

# NAD STANDARDS -- SOCIAL STUDIES

## 1. CULTURE

GRADE	STANDARDS (NGSS ALIGNMENT) Utilize relevant and appropriate Biblical and Seventh-day Adventist historical references.
<b>Essential Question:</b> What role does culture play in God's plan for our relationships with others?	<b>Big Idea:</b> Human beings should create, learn about, share, and adapt to cultural diversity and perspectives in an interconnected world within God's plan.
5-8	<b>SS.5-8.C.1</b> 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)
	<b>SS.5-8.C.2</b> Define concepts such as beliefs, values, institutions, cohesion, diversity, accommodation, adaptation, assimilation, and dissonance. (KM 1.2) * Ask and find answers to questions related to culture. (PM 1.1)
	<b>SS.5-8.C.3</b> Find evidence(s) of how culture influences the ways in which human groups solve the problems of daily living. (KM 1.3) * Find, select, organize, and present information to compare various cultures according to special aspects of culture, such as institutions, language, religion and the arts. (PM 1.2)
	<b>SS.5-8.C.4</b> 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) * Explain how patterns of behavior reflect cultural values and beliefs. (PM 1.5)
	<b>SS.5-8.C.5</b> Compare the basic beliefs of the Seventh-day Adventist church with other religions and philosophies.
	<b>SS.5-8.C.6</b> Discern how people learn the elements of their culture through interaction with others, and how people learn of other cultures through communication and study. (KM 1.5) * Illustrate the value of both cultural unity and diversity, within and across groups. (PM 1.4)
	<b>SS.5-8.C.7</b> Demonstrate respect for people with different religious beliefs, different ages, backgrounds, and ethnicity.
	<b>SS.5-8.C.8</b> Prove that culture may change in response to changing needs, concerns, social, political, and geographic conditions. (KM 1.6) * 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)
	<b>SS.5-8.C.9</b> Explain how people from different cultures develop different values and ways of interpreting experience. (LM 1.7) * Show how data and experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference. (PM 1.3)
	<b>SS.5-8.C.10</b> Analyze how language, behaviors, and beliefs of different cultures can both contribute to and pose barriers to cross-cultural understanding. (KM 1.8) * Illustrate how holding diverse values and beliefs can contribute or pose obstacles to cross-cultural understanding. (PM 1.6)
	<b>SS.5-8.C.11</b> Identify the influence of Seventh-day Adventist heritage on culture.

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### 2. TIME, CONTINUITY, AND CHANGE

GRADE	STANDARDS (NGSS ALIGNMENT) Utilize relevant and appropriate Biblical and Seventh-day Adventist historical references.
<b>5-8</b>	<p><b>Essential Question:</b> What role does God play in the development of communities, nations, and the world?</p> <p><b>Big Idea:</b> God is active in history and ultimately His unfolding plan will triumph.</p>
	<b>SS.5-8.TCC.1</b> Explain how the study of the past provides a representation of the history of communities, nations, and the world. (KM 2.1)
	<p><b>SS.5-8.TCC.2</b> Define the concepts: chronology, causality, change, conflict, complexity, multiple perspectives, primary and secondary sources, and cause and effect. (KM 2.2)</p> <p>* 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.</p>
	<b>SS.5-8.TCC.3</b> 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)
	<b>SS.5-8.TCC.4</b> Using the Bible and the Spirit of Prophecy, trace the great controversy throughout history.
	<p><b>SS.5-8.TCC.5</b> 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)</p> <p>* 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)</p>
	<p><b>SS.5-8.TCC.6</b> Analyze key historical periods and patterns of change within and across cultures. (KM 2.5)</p> <p>* 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)</p>
	<b>SS.5-8.TCC.7</b> Discuss the aftermath of the Great Disappointment and the gift of prophecy given to Ellen White.
	<b>SS.5-8.TCC.8</b> Outline the origins and influences of social, cultural, political, and economic systems. (KM 2.6)
	<p><b>SS.5-8.TCC.9</b> 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)</p> <p>* 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)</p>
	<b>SS.5-8.TCC.10</b> Identify the accomplishments of Seventh-day Adventists in history.
	<b>SS.5-8.TCC.11</b> Outline the efforts and influence of Seventh-day Adventist missionaries.
	<p><b>SS.5-8.TCC.12</b> Elaborate on the contributions of key persons, groups, and events from the past and their influence on the present. (KM 2.7)</p> <p>* 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)</p>
	<p><b>SS.5-8.TCC.13</b> Investigate the history of democratic ideals and principles and how they are represented in documents, artifacts, and symbols. (KM 2.8)</p> <p>* 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)</p>
	<b>SS.5-8.TCC.14</b> Study the prophetic outlines of Daniel and the Revelation.

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### 3. PEOPLE, PLACES AND ENVIRONMENTS

GRADE	STANDARDS (NGSS ALIGNMENT) Utilize relevant and appropriate Biblical and Seventh-day Adventist historical references.	
<b>Essential Question:</b> How does God respond to man-made changes in the environment and their impact on human life?		<b>Big Idea:</b> 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.
<b>5-8</b>	<b>SS.5-8.PPE.1</b> Examine how the theme of people, places, and environments involves the study of the relationship between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources. (KM 3.1)	
	<b>SS.5-8.PPE.2</b> Scrutinize the effects of sin on the environment.	
	<b>SS.5-8.PPE.3</b> 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)	
	<b>SS.5-8.PPE.4</b> 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)	
	<b>SS.5-8.PPE.5</b> Investigate how the concept of regions identifies the links between people in different locations according to specific criteria. (KM 3.5)	
	<b>SS.5-8.PPE.6</b> Illustrate patterns of demographic and political change and cultural diffusion in the past and present. (KM 3.6)	
	<b>SS.5-8.PPE.7</b> 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)	
	<b>SS.5-8.PPE.8</b> Discuss human modifications of the environment. (KM 3.7) * Evaluate the consequences of human actions in environmental terms. (PM 3.6)	
	<b>SS.5-8.PPE.9</b> Compare and contrast the effects of sin on the environment.	
	<b>SS.5-8.PPE.10</b> Analyze the roles of different kinds of population centers in a region or nation. (KM 3.4)	
	<b>SS.5-8.PPE.11</b> 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, databases, 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)	
	<b>SS.5-8.PPE.12</b> Discuss the Christian's responsibility for the Earth's environment and its resources.	

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### 4. INDIVIDUAL DEVELOPMENT AND IDENTITY

GRADE	STANDARDS (NGSS ALIGNMENT)	Utilize relevant and appropriate Biblical and Seventh-day Adventist historical references.
<b>Essential Question:</b> What role does choice play in the development of individual identity?		<b>Big Idea:</b> 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.
<b>5-8</b>	<b>SS.5-8.IDI.1</b> 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)	
	<b>SS.5-8.IDI.2</b> Achieve a balance in work and leisure which encompasses physical, mental, emotional, social and spiritual activities.	
	<b>SS.5-8.IDI.3</b> Define and describe concepts such as development, change, personality, learning, individual, family, groups, motivation and perception. (KM 4.2) * 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)	
	<b>SS.5-8.IDI.4</b> Analyze how factors such as physical endowment, interests, capabilities, learning, motivation, personality, perception, and beliefs influence individual development and identity. (KM 4.3)	
	<b>SS.5-8.IDI.5</b> Recognize the role of useful work in personal development and maintaining self-worth. * Describe ways in which family, gender, ethnicity, nationality, and institutional affiliations contribute to individual development and personal identity. (PM 4.3)	
	<b>SS.5-8.IDI.6</b> Determine how personal, social, cultural and environmental factors contribute to the development and the growth of personal identity. (KM 4.4)	
	<b>SS.5-8.IDI.7</b> Embrace and cultivate a personal relationship with Christ. * Examine the impact of conformity and altruism on identity. (PM 4.4)	
	<b>SS.5-8.IDI.8</b> Discuss how individuals' choices influence identity and development. (KM 4.5)	
	<b>SS.5-8.IDI.9</b> Identify the qualities that make individuals unique and equip them for a place in God's overall plan. * Identify the relationship between individual qualities and career or professional choices. (PM 4.7)	
	<b>SS.5-8.IDI.10</b> Justify that perceptions are interpretations of information about individuals and events and can be influenced by bias and stereotypes. (KM 4.6) * 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)	
	<b>SS.5-8.IDI.11</b> Develop a respect for others including senior citizens and individuals with disabilities. * Describe the influence of perception, attitudes, values, and beliefs on identity and the interactions of peoples across time and space. (PM 4.6)	

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### 5. INDIVIDUALS, GROUPS, AND INSTITUTIONS

GRADE	STANDARDS (NGSS ALIGNMENT) Utilize relevant and appropriate Biblical and Seventh-day Adventist historical references.
<b>Essential Question:</b> What is the role of the Seventh-day Adventist church?	
<b>Big Idea:</b> The church is God's agent to reach individuals, groups, and institutions with the good news of the gospel.	
5-8	<b>SS.5-8.IGI.1</b> 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)
	<b>SS.5-8.IGI.2</b> Define concepts such as mores, norms, status, role, socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, race, ethnicity, and gender. (KM 5.2) * Investigate the roles of individuals, groups and institutions, and the various forms that groups and institutions take. (PM 4.1) * Gather information about groups and institutions using such tools as surveys and interviews. (PM 4.8)
	<b>SS.5-8.IGI.3</b> Determine how institutions are created to respond to changing individual and group needs. (KM 5.3)
	<b>SS.5-8.IGI.4</b> Identify ways that Seventh-day Adventist organizations work to improve life in communities. * Scrutinize conflicts between expressions of individuality and group conformity. (PM 4.5)
	<b>SS.5-8.IGI.5</b> Express ways in which young people are socialized which include similarities as well as differences across cultures. (KM 5.4) * Analyze the effects of interactions between and among individuals, groups, and institutions. (PM 4.2)
	<b>SS.5-8.IGI.6</b> Investigate how groups and institutions change over time. (KM 5.5)
	<b>SS.5-8.IGI.7</b> Assess how cultural diffusion occurs when groups migrate. (KM 5.6) * Analyze the role of institutions in furthering both continuity and change. (PM 4.6)
	<b>SS.5-8.IGI.8</b> Discuss the influence of women and ethnic groups in the growth of the Seventh-day Adventist church.
	<b>SS.5-8.IGI.9</b> Demonstrate how institutions may promote or undermine social conformity. (KM 5.7) * Provide examples of tensions between belief systems and governmental actions and policies. (PM 4.4)
	<b>SS.5-8.IGI.10</b> Explain that when two or more groups with differing norms and beliefs interact, accommodation or conflict may result. (KM 5.8) * Identify and analyze the impact of tensions between and among individuals, groups, and institutions. (PM 4.3)
	<b>SS.5-8.IGI.11</b> Critique how groups and institutions influence culture in a variety of ways. (KM 5.9) * Evaluate how groups and institutions work to meet individual needs and promote or fail to promote the common good. (PM 4.7)
	<b>SS.5-8.IGI.12</b> Participate in age appropriate outreach and service projects.

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### 6. POWER, AUTHORITY, AND GOVERNANCE

GRADE	STANDARDS (NGSS ALIGNMENT) Utilize relevant and appropriate Biblical and Seventh-day Adventist historical references.
<b>5-8</b>	<p><b>Essential Question:</b> What is the foundation of the sovereignty of God and how does it compare to the sovereignty of human government?</p> <p><b>Big Idea:</b> Unlike human government, God's power, authority, and governance are absolute and rooted in His everlasting love.</p>
	<b>SS.5-8.PAG.1</b> Cite rights that are guaranteed in the U.S. Constitution, the supreme law of the land. (KM 6.1)
	<b>SS.5-8.PAG.2</b> Compare the constitution of a country to the Ten Commandments.
	<b>SS.5-8.PAG.3</b> 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)
	<p><b>SS.5-8.PAG.4</b> Evaluate fundamental values of constitutional democracy. (KM 6.3)</p> <ul style="list-style-type: none"> <li>* Ask and find answers to questions about power, authority, and governance in the region, nation, and world (PM 6.1)</li> <li>* Examine persistent issues involving the rights of individuals and groups in relation to the general welfare. (PM 6.2)</li> </ul>
	<p><b>SS.5-8.PAG.5</b> Research and debate the ideologies and structures of political systems that differ from those of the United States. (KM 6.4)</p> <ul style="list-style-type: none"> <li>* 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)</li> </ul>
	<b>SS.5-8.PAG.6</b> Exhibit tolerance and respect for individuals with different beliefs and viewpoints.
	<p><b>SS.5-8.PAG.7</b> Investigate the ways in which governments meet the needs and wants of citizens, manage conflict, and establish order and security. (KM 6.5)</p> <ul style="list-style-type: none"> <li>* Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation among groups and nations. (PM 6.4)</li> <li>* 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)</li> </ul>
	<b>SS.5-8.PAG.8</b> Describe the structure and organization of the Seventh-day Adventist church.
	<b>SS.5-8.PAG.9</b> Identify how God has ultimate control and protection over human affairs, and discuss the ways He has led in the past.

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### 7. PRODUCTION, DISTRIBUTION, AND CONSUMPTION

GRADE	STANDARDS (NGSS ALIGNMENT)	Utilize relevant and appropriate Biblical and Seventh-day Adventist historical references.
5-8	<b>Essential Question:</b> How does God expect us to use the resources He has provided?	
	<b>Big Idea:</b> God supplies all of our needs and allows us to choose to be responsible stewards.	
	<b>SS.5-8.PDC.1</b> Examine why individuals, government, and society experience scarcity because human wants and needs exceed what can be produced from available resources. (KM 7.1) * 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)	
	<b>SS.5-8.PDC.2</b> Examine the efforts of the Seventh-day Adventist church to alleviate social problems.	
	<b>SS.5-8.PDC.3</b> 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)	
	<b>SS.5-8.PDC.4</b> Evaluate how the economic choices that people make have both present and future consequences. (KM 7.3)	
	<b>SS.5-8.PDC.5</b> Justify how economic incentives affect people's behavior and may be regulated by rules or laws. (KM 7.4) * 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.	
	<b>SS.5-8.PDC.6</b> Practice responsible stewardship which includes returning tithe and gifts to God, saving money, helping others, and planning for future purchases.	
	<b>SS.5-8.PDC.7</b> Illustrate how banks and other financial institutions channel funds from savers to borrowers, and investors. (KM 7.5) * Describe the role that financial institutions play among savers, borrowers, and investors. (PM 7.4)	
	<b>SS.5-8.PDC.8</b> Explain the economic gains that result from specialization and exchange as well as the trade-offs. (KM 7.6) * Gather and analyze data on economic issues, and use critical thinking in making recommendations on economic policies. (PM 7.6)	
	<b>SS.5-8.PDC.9</b> Interpret how markets bring buyers and sellers together to exchange goods and services. (KM 7.7)	
<b>SS.5-8.PDC.10</b> 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) * Investigate the production and distribution of goods and services in the state, nation, and in a global context. (PM 7.1)		
<b>SS.5-8.PDC.11</b> Analyze how levels of income, employment, and prices are determined by the interaction of households, firms, and the government. (KM 7.9) * Estimate the effects of inflation on future earnings based on current plans for education, training, and career options. (PM 7.5)		

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### 8. SCIENCE, TECHNOLOGY, AND SOCIETY

GRADE	STANDARDS (NGSS ALIGNMENT) Utilize relevant and appropriate Biblical and Seventh-day Adventist historical references.
<b>Essential Question:</b> How has God enabled humans to develop science and technology to improve society?	
<b>Big Idea:</b> God designed humans with wisdom, inquiring minds, and varied talents to discover ways to enrich life.	
5-8	<b>SS.5-8.STS.1</b> 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)
	<b>SS.5-8.STS.2</b> Develop a logical argument that there are gaps in access to science and technology around the world. (KM 8.10)
	<b>SS.5-8.STS.3</b> Investigate how society often turns to science and technology to solve problems. (KM 8.2)
	<b>SS.5-8.STS.4</b> Give evidence of how our lives today are media and technology dependent. (KM 8.3)
	<b>SS.5-8.STS.5</b> 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)
	<b>SS.5-8.STS.6</b> Understand the healthy benefits of time management and practice self-control when using technology.
	<b>SS.5-8.STS.7</b> 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) * Use diverse types of media technology to read, write, create, and review a variety of messages. (PM 8.2)
	<b>SS.5-8.STS.8</b> Use a variety of media and formats within digital environments to communicate ideas with authentic audiences, and engage in faith-based activities. * Review sources to identify the purposes, points of view, biases, and intended audiences of reports and discussions of science and technology. (PM 8.4)
	<b>SS.5-8.STS.9</b> Validate how values, beliefs, and attitudes have been influenced by new scientific and technological knowledge. (KM 8.6)
	<b>SS.5-8.STS.10</b> Recognize how a Christian uses technology as a responsible citizen.
	<b>SS.5-8.STS.11</b> Cite evidence of how media are created, received, and are dependent upon cultural contexts. (KM 8.6) * Seek and evaluate varied perspectives when weighing how specific applications of science and technology have impacted individuals and society. (PM 8.3)
	<b>SS.5-8.STS.12</b> Analyze how science and technology sometimes create ethical issues that test our standards and values. (KM 8.8)
	<b>SS.5-8.STS.13</b> Detail the need for laws and policies to govern scientific and technological applications. (KM 8.9) * Use scientific findings and forms of technology to formulate possible solutions to real-life problems, and predict outcomes. (PM 8.6)
	<b>SS.5-8.STS.14</b> Design a project using technology to serve the church and community.



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### 9. GLOBAL CONNECTIONS

GRADE	STANDARDS (NGSS ALIGNMENT)	Utilize relevant and appropriate Biblical and Seventh-day Adventist historical references.
<b>Essential Question:</b> How do global issues and connections impact the gospel commission?		<b>Big Idea:</b> 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.
<b>5-8</b>	<b>SS.5-8.GB.1</b> Outline how global connections have existed in the past and increased rapidly in current times. (KM 9.1) <ul style="list-style-type: none"> <li>* 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)</li> <li>Use maps, charts, and databases to explore patterns and predict trends regarding global connections at the community, state, or national level. (PM 9.2)</li> </ul>	
	<b>SS.5-8.GB.2</b> Verify that global factors such as cultural, economic, and political connections are changing the places in which people live. (KM 9.2) <ul style="list-style-type: none"> <li>* 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)</li> </ul>	
	<b>SS.5-8.GB.3</b> Investigate how spatial relationships, that relate to ongoing global issues, affect the health and well-being of Earth and its inhabitants. (KM 9.3) <ul style="list-style-type: none"> <li>* 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)</li> </ul>	
	<b>SS.5-8.GB.4</b> Point out how global problems and possibilities are not generally caused or developed by any one nation. (KM 9.4)	
	<b>SS.5-8.GB.5</b> Indicate how global connections may make cultures more alike or increase their sense of distinctiveness. (KM 9.5) <ul style="list-style-type: none"> <li>* 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)</li> </ul>	
	<b>SS.5-8.GB.6</b> Explain how universal human rights cut across cultures but are not necessarily understood in the same way in all cultures. (KM 9.6) <ul style="list-style-type: none"> <li>* Analyze examples of conflict, cooperation, and interdependence among groups, communities, regions, societies, and nations. (PM 9.45)</li> </ul>	
	<b>SS.5-8.GB.7</b> Discuss and analyze the unique message and mission of the Seventh-day Adventist church.	
	<b>SS.5-8.GB.8</b> Demonstrate an understanding of current world missions of the Seventh-day Adventist church.	

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### 10. CIVIC IDEALS AND PRACTICES

GRADE	STANDARDS (NGSS ALIGNMENT)	Utilize relevant and appropriate Biblical and Seventh-day Adventist historical references.
	<p><b>Essential Question:</b> According to the Scriptures, what are the civic responsibilities of a Christian to the government of God and the governments of man?</p>	<p><b>Big Idea:</b> Followers of Jesus have a dual citizenship with responsibility first to God and then to civil authorities.</p>
<b>5-8</b>	<p><b>SS.5-8.CIP.1</b> 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)</p>	
	<p><b>SS.5-8.CIP.2</b> Define individual dignity, liberty, justice, equality, individual rights, responsibility, majority and minority rights, and civil dissent. (KM 10.2)</p> <p>* Ask and find answers to questions about how to become informed and take civic action. (PM 10.1)</p>	
	<p><b>SS.5-8.CIP.3</b> Summarize key practices involving the rights and responsibilities of citizenship and the exercise of citizenship. (KM 10.3)</p> <p>* Identify and describe the role of a citizen in various forms of government past and present. (PM 10.2)</p>	
	<p><b>SS.5-8.CIP.4</b> Examine the common good and the rule of law. (KM 10.4)</p> <p>* Analyze and evaluate the effectiveness of various forms of civil action influencing public policy decisions that address the realization of civic ideals. (PM 10.3)</p>	
	<p><b>SS.5-8.CIP.5</b> Interpret key documents and excerpts from key sources that define and support democratic ideals and practices. (KM 10.5)</p> <p>* Build background through research in primary and secondary sources, make decisions, and propose solutions to address problems. (PM 10.4)</p> <p>* Identify assumptions, misconceptions, and bias in sources, evidence, and arguments used in presenting issues and positions. (PM 10.5)</p> <p>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)</p>	
	<p><b>SS.5-8.CIP.6</b> Identify the origins and function of major institutions and practices developed to support democratic ideals and practices. (KM 10.6)</p> <p>* Evaluate the degree to which public policies and citizen behaviors reflect or foster stated democratic ideals. (PM 10.9)</p>	
	<p><b>SS.5-8.CIP.7</b> 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)</p> <p>* Evaluate the significance of public opinion and positions of policymakers in influencing public policy development and decision-making (PM 10.8)</p>	
	<p><b>SS.5-8.CIP.8</b> Discuss the importance of becoming informed in order to make positive civic contributions (KM 10.8)</p> <p>* Develop a position on a public policy issue and defend it with evidence. (PM 10.7)</p> <p>* Participate in the process of persuading, compromising, debating, and negotiating in the resolution of conflicts and differences (PM 10.10)</p>	
	<p><b>SS.5-8.CIP.9</b> Compare religious freedom in various parts of the world.</p>	