



Elementary Social Studies

2016

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

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

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

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| 1. Culture | 6. Power, Authority, and Governance |
| 2. Time, Continuity, and Change | 7. Production, Distribution, and Consumption |
| 3. People, Places, and Environments | 8. Science, Technology, and Society |
| 4. Individual Development and Identity | 9. Global Connections |
| 5. Individuals, Groups, and Institutions | 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 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	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) SS.K-4.CIP1		GK: T30, T31, 30, 31, 32, 33 G1: 114-115, 116-117 G2: 102-103, 104-105 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 G4: 121, 122, 123, 124, 125, 187
	• 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)		GK: T30, T31, 30, 31, 32, 33 G1: 116-117, 124-125, 126-127, 128-129, 130-131 G2: T24, T25 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 G4: 65E, 65F, 122, 123, 124, 125
	Define concepts and ideas such as individual dignity, fairness, freedom, common good, rule of law, civic life, rights, and responsibilities. (KE 10.2) SS.K-4.CIP2		GK: T18, T19, T28, T29, 23, 24, 25, 26, 27, 30, 31, 32, 33 G1: T22, T23 G2: T22, T23, 102-103, 104-105 G3: T22, T23, T28, T29 G4: 65E, 65F, 122, 123, 124, 125
	• Locate, access, organize, and apply information from multiple sources reflecting multiple points of view. (PE 10.3)		G1: T22, T23 G3: T22, T23, T28, T29
	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) SS.K-4.CIP3		GK: T30, T31, 32, 33 G1: 114-115, 116-117, 118-119, 120-121, 122-123, 124-125, 126-127, 128-129, 130-131 G2: T24, T25, 102-103, 104-105 G3: T22, T23, T28, T29, 166-167, 168-169, 170-171 G4: 65E, 65F, 121, 122, 123, 124, 125, 156, 187, 209, 236, 277
	• Identify and exercise the rights and responsibilities of citizens. (PE 10.2)		GK: 32, 33 G1: 116-117 G2: T24, T25, 102-103, 104-105 G3: T22, T23, T28, T29, 166-167 G4: 30, 31, 65E, 65F, 121, 122, 123, 124, 125
	Discuss how democratic ideals and practices are represented in contemporary and historical sources, quotations, and stories. (KE 10.4) SS.K-4.CIP4		GK: T18, T19, T28, T29 G1: T16, T17, T18, T19, T20, T21, T22, T23, T30, T31, 32-33, 34-35, 36-37, 38-39 G2: 108-109, 110-111, 112-113 G3: T22, T23, T28, T29 G4: 30, 31, 51, 65E, 65F
	• Analyze how specific policies or citizen behaviors reflect ideals and practices consistent or inconsistent with democratic ideals. (PE 10.4)		GK: T18, T19, T28, T29 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 G2: T24, T25, 104-105 G3: T28, T29, 166-167 G4: 122, 123, 124, 125
	• Examine the influence of citizens and officials on policy decisions. (PE 10.7)		G1: 32-33, 34-35, 36-37, 38-39 G2: 116-117 G3: T22, T23, T28, T29, 156-157, 158-159, 160-161, 162-163, 164-165, 166-167 G4: 65E, 65F, 121, 134, 135
	Discuss the importance of gathering information as the basis for informed civic action. (KE 10.5) SS.K-4.CIP5		G2: 106-107 G4: 236
	• 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)		G2: 106-107 G4: 58, 108, 156, 187, 219, 236, 277
	• Develop a position on a school or local issue, and defend it with evidence. (PE 10.6)		G2: 106-107 G3: T16, T17 G4: 58, 108, 156, 187, 219, 236, 277
	SS.K-4.CIP6 Discuss the importance of religious freedom throughout the world.		G2: 102-103

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.CIP.1	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.CIP.2	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.CIP.3	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.CIP.4	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.CIP.5	• 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.CIP.6	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.CIP.7	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.CIP.8	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.CIP.9	Compare religious freedom in various parts of the world.	US: 49-50, 66-68, 71, 74, 766-769