



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.

DEVELOPMENT COMMITTEE MEMBERS

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2016 SOCIAL STUDIES STANDARDS — 3. PEOPLE, PLACES, AND ENVIRONMENTS

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 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)	GK: T24, T25, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74 G1: T24, T25, 52-53, 60-61, 62-63, 64-65, 66-67, 68-6, 70-71, 76-77 G2: 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 34-35, 38-39, 42-43, 46-47, 50-51, 68-69, 72-73, 76-77 G3: 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 26-27, 28-29, 30-31, 32-33, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 66-67, 68-69, 128-128, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11 G4: 9, 10, 11, 12, 13, 14, 15, 112, 113, 141, 270, 271
	SS.K-4.PPE.2	Define concepts such as: location, direction, distance, and scale. (KE 3.2)	GK: T24, T25, 12, 13, 62, 63, 64, 65, 66, 67, 72, 73 G1: T24, T25, 52-53, 60-61, 62-63, 64-65, 66-67, 68-6, 70-71, 76-77 G2: 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 34-35, 38-39, 42-43, 46-47, 50-51, 68-69, 72-73, 76-77 G3: 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 26-27, 28-29, 30-31, 32-33, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 66-67, 68-69, 128-128, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11 G4: 28, 112, 113, 141, 220, 229, 270, 271
	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)	GK: 62, 63, 64, 65, 66, 67, 72, 73 G1: T24, T25, 52-53, 60-61, 62-63, 64-65, 66-67, 68-6, 70-71, 76-77 G2: 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 34-35, 38-39, 42-43, 46-47, 50-51, 68-69, 72-73, 76-77 G3: 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 26-27, 28-29, 30-31, 32-33, 34-35, 38-39, 40-41, 44-45, 66-67, 68-69, 128-128, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11 G4: 22, 35, 42, 68, 69, 73, 77, 81, 112, 113, 131, 132, 133, 141, 143, 148, 164, 165, 175, 196, 197, 200, 201, 207, 220, 228, 229, 238, 239, 251, 259, 260, 261, 270, 271
		• 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)	GK: 62, 63, 64, 65, 66, 67, 72, 73 G1: T24, T25, 52-53, 60-61, 62-63, 64-65, 66-67, 68-6, 70-71, 76-77 G2: 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 34-35, 38-39, 42-43, 46-47, 50-51, 68-69, 72-73, 76-77 G3: 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 26-27, 28-29, 30-31, 32-33, 34-35, 38-39, 40-41, 44-45, 66-67, 68-69, 128-128, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11 G4: 22, 35, 42, 68, 69, 73, 77, 81, 112, 113, 131, 132, 133, 141, 143, 148, 164, 165, 175, 196, 197, 200, 201, 207, 220, 228, 229, 238, 239, 251, 259, 260, 261, 270, 271
	SS.K-4.PPE.4	Correlate physical and human characteristics of the school, community, state, and region and the interactions of people in these places with the environment. (KE 3.3)	GK: T24, T25, 67, 68, 69, 70, 71, 72, 73, 74 G1: T24, T25, 60-61, 62-63, 64-65, 66-67, 70-71, 72-73, 74-75, 76-77 G2: 12-13, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51 G3: T16, T17, T18, T19, 22-23, 24-25, 26-27, 28-29, 30-31, 36-37, 66-67, 68-69 G4: 156, 157, 218, 219, 252, 253, 284, 285
	SS.K-4.PPE.5	Describe the Christian's responsibility for the environment.	G1: 128-129, 130-131 G2: T24, T25, 104-105 G3: T16, T17, T18, T19, 156-157 G4: 60, 61, 80, 177, 192
	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)	GK: 66, 67, 72 G1: T24, T25, 76-77 G2: T20, T21, 54-55, 56-57, 68-69, 70-71, 72-73, 74-75, 76-77, 78-79, 80-81, 82-83 G3: 66-67, 80-81, 86-87, 92-93 G4: 71, 72, 73, 74, 75, 76, 135, 136, 137, 138, 139, 140, 167, 168, 169, 170, 171, 172, 199, 200, 201, 202, 203, 204, 231, 232, 233, 234, 235, 236, 237, 263, 264, 265, 266, 267
	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)	GK: 67 G1: T24, T25 G2: T16, T17, T20, T21, 54-55, 56-57, 68-69, 70-71, 72-73, 74-75, 76-77, 78-79, 80-81, 82-83 G3: 66-67, 68-69, 80-81, 86-87, 92-93 G4: 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 33, 34, 35, 36, 37, 38, 39
	SS.K-4.PPE.8	Analyze factors that contribute to similarities and differences among peoples locally and in places across the world including ethnicity, language, and religious beliefs. (KE 3.8)	G2: 74-75, 76-77, 78-79, 80-81 G3: 22-23, 24-25, 26-27, 28-29, 30-31, 32-33, 38-39 G4: 152, 153, 154, 155, 184, 185, 216, 217, 248, 249, 250, 282, 283
		• Ask and find answers to geographic questions related to the school, community, state, region, and world. (PE 3.1)	GK: T24, T25, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74 G1: T24, T25 G2: 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 34-35, 38-39, 42-43, 46-47, 50-51, 68-69, 72-73, 76-77 G3: 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 26-27, 28-29, 30-31, 32-33, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 66-67, 68-69 G4: 71, 72, 73, 74, 75, 76, 135, 136, 137, 138, 139, 140, 167, 168, 169, 170, 171, 172, 199, 200, 201, 202, 203, 204, 231, 232, 233, 234, 235, 236, 237, 263, 264, 265, 266, 267
	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)	GK: 68, 69 G1: T24, T25, 72-73, 74-75 G2: 34-35, 38-39, 42-43, 46-47, 50-51, 68-69, 72-73, 76-77 G3: T30, T31, 20-21, 22-23, 24-25, 26-27, 28-29, 30-31, 34-35, 40-41, 46-47 G4: 69, 74, 84, 85, 86, 87, 88, 89, 90, 91, 140, 170, 171, 204, 268, 269
	SS.K-4.PPE.10	Examine the effects of sin on the environment.	
		Compare and contrast benefits and problems resulting from the discovery and use of resources. (KE 3.7)	GK: 70, 71 G2: 140-141 G3: 22-23, 24-25, 26-27, 28-29, 30-31, 34-35, 40-41, 48-49, 156-157 G4: 39, 80, 81, 82, 83, 143, 175, 176, 177, 195, 207, 208, 209, 210, 241, 242, 243, 257E, 257F, 273, 274, 275
	SS.K-4.PPE.11	• 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)	GK: T24, T25, 62, 63, 64, 65, 66, 67, 72, 73 G1: T24, T25, 52-53, 60-61, 62-63, 64-65, 66-67, 68-69, 70-71, 76-77 G2: 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 34-35, 38-39, 42-43, 46-47, 50-51, 68-69, 72-73, 76-77 G3: 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 26-27, 28-29, 30-31, 32-33, 34-35, 38-39, 40-41, 44-45, 66-67, 68-69, 128-129, 134-135, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11 G4: 22, 35, 42, 68, 69, 73, 77, 81, 89, 112, 113, 131, 132, 133, 141, 143, 148, 164, 165, 173, 175, 179, 196, 197, 200, 201, 205, 207, 220, 228, 229, 2238, 239, 244, 251, 259, 260, 261, 270, 271
	SS.K-4.PPE.12	Discuss the Christian's responsibility for the Earth's environment and its resources.	G3: T16, T17, T18, T19 G4: 60, 61, 177, 192

2016 SOCIAL STUDIES STANDARDS — 3. PEOPLE, PLACES, AND ENVIRONMENTS (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: 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.			
5-8	SS.5-8.PPE.1	Examine how the theme of people, places, and environments involves the study of the relationships between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources. (KM 3.1)	W: 32-33, 52-53, 60-61, 63-64, 76-78, 100-102, 174-176, 248-250, 278-280, 306-307, 398, 400, 422-424, 450-452, 510, 516, 528-529, 540-541 US: REF8-REF17, 84-86
	SS.5-8.PPE.2	Scrutinize the effects of sin on the environment.	W: 796, 811, 891 US: 938-939
	SS.5-8.PPE.3	Describe concepts such as: location, region, place, and migration, as well as human and physical systems. (KM 3.2) • Ask and find answers to geographic questions related to regions, nations, and the world in the past and present. (PM 3.1)	W: 32-33, 36, 52-53, 60, 74-75, 99, 128-129, 173, 210-211, 274-277, 304-305, 338-339, 370-371, 396-397, 420-421, 432, 449, 472, 508-509, 535, 539, 580-581, 616-617, 640-641, 662-663, 708-709, 744-745, 788-789 US: 2-6, 26-27, 42-45, 52-53, 58-59, 63-65, 82-83, 110-111, 142-143, 174-175, 204-205, 244-245, 266-267, 272, 274-276, 294-295, 302-307, 322-323, 330-335, 346-347, 365, 367-369, 374-375, 402-403, 426-427, 450-451, 492-493, 518-519, 548-549, 574-581, 600-601, 632-633, 656-657, 688-689, 712-713, 744-745, 782-783, 812-813, 844-845, 874-875, 918-919 W: 26-37, 52-53, 60, 63, 68, 74-78, 89-90, 99-103, 106, 124, 128, 131, 138-139, 151, 161, 164, 173-176, 180, 184, 191, 194, 204, 210-211, 222, 234, 247-250, 253, 266, 269, 276-281, 284, 294, 298, 304-307, 314, 317, 332, 338-339, 346, 354, 364, 370-371, 381, 388, 396-400, 404, 408, 420-424, 426, 432, 437, 440, 449-453, 455, 466, 472-473, 475, 477, 490-491, 499, 501, 508-509, 511, 513, 517, 529, 538-539, 541, 545, 559, 561-562, 571, 573, 580-581, 583, 602, 608, 616-617, 620, 625, 632, 634, 640-641, 656, 662-663, 665, 668, 678, 685, 687, 691, 708-709, 711, 715, 722, 727, 732, 735, 737, 744, 745, 752, 755, 762, 769, 771-772, 775, 777, 779, 788-789, 791, 799, 801, 808, 813, 815 US: 2-6, 26-27, 42-45, 52-53, 58-59, 63-65, 82-83, 110-111, 142-143, 174-175, 204-205, 244-245, 266-267, 272, 274-276, 294-295, 302-307, 322-323, 330-335, 346-347, 365, 367-369, 374-375, 402-403, 426-427, 450-451, 492-493, 518-519, 548-549, 574-581, 600-601, 632-633, 656-657, 688-689, 712-713, 744-745, 782-783, 812-813, 844-845, 874-875, 918-919
	SS.5-8.PPE.4	Compare and contrast past and present changes in physical systems such as seasons, climate, weather, and the water cycle in both national and global contexts. (KM 3.3) • Acquire, organize, and analyze information and use geographic tools to draw conclusions about environmental changes. (PM 3.3)	W: 60-61, 249-250, 423 US: 924-925 W: 60-61, 249-250, 796, 819 US: 924-925, 938-939
	SS.5-8.PPE.5	Investigate how the concept of regions identifies the links between people in different locations according to specific criteria. (KM 3.5)	W: 32, 432 US: 64-77, 84-86, 310, 376-397, 427, 441, 579, 656-657, 745
	SS.5-8.PPE.6	Illustrate patterns of demographic and political change and cultural diffusion in the past and present. (KM 3.6)	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 US: 45-48, 87-89, 274-275
	SS.5-8.PPE.7	Summarize factors that contribute to cooperation and conflict among peoples of the nation and the world including language, religion, and political beliefs. (KM 3.8) • Identify and interpret “push” and “pull” factors involved in the migrations of people in this nation and other parts of the world. (PM 3.5)	W: 442-443 US: 42-52, 62, 66, 101-104, 116-119, 282-284, 352-357, 362, 428-432, 533-538, 658-663, 746-749, 796-799, 826-833, 848-857, 900-904, 920-923 W: 60, 138-139, 161, 253, 354, 380, 404, 437, 440, 453, 490, 545, 616-617, 635, 684 US: 4-6, 26-27, 42-45, 52-53, 63-65, 272, 274-276, 302-307, 322-323, 330-335, 346-347, 365, 367-369, 384-385, 402-403, 576-581, 689, 712-713, 729-730
	SS.5-8.PPE.8	Discuss human modifications of the environment. (KM 3.7) • Evaluate the consequences of human actions in environmental terms. (PM 3.6)	W: 77-78, 714, 791, 794 US: 9-17, 648-649, 924-925 W: 442-443, 796, 819 US: 14-17, 648-649, 924-925, 938-939
	SS.5-8.PPE.9	Compare and contrast the effects of sin on the environment.	W: 442-443, 796, 819 US: REF11-REF12, 938-939
	SS.5-8.PPE.10	Analyze the roles of different kinds of population centers in a region or nation. (KM 3.4)	W: 36, 66-67, 116, 424, 553, 788-789, 804, 819 US: 574-575, 585, 918-919
	SS.5-8.PPE.11	Utilize a variety of maps, globes, graphic representations, and geospatial technologies to help investigate the relationships among people, places, and environments. (KM 3.9) • Research, organize, analyze, synthesize, and evaluate information from atlases, data bases, grid systems, charts, graphs, maps, geospatial technologies, and other tools to interpret relationships among geographic factors and historic events. (PM 3.2) • Calculate distance, scale, and area to inform study of historic or current national and global environments. (PM 3.4)	W: 26-37, 52-53, 60, 63, 68, 74-78, 89-90, 99-103, 106, 124, 128, 131, 138-139, 151, 161, 164, 173-176, 180, 184, 191, 194, 204, 210-211, 222, 234, 247-250, 253, 266, 269, 276-281, 284, 294, 298, 304-307, 314, 317, 332, 338-339, 346, 354, 364, 370-371, 381, 388, 396-400, 404, 408, 420-424, 426, 432, 437, 440, 449-453, 455, 466, 472-473, 475, 477, 490-491, 499, 501, 508-509, 511, 513, 517, 529, 538-539, 541, 545, 559, 561-562, 571, 573, 580-581, 583, 602, 608, 616-617, 620, 625, 632, 634, 640-641, 656, 662-663, 665, 668, 678, 685, 687, 691, 708-709, 711, 715, 722, 727, 732, 735, 737, 744, 745, 752, 755, 762, 769, 771-772, 775, 777, 779, 788-789, 791, 799, 801, 808, 813, 815, RA2-RA25 US: RA2-RA13, REF10-REF13, 2-3, 5, 11, 12, 15, 26-27, 29, 32, 36, 40, 45, 47, 58-59, 67, 71, 76, 83, 88, 104, 110-111, 113, 123, 129, 143, 147, 166, 175, 180, 205, 244-245, 253, 266-267, 276, 287, 295, 303, 305, 312-313, 322-323, 325, 326, 339, 346-347, 351, 356, 361, 363, 374-375, 379, 388, 402-403, 409, 427, 429, 431, 434, 441, 450-451, 461, 462, 478, 483, 492-493, 501, 509, 519, 522, 529, 537, 542, 548-549, 552, 568, 574-575, 577, 600, 601, 620, 632-633, 636, 644, 649, 656-657, 660, 673, 681, 688, 707, 712-713, 721, 724, 745, 765, 766, 775, 782-783, 787, 794, 797, 813, 816, 823, 845, 850, 853, 862, 866, 874-875, 882, 889, 902, 912, 918-919, 928, 932 W: 26-37, 52-53, 60, 63, 68, 74-78, 89-90, 99-103, 106, 124, 128, 131, 138-139, 151, 161, 164, 173-176, 180, 184, 191, 194, 204, 210-211, 222, 234, 247-250, 253, 266, 269, 276-281, 284, 294, 298, 304-307, 314, 317, 332, 338-339, 346, 354, 364, 370-371, 381, 388, 396-400, 404, 408, 420-424, 426, 432, 437, 440, 449-453, 455, 466, 472-473, 475, 477, 490-491, 499, 501, 508-509, 511, 513, 517, 529, 538-539, 541, 545, 559, 561-562, 571, 573, 580-581, 583, 602, 608, 616-617, 620, 625, 632, 634, 640-641, 656, 662-663, 665, 668, 678, 685, 687, 691, 708-709, 711, 715, 722, 727, 732, 735, 737, 744, 745, 752, 755, 762, 769, 771-772, 775, 777, 779, 788-789, 791, 799, 801, 808, 813, 815, RA2-RA25 US: RA2-RA13, REF4-REF5, REF10-REF13, 2-3, 5, 11, 12, 15, 26-27, 29, 32, 36, 40, 45, 47, 58-59, 67, 71, 76, 83, 88, 104, 110-111, 113, 123, 129, 143, 147, 166, 175, 180, 205, 244-245, 253, 266-267, 276, 287, 295, 303, 305, 312-313, 322-323, 325, 326, 339, 346-347, 351, 356, 361, 363, 374-375, 379, 388, 402-403, 409, 427, 429, 431, 434, 441, 450-451, 461, 462, 478, 483, 492-493, 501, 509, 519, 522, 529, 537, 542, 548-549, 552, 568, 574-575, 577, 600, 601, 620, 632-633, 636, 644, 649, 656-657, 660, 673, 681, 688, 707, 712-713, 721, 724, 745, 765, 766, 775, 782-783, 787, 794, 797, 813, 816, 823, 845, 850, 853, 862, 866, 874-875, 882, 889, 902, 912, 918-919, 928, 932 W: 35
	SS.5-8.PPE.12	Discuss the Christian's responsibility for the Earth's environment and its resources.	W: 442-443, 796, 819 US: 924-925, 938-939

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	<ul style="list-style-type: none"> Ask and find answers to questions about how individual identity forms and changes. (PM 4.1) 	
		<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Describe the influence of perception, attitudes, values, and beliefs on identity and the interactions of peoples across time and space. (PM 4.6) 	