



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 — 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
		• 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
		• 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	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)	
		Recognize the role of useful work in personal development and maintaining self-worth.	
	SS.5-8.IDI.5	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)	
		Embrace and cultivate a personal relationship with Christ.	
	SS.5-8.IDI.7	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)	
		Identify the qualities that make individuals unique and equip them for a place in God's overall plan.	
	SS.5-8.IDI.9	Identify the relationship between individual qualities and career or professional choices. (PM 4.7)	
		Justify that perceptions are interpretations of information about individuals and events and can be influenced by bias and stereotypes. (KM 4.6)	
	SS.5-8.IDI.10	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)	
		Develop a respect for others including senior citizens and individuals with disabilities.	
	SS.5-8.IDI.11	Describe the influence of perception, attitudes, values, and beliefs on identity and the interactions of peoples across time and space. (PM 4.6)	