



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 — 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	• Ask and find answers to questions about individual, group, and institutional influences. (PE 5.1)	GK: 17 G2: T22, T23, 116-117
		• 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	• Describe interactions between and among individuals, groups, and institutions. (PE 5.2)	G2: T22, T23, 56-57, 78-79
		• 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
		• 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	• Provide examples of the role of institutions in furthering both continuity and change. (PE 5.5)	G2: T22, T23
		• 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)	
		• 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.	
		• 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)	
		• 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)	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
		• Analyze the role of institutions in furthering both continuity and change. (PM 4.6)	
	SS.5-8.IGI.8	Discuss the influence of women and ethnic groups in the growth of the Seventh-day Adventist church.	
	SS.5-8.IGI.9	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)	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)	US: 408-414, 428-443
		• Identify and analyze the impact of tensions between and among individuals, groups, and institutions. (PM 4.3)	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)	
		• 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.	