T23, 52, 53 G1: 70-71 G2: 74-75, 76-77, 78-79, 80-81, 84-85, 86-87, 88-89, 146-147, 148-149 G3: 66-67, 68-69, 70-71, 72-73, 128-129 G4: 82, 83, 154, 155, 188, 189, 211, 218, 219, 250, 251, 252, 253, 278, 285
		<ul style="list-style-type: none"> Identify examples of global connections in the individual's community, state, or region. (PE 9.2) 	GK: T22, T23, 52, 53 G1: 28-29 G2: 74-75, 76-77, 78-79, 80-81, 84-85, 86-87, 88-89, 146-147, 148-149 G3: 66-67, 68-69, 70-71, 72-73, 128-129 G4: 82, 83, 154, 155, 188, 189, 211, 218, 219, 220, 221, 252, 253, 278, 285
		<ul style="list-style-type: none"> Use maps and databases to look for global patterns, trends, and connections. (PE 9.3) 	G1: 70-71 G2: 146-147 G3: 32-33, 38-39, 44-45, 68-69, 128-129 G4: 211, 251, 278
	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"> Describe examples in which language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding. (PE 9.4) 	GK: 52, 53 G2: 84-85, 86-87, 88-89, 146-147, 148-149 G3: 70-71, 72-73 G4: 154, 155, 211, 218, 219, 252, 253, 278, 285
	SS.K-4.GC.3	Demonstrate an understanding of current world missions of the Seventh-day Adventist church.	GK: 52, 53 G2: 84-85, 86-87, 88-89, 146-147, 148-149 G3: 70-71, 72-73 G4: 154, 155, 211, 218, 219, 252, 253, 278, 285
		<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"> 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) 	GK: 52, 53 G2: 74-75, 76-77, 78-79, 80-81, 84-85, 86-87, 88-89 G3: 66-67, 68-69, 70-71, 72-73 G4: 118, 154, 155, 188, 189, 218, 219, 220, 221, 225E, 225F, 252, 253, 278, 285
	SS.K-4.GC.4	<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"> Give examples of conflict and cooperation among individuals, groups, and nations in different parts of the world. (PE 9.5) 	G2: 74-75, 76-77, 78-79, 80-81, 146-147, 148-149 G4: 57, 58, 59, 60, 118
	SS.K-4.GC.5	<p>Evaluate how the pace of global change has quickened in recent times. (KE 9.5)</p> <ul style="list-style-type: none"> Examine the ways in which technology affects global connections. (PE 9.6) 	G1: 70-71 G2: 84-85, 86-87, 88-89 G2: 74-75, 76-77, 78-79, 80-81, 84-85, 86-87, 88-89, 146-147, 148-149 G3: 66-67, 70-71, 72-73, 128-129 G4: 57, 58, 59, 60, 65C, 65D, 118, 278
	SS.K-4.GC.6	<p>Discuss and analyze the unique message and mission of the Seventh-day Adventist church.</p>	G2: 146-147, 148-149 G3: 122-123 G4: 118, 278 G1: 20-21, 22-23 G2: 144-145 G3: 122-123 G4: 278
SS.K-4.GC.7			

2016 ELEMENTARY SOCIAL STUDIES STANDARDS — 9. GLOBAL CONNECTIONS (CONTINUED)

Utilize relevant and appropriate biblical and Seventh-day Adventist historical references in the context of: 5th Grade, United States History; 6th Grade, World History; 7th Grade, World History; 8th Grade, United States History.

GRADE	STANDARDS	(NGSS ALIGNMENT)	TEXTBOOK CORRELATION, IF ANY
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.			
5-8		Outline how global connections have existed in the past and increased rapidly in current times. (KM 9.1)	W: 42-43, 297-298, 332, 388, 396-397, 405, 433, 438-439, 490, 500-502, 562-563, 620-635, 710-717, 728-733, 736-739, 754-767, 812-819 US: 28-41, 49-53, 576-581, 634-651, 658-663, 714-717, 936-941
	SS.5-8.GC.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) 	W: 42-43, 47, 297-298, 332, 388, 396-397, 405, 433, 438-439, 490, 500-502, 562-563, 620-635, 710-717, 728-733, 7336-737, 754-767, 812-819 US: 28-41, 49-53, 576-581, 634-651, 658-663, 714-717, 936-941
		<ul style="list-style-type: none"> Use maps, charts, and databases to explore patterns and predict trends regarding global connections at the community, state, or national level. (PM 9.2) 	W: 298, 332, 388, 396-397, 405, 433, 490, 501, 562, 616-617, 620, 625, 632, 634, 668, 708-709, 732, 737, 755, 762, 813, 815 US: 29, 32, 36, 40, 45, 47, 58-59, 385-386, 577, 632-633, 644, 649, 656-657, 661, 937
		Verify that global factors such as cultural, economic, and political connections are changing the places in which people live. (KM 9.2)	W: 42-43, 628-635, 736-739, 812-819 US: 384-386, 576-581, 634-651, 658-663, 714-717, 746-755, 903-904, 920-923, 936-941
	SS.5-8.GC.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) 	W: 438-439, 562-563, 710-717, 728-733, 736-739, 754-767, 812-819 US: 42-53, 60-63, 101-105, 634-651, 658-663, 746-755, 903-904, 920-923, 936-941
		Investigate how spatial relationships, that relate to ongoing global issues, affect the health and well-being of Earth and its inhabitants. (KM 9.3)	W: 47, 728-733, 754-767, 812-819 US: 634-651, 658-663, 746-755, 903-904, 920-923, 936-941
	SS.5-8.GC.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) 	W: 728-733, 812-819 US: 384-386, 634-651, 658-663, 746-755, 903-904, 920-923, 936-941
	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)	W: 438-439, 628-635, 728-733, 736-739, 754-767, 812-819 US: 101-105, 112-115, 182-183, 273, 278-281, 313-315, 3620-364, 634-651, 658-663, 746-755, 796-799, 852-857, 878-880, 903-904, 920-923, 936-941
		Indicate how global connections may make cultures more alike or increase their sense of distinctiveness. (KM 9.5)	W: 388, 433, 438-439, 562-563, 620-635, 710-717 US: 28-30, 45-48, 60-77, 622-624, 766-769, 920-923, 936-941
	SS.5-8.GC.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) 	W: 438-439, 562-563, 620-635, 710-717, 763-764, 812-819 US: 28-30, 34-41, 60-77, 101-105, 368-369, 440-443, 580-581, 766-769, 920-923, 936-941 W: 619, 692-695, 816-819 US: 30-31, 34-41, 376-381, 522-525, 774-777, 936-941
SS.5-8.GC.6	<p>Explain how universal human rights cut across cultures but are not necessarily understood in the same way in all cultures. (KM 9.6)</p> <ul style="list-style-type: none"> Analyze examples of conflict, cooperation, and interdependence among groups, communities, regions, societies, and nations. (PM 9.4) 	W: 47, 438-439, 763-764, 818-819 US: 87-89, 185-186, 330-335, 383-384, 393-396, 410-419, 463-464, 498-500, 503, 550-553, 610-615, 622-627, 759-761, 766-769, 814-819, 826-839 W: 42-43, 438-439, 562-563, 620-635, 710-717, 728-733, 736-739, 754-767, 812-819 US: 42-45, 49-53, 64-68, 101-105, 410-414, 440-443, 532-528, 586-588, 784-787, 920-923, 936-941	
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.		

2016 SOCIAL STUDIES STANDARDS — 10. CIVIC IDEALS AND PRACTICES

Utilize relevant and appropriate biblical and Seventh-day Adventist historical references in the context of: *Kindergarten Stepping Stones*; 1st Grade, *Families*; 2nd Grade, *Communities*; 3rd Grade, *Communities around the World*; 4th Grade, *State/Regions*.

GRADE	STANDARDS	(NGSS ALIGNMENT)	TEXTBOOK CORRELATION, IF ANY
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	<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> <p>SS.K-4.CIP1</p> <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) 		<p>GK: T30, T31, 30, 31, 32, 33</p> <p>G1: 114-115, 116-117</p> <p>G2: 102-103, 104-105</p> <p>G3: T22, T23, T28, T29, 148-149, 150-151, 152-153, 154-155, 156-157, 158-159, 160-161, 162-163, 164-165, 166-167, 168-169, 170-171, 172-173</p> <p>G4: 121, 122, 123, 124, 125, 187</p>
			<p>GK: T30, T31, 30, 31, 32, 33</p> <p>G1: 116-117, 124-125, 126-127, 128-129, 130-131</p> <p>G2: T24, T25</p> <p>G3: T22, T23, T28, T29, 148-149, 150-151, 152-153, 154-155, 156-157, 158-159, 160-161, 162-163, 164-165, 166-167, 168-169, 170-171, 172-173</p> <p>G4: 65E, 65F, 122, 123, 124, 125</p>
	<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> <p>SS.K-4.CIP2</p> <ul style="list-style-type: none"> Locate, access, organize, and apply information from multiple sources reflecting multiple points of view. (PE 10.3) 		<p>GK: T18, T19, T28, T29, 23, 24, 25, 26, 27, 30, 31, 32, 33</p> <p>G1: T22, T23</p> <p>G2: T22, T23, 102-103, 104-105</p> <p>G3: T22, T23, T28, T29</p> <p>G4: 65E, 65F, 122, 123, 124, 125</p>
			<p>G1: T22, T23</p> <p>G3: T22, T23, T28, T29</p>
	<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> <p>SS.K-4.CIP3</p> <ul style="list-style-type: none"> Identify and exercise the rights and responsibilities of citizens. (PE 10.2) 		<p>GK: T30, T31, 32, 33</p> <p>G1: 114-115, 116-117, 118-119, 120-121, 122-123, 124-125, 126-127, 128-129, 130-131</p> <p>G2: T24, T25, 102-103, 104-105</p> <p>G3: T22, T23, T28, T29, 166-167, 168-169, 170-171</p> <p>G4: 65E, 65F, 121, 122, 123, 124, 125, 156, 187, 209, 236, 277</p>
			<p>GK: 32, 33</p> <p>G1: 116-117</p> <p>G2: T24, T25, 102-103, 104-105</p> <p>G3: T22, T23, T28, T29, 166-167</p> <p>G4: 30, 31, 65E, 65F, 121, 122, 123, 124, 125</p>
	<p>Discuss how democratic ideals and practices are represented in contemporary and historical sources, quotations, and stories. (KE 10.4)</p> <p>SS.K-4.CIP4</p> <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) 		<p>GK: T18, T19, T28, T29</p> <p>G1: T16, T17, T18, T19, T20, T21, T22, T23, T30, T31, 32-33, 34-35, 36-37, 38-39</p> <p>G2: 108-109, 110-111, 112-113</p> <p>G3: T22, T23, T28, T29</p> <p>G4: 30, 31, 51, 65E, 65F</p>
			<p>GK: T18, T19, T28, T29</p> <p>G1: T18, T19, T20, T21, T22, T23, T30, T31, 32-33, 34-35, 36-37, 38-39, 114-115, 116-117, 118-119, 120-121, 122-123, 124-125, 126-127, 128-129, 130-131</p> <p>G2: T24, T25, 104-105</p> <p>G3: T28, T29, 166-167</p> <p>G4: 122, 123, 124, 125</p>
			<p>G1: 32-33, 34-35, 36-37, 38-39</p> <p>G2: 116-117</p> <p>G3: T22, T23, T28, T29, 156-157, 158-159, 160-161, 162-163, 164-165, 166-167</p> <p>G4: 65E, 65F, 121, 134, 135</p>
	<p>Discuss the importance of gathering information as the basis for informed civic action. (KE 10.5)</p> <p>SS.K-4.CIP5</p> <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) 		<p>G2: 106-107</p> <p>G4: 236</p>
		<p>G2: 106-107</p> <p>G4: 58, 108, 156, 187, 219, 236, 277</p>	
<p>Discuss the importance of religious freedom throughout the world.</p> <p>SS.K-4.CIP6</p>		<p>G2: 106-107</p> <p>G3: T16, T17</p> <p>G4: 58, 108, 156, 187, 219, 236, 277</p>	
		<p>G2: 102-103</p>	

2016 SOCIAL STUDIES STANDARDS — 10. CIVIC IDEALS AND PRACTICES (CONTINUED)

Utilize relevant and appropriate biblical and Seventh-day Adventist historical references in the context of: 5th Grade, United States History; 6th Grade, World History; 7th Grade, World History; 8th Grade, United States History.

GRADE	STANDARDS	(NGSS ALIGNMENT)	TEXTBOOK CORRELATION, IF ANY
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.			
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)	W: 45-47, 181-182, 187-189, 286-287, 312-316, 362-363, 480-481, 558, 650-657, 775, 811 US: 92-95, 100, 194-199, 206-215, 219-242, 327, 589-591
	SS.5-8.CIP2	Define individual dignity, liberty, justice, equality, individual rights, responsibility, majority and minority rights, and civil dissent. (KM 10.2)	W: 45-47, 87, 181-182, 187-189, 286-287, 312-316, 356, 362-363, 480-481, 558, 650-657, 775, 811 US: 92-95, 99-100, 131-133, 137-140, 176-179, 190-191, 194-199, 209, 214-215, 219-242, 248, 327, 622-627
		• Ask and find answers to questions about how to become informed and take civic action. (PM 10.1)	W: 45-47, 181-182, 187-189, 286-287, 312-316, 362-363, 480-481, 558, 650-657, 775, 811 US: 92-95, 98-100, 131-133, 206-215, 415-419, 464, 480, 499-500, 503, 607, 610-614, 622-627
	SS.5-8.CIP3	Summarize key practices involving the rights and responsibilities of citizenship and the exercise of citizenship. (KM 10.3)	W: 45-47, 181-182, 187-189, 312-316, 356, 362-363, 480-481, 558, 650-657, 775, 811 US: 66, 92-95, 98-100, 131-133, 137-140, 194-199, 206-215, 327, 415-419, 464, 499-500, 503, 607, 622-627, 759-761, 814-819, 826-839
		• Identify and describe the role of a citizen in various forms of government past and present. (PM 10.2)	W: 45-47, 181-182, 187-189, 286-287, 312-316, 356, 362-363, 480-481, 558, 650-657, 811 US: 66, 92-95, 98-100, 131-133, 188-191, 194-199, 206-215, 327, 415-419, 464, 499-500, 503, 607, 622-627, 759-761, 814-819, 826-839
	SS.5-8.CIP4	Examine the common good and the rule of law. (KM 10.4)	W: 44-46, 87, 315-316, 319, 356, 558 US: 66, 93, 98-100, 131-133, 137-140, 206-215
		• 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)	W: 46-47, 697, 775 US: 92-95, 117, 178-179, 206-215, 327, 415-419, 499-500, 503, 607, 622-627, 759-761, 814-819, 826-839
		Interpret key documents and excerpts from key sources that define and support democratic ideals and practices. (KM 10.5)	W: 87, 316, 558 US: 66, 92, 131-133, 137-140, 178-179, 188-191, 194-199, 206-215, 219-242, 464, 480
	SS.5-8.CIP5	• Build background through research in primary and secondary sources, make decisions, and propose solutions to address problems. (PM 10.4)	W: 228-229, 358-359, 442-443, 680-681 US: REF2-REF3, 43, 50, 61, 90-91, 103, 126-127, 137-140, 192-193, 219-242, 257, 358-359, 444-445, 497, 551, 582-583, 726-727, 898, 934-935
		• Identify assumptions, misconceptions, and bias in sources, evidence, and arguments used in presenting issues and positions. (PM 10.5)	W: 228-229, 358-359, 442-443, 680-681 US: 43, 50, 61, 103, 126-127, 192-193, 257, 358-359, 444-445, 551, 582-583, 723, 726-727, 898, 934-935
	• 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)	W: 228-229, 358-359, 442-443, 680-681, 753 US: 43, 50, 61, 103, 126-127, 192-193, 257, 358-359, 444-445, 582-583, 723, 726-727, 898, 934-935	
SS.5-8.CIP6	Identify the origins and function of major institutions and practices developed to support democratic ideals and practices. (KM 10.6)	362-363, 480-481, 558, 650-657, 775, 811 US: 66, 92-95, 131-133, 137-140, 178-179, 188-191, 194-199, 206-215, 219-242, 415-419, 464, 499-500, 503, 607, 814-819, 826-839	
	• Evaluate the degree to which public policies and citizen behaviors reflect or foster stated democratic ideals. (PM 10.9)	W: 356, 558, 749-750, 775, 811 US: 98-100, 131-133, 327, 415-419, 480, 607, 759-761, 814-819, 826-839	
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)	W: 181, 558, 749-750, 763-764, 775, 811 US: 66, 131-133, 137-140, 178-179, 194-199, 206-215, 219-242, 327, 415-419, 464, 480, 607, 759-761, 814-819, 826-839	
	• Evaluate the significance of public opinion and positions of policymakers in influencing public policy development and decision-making. (PM 10.8)	W: 46, 811 US: 95, 214-215, 415-419, 607, 814-819, 826-833	
SS.5-8.CIP8	Discuss the importance of becoming informed in order to make positive civic contributions. (KM 10.8)	W: 46-47, 356 US: 99-100, 206-215, 219-242	
	• Develop a position on a public policy issue and defend it with evidence. (PM 10.7)	W: 47 US: 63, 77, 95, 133, 151, 183, 199, 261-262, 289, 341-342, 357, 390, 419, 432, 438, 464, 581, 607, 621, 651, 679, 683, 725, 739, 761, 790, 795, 869, 893, 913, 935	
	• Participate in the process of persuading, compromising, debating, and negotiating in the resolution of conflicts and differences. (PM 10.10)	W: 93, 334, 481 US: 63, 77, 95, 133, 151, 183, 199, 261-262, 289, 341-342, 432, 457, 464, 477, 503, 543, 607, 614, 651, 669, 679, 683, 697, 790	
SS.5-8.CIP9	Compare religious freedom in various parts of the world.	US: 49-50, 66-68, 71, 74, 766-769	