

NAD STANDARDS -- SOCIAL STUDIES

1. CULTURE

GRADE | **STANDARDS (NGSS ALIGNMENT)** Utilize relevant and appropriate Biblical and Seventh-day Adventist historical references.

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)

* Ask and find answers to questions related to culture in the contexts of school, community, state, and region. (PE 1.1)

SS.K-4.C.2 Identify concepts such as: similarities, differences, beliefs, values, cohesion, and diversity. (KE 1.2)

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)

* Explore and describe similarities and differences in the ways various cultural groups meet similar needs and concerns. (PE 1.2)

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 changed needs and concerns. (KE 1.4)

* Give examples of how information and experiences may be interpreted differently by people from different cultural groups. (PE 1.3)

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)

* Describe the value of both cultural unity and diversity within and across groups. (PE 1.4)

SS.K-4.C.7 Recall how peoples from different cultures develop different values and ways of interpreting experience. (KE 1.6)

*Demonstrate how holding different values and beliefs can contribute or post obstacles to understanding between people and groups (PE 1.5)

SS.K-4.C.8 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GRADE | **STANDARDS (NGSS ALIGNMENT)** Utilize relevant and appropriate Biblical and Seventh-day Adventist historical references.

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

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| K-4 | <p>SS.K-4.TCC.1 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>SS.K-4.TCC.2 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>SS.K-4.TCC.3 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>SS.K-4.TCC.4 Name key people, events, and places associated with the history of the community, nation, and the world. (KE 2.4)</p> <p>* Describe how people in the past lived, and research their values and beliefs. (PE 2.6)</p> |
| | <p>SS.K-4.TCC.5 Identify the accomplishments of Seventh-day Adventists in history.</p> |
| | <p>SS.K-4.TCC.6 Identify the first Seventh-day Adventist missionaries.</p> |
| | <p>SS.K-4.TCC.7 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>SS.K-4.TCC.8 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>SS.K-4.TCC.9 Trace how the origins of the Seventh-day Adventist church are threaded throughout history.</p> |
| | <p>SS.K-4.TCC.10 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>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> |

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3. PEOPLE, PLACES AND ENVIRONMENTS

GRADE | **STANDARDS (NGSS ALIGNMENT)** Utilize relevant and appropriate Biblical and Seventh-day Adventist historical references.

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)
- SS.K-4.PPE.2** Define concepts such as: location, direction, distance, and scale. (KE 3.2)
- 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)
 - * Gather and interpret information from various representations of earth, such as maps, globes, geospatial technologies and other geographic tools to inform the study of people, places, and environments, both past and present. (PE 3.3)
- SS.K-4.PPE.4** Correlate physical and human characteristics of the school, community, state, and region and the interactions of people in those places with the environment. (KE 3.3)
- SS.K-4.PPE.5** Describe the Christian's responsibility for the environment.
- 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)
- 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)
- SS.K-4.PPE.8** Analyze factors that contribute to similarities and differences among people locally and in places across the world including ethnicity, language, and religious beliefs. (KE 3.8)
 - * Ask and find answers to geographic questions related to the school, community, state, region, and world. (PE 3.1)
- SS.K-4.PPE.9** Compare physical changes in the community, state, and region, such as seasons, climate, and their effects on plants and animals (KE 3.5)
- SS.K-4.PPE.10** Examine the effects of sin on the environment.
- SS.K-4.PPE.11** Compare and contrast benefits and problems resulting from the discovery and use of resources. (KE 3.7)
 - * 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)
- SS.K-4.PPE.12** 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.	
K-4	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.
	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)	
	SS.K-4.IDI.2 Identify the qualities that make individuals unique and equip them for their place in God's overall plan.	
	SS.K-4.IDI.3 Define concepts such as: growth, change, learning, self, family, and groups. (KE 4.2) * Describe your personal characteristics including your interests, capabilities, and perceptions. (PE 4.2)	
	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)	
	SS.K-4.IDI.7 Develop a respect for others including senior citizens and individuals with disabilities. * Ask and find answers to questions about how individual identity forms and changes. (PE 4.1)	
	SS.K-4.IDI.8 Examine how individuals change over time. (KE 4.5)	
	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 identity such as physical attributes, gender, race, and culture. (PE 4.3)	
	SS.K-4.IDI.12 Evaluate how individuals can express their own identity and work productively with others.	
	SS.K-4.IDI.13 Discuss how people's interactions with their social and physical surroundings influence individual identity and growth. (KE 4.7)	
	SS.K-4.IDI.14 Outline how individual choices are influenced by personal and social factors. (KE 4.8)	
	SS.K-4.IDI.15 Identify people, groups, and institutions that contribute to development. (PE 4.5)	
	SS.K-4.IDI.16 Embrace and cultivate a personal relationship with Christ.	

NAD STANDARDS -- SOCIAL STUDIES

5. INDIVIDUALS, GROUPS, AND INSTITUTIONS

GRADE	STANDARDS (NGSS ALIGNMENT) Utilize relevant and appropriate Biblical and Seventh-day Adventist historical references.
Essential Question: What is the role of the Seventh-day Adventist church?	
Big Idea: The church is God's agent to reach individuals, groups, and institutions with the good news of the gospel.	
K-4	SS.K-4.IGI.1 Describe how this theme shows that people belong to groups and institutions that influence them and by which they are influenced. (KE 5.1)
	SS.K-4.IGI.2 Define concepts such as community, culture, role, competition, cooperation, rules, and norms. (KE 5.2)
	<ul style="list-style-type: none"> * Ask and find answers to questions about individual, group, and institutional influences. (PE 5.1) * Gather information about groups through such tools as surveys and interviews. (PE 5.7)
	SS.K-4.IGI.3 Tell how the Seventh-day Adventist church positively impacts neighborhoods.
	SS.K-4.IGI.4 Identify characteristics that distinguish individuals. (KE 5.3)
	SS.K-4.IGI.5 Elaborate on how individuals, groups, and institutions share common elements and also have unique characteristics. (KE 5.4)
	<ul style="list-style-type: none"> * Describe interactions between and among individuals, groups, and institutions. (PE 5.2) * Identify and describe examples of tensions between and among individuals, groups, and institutions. (PE 5.3) * Explore how membership in more than one group is natural but may cause internal conflicts or cooperation. (PE 5.4)
	SS.K-4.IGI.6 Assess the impact of families, schools, religious institutions, government agencies, financial institutions, and civic groups on their lives. (KE 5.5)
	SS.K-4.IGI.7 Examine how the rules and norms of groups to which they belong impact their lives. (KE 5.6)
<ul style="list-style-type: none"> * Provide examples of the role of institutions in furthering both continuity and change. (PE 5.5) * Show how groups and institutions work to meet individual needs and promote or fail to promote the common good. (PE 5.6) 	
SS.K-4.IGI.8 Participate in age appropriate outreach and service projects.	

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6. POWER, AUTHORITY, AND GOVERNANCE

GRADE | **STANDARDS (NGSS ALIGNMENT)** Utilize relevant and appropriate Biblical and Seventh-day Adventist historical references.

Essential Question: What is the foundation of the sovereignty of God and how does it compare to the sovereignty of human government?

Big Idea: Unlike human government, God's power, authority, and governance are absolute and rooted in His everlasting love.

K-4

SS.K-4.PAG.1 Justify how rules and laws can serve to support order and protect individual rights. (KE 6.1)

SS.K-4.PAG.2 Identify the basic elements of government in the United States: executive, legislative, and judicial authority. (KE 6.4)

SS.K-4.PAG.3 Describe the structure and organization of the Seventh-day Adventist church.

* Ask and find answers to questions about power, authority, and governance in the school, community, and state. (PE 6.1)

SS.K-4.PAG.4 Give examples of people who have the authority to make and enforce rules.

SS.K-4.PAG.5 Identify fundamental ideas that are the foundation of American constitutional democracy, including those of the U. S. Constitution, the rule of law, separation of powers, checks and balances, minority rights, and the separation of church and state. (KE 6.2)

SS.K-4.PAG.6 Show how the Ten Commandments relate to governmental laws.

SS.K-4.PAG.7 Describe fundamental values of democracy: the common good, liberty, justice, equality, and individual dignity. (KE 6.3)

* Examine issues involving the rights and responsibilities of individuals and groups in relation to the broader society. (PE 6.2)

* Examine issues involving the richness of unity and diversity as well as conflicts related to unity and diversity. (PE 6.3)

SS.K-4.PAG.8 Exhibit tolerance and respect for individuals with different beliefs and viewpoints.

SS.K-4.PAG.9 Explain the ways in which governments meet the needs and wants of citizens. (KE 6.5)

* Analyze conditions and actions related to power, authority, and governance that contribute to conflict and cooperation among groups and nations or detract from cooperation. (PE 6.4)

SS.K-4.PAG.10 Identify how God has ultimate control and protection over human affairs, and discuss the ways He has led in the past.

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7. PRODUCTION, DISTRIBUTION, AND CONSUMPTION

GRADE | **STANDARDS (NGSS ALIGNMENT)** Utilize relevant and appropriate Biblical and Seventh-day Adventist historical references.

Essential Question: How does God expect us to use the resources He has provided?

Big Idea: God supplies all of our needs and allows us to choose to be responsible stewards.

K-4

SS.K-4.PDC.1 Demonstrate how people and communities deal with scarcity of resources. (KE 7.1)

SS.K-4.PDC.2 Explain uses of God's gift of natural resources for meeting human needs.

SS.K-4.PDC.3 Distinguish the difference between needs and wants. (KE 7.2)

* Analyze the differences between wants and needs. (PE 7.2)

* Examine and evaluate different methods for allocating scarce goods and services in the school and community. (PE 7.4)

SS.K-4.PDC.4 Investigate what people and communities gain and give up when they make a decision. (KE 7.3)

SS.K-4.PDC.5 Practice responsible stewardship which includes returning tithe and gifts to God, saving money, helping others, and planning for future purchases.

SS.K-4.PDC.6 Explain how economic incentives affect people's behavior. (KE 7.4)

* Evaluate how the decisions that people make are influenced by the trade-offs of different options. (PE 7.3)

SS.K-4.PDC.7 Identify the characteristics and functions of money and its uses. (KE 7.5)

* Assess how consumers will react to rising and falling prices for goods and services. (PE 7.5)

SS.K-4.PDC.8 Identify various organizations such as banks and businesses that help people achieve their individual economic goals. (KE 7.6)

SS.K-4.PDC.9 Examine the efforts of the Seventh-day Adventist church to alleviate social problems.

SS.K-4.PDC.10 Describe the characteristics of a market economy. (KE 7.7)

SS.K-4.PDC.11 Compare and contrast the goods and services produced in the market and those produced by the government. (KE 7.8)

* Investigate production, distribution, and consumption of goods and services in the school and community. (PE 7.1)

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8. SCIENCE, TECHNOLOGY, AND SOCIETY

GRADE | **STANDARDS (NGSS ALIGNMENT)** Utilize relevant and appropriate Biblical and Seventh-day Adventist historical references.

Essential Question: How has God enabled humans to develop science and technology to improve society?

Big Idea: God designed humans with wisdom, inquiring minds, and varied talents to discover ways to enrich life.

K-4

- SS.K-4.STS.1** Describe how science involves the study of the natural world and how technology refers to the tools we use to accomplish tasks. (KE 8.1)
 * Identify the points of view expressed in information sources regarding science and technology. (PE 8.6)
- SS.K-4.STS.2** Cite examples of how society often turns to science and technology to solve problems. (KE 8.2)
 * Use diverse types of media technology to research and share information. (PE 8.2)
- SS.K-4.STS.3** Design a project using technology to serve the church and community.
- SS.K-4.STS.4** Illustrate how media and technology are a part of every aspect of our lives. (KE 8.3)
 * Ask and find answers to questions about the ways in which science and technology affect our lives. (PE 8.1)
- SS.K-4.STS.5** Discuss the ways in which scientific findings and various forms of technology influence our daily lives. (KE 8.4)
 * Identify examples of science and technology in daily life. (PE 8.3)
- SS.K-4.STS.6** Demonstrate how science leads to new technology in areas such as communication and transportation resulting in change over time. (KE 8.5)
 * Research and evaluate various scientific and technological proposals for addressing real-life issues and problems (PE 8.7)
- SS.K-4.STS.7** Compare and contrast examples of how science and technology can have both positive and negative impacts on individuals, society, and the globe. (KE 8.6)
 * Identify examples of the use of science and technology in society as well as the consequences of their use. (PE 8.4)
 * Research a scientific topic or type of technology developed in a particular time or place, and determine its impact on people's lives. (PE 8.5)

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9. GLOBAL CONNECTIONS

GRADE | **STANDARDS (NGSS ALIGNMENT)** Utilize relevant and appropriate Biblical and Seventh-day Adventist historical references.

Essential Question: How do global issues and connections impact the gospel commission?

Big Idea: God expects us to use global connections to address world issues through service to others, while sharing the good news of His love and His imminent return.

K-4

SS.K-4.GB.1 Discuss how global connections may be of various types including cultural exchange, trade, political, economic, or travel. (KE 9.1)

- * Ask and find answers to questions about the connections we have to other people and places around the globe. (PE 9.1)
- * Identify examples of global connections in the individual's community, state, or region. (PE 9.2)
- * Use maps and databases to look for global patterns, trends, and connections. (PE 9.3)

SS.K-4.GB.2 Explain how global connections affect the daily life of individuals and those around them. (KE p.2)

- * Describe examples in which language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding. (PE 9.4)

SS.K-4.GB.3 Demonstrate an understanding of current world missions of the Seventh-day Adventist church.

SS.K-4.GB.4 Compare and contrast how some global issues have persisted over time while others are more contemporary or emerging. (KE 9.3)

- * Identify and examine issues and problems that impact people in different parts of the world and move beyond local borders to affect other parts of the world. (PE 9.7)
- * Identify and examine how wants and needs of people in one part of the world may conflict with the wants and needs of people in other parts of the world. (PE 9.8)

SS.K-4.GB.5 Point out how all cultures have similar needs but meet those needs in different ways that may influence or be influenced by global connections. (KE 9.4)

- * Give examples of conflict and cooperation among individuals, groups and nations in different parts of the world. (PE 9.5)

SS.K-4.GB.6 Evaluate how the pace of global change has quickened in recent times. (KE 9.5)

- * Examine the ways in which technology affects global connections. (PE 9.6)

SS.K-4.GB.7 Discuss and analyze the unique message and mission 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.
	Essential Question: According to the Scriptures, what are the civic responsibilities of a Christian to the government of God and the governments of man?	Big Idea: Followers of Jesus have a dual citizenship with responsibility first to God and then to civil authorities.
K-4	SS.K-4.CIP.1 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) * Ask and find answers to questions about how to plan for action with others to improve life in the school, community, and beyond. (PE 10.1)	
	SS.K-4.CIP.2 Define concepts and ideas such as individual dignity, fairness, freedom, common good, rule of law, civic life, rights, and responsibilities. (KE 10.2) * Locate, access, organize, and apply information from multiple sources reflecting multiple points of view. (PE 10.3)	
	SS.K-4.CIP.3 Describe how key practices in a democratic society include civic participation based on studying community issues, planning, decision-making, and cooperating to promote civic ideals. (KE 10.3) * Identify and exercise the rights and responsibilities of citizens. (PE 10.2)	
	SS.K-4.CIP.4 Discuss how democratic ideals and practices are represented in contemporary and historical sources, quotations, and stories. (KE 10.4) * Analyze how specific policies or citizen behaviors reflect ideals and practices consistent or inconsistent with democratic ideas. (PE 10.4) * Examine the influence of citizens and officials on policy decisions. (PE 10.7)	
	SS.K-4.CIP.5 Discuss the importance of gathering information as the basis for informed civic action. (KE 10.5) * Evaluate positions about an issue based on the evidence and arguments provided, and describe the pros, cons, and consequences of holding a specific position. (PE 10.5) * Develop a position on a school or local issue, and defend it with evidence. (PE 10.6)	
	SS.K-4.CIP.6 Discuss the importance of religious freedom throughout the world.	