



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 — 7. PRODUCTION, DISTRIBUTION, AND CONSUMPTION

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: 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)	G1: 100-101 G2: 142-143 G3: 124-125, 126-127 G4: 99, 100
	SS.K-4.PDC.2	Explain uses of God's gift of natural resources for meeting human needs.	GK: 71 G2: 50-51, 140-141 G3: 22-23, 24-25, 26-27, 28-29, 30-31, 34-35, 40-41, 48-49, 116-117
	SS.K-4.PDC.3	Distinguish the difference between needs and wants. (KE 7.2)	G4: 101 GK: 82 G1: 102-103 G4: 99
		• Analyze the differences between wants and needs. (PE 7.2)	GK: 82 G1: 102-103 G4: 99
		• Examine and evaluate different methods for allocating scarce goods and services in the school and community. (PE 7.4)	GK: 83 G1: 100-101 G2: 142-143 G3: 126-127, 128-129 G4: 99
	SS.K-4.PDC.4	Investigate what people and communities gain and give up when they make a decision. (KE 7.3)	G1: 100-101, 102-103 G2: 150-151, 152-153 G3: 112-113, 126-127 G4: 97
	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.	G1: 102-103 G2: 152-153 G3: 112-113 G4: 103
	Explain how economic incentives affect people's behavior. (KE 7.4)		
	SS.K-4.PDC.6	• Evaluate how the decisions that people make are influenced by the trade-offs of different options. (PE 7.3)	G1: 102-103 G2: 150-151, 152-153 G3: 112-113 G4: 9
	SS.K-4.PDC.7	Identify the characteristics and functions of money and its uses. (KE 7.5)	GK: 81, 88 G1: 90-91, 92-93, 94-95 G2: 146-147, 148-149 G3: 130-131, 132-133, 134-135 G4: 93, 95, 100, 102
		• Assess how consumers will react to rising and falling prices for goods and services. (PE 7.5)	G1: 100-101 G2: 142-143 G3: 126-127
	SS.K-4.PDC.8	Identify various organizations such as banks and businesses that help people achieve their individual economic goals. (KE 7.6)	G4: 95, 102, 103, 104
	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)	G4: 93
	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)	G1: 86-87, 88-89 G2: 116-117, 136-137 G3: 112-113, 114-115, 150-151 G4: 104, 110, 111
		• Investigate production, distribution, and consumption of goods and services in the school and community. (PE 7.1)	GK: T30, T31 G1: 96-97, 98-99 G2: T30, T31, 138-139, 140-141, 142-143 G3: 112-113, 114-115, 116-117, 118-119, 120-121, 122-123, 156-157, 158-159 G4: 96, 100, 104

2016 SOCIAL STUDIES STANDARDS — 7. PRODUCTION, DISTRIBUTION, AND CONSUMPTION

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: 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.			
5-8	SS.5-8.PDC.1	Examine why individuals, government, and society experience scarcity because human wants and needs exceed what can be produced from available resources. (KM 7.1)	W: 40
		• 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)	W: 40
	SS.5-8.PDC.2	Examine the efforts of the Seventh-day Adventist church to alleviate social problems.	W: 40
	SS.5-8.PDC.3	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)	W: 40
	SS.5-8.PDC.4	Evaluate how the economic choices that people make have both present and future consequences. (KM 7.3)	W: 40 US: 699
	SS.5-8.PDC.5	Justify how economic incentives affect people's behavior and may be regulated by rules or laws. (KM 7.4)	US: 699
		• 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. (PM 7.2)	W: 40 US: 298, 669
	SS.5-8.PDC.6	Practice responsible stewardship which includes returning tithe and gifts to God, saving money, helping others, and planning for future purchases.	
	SS.5-8.PDC.7	Illustrate how banks and other financial institutions channel funds from savers to borrowers and investors. (KM 7.5)	W: 632-633, 747 US: 300, 560-564, 714-715, 717, 905
		• Describe the role that financial institutions play among savers, borrowers, and investors. (PM 7.4)	W: 632-633, 747 US: 300, 560-564, 714-715, 717, 905
	SS.5-8.PDC.8	Explain the economic gains that result from specialization and exchange as well as the trade-offs. (KM 7.6)	W: 42-43, 66-67, 123, 133, 179, 297-298, 333, 411, 476, 495, 522, 553-554, 585, 631-635, 790-792, 795, 799 US: 29, 83-889, 298, 899, 936-937
		• Gather and analyze data on economic issues, and use critical thinking in making recommendations on economic policies. (PM 7.6)	W: 38-43, 747 US: 560-564, 802-804, 936-937
	SS.5-8.PDC.9	Interpret how markets bring buyers and sellers together to exchange goods and services. (KM 7.7)	W: 123, 585, 631-635, 790-792, 795, 799 US: 83-89, 293, 802-804, 936-937
	SS.5-8.PDC.10	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)	W: 40 US: 298, 802-804
		• Investigate the production and distribution of goods and services in the state, nation, and in a global context. (PM 7.1)	W: 40, 634-635, 790-792, 795, 799
	SS.5-8.PDC.11	Analyze how levels of income, employment, and prices are determined by the interaction of households, firms, and the government. (KM 7.9)	W: 42-43, 747, 800, 814-818 US: 560-564, 699, 717, 802-804, 904, 926
		• Estimate the effects of inflation on future earnings based on current plans for education, training, and career options. (PM 7.5)	W: 41, 814-818 US: 156, 881-882, 904