

# CURRICULUM GUIDE

STANDARDS FOR  
ELEMENTARY AND  
MIDDLE SCHOOL  
PROGRAMS



**Adventist Education**

A JOURNEY TO EXCELLENCE



## Standards for Student Learning in Adventist Schools

Standards in education are a statement of what students should know (content knowledge) and be able to do (applicable skills) upon completing a course of study. Standards state in clear, concise terms what students are expected to learn. Standards identify the students' learning destination, but much more is required to complete the educational journey. As goals for student learning, standards inform the development of curriculum, the implementation of instruction, and assessment for learning.

Just as standards for student learning do not describe in full the students' learning journey, they also do not alone give meaning to student learning. The big ideas and essential questions of life are developed from many sources. Beyond the classroom, family and significant others in a young person's life influence the student's personal beliefs and values. A personal worldview is formed by students when they integrate the knowledge learned at school and from other sources into a coherent understanding of the learner's world. A worldview also gives the learner a vision for how to use the skills acquired to participate in their community and improve themselves. Ultimately, a meaningful, productive life depends on a student's core beliefs and values from an emerging worldview equipping them to assess the authenticity and relevance of their learning, and to intelligently utilize the knowledge and skills learned.

In Adventist schools across the North American Division, standards for student learning have been developed and adopted that reflect the Adventist worldview across the subjects, PreK-12. The Adventist worldview accepts the Bible as the standard by which everything else is measured. Four key concepts emerge from a biblical worldview. These can be used as a lens for curriculum development, as well as informing the essential questions and big ideas of any content area. The four components of a biblical worldview are:

- Creation—What is God's intention?
- Fall—How has God's purpose been distorted?
- Redemption—How does God help us to respond?
- Re-creation—How can we be restored in the image of God?

In addition, as Adventist education standards are developed, educational research, professional subject area organizations, state standards, and Common Core State Standards have been referenced. The resulting standards inform students, parents, teachers, administrators, board members, and others that Adventist education meets or exceeds expectations for student learning, PreK-12.

Adventist education, though, has always been about “something better,” something more than meeting baseline expectations for student learning. Adventist standards for student learning facilitate the integral nature of the faith and learning relationship, and address the big ideas and essential questions of life from a biblical perspective. Adventist education continues to add something of eternal value to the curriculum, to instruction, and to assessment that impacts student learning. The Adventist worldview will always serve as the lens through which teaching and learning transpire in the Adventist classroom.

### Q & A Regarding the Common Core State Standards

Q: WHAT are the Common Core State Standards?

A: Common Core State Standards (CCSS) have been developed to provide a consistent, clear understanding of what students are expected to learn across the country in the content areas of Mathematics and English Language Arts. These statements of students’ learning goals were designed to be relevant to the real world in the 21<sup>st</sup> century, reflecting the core knowledge and skills that young people need for success in college and careers. While building on the standards that had been developed over the years in many states, the CCSS differ from past standards in their focus on rigor, depth of learning, and common expectations for all students.

Q: WHO/WHEN created the Common Core State Standards?

A: The development of the CCSS was a state-led collaboration sponsored in 2009 by the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO). The goal was to establish “common” educational standards, K-12, for Mathematics and English Language Arts. The work was accomplished by teams of teachers, educational leaders from various levels, researchers, and professors of education.

Q: WHERE have the Common Core State Standards been adopted?

A: The collaboration among states was voluntary with 44 states, two territories, and the District of Columbia participating in the development of CCSS. Adopting the CCSS in each state was also intended to be voluntary. The participation in adoption was greatly increased when the US Department of Education under a newly elected administration made the adoption of CCSS a prerequisite to additional federal funding (stimulus money) during tough economic times in 2009 and beyond. To date, a total of 45 states have adopted the standards.

Q: WHY has concern been raised about the Common Core State Standards?

A: Much of the concern raised about Common Core State Standards can be summarized as a concern about who influences and/or controls the development of the standards for student learning. There has been intense scrutiny of what has been deemed “common” or “core” for

student learning across the country. As a result, many states that have adopted the CCSS are revising them to some degree to meet the needs of their students. Concern has also been raised over how CCSS will impact the curriculum and instruction. In the wake of this concern, curriculum experts have emphasized the relationship between standards and curriculum by noting that standards are the outcomes not the curriculum (resources, materials, content, or processes used in an educational program to meet the standards). The standards serve to focus the learning, but the curriculum adds meaning and context to student learning.

Q: HOW has Adventist education responded to the Common Core State Standards?

A: When revising the Mathematics or English Language Arts Standards, NAD curriculum committees have carefully examined the CCSS, along with other resources, to see if there are any conflicts with Adventist beliefs and values as well as determine whether the standards meet the needs of Adventist students. The resulting Adventist standards are then utilized to inform the development or identification of meaningful curriculum for Adventist classrooms. The Adventist worldview will always serve as the lens through which teaching and learning inspire our students to grow in wisdom and stature in the Adventist classroom.

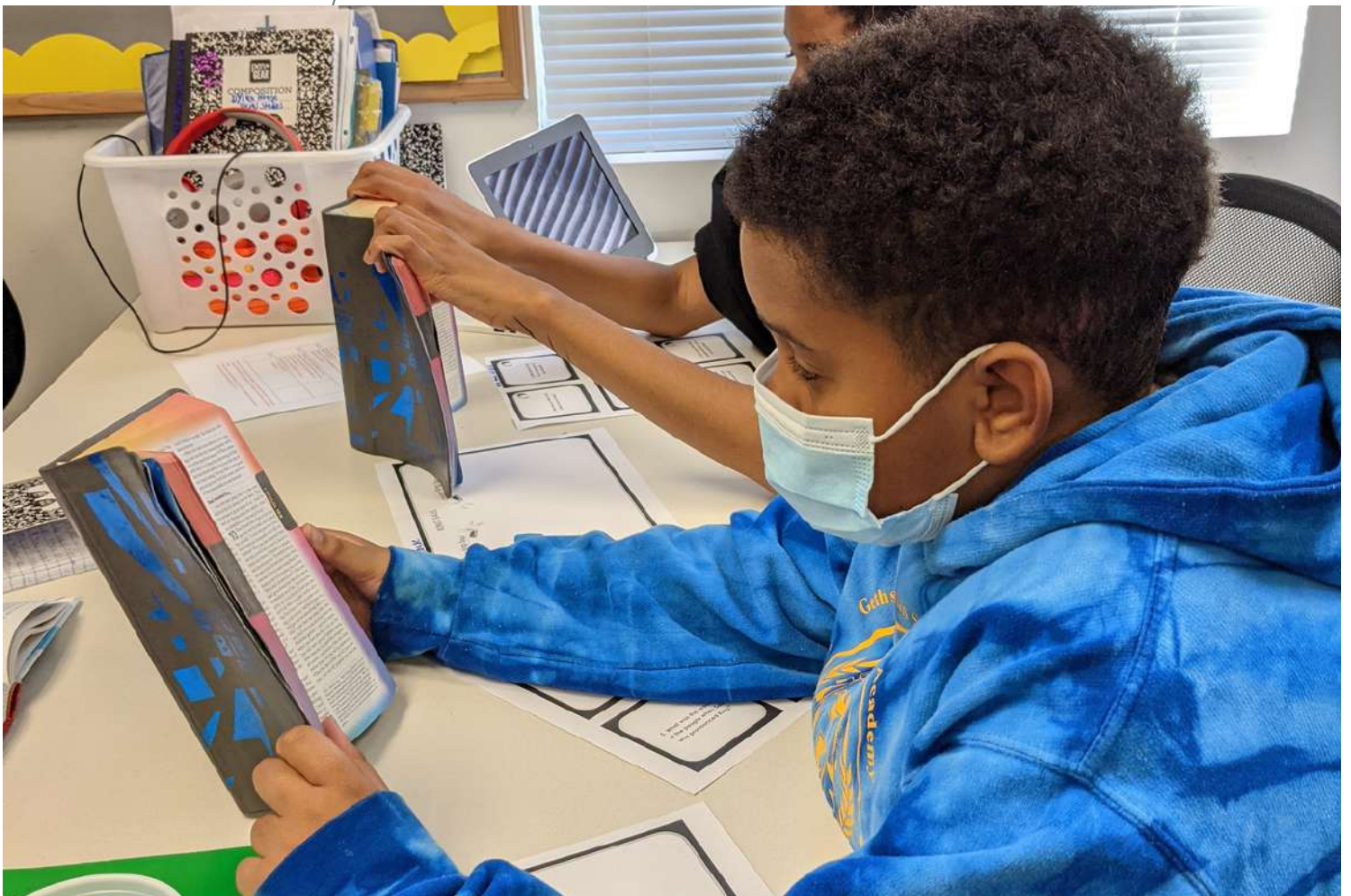
# BIBLE

## STANDARDS



**Adventist Education**

A JOURNEY TO EXCELLENCE



## 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

*“The teaching of the Bible should have our freshest thought, our best methods, and our most earnest effort.” (Ed 186)*

The integrity of the Seventh-day Adventist educational system is dependent on meaningful Bible curriculum that helps students develop an understanding and knowledge of God and a relationship with Him that will transform their lives.

Using the Bible as its foundation, the elementary Bible curriculum seeks to give students opportunities to:

1. Know God and develop a life-long relationship with Him, using the Bible as the source of truth.
2. Understand and share Seventh-day Adventist beliefs, heritage, and worldview.
3. Experience what spirituality is and how it is demonstrated through knowledge (head), attitudes (heart), and actions (hand).
4. Develop a sense of self-worth through a relationship with God, and develop interpersonal skills to respond with sensitivity in service to others.

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## 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 begins with the content area abbreviation in letters:

- All are identified with B—Bible (**B.K.BK.1**).
- The second part of the code refers to the grade level (**B.K.BK.1**).
- The third part of the code refers to the particular Bible domain (**B.K.BK.1**), with BK standing for Biblical Knowledge.
- The fourth part of the code refers to a particular skill within the Bible domain (**B.K.BK.1**).
- The coding system that follows each standard is the Fundamental Belief(s) that aligns with the Bible standard.

## CREDITS

The following resources were referenced in developing Bible Standards for Seventh-day Adventist Schools: *Seventh-day Adventists Believe* (2005), *What We Believe* (Thomas, 2006), Core of Adventist Education Curriculum, NAD Key Learnings: Bible, *Life Series* Bible Program, NAD Curriculum Guide for Religion K-12, various online Christian Bible curricula, *Education* (White, 1903).

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## DEVELOPMENT COMMITTEE MEMBERS

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## 2017 ELEMENTARY BIBLE STANDARDS – BIBLICAL FOUNDATIONS

Essential Question: Why is the Bible important today?		Big Idea: The Bible is God’s word, preserved through the ages to help us learn about God, His plan for our lives, and His love for the world.	
CONTENT	K STANDARDS (ALIGNMENT WITH FUNDAMENTAL BELIEFS)	1-4 STANDARDS (ALIGNMENT WITH FUNDAMENTAL BELIEFS)	5-8 STANDARDS (ALIGNMENT WITH FUNDAMENTAL BELIEFS)
History of the Bible	<b>B.K.BF1</b> Describe how children studied the Bible in Old and New Testament times. (1)	<b>B.1-4.BF1</b> Trace the development of the Bible from oral traditions to print. (1)	<b>B.5-8.BF1</b> Trace the history of the English Bible, including reference to the Dead Sea Scrolls and the printing press. (1)
	<b>B.K.BF2</b> Recognize that the original Bible was not written in English. (1)	<b>B.1-4.BF2</b> Identify the major events that led to the translation of the Bible from Hebrew and Greek into English. (1)	<b>B.5-8.BF2</b> Explain the difference between translations and paraphrases; compare and contrast passages of Scripture from different versions; paraphrase selected passages. (1)
	<b>B.K.BF3</b> Determine that God worked through people to write the Bible over a long period of time. (1)	<b>B.1-4.BF3</b> Determine that the Bible was written by many people but inspired by God. (1)	<b>B.5-8.BF3</b> Explain the role of inspiration in the development of the Bible, recognizing that the books of the Bible were written by a variety of authors and reflect their varying personalities and the times in which they lived. (1)
	<b>B.K.BF4</b> Demonstrate reverence and honor for the Bible because it is God’s word.(1)	<b>B.1-4.BF4</b> Outline ways that God has protected His Word throughout history. (1)	<b>B.5-8.BF4</b> Trace how God preserved the Bible writings throughout history. (1)
Organization of the Bible	<b>B.K.BF5</b> Discover the way the Bible is organized (e.g., Old and New Testaments, books, chapters, verses). (1)	<b>B.1-4.BF5</b> Memorize the books of the Bible in order and locate specific Bible passages by book, chapter, and verse. (1)	<b>B.5-8.BF5</b> Locate with confidence specific Bible passages by book, chapter, and verse, understanding the relationship between Old and New Testaments. (1)
	<b>B.K.BF6</b> Explore a variety of Bible passages from different genre (e.g., poetry, prose). (1)	<b>B.1-4.BF6</b> Distinguish between various genres of writing in the Bible (e.g., parables, prophecy, history, letters). (1)	<b>B.5-8.BF6</b> Compare and contrast various genres of writing in the Bible (e.g., poetry, narrative, prophecy, history, letters). (1)
	<b>B.K.BF7</b> Show how stories in the Bible point to Jesus and His love for us. (1, 4, 9, 10)	<b>B.1-4.BF7</b> Identify the central theme of the Bible as the unfolding story of God’s love for us and His plan to save the world through His Son Jesus. (1, 4, 9, 10)	<b>B.5-8.BF7</b> Investigate redemption, the central theme of the Bible, in the context of the Great Controversy (creation, fall, redemption, re-creation). (1, 4, 9, 10)
Bible Study Skills	<b>B.K.BF8</b> Explore how studying the Bible leads to knowing God. (1, 2, 3, 4, 5)	<b>B.1-4.BF8</b> Make personal connections between Bible study and its application to daily living. (1, 8, 11)	<b>B.5-8.BF8</b> Make personal connections between Bible study and daily living, recognizing that Bible study reveals God’s plan for our world and our personal lives. (1, 8, 11)
	<b>B.K.BF9</b> With prompting, ask and answer questions about key details in Bible passages. (8)	<b>B.1-4.BF9</b> Refer to details and examples when explaining a Bible passage or drawing inferences. (8)	<b>B.5-8.BF9</b> Cite textual evidence, including a comparison of scripture with scripture, that supports an analysis of what a Bible story/passage says both explicitly and implicitly. (1, 8)
	<b>B.K.BF10</b> Develop the habit of praying before Bible study. (11)	<b>B.1-4.BF10</b> Make connections between prayer and Bible study. (11)	<b>B.5-8.BF10</b> Reflect on the role of prayer and the work of the Holy Spirit in helping us to understand God’s Word. (1, 2, 5, 11)
	<b>B.K.BF11</b> With prompting, identify the main idea of a Bible story and retell key details. (8)	<b>B.1-4.BF11</b> Determine the main idea of a Bible passage and explain how it is supported by key details; summarize the passage and share with others. (8)	<b>B.5-8.BF11</b> Analyze the development of a main idea throughout a Bible passage, including its relationship to supporting ideas; connect the passage to one’s personal worldview and discuss with others. (1, 8)
	<b>B.K.BF12</b> Memorize passages of Scripture. (1)	<b>B.1-4.BF12</b> Memorize passages of Scripture. (1)	<b>B.5-8.BF12</b> Memorize passages of Scripture. (1)
	<b>B.K.BF13</b> Discover what the Bible tells us about God. (1, 8, 11)	<b>B.1-4.BF13</b> Summarize what selected Bible passages reveal about God and identify their practical applications for daily life. (1, 8, 11)	<b>B.5-8.BF13</b> Investigate what Bible passages reveal about God; identify and share their practical applications for daily life. (1, 8, 11)
	<b>B.K.BF14</b> Make connections between Bible stories and personal life experiences. (8, 11)	<b>B.1-4.BF14</b> Make connections between a Bible passage, personal experience, and other reading/viewing selections. (8, 11)	<b>B.5-8.BF14</b> Make connections between a Bible passage, personal experience, other reading/viewing selections, and the world around us. (1, 8, 11)
	<b>B.K.BF15</b> Develop the habit of listening to and learning from the Bible daily. (1, 8, 11)	<b>B.1-4.BF15</b> Select a personal Bible and develop the habit of reading it regularly. (1, 8, 11)	<b>B.5-8.BF15</b> Choose a personal Bible and read it to determine answers to life’s questions and challenges, being careful not to take passages out of context. (1, 8, 11)
	<b>B.K.BF16</b> With support, describe the cultural contexts for Bible stories and passages. (1)	<b>B.1-4.BF16</b> Explore the cultural and geographical contexts of Bible passages. (1)	<b>B.5-8.BF16</b> Interpret the geographical, historical, and cultural contexts of Bible passages. (1)
	<b>B.K.BF17</b> With support, use a globe and maps to identify places and events in Bible stories. (1)	<b>B.1-4.BF17</b> Use secondary resources (e.g., Bible dictionary, concordance), both print and digital, to aid in interpreting Bible passages. (1)	<b>B.5-8.BF17</b> Use a variety of Biblical reference and research materials, both print and digital, to aid in interpreting Bible passages. (1)
	<b>B.K.BF18</b> Participate in group discussions about Bible stories. (1)	<b>B.1-4.BF18</b> Participate in collaborative discussions about Bible passages. (1)	<b>B.5-8.BF18</b> Develop and practice skills for leading and participating in a peer group Bible study. (1)

## 2017 ELEMENTARY BIBLE STANDARDS — BIBLICAL KNOWLEDGE

<b>Essential Question:</b> How does a Biblical worldview help me answer life's big questions—where did I come from, why am I here, and where am I going?		<b>Big Idea:</b> The Bible reveals a loving God who created the world, continues to sustain it even though it departed from His ideal plan, and provides for the redemption and ultimate restoration of humanity.	
CONTENT	<b>K STANDARDS</b> <small>(ALIGNMENT WITH FUNDAMENTAL BELIEFS)</small>	<b>1-4 STANDARDS</b> <small>(ALIGNMENT WITH FUNDAMENTAL BELIEFS)</small>	<b>5-8 STANDARDS</b> <small>(ALIGNMENT WITH FUNDAMENTAL BELIEFS)</small>
Creation	<b>B.K.BK.1</b> Identify the Godhead as the Creator of all living things. (2-6)	<b>B.1-4.BK.1</b> Identify the Godhead as the eternal and self-existent Creator of all living things. (2-6)	<b>B.5-8.BK.1</b> Identify the Godhead as the eternal and self-existent Creator, distinguishing the unique roles of God the Father, God the Son, and God the Holy Spirit. (2-6)
	<b>B.K.BK.2</b> Describe how God's original creation was perfect and showed His love. (6)	<b>B.1-4.BK.2</b> Outline God's original plan for an orderly, perfect universe that operates on His law of love. (6)	<b>B.5-8.BK.2</b> Determine God's purpose for an orderly, perfect universe that operates on His law of love. (6)
	<b>B.K.BK.3</b> Recall the events of Creation week. (6, 20, 23)	<b>B.1-4.BK.3</b> Describe the events of Creation week in sequential order. (6, 20, 23)	<b>B.5-8.BK.3</b> Explain the importance of a literal 7-day Creation week. (6, 20, 23)
	<b>B.K.BK.4</b> Distinguish the Sabbath, the seventh day of Creation week, as God's gift of love to us for rest, worship, and fellowship. (6, 20)	<b>B.1-4.BK.4</b> Summarize the importance of Sabbath, marriage, and family in the context of Creation. (6, 19, 20, 23)	<b>B.5-8.BK.4</b> Investigate what the Creation narrative teaches about Sabbath, marriage, family, and equality. (6, 20, 23)
	<b>B.K.BK.5</b> Recognize that we are created in God's image. (2, 6)	<b>B.1-4.BK.5</b> Explain what it means to be created in the image of God (e.g., creative abilities, power of choice). (2, 6, 7, 23)	<b>B.5-8.BK.5</b> Articulate that we are created just a little lower than the angels and in the image of God, fashioned by God's own hand. (6, 7, 23)
	<b>B.K.BK.6</b> Explain that we were created to be a part of God's family. (6)	<b>B.1-4.BK.6</b> Determine why we were created to be a part of God's family. (6)	<b>B.5-8.BK.6</b> Cite evidence that supports God's purpose in creating us. (6)
	<b>B.K.BK.7</b> Explore ways in which we can take responsibility to care for the world God created. (6, 21)	<b>B.1-4.BK.7</b> Illustrate how Creation demonstrates God's love for us and establishes His plan for how we should love Him, serve one another, and care for the Earth. (6, 21)	<b>B.5-8.BK.7</b> Use Biblical references to support how Creation demonstrates God's love for us and establishes His plan for how we should love Him, serve one another, and care for the Earth. (6, 21)
Fall	<b>B.K.BK.8</b> Describe how sin began. (8)	<b>B.1-4.BK.8</b> Trace the origin of sin in the universe including Lucifer's self-exaltation, rebellion, declaration of war on God, and expulsion from Heaven. (8)	<b>B.5-8.BK.8</b> Trace the beginning of the Great Controversy as a real conflict between Christ and Satan. (8)
	<b>B.K.BK.9</b> Identify Satan as the author of all suffering and evil in the world. (2, 8)	<b>B.1-4.BK.9</b> Identify Satan, not God, as the author of all suffering and evil in the world. (8)	<b>B.5-8.BK.9</b> Recognize that evil is the result of sin which is rebellion against God's law of love, and that evil is a universal problem, affecting every human being and all of Creation. (8)
	<b>B.K.BK.10</b> Explain that, before sin began, God had a plan for saving us and continues to love us in spite of our sin. (8)	<b>B.1-4.BK.10</b> Provide evidence that God had a plan for redemption before sin began and continues to love us in spite of our sin. (8, 9)	<b>B.5-8.BK.10</b> Using references, construct an argument that God had a plan for redemption before sin began and continues to love us in spite of our sin. (8, 9)
	<b>B.K.BK.11</b> Relate that because of sin many bad things happen in our world. (7, 8)	<b>B.1-4.BK.11</b> Use evidence to explain why God permitted Satan to live and challenge His authority, and why bad things happen to everyone. (8)	<b>B.5-8.BK.11</b> Draw conclusions as to why God permitted Satan to live and challenge His authority, and how allowing evil to continue for a time demonstrates God's love. (8)
	<b>B.K.BK.12</b> Recognize that God created us with freedom of choice so that we can choose to do good or evil. (7, 8, 26)	<b>B.1-4.BK.12</b> Describe how the Great Controversy is the conflict between good and evil that began in Heaven and was continued on Earth. (8, 26)	<b>B.5-8.BK.12</b> Explain the part that humanity plays in the Great Controversy and why God allows us the freedom of choice to love or reject Him. (8, 26)
	<b>B.K.BK.13</b> Describe the results of sin. (8, 9, 26)	<b>B.1-4.BK.13</b> Explain the difference between temptation and sin. (8, 9, 26)	<b>B.5-8.BK.13</b> Cite evidence that demonstrates how temptation can lead to sin. (8, 9, 26)

## 2017 ELEMENTARY BIBLE STANDARDS — BIBLICAL KNOWLEDGE (CONTINUED)

<b>Essential Question:</b> How does a Biblical worldview help me answer life's big questions—where did I come from, why am I here, and where am I going?		<b>Big Idea:</b> The Bible reveals a loving God who created the world, continues to sustain it even though it departed from His ideal plan, and provides for the redemption and ultimate restoration of humanity.	
<b>CONTENT</b>	<b>K STANDARDS</b> <small>(ALIGNMENT WITH FUNDAMENTAL BELIEFS)</small>	<b>1-4 STANDARDS</b> <small>(ALIGNMENT WITH FUNDAMENTAL BELIEFS)</small>	<b>5-8 STANDARDS</b> <small>(ALIGNMENT WITH FUNDAMENTAL BELIEFS)</small>
<b>Redemption</b>	<b>B.K.BK.14</b> Tell how God loves us so much that He gave His Son Jesus to die for all. (8, 9)	<b>B.1-4.BK.14</b> Find evidence from the Bible that Jesus died for all of us, because of our infinite value to Him, to fulfill the plan of redemption developed before Creation. (8, 9)	<b>B.5-8.BK.14</b> Cite textual evidence from several sources that Jesus died for all of us, because of our infinite value to Him, to fulfill the plan of redemption developed before Creation. (8, 9)
	<b>B.K.BK.15</b> Recognize that because of Jesus' sacrifice, all can receive God's gift of eternal life. (9, 10, 24)	<b>B.1-4.BK.15</b> Recognize the value of accepting Jesus as a personal Savior who paid the penalty for sin so that all can choose to be saved and spend eternity with Him in Heaven. (9, 10)	<b>B.5-8.BK.15</b> Explain Righteousness by Faith, recognizing that salvation may not be achieved by human works but is a result of divine action through God's gift of grace. (10)
	<b>B.K.BK.16</b> List the parts of the sanctuary and describe the services of the sanctuary. (10, 11, 24)	<b>B.1-4.BK.16</b> Explain the sanctuary service and its overarching illustration of the plan of salvation. (10, 11, 24)	<b>B.5-8.BK.16</b> Discern how the symbolic system of sacrifice foreshadowed God's plan of salvation and how Jesus is our Substitute. (10, 11, 24)
	<b>B.K.BK.17</b> Identify Bible stories that show God's love for people even when they disobeyed Him. (1, 19)	<b>B.1-4.BK.17</b> Trace the plan of redemption through the Old Testament (e.g., the Exodus, laws, sanctuary, covenant). (1, 19, 20)	<b>B.5-8.BK.17</b> Trace the plan of redemption through the Old and New Testaments (e.g., the Exodus, laws, sanctuary, feasts, covenant, Last Supper, Jesus' death on the cross, resurrection). (1, 9, 16, 19, 20)
	<b>B.K.BK.18</b> Distinguish the role of the prophet as one who speaks for God. (17, 18)	<b>B.1-4.BK.18</b> Summarize the tests of a prophet and provide examples of how prophets reminded people of God's plan for their redemption. (17, 18)	<b>B.5-8.BK.18</b> Use the tests of a prophet to clarify the role of prophets (including Ellen White) in reminding people of God's plan for their redemption. (17, 18)
	<b>B.K.BK.19</b> Recall the major events in the life of Jesus (e.g., birth, life, death, resurrection). (9, 10, 11)	<b>B.1-4.BK.19</b> Retell the major events in the life of Jesus (e.g., birth, life, death, resurrection) and determine how they relate to the plan of salvation. (9, 10, 11)	<b>B.5-8.BK.19</b> Examine how Old Testament prophecies pointed to Jesus, recognizing that in His life and sacrifice, God met the demands of the Law and justified sinners. (9, 10, 11)
	<b>B.K.BK.20</b> Recognize what the teachings of Jesus tell us about the character of God and the kingdom of Heaven. (3, 4)	<b>B.1-4.BK.20</b> Summarize what the teachings of Jesus tell us about the character of God and the kingdom of Heaven. (3, 4)	<b>B.5-8.BK.20</b> Apply Jesus' teachings about God and the Kingdom of Heaven to daily living. (4, 11)
	<b>B.K.BK.21</b> Identify baptism and the cross as symbols of redemption and recognize their meanings. (15, 16)	<b>B.1-4.BK.21</b> Explain the meanings of the symbols of redemption (e.g., baptism, communion, foot washing, the cross, etc.). (15, 16)	<b>B.5-8.BK.21</b> Analyze the meanings of the symbols of redemption (e.g., baptism, communion, foot washing, the cross, etc.). (15, 16)
<b>Re-Creation</b>	<b>B.K.BK.22</b> Relate that God's plan was that no sin ever occur and that He promises to make our world new when Jesus comes. (6, 7, 8, 28)	<b>B.1-4.BK.22</b> Discuss how humans were perfect before sin, and that God wants to re-create all who choose to follow Him. (6, 7, 8)	<b>B.5-8.BK.22</b> Support the claim that God's plan is for us to recognize our fallen state and allow Him to restore us to the Creation ideal. (6, 7, 8)
	<b>B.K.BK.23</b> Tell how God wants us to be good examples to others. (11, 22)	<b>B.1-4.BK.23</b> Articulate that one of God's purposes for us is to be witnesses of His love. (22)	<b>B.5-8.BK.23</b> Discern that the Biblical metaphors (e.g., light, salt) represent the role individuals are called to fulfill in a sinful world. (4, 5, 11, 22)
	<b>B.K.BK.24</b> Name and practice the Fruit of the Spirit. (5, 17, 18, 22)	<b>B.1-4.BK.24</b> Examine and demonstrate the Fruit of the Spirit. (5, 11, 17, 22)	<b>B.5-8.BK.24</b> Analyze and demonstrate the Fruit of the Spirit, recognizing that they are the result of God's ongoing work in our lives. (5, 10, 17, 18, 22)
	<b>B.K.BK.25</b> Tell what Jesus has told us to expect before His Second Coming. (8, 13, 24, 25, 26)	<b>B.1-4.BK.25</b> Survey the events that will culminate in Jesus' Second Coming and eternal life in Heaven. (13, 19, 24, 25)	<b>B.5-8.BK.25</b> Examine end-time prophecies and define the role of the sanctuary as it relates to last day events (e.g., investigative judgment, sanctification). (8, 13, 18, 19, 20, 24, 25)
	<b>B.K.BK.26</b> Relate the message Jesus wants us to share with others before He comes. (13)	<b>B.1-4.BK.26</b> Outline the Three Angels' messages that go to the world before Jesus' Second Coming. (13)	<b>B.5-8.BK.26</b> Analyze the Three Angels' messages as an integral part of the Gospel Commission. (11, 12, 13)
	<b>B.K.BK.27</b> Identify Jesus' Second Coming as a fulfillment of His promise to His followers. (13, 25)	<b>B.1-4.BK.27</b> Explore the rewards of Jesus' Second Coming as a fulfillment of His promises to His followers. (13, 25)	<b>B.5-8.BK.27</b> Investigate the prophecies related to Jesus' Second Coming and His promise to save us and cleanse the Earth. (24, 25, 26)
	<b>B.K.BK.28</b> Identify Bible stories that show God has power to raise the dead. (2, 25, 26)	<b>B.1-4.BK.28</b> Use Biblical support to clarify that death is like a sleep. (25, 26)	<b>B.5-8.BK.28</b> Compare the Biblical view to other world views concerning death. (25, 26)
	<b>B.K.BK.29</b> Describe Heaven and the New Earth. (27, 28)	<b>B.1-4.BK.29</b> Describe how God will end sin, re-create the Earth, and restore those who love Him to their original moral and physical perfection, thus demonstrating His character of love to the universe for eternity. (8, 24, 25, 26, 27, 28)	<b>B.5-8.BK.29</b> Investigate the millennium as the thousand-year reign with Christ, recognizing that His final return will culminate in the total eradication of evil and the conclusion of the Great Controversy. (8, 25, 26, 27)

## 2017 ELEMENTARY BIBLE STANDARDS — RELATIONSHIP WITH GOD

<b>Essential Question:</b> What does it mean to have a relationship with God and why is such a relationship important?		<b>Big Idea:</b> We build a relationship with God by including Him in our daily lives so we are happy and productive on Earth and prepared to spend eternity with Him in Heaven.	
<b>CONTENT</b>	<b>K STANDARDS</b> (ALIGNMENT WITH FUNDAMENTAL BELIEFS)	<b>1-4 STANDARDS</b> (ALIGNMENT WITH FUNDAMENTAL BELIEFS)	<b>5-8 STANDARDS</b> (ALIGNMENT WITH FUNDAMENTAL BELIEFS)
<b>Knowledge of God</b>	<b>B.K.RG.1</b> Identify the three members of the Godhead. (2, 3, 4, 5)	<b>B.1-4.RG.1</b> Identify the three members of the Godhead and compare their individual roles. (2, 3, 4, 5)	<b>B.5-8.RG.1</b> Explore the nature of the Godhead (e.g., names, attributes, roles). (2, 3, 4, 5)
	<b>B.K.RG.2</b> Recognize that God is everywhere, all-powerful, and all-knowing. (2, 3, 4, 5)	<b>B.1-4.RG.2</b> Discuss how God is everywhere, all-powerful, and all-knowing. (2, 3, 4, 5)	<b>B.5-8.RG.2</b> Analyze examples from the Bible that portray God's omnipotence, omniscience, and omnipresence. (2, 3, 4, 5)
	<b>B.K.RG.3</b> Describe the work that God gives His angels to do. (8, 25, 26)	<b>B.1-4.RG.3</b> Compare and contrast the characteristics and roles of angels before and after The Fall. (8, 25, 26, 27)	<b>B.5-8.RG.3</b> Cite textual evidence that identifies the role of angels in the Great Controversy. (8, 25, 26)
	<b>B.K.RG.4</b> Retell Bible stories that show God is love. (3)	<b>B.1-4.RG.4</b> Provide evidence that the Bible is God's message of love to us. (1)	<b>B.5-8.RG.4</b> Explain how the Bible shows that God is seeking a personal relationship with us. (1)
	<b>B.K.RG.5</b> Give examples of how God's character is revealed throughout the Bible. (1, 2, 3)	<b>B.1-4.RG.5</b> Discuss promises and passages in the Bible that show the qualities of God's character. (1, 2, 3)	<b>B.5-8.RG.5</b> Investigate promises and passages in the Bible that reveal the character of God, and apply these promises to daily living. (1, 3, 4)
	<b>B.K.RG.6</b> Show how God's law demonstrates His love and care for us. (19)	<b>B.1-4.RG.6</b> Explain how God's law reflects His character. (19)	<b>B.5-8.RG.6</b> Construct an argument based on Scripture to show that God's law is designed to protect our relationship with Him and others. (19)
	<b>B.K.RG.7</b> Discover what nature tells us about God the Creator. (6, 21)	<b>B.1-4.RG.7</b> Explore nature to discover what it tells us about God the Creator. (6, 21)	<b>B.5-8.RG.7</b> Investigate how nature, despite being affected by sin, still speaks to us of God's love. (6, 21)
<b>Acceptance of Salvation and Grace</b>	<b>B.K.RG.8</b> Tell that because we are sinners, we need God's forgiveness. (9, 10)	<b>B.1-4.RG.8</b> Articulate that God offers forgiveness to those who ask, believe, and accept it. (9, 10)	<b>B.5-8.RG.8</b> Explain how repentance, confession, and forgiveness are related, recognizing that God offers forgiveness to those who acknowledge their need, and who ask, believe, and accept it. (9, 10)
	<b>B.K.RG.9</b> Consider an invitation to accept Jesus as a personal Savior and trust Him as Lord. (10, 15)	<b>B.1-4.RG.9</b> Consider an invitation to accept Jesus as Savior and trust Him as Lord, recognizing that this is a personal decision. (10, 15)	<b>B.5-8.RG.9</b> Consider an invitation to accept Jesus as Savior and trust Him as Lord, recognizing that this is a personal decision. (10, 15)
<b>Development of Christian Character</b>	<b>B.K.RG.10</b> Recognize that Jesus sends the Holy Spirit to change our hearts and to help us become more like Him. (2, 5, 11)	<b>B.1-4.RG.10</b> Recognize the re-creative role of the Holy Spirit to teach us and to help us become more like Jesus. (2, 5, 11)	<b>B.5-8.RG.10</b> Recognize the guiding and re-creative role of the Holy Spirit, understanding that God's process of sanctification will continue until Jesus' Second Coming. (2, 5, 11, 17, 22)
	<b>B.K.RG.11</b> Accept that the Bible helps us to make right choices in our daily living. (1, 11, 19)	<b>B.1-4.RG.11</b> Accept that the Bible reveals the standard by which we are to live. (1, 11, 19)	<b>B.5-8.RG.11</b> Accept that the Bible reveals the standard by which we are to live. (1, 11, 19)
	<b>B.K.RG.12</b> Relate that we show our love for God by obeying His law of love. (10, 11, 15, 19, 22)	<b>B.1-4.RG.12</b> Point out that a loving response to God's offer of salvation is obedience to His commandments. (10, 11, 15, 19, 22)	<b>B.5-8.RG.12</b> Construct an argument supported by evidence that a loving response to God's offer of salvation is obedience to His commandments. (10, 11, 15, 19, 22)
	<b>B.K.RG.13</b> Tell stories from the Bible that show God's grace. (7, 10, 11)	<b>B.1-4.RG.13</b> Cite evidences of God's grace as found in the Bible and other reading/viewing selections, making personal applications. (7, 10, 11)	<b>B.5-8.RG.13</b> Support the claim that the better we understand the holiness of God, the more we will recognize our own sinfulness and our need for His grace. (7, 10, 11)
	<b>B.K.RG.14</b> Recall stories in the Bible that show how God answers prayer. (1, 11)	<b>B.1-4.RG.14</b> Use examples of prayers in the Bible to explain the role and application of prayer to the Christian life. (1, 11)	<b>B.5-8.RG.14</b> Explore different prayers in the Bible that show how communication with God helps develop Christian character. (1, 11)
	<b>B.K.RG.15</b> Give examples of God's leading in our individual lives. (22)	<b>B.1-4.RG.15</b> Discuss ways that God's leading has helped us grow more like Him. (22)	<b>B.5-8.RG.15</b> Reflect on ways in which God's leading is evident in our personal life and character development. (22)
	<b>B.K.RG.16</b> Recognize and experience the benefit of growing in Jesus through worship together. (11, 12)	<b>B.1-4.RG.16</b> Recognize that worshiping together strengthens our characters and equips us to help others. (11, 12, 14, 20)	<b>B.5-8.RG.16</b> Recognize that worshiping together strengthens our characters and equips us to help others. (11, 12, 14, 20)
	<b>B.K.RG.17</b> Explain that we can develop a personal connection with God by talking and listening to Jesus in prayer. (1, 11)	<b>B.1-4.RG.17</b> Share examples of how we can grow spiritually by both talking and listening to God in prayer. (1, 11)	<b>B.5-8.RG.17</b> Acknowledge that God answers our prayers in a variety of ways, but His primary purpose is to have a relationship with us through prayer. (1, 11)
<b>B.K.RG.18</b> Participate in prayer and worship of God. (11, 12, 14, 20)	<b>B.1-4.RG.18</b> Participate in prayer and worship of God. (11, 12, 14, 20)	<b>B.5-8.RG.18</b> Participate in prayer and worship of God. (11, 12, 14, 20)	
<b>Commitment to Relationship with God</b>	<b>B.K.RG.19</b> Experience daily time alone with God. (11)	<b>B.1-4.RG.19</b> Experience daily time alone with God to deepen our commitment to Jesus. (11)	<b>B.5-8.RG.19</b> Experience daily devotional time alone with God, including prayer, Bible study, and reflection. (11)
	<b>B.K.RG.20</b> Identify the Sabbath as a time of joy and celebration and keeping the Sabbath holy as a sign of our love for God. (6, 20)	<b>B.1-4.RG.20</b> Identify the Sabbath as God's holy day and a time to celebrate our commitment to Him. (6, 20)	<b>B.5-8.RG.20</b> Discern the Sabbath as a sign of God's eternal covenant between Him and His people, and a time to rejoice, fellowship, and celebrate Creation and Redemption. (6, 20)
	<b>B.K.RG.21</b> Explore a variety of ways to communicate with God (e.g., prayer, song, journaling, nature). (11)	<b>B.1-4.RG.21</b> Explore a variety of ways to communicate with God (e.g., prayer, song, journaling, nature). (11)	<b>B.5-8.RG.21</b> Explore a variety of ways to communicate with God (e.g., prayer, song, journaling, nature). (11)
	<b>B.K.RG.22</b> Recognize that baptism expresses our commitment to God. (11, 15)	<b>B.1-4.RG.22</b> Recognize various symbols of our commitment to God (e.g., baptism, foot washing, communion). (15, 16)	<b>B.5-8.RG.22</b> Recognize various symbols of our commitment to God (e.g., baptism, foot washing, communion) and consider an invitation to be baptized. (15, 16)
	<b>B.K.RG.23</b> Tell how taking care of my body and mind helps me grow in my relationship with God. (11, 22)	<b>B.1-4.RG.23</b> Demonstrate ways to care for the body and mind as a way of growing in a relationship with God. (11, 22)	<b>B.5-8.RG.23</b> Commit to wellness in physical and mental health, understanding that these affect spiritual health. (11, 22)
	<b>B.K.RG.24</b> Relate that God wants us to take care of the gifts He has given us (e.g., nature, money, time, talents). (21)	<b>B.1-4.RG.24</b> Describe and practice stewardship (e.g., environment, tithing, time, talents). (21)	<b>B.5-8.RG.24</b> Investigate and apply the Biblical principles of stewardship. (21)
	<b>B.K.RG.25</b> Explore what it means to be a disciple of Jesus. (11, 15)	<b>B.1-4.RG.25</b> Explore what it means to be a disciple of Jesus. (11, 15)	<b>B.5-8.RG.25</b> Explore what it means to be a disciple of Jesus. (11, 15)

## 2017 ELEMENTARY BIBLE STANDARDS — RELATIONSHIP WITH OTHERS

Essential Question: How does God want us to care for ourselves and relate to others?		Big Idea: God wants us to treat others as He treated us, taking care of ourselves so that we can reach out to care for and share our faith with others.	
CONTENT	K STANDARDS (ALIGNMENT WITH FUNDAMENTAL BELIEFS)	1-4 STANDARDS (ALIGNMENT WITH FUNDAMENTAL BELIEFS)	5-8 STANDARDS (ALIGNMENT WITH FUNDAMENTAL BELIEFS)
Caring for Self	<b>B.K.R0.1</b> Recognize that I am valuable because I am a child of God. (7)	<b>B.1-4.R0.1</b> Determine that self-worth comes from recognizing that God paid a high price for us and that He wants to spend eternity with us. (7)	<b>B.5-8.R0.1</b> Compare and contrast true and false concepts of self-worth. (7)
	<b>B.K.R0.2</b> Examine the consequences of wise and unwise choices. (11, 22)	<b>B.1-4.R0.2</b> Examine how personal choices and behaviors affect spiritual, mental, physical, and social well-being. (11, 22)	<b>B.5-8.R0.2</b> Assess how choices and habits influence spiritual, mental, physical, and social development. (11, 22)
	<b>B.K.R0.3</b> Describe how our bodies are the temple of God. (22)	<b>B.1-4.R0.3</b> Support the claim that our bodies are the temple of God. (22)	<b>B.5-8.R0.3</b> Make life choices that give evidence that our bodies are the temple of God. (22)
	<b>B.K.R0.4</b> Practice treating others as we would like to be treated. (22)	<b>B.1-4.R0.4</b> Identify and demonstrate important personal values (e.g., honesty, kindness, respect, humility). (22)	<b>B.5-8.R0.4</b> Identify and demonstrate important personal values (e.g., honesty, kindness, respect, humility). (22)
	<b>B.K.R0.5</b> Identify the emotions of characters in Bible stories, and tell how these emotions guided their thinking and behavior. (7, 22)	<b>B.1-4.R0.5</b> In the context of the lives of Biblical characters, analyze healthy responses to positive and negative feelings in a variety of situations. (7, 11, 22)	<b>B.5-8.R0.5</b> Investigate how emotions, motivations, and principles influenced Bible characters' behavior and choices, with applications to our lives today. (7, 22)
	<b>B.K.R0.6</b> Relate that accepting God's forgiveness prepares us to forgive others. (9, 10, 11)	<b>B.1-4.R0.6</b> Explain how accepting God's forgiveness frees us from guilt and prepares us to forgive others. (9, 10, 11)	<b>B.5-8.R0.6</b> Analyze why repentance results in a radical change in attitude toward God and sin, empowering us to forgive others. (9, 10, 11)
	<b>B.K.R0.7</b> Explain why it is more important to do what is right than to do what others may want us to do. (22)	<b>B.1-4.R0.7</b> Give examples of how it is more important to make right choices than to have peer approval. (22)	<b>B.5-8.R0.7</b> Assess and manage the influence of peer relationships in our choices and interests. (22)
	<b>B.K.R0.8</b> Tell how knowing Jesus and caring for ourselves prepares us to help others. (22)	<b>B.1-4.R0.8</b> Discuss how developing a relationship with God and maintaining a balanced life prepares us for the most effective service to others. (22)	<b>B.5-8.R0.8</b> Examine how developing a relationship with God and maintaining a balanced life prepares us for the most effective service to others. (22)
Caring for Others	<b>B.K.R0.9</b> Retell stories that demonstrate how Jesus was a friend to others. (14, 22)	<b>B.1-4.R0.9</b> Clarify how friendship with Jesus positively influences our relationships with others. (14, 22, 23)	<b>B.5-8.R0.9</b> Define and cultivate healthy human relationships. (12, 14, 22, 23)
	<b>B.K.R0.10</b> Demonstrate proper verbal and non-verbal responses to positive and negative feelings. (7, 11, 22)	<b>B.1-4.R0.10</b> Exhibit appropriate verbal and non-verbal responses that demonstrate caring Christian behavior. (7, 11, 22)	<b>B.5-8.R0.10</b> Exhibit appropriate verbal and non-verbal skills that demonstrate caring Christian behavior, recognizing that positive and negative thoughts influence our behavior and treatment of others. (7, 11, 22)
	<b>B.K.R0.11</b> Show kindness to people who are different or who make us unhappy. (7, 11, 22)	<b>B.1-4.R0.11</b> Demonstrate kindness toward and acceptance of people who are different from us or who treat us unkindly. (7, 11, 22)	<b>B.5-8.R0.11</b> Demonstrate acceptance and respect for all people, recognizing that diversity makes God's family stronger and strengthens our service to others. (7, 11, 22)
Learning Through Service	<b>B.K.R0.12</b> Develop a desire to help others. (11, 13)	<b>B.1-4.R0.12</b> Articulate the importance of faith, commitment, and a dynamic relationship with Jesus as a basis for service. (11, 13)	<b>B.5-8.R0.12</b> Participate in service and reflect on its role in building a deeper, more vibrant relationship with Jesus. (11, 13)
	<b>B.K.R0.13</b> Discover ways to be helpful in the home. (21, 23)	<b>B.1-4.R0.13</b> Develop a strong work ethic that manifests itself in service. (11, 13)	<b>B.5-8.R0.13</b> Develop a strong work ethic that manifests itself in service. (11, 13)
	<b>B.K.R0.14</b> With support, participate in local service opportunities. (11, 13)	<b>B.1-4.R0.14</b> Participate with local or national organizations that serve those in need. (11, 13)	<b>B.5-8.R0.14</b> Participate in local, national, or global initiatives that serve those in need. (11, 13)
Sharing Faith	<b>B.K.R0.15</b> Relate that every follower of Jesus is called to have a part in telling the world about Him. (13, 17, 21)	<b>B.1-4.R0.15</b> Articulate that every disciple is called to have a personal part in telling the world about Jesus. (11, 13)	<b>B.5-8.R0.15</b> Explain the Gospel Commission and that every disciple is called to have a personal part in telling the world about Jesus. (11, 13)
	<b>B.K.R0.16</b> Recognize that God gives special gifts and talents to everyone. (17)	<b>B.1-4.R0.16</b> Recognize that each person has been given unique talents and spiritual gifts by God. (17, 21)	<b>B.5-8.R0.16</b> Recognize that we are stewards of the unique talents and spiritual gifts that God has given us. (17, 21)
	<b>B.K.R0.17</b> Identify a spiritual gift or talent that Jesus has given me. (17)	<b>B.1-4.R0.17</b> Identify and begin to develop a personal spiritual gift that would be relevant to sharing my faith. (13, 17)	<b>B.5-8.R0.17</b> Identify and develop my spiritual gifts and use one or more in sharing my faith. (13, 17)
	<b>B.K.R0.18</b> Tell how Biblical characters witnessed to their faith. (1)	<b>B.1-4.R0.18</b> Discuss different ways that Biblical characters witnessed to their faith and the results of their witness. (1)	<b>B.5-8.R0.18</b> Compare and contrast the methods and results of different ways of witnessing in the Bible with our current methods and results. (1)
	<b>B.K.R0.19</b> Describe various ways of witnessing. (11, 13, 22)	<b>B.1-4.R0.19</b> Explore various ways of witnessing, including face-to-face and the use of technology. (11, 13, 17)	<b>B.5-8.R0.19</b> Participate in a variety of witnessing activities. (11, 13)

## 2017 ELEMENTARY BIBLE STANDARDS — ADVENTIST HERITAGE

<b>Essential Question:</b> Why is it important to study the history and development of the Seventh-day Adventist Church?		<b>Big Idea:</b> By understanding how God led His church in the past, we can be confident that He will continue to lead us in the future.	
<b>CONTENT</b>	<b>K STANDARDS</b> <small>(ALIGNMENT WITH FUNDAMENTAL BELIEFS)</small>	<b>1-4 STANDARDS</b> <small>(ALIGNMENT WITH FUNDAMENTAL BELIEFS)</small>	<b>5-8 STANDARDS</b> <small>(ALIGNMENT WITH FUNDAMENTAL BELIEFS)</small>
<b>Church History</b>	<b>B.K.AH.1</b> Describe how God loves His church and the special role that He intends the church to play. (12, 18)	<b>B.1-4.AH.1</b> Explain how the Christian church and the Seventh-day Adventist Church began. (12, 18)	<b>B.5-8.AH.1</b> Outline the roots of the Seventh-day Adventist Church including: (a) the development of the early Christian church, (b) the spread of Christianity from the early Christian church through the Reformation, and (c) the beginning of the Seventh-day Adventist Church and the roles of various key individuals. (12)
	<b>B.K.AH.2</b> With prompting, retell the story of how the Seventh-day Adventist Church began. (12, 18)	<b>B.1-4.AH.2</b> Summarize the events that led up to and followed the Great Disappointment. (24)	<b>B.5-8.AH.2</b> Explain how the Great Disappointment of 1844 triggered intensive Bible studies that led to a better understanding of prophetic events. (24)
	<b>B.K.AH.3</b> Recognize that the Seventh-day Adventist Church bases its faith entirely on the Bible. (1, 12)	<b>B.1-4.AH.3</b> Trace the role of key individuals in the development of the Seventh-day Adventist Church from 1844 to 1915. (12)	<b>B.5-8.AH.3</b> Trace the role of key individuals in the development of the Seventh-day Adventist Church from 1915 to the present. (12)
	<b>B.K.AH.4</b> Summarize the two fundamental beliefs reflected in the name “Seventh-day Adventist.” (20, 25)	<b>B.1-4.AH.4</b> Determine that the church’s fundamental beliefs are Bible-based and reflect what it means to be an Adventist. (1-28)	<b>B.5-8.AH.4</b> Discern that the fundamental beliefs of the Church summarize key teachings that Seventh-day Adventists understand from the Scriptures, and identify key Bible passages that support these beliefs. (1-28)
	<b>B.K.AH.5</b> Discover that hospitals, book publishers, and schools developed as part of the ministry of the Seventh-day Adventist Church. (13, 17)	<b>B.1-4.AH.5</b> Describe how health, media/publishing, humanitarian, education, and missionary ministries developed to support the growth and work of the Seventh-day Adventist Church. (13, 17)	<b>B.5-8.AH.5</b> Outline God’s leading throughout the development of the health, publishing, education, humanitarian, and missionary work of the Seventh-day Adventist Church. (13, 17)
	<b>B.K.AH.6</b> Determine that the Seventh-day Adventist Church continues to grow. (12)	<b>B.1-4.AH.6</b> Show how medical, educational, and missionary work has led to the growth of the Seventh-day Adventist Church. (13)	<b>B.5-8.AH.6</b> Summarize the major events that led to the growth of the Seventh-day Adventist Church in the 19th and 20th centuries. (10, 12, 18, 24, 25)
<b>Spirit of Prophecy</b>	<b>B.K.AH.7</b> With prompting, retell stories from Ellen White’s life. (18)	<b>B.1-4.AH.7</b> Explore stories of Ellen White’s life and calling. (18)	<b>B.5-8.AH.7</b> Trace the major events in Ellen White’s life. (18)
	<b>B.K.AH.8</b> Tell how Ellen White obeyed God’s calling to become His messenger. (18)	<b>B.1-4.AH.8</b> Define the role and function of a prophet and recognize that God gave Ellen White the gift of prophecy. (18)	<b>B.5-8.AH.8</b> Compare and contrast Ellen White’s role with the role of prophets in the Bible, and analyze her contribution to the development of the Seventh-day Adventist Church. (18)
	<b>B.K.AH.9</b> Discover that God inspired Ellen White to write a variety of letters, articles, and books. (18)	<b>B.1-4.AH.9</b> Explore some of the writings of Ellen White as a “lesser light” that draws people’s attention to Scripture. (18)	<b>B.5-8.AH.9</b> Research the various writings of Ellen White to better understand Scripture and deepen our relationship with God. (18)
	<b>B.K.AH.10</b> Explore a selection of developmentally appropriate Ellen White resources. (18)	<b>B.1-4.AH.10</b> Clarify the importance of Ellen White’s writings for Seventh-day Adventists today. (18)	<b>B.5-8.AH.10</b> Investigate how the White Estate was established to care for and promote Ellen White’s writings. (18)
<b>Church Structure and Governance</b>	<b>B.K.AH.11</b> Identify individuals who are responsible for the local church (e.g., pastor, elder, deacon/deaconess, Sabbath School teachers, etc.). (12, 13, 14)	<b>B.1-4.AH.11</b> Define the structure of a conference as an organization that coordinates many churches. (12, 14)	<b>B.5-8.AH.11</b> Outline and explain the governance structure of the Seventh-day Adventist Church (e.g., churches, conferences, unions, divisions, world church headquarters). (12, 14)
	<b>B.K.AH.12</b> Observe that children can have an active role in the church. (14)	<b>B.1-4.AH.12</b> Observe that everyone can have an active role in the church. (12, 13, 14, 17, 21, 22)	<b>B.5-8.AH.12</b> Demonstrate involvement in a local church. (12, 14)
	<b>B.K.AH.13</b> Tell how God gave us all things and He asks us to return a part back to Him called tithe. (21)	<b>B.1-4.AH.13</b> Explain how tithes and offerings are used in the Seventh-day Adventist Church. (21)	<b>B.5-8.AH.13</b> Describe the financial structure of the church and articulate a rationale to support the concept of returning tithes and giving offerings. (12, 14, 21)
	<b>B.K.AH.14</b> Relate that Sabbath School is where children can go to learn more about Jesus on Sabbath. (11, 1)	<b>B.1-4.AH.14</b> Describe how the structure and function of current Seventh-day Adventist institutions and ministries support the mission of the Church (e.g., Adventurers, Pathfinders, church school, etc.). (12)	<b>B.5-8.AH.14</b> Explore the programs available for youth in the Seventh-day Adventist Church, and research educational opportunities (e.g., AY, mission trips, academy, college/university). (12)
<b>Current Thought Shapers</b>	<b>B.K.AH.15</b> Discuss an age-appropriate Adventist publication. (17)	<b>B.1-4.AH.15</b> Study and reflect on an age-appropriate Adventist publication. (17)	<b>B.5-8.AH.15</b> Study an age-appropriate editorial, blog post, story, or speech by a Seventh-day Adventist published author or editor, and analyze the points being made and their connection to the Seventh-day Adventist worldview. (17)

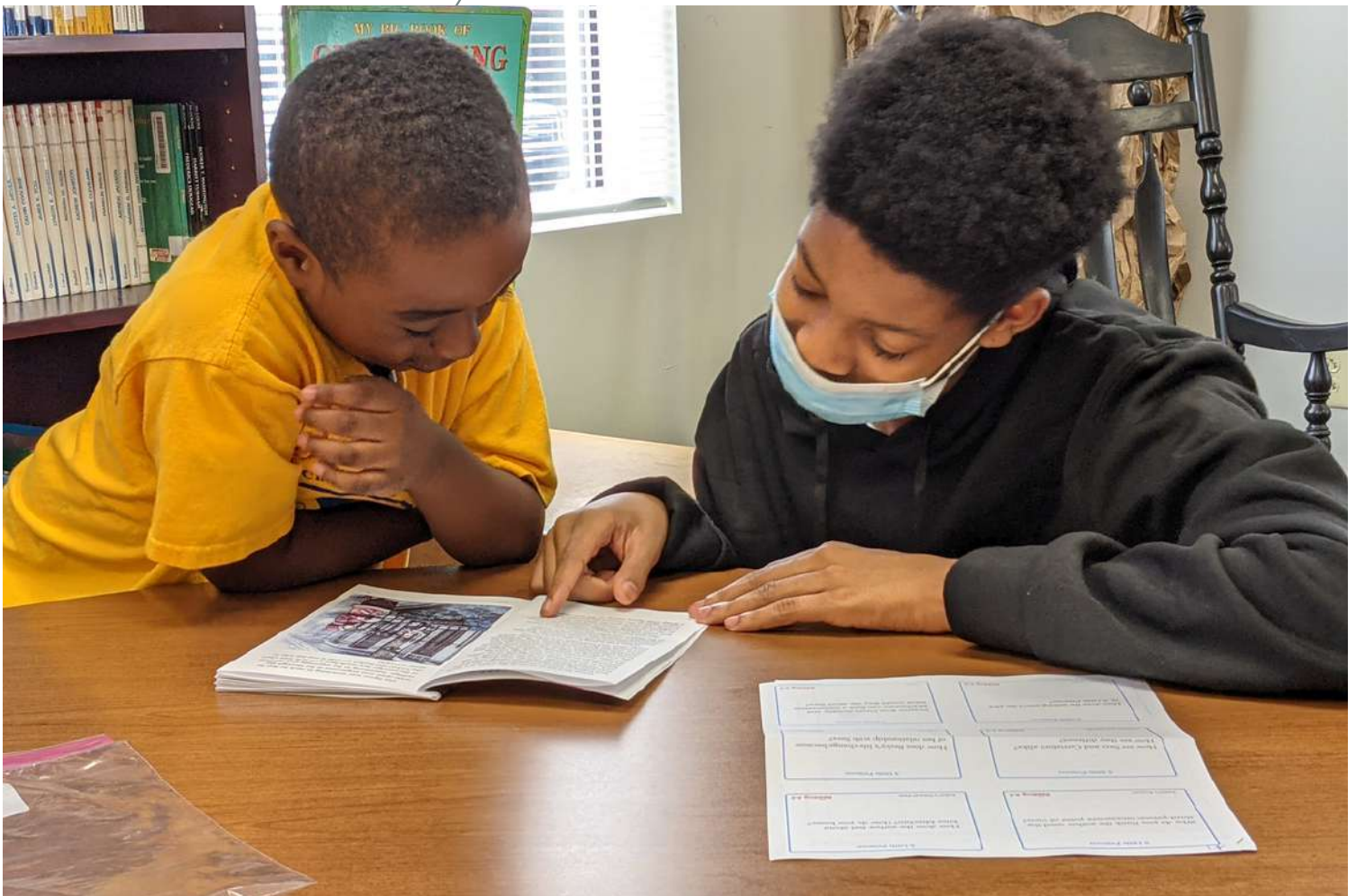
# ENGLISH & LANGUAGE ARTS

## STANDARDS



**Adventist Education**

A JOURNEY TO EXCELLENCE



## 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

## STUDENTS WHO ARE COLLEGE AND CAREER READY IN READING, WRITING, SPEAKING, LISTENING, AND LANGUAGE:

1. Demonstrate independence.
2. Build strong content knowledge.
3. Respond to the varying demands of audience, task, purpose, and discipline.
4. Comprehend as well as critique.
5. Value evidence.
6. Use technology and digital media strategically and capably.
7. Come to understand other perspectives and cultures.

— COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS

## 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 begins with the content area abbreviation in letters; all are identified with LA—Language Arts (**LA.K.RF.1**). The second part of the code refers to the grade level (**LA.K.RF.1**). The third part of the code refers to the particular language arts domain (**LA.K.RF.1**), with RF standing for Reading Foundations. The fourth part of the code refers to a particular skill within the language arts domain (**LA.K.RF.1**). The coding system that follows each standard is the Common Core State Standards for English Language Arts (CCSSELA) that aligns with the NAD standard. Where no CCSSELA is noted, there is no corresponding CCSSELA.

## CREDITS

The following resources were referenced in developing English Language Arts Standards for Seventh-day Adventist Schools: a sampling of state standards, the International Reading Association (IRA), the National Council of Teachers of English (NCTE), NAD Curriculum Guide for The Integrated Language Arts, Common Core State Standards for English Language Arts (CCSSELA), and the Core of Adventist Education Curriculum.

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## 2013 ELEMENTARY ENGLISH LANGUAGE ARTS — READING FOUNDATIONS

GRADE	CONTENT	SKILLS (CCSSELA ALIGNMENT)
<b>Essential Question:</b> How can we honor God when we read, reflect, and respond to a variety of texts?		<b>Big Idea:</b> We honor God when we choose to reflect and respond to what we read in ways that help us grow in faith, learning, and service.
<b>Assessments:</b> Conferencing, Discussion, Graphic Organizers, Response Logs, Journals, Observations, Projects, Questions, Pair/Share, Retellings, Response Cards, Readers Theater, Reading Portfolios, Running Records, Informal Reading Inventory		
<b>K</b>	<b>Print Concepts</b>	<b>LA.K.RF.1</b> Demonstrate understanding of the basic features of print: left to right, top to bottom, front to back; spoken words to written words; words separated by spaces in print (RF.K.1a-c) <b>LA.K.RF.2</b> Recognize and name all upper- and lowercase letters (RF.K.1d)
	<b>Phonological Awareness</b>	<b>LA.K.RF.3</b> Demonstrate understanding of spoken words, syllables, and phonemes (sounds): recognize and produce rhyming words; count, pronounce, blend, and segment syllables; blend and segment onsets and rimes of one-syllable words; isolate and pronounce the initial, medial vowel, and final sounds (CVC); add or substitute sounds in one-syllable words to make new words (RF.K.2)
	<b>Phonics and Word Recognition</b>	<b>LA.K.RF.4</b> Demonstrate one-to-one letter-sound correspondence; associate long and short vowel sounds with the common graphemes (spellings); read grade-appropriate high-frequency sight words; distinguish between similarly spelled words (RF.K.3)
	<b>Fluency</b>	<b>LA.K.RF.5</b> Read emergent-reader texts with purpose and understanding (RF.K.4) <b>LA.K.RF.6</b> Begin to develop silent reading strategies
<b>1</b>	<b>Print Concepts</b>	<b>LA.1.RF.1</b> Recognize the beginning and ending of a sentence (RF.1.1)
	<b>Phonological Awareness</b>	<b>LA.1.RF.2</b> Demonstrate understanding of spoken words, syllables, and phonemes (sounds): distinguish long and short vowel sounds; blend sounds to produce one-syllable words; isolate and pronounce the initial, medial vowel, and final sounds; segment one-syllable words into sequence of individual sounds (RF.1.2)
	<b>Phonics and Word Recognition</b>	<b>LA.1.RF.3</b> Know that every syllable must have a vowel sound; decode one- and two-syllable words; know CVCe and CVVC conventions for representing long vowel sounds; know spelling-sound correspondences for consonant digraphs; read words with inflectional endings; recognize and read irregularly spelled words; read grade-appropriate high-frequency sight words (RF.1.3)
	<b>Fluency</b>	<b>LA.1.RF.4</b> Read on-level text with purpose and understanding; read on-level text orally with accuracy, appropriate rate, and expression (RF.1.4a-b) <b>LA.1.RF.5</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c) <b>LA.1.RF.6</b> Continue to develop silent reading strategies
<b>2</b>	<b>Phonics and Word Recognition</b>	<b>LA.2.RF.1</b> Distinguish between long and short vowels when reading; know spelling-sound correspondences for common vowel teams; decode regularly spelled, two-syllable, long vowel words; decode words with common affixes; identify words with inconsistent spelling-sound correspondences; recognize and read grade-appropriate irregularly spelled words; read grade-appropriate high-frequency sight words (RF.2.3)
	<b>Fluency</b>	<b>LA.2.RF.2</b> Read on-level text with purpose and understanding; read on-level text orally with accuracy, appropriate rate, and expression (RF.2.4a-b) recognize and read grade-appropriate irregularly spelled words; read grade-appropriate high-frequency sight words (RF.2.3) <b>LA.2.RF.3</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.2.4c) <b>LA.2.RF.4</b> Use silent reading strategies
<b>3</b>	<b>Phonics and Word Recognition</b>	<b>LA.3.RF.1</b> Know the meaning of common prefixes and derivational suffixes; decode words with common Latin suffixes; decode multisyllabic words; read grade-appropriate irregularly spelled words (RF.3.3)
	<b>Fluency</b>	<b>LA.3.RF.2</b> Read on-level text with purpose and understanding; read on-level prose and poetry orally with accuracy, appropriate rate, and expression (RF.3.4a-b) <b>LA.3.RF.3</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.3.4c) <b>LA.3.RF.4</b> Use silent reading strategies
<b>4</b>	<b>Phonics and Word Recognition</b>	<b>LA.4.RF.1</b> Use letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read unfamiliar multisyllabic words both in and out of context (RF.4.3)
	<b>Fluency</b>	<b>LA.4.RF.2</b> Read on-level text with purpose and understanding; read on-level prose and poetry orally with accuracy, appropriate rate, and expression (RF.4.4a-b) <b>LA.4.RF.3</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.4.4c) <b>LA.4.RF.4</b> Use silent reading strategies
<b>5</b>	<b>Phonics and Word Recognition</b>	<b>LA.5.RF.1</b> Use letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read unfamiliar multisyllabic words both in and out of context (RF.5.3)
	<b>Fluency</b>	<b>LA.5.RF.2</b> Read on-level text with purpose and understanding; read on-level prose and poetry orally with accuracy, appropriate rate, and expression (RF.5.4a-b) <b>LA.5.RF.3</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.5.4c) <b>LA.5.RF.4</b> Use silent reading strategies
<b>6</b>	<b>Fluency</b>	<b>LA.6.RF.1</b> Read orally, demonstrating understanding of the material and awareness of the audience <b>LA.6.RF.2</b> Adapt pace and reading techniques for different purposes in oral and silent reading
<b>7</b>	<b>Fluency</b>	<b>LA.7.RF.1</b> Read orally, demonstrating understanding of the material and awareness of the audience <b>LA.7.RF.2</b> Adapt pace and reading techniques for different purposes in oral and silent reading
<b>8</b>	<b>Fluency</b>	<b>LA.8.RF.1</b> Read orally, demonstrating understanding of the material and awareness of the audience <b>LA.8.RF.2</b> Adapt pace and reading techniques for different purposes in oral and silent reading

## 2013 ELEMENTARY ENGLISH LANGUAGE ARTS — READING LITERATURE

GRADE	CONTENT	SKILLS (CCSSELA ALIGNMENT)
<b>Essential Question:</b> How can we honor God when we read, reflect, and respond to a variety of texts?		<b>Big Idea:</b> We honor God when we choose to reflect and respond to what we read in ways that help us grow in faith, learning, and service.
<b>Assessments:</b> Conferencing, Discussion, Graphic Organizers, Response Logs, Journals, Observations, Projects, Questions, Pair/Share, Retellings, Response Cards, Readers Theater, Reading Portfolios, Running Records, Informal Reading Inventory		
<b>K</b>	<b>Key Ideas and Details</b>	<b>LA.K.RL.1</b> With prompting, ask and answer questions about key details (RL.K.1) <b>LA.K.RL.2</b> With prompting, retell familiar stories, including key details (RL.K.2) <b>LA.K.RL.3</b> With prompting, identify characters, settings, and major events in a story; sequence story events using pictures (RL.K.3)
	<b>Craft and Structure</b>	<b>LA.K.RL.4</b> With prompting, ask and answer questions about unknown words in a text (RL.K.4) <b>LA.K.RL.5</b> Recognize common types of texts (e.g., Scripture, storybooks, poems) (RL.K.5) <b>LA.K.RL.6</b> With prompting, name and define the role of the author and illustrator (RL.K.6)
	<b>Integration of Knowledge and Ideas</b>	<b>LA.K.RL.7</b> With prompting, describe the relationship between illustrations and the story (RL.K.7) <b>LA.K.RL.8</b> With prompting, compare and contrast characters (e.g., adventures and experiences) (RL.K.9) <b>LA.K.RL.9</b> Predict story outcomes using picture clues <b>LA.K.RL.10</b> Make connections between a text and personal life experiences <b>LA.K.RL.11</b> With prompting, recognize differences between fantasy and reality, right and wrong, fact and opinion <b>LA.K.RL.12</b> Choose literature that reflects the teachings in God's Word
	<b>Range of Reading and Level of Text Complexity</b>	<b>LA.K.RL.13</b> Actively engage in group reading activities, including stories and poetry, with purpose and understanding (RL.K.10) <b>LA.K.RL.14</b> Use picture clues to read a story <b>LA.K.RL.15</b> With support, read literature for pleasure
<b>1</b>	<b>Key Ideas and Details</b>	<b>LA.1.RL.1</b> Ask and answer questions about key details (RL.1.1) <b>LA.1.RL.2</b> Retell stories, including key details, and demonstrate understanding of the main idea(s) or lesson(s) (RL.1.2) <b>LA.1.RL.3</b> Describe story elements (characters, settings, and major events) using key details; sequence story events orally (RL.1.3)
	<b>Craft and Structure</b>	<b>LA.1.RL.4</b> Identify words and phrases in stories and poems that suggest feelings or appeal to the senses (RL.1.4) <b>LA.1.RL.5</b> Differentiate between informational and story books (RL.1.5) <b>LA.1.RL.6</b> Identify who is telling the story (RL.1.6)
	<b>Integration of Knowledge and Ideas</b>	<b>LA.1.RL.7</b> Use illustrations and details to describe story elements (RL.1.7) <b>LA.1.RL.8</b> Compare and contrast characters (e.g., adventures and experiences) (RL.1.9) <b>LA.1.RL.9</b> Predict story events and outcomes using picture clues <b>LA.1.RL.10</b> Distinguish between fantasy and reality, right and wrong, fact and opinion <b>LA.1.RL.11</b> Make connections between a text and personal life experiences <b>LA.1.RL.12</b> Choose literature that reflects the teachings in God's Word
	<b>Range of Reading and Level of Text Complexity</b>	<b>LA.1.RL.13</b> Read stories and poetry of appropriate complexity (RL.1.10) <b>LA.1.RL.14</b> Read literature for pleasure
<b>2</b>	<b>Key Ideas and Details</b>	<b>LA.2.RL.1</b> Demonstrate understanding of key details by asking and answering questions (RL.2.1) <b>LA.2.RL.2</b> Retell stories from diverse cultures and determine the main idea(s) or lesson(s) (RL.2.2) <b>LA.2.RL.3</b> Describe how characters in a story respond to major events and challenges (RL.2.3) <b>LA.2.RL.4</b> Sequence story events
	<b>Craft and Structure</b>	<b>LA.2.RL.5</b> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song (RL.2.4) <b>LA.2.RL.6</b> Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action (RL.2.5) <b>LA.2.RL.7</b> Differentiate characters' points of view, including voice adaptation when reading dialogue aloud (RL.2.6)
	<b>Integration of Knowledge and Ideas</b>	<b>LA.2.RL.8</b> Use illustrations and words in print or digital text to demonstrate understanding of story elements (RL.2.7) <b>LA.2.RL.9</b> Compare and contrast two or more versions of the same story (e.g., Jesus' birth) by different authors or from different cultures (RL.2.9) <b>LA.2.RL.10</b> Predict story events and outcomes using picture clues and text <b>LA.2.RL.11</b> Distinguish between fantasy and reality, right and wrong, fact and opinion <b>LA.2.RL.12</b> Make connections between a text and personal life experiences <b>LA.2.RL.13</b> Choose literature that reflects the teachings in God's Word
	<b>Range of Reading and Level of Text Complexity</b>	<b>LA.2.RL.14</b> Read and comprehend stories and poetry of appropriate complexity, with scaffolding as needed (RL.2.10) <b>LA.2.RL.15</b> Read literature for pleasure

## 2013 ELEMENTARY ENGLISH LANGUAGE ARTS — READING LITERATURE (CONTINUED)

3	<b>Key Ideas and Details</b>	<p><b>LA.3.RL.1</b> Ask and answer questions, referring explicitly to the text, to demonstrate understanding (RL.3.1)</p> <p><b>LA.3.RL.2</b> Retell stories from diverse cultures and explain how the main idea(s) or lesson(s) is(are) conveyed through key details (RL.3.2)</p> <p><b>LA.3.RL.3</b> Describe characters (e.g., traits, feelings, motivations) and explain their roles in the sequence of events (RL.3.3)</p>
	<b>Craft and Structure</b>	<p><b>LA.3.RL.4</b> Determine the meaning of words and phrases in context, distinguishing literal from nonliteral language (RL.3.4)</p> <p><b>LA.3.RL.5</b> Refer to parts of stories, dramas, and poems (e.g., chapter, scene, stanza) when writing or speaking; describe how each part builds on earlier sections (RL.3.5)</p> <p><b>LA.3.RL.6</b> Distinguish personal point of view from that of the narrator or characters (RL.3.6)</p>
	<b>Integration of Knowledge and Ideas</b>	<p><b>LA.3.RL.7</b> Explain how illustrations relate to the text of the story (RL.3.7)</p> <p><b>LA.3.RL.8</b> Compare and contrast the themes, settings, plots, and characters of stories written by the same author (RL.3.9)</p> <p><b>LA.3.RL.9</b> Make connections between a text and personal life experiences and other texts</p> <p><b>LA.3.RL.10</b> Make connections between a text and personal life experiences</p>
	<b>Range of Reading and Level of Text Complexity</b>	<p><b>LA.3.RL.11</b> Read and comprehend stories, drama, and poetry of appropriate complexity, independently and proficiently (RL.3.10)</p> <p><b>LA.3.RL.12</b> Self-monitor reading strategies and make modifications as needed</p> <p><b>LA.3.RL.13</b> Read literature for pleasure, personal growth, and spiritual development</p>
4	<b>Key Ideas and Details</b>	<p><b>LA.4.RL.1</b> Refer to details and examples when explaining what the text says explicitly and when drawing inferences (RL.4.1)</p> <p><b>LA.4.RL.2</b> Identify a theme of a story, drama, or poem; summarize the text (RL.4.2)</p> <p><b>LA.4.RL.3</b> Describe in depth a character (e.g., thoughts, words, actions), setting, or event in a story or drama, drawing on specific details in the text (RL.4.3)</p>
	<b>Craft and Structure</b>	<p><b>LA.4.RL.4</b> Determine the meaning of words and phrases in context, including idioms (RL.4.4)</p> <p><b>LA.4.RL.5</b> Explain major differences among poems, dramas, and stories by referring to the structural elements of poems (e.g., verse, rhythm, meter), dramas (e.g., casts of characters, settings, dialogue, stage directions), and stories (e.g., plot, character, setting) when writing or speaking (RL.4.5)</p> <p><b>LA.4.RL.6</b> Compare and contrast the point of view between first- and third-person narrations in different stories (RL.4.6)</p>
	<b>Integration of Knowledge and Ideas</b>	<p><b>LA.4.RL.7</b> Make connections between the text of a story or drama and a visual or oral presentation of the text (RL.4.7)</p> <p><b>LA.4.RL.8</b> Compare and contrast literature with similar themes and topics from different cultures (RL.4.9)</p> <p><b>LA.4.RL.9</b> Make connections between a text and personal life experiences and other texts</p> <p><b>LA.4.RL.10</b> Select literature that reflects the teachings in God's Word</p>
	<b>Range of Reading and Level of Text Complexity</b>	<p><b>LA.4.RL.11</b> Read and comprehend stories, drama, and poetry of appropriate complexity, independently and proficiently (RL.4.10)</p> <p><b>LA.4.RL.12</b> Self-monitor reading strategies and make modifications as needed</p> <p><b>LA.4.RL.13</b> Read literature for pleasure, personal growth, and spiritual development</p>
5	<b>Key Ideas and Details</b>	<p><b>LA.5.RL.1</b> Quote from the text when explaining what the text says explicitly and when drawing inferences (RL.5.1)</p> <p><b>LA.5.RL.2</b> Determine a theme of a story, drama, or poem from details in the text, including how characters respond to challenges or how the speaker reflects upon a topic; summarize the text (RL.5.2)</p> <p><b>LA.5.RL.3</b> Compare and contrast two or more characters, settings, or events in a story or drama (RL.5.3)</p> <p><b>LA.5.RL.4</b> Skim for an overview; scan to find specific information</p>
	<b>Craft and Structure</b>	<p><b>LA.5.RL.5</b> Determine the meaning of words and phrases in context, including figurative language such as metaphors and similes (RL.5.4)</p> <p><b>LA.5.RL.6</b> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem (RL.5.5)</p> <p><b>LA.5.RL.7</b> Explain how a narrator's or speaker's point of view influences how events are described (RL.5.6)</p>
	<b>Integration of Knowledge and Ideas</b>	<p><b>LA.5.RL.8</b> Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (RL.5.7)</p> <p><b>LA.5.RL.9</b> Compare and contrast stories in the same genre with respect to their treatment of similar themes and topics (RL.5.9)</p> <p><b>LA.5.RL.10</b> Make connections between a text and personal life experiences and other texts</p> <p><b>LA.5.RL.11</b> Select literature that reflects the teachings in God's Word</p>
	<b>Range of Reading and Level of Text Complexity</b>	<p><b>LA.5.RL.12</b> Read and comprehend stories, drama, and poetry of appropriate complexity, independently and proficiently (RL.5.10)</p> <p><b>LA.5.RL.13</b> Self-monitor reading strategies and make modifications as needed</p> <p><b>LA.5.RL.14</b> Read literature for pleasure, personal growth, and spiritual development</p>

## 2013 ELEMENTARY ENGLISH LANGUAGE ARTS — READING LITERATURE (CONTINUED)

6	<b>Key Ideas and Details</b>	<p><b>LA.6.RL.1</b> Cite textual evidence to support analysis of what the text says both explicitly and implicitly (RL.6.1)</p> <p><b>LA.6.RL.2</b> Determine the theme and how it is conveyed through details in the text; provide a summary of the text distinct from personal opinions (RL.6.2)</p> <p><b>LA.6.RL.3</b> Describe how a plot unfolds and how the characters respond as the plot progresses (RL.6.3)</p>
	<b>Craft and Structure</b>	<p><b>LA.6.RL.4</b> Determine the meaning of words and phrases in context, including figurative and connotative meanings; analyze the impact of word choice on meaning and tone (RL.6.4)</p> <p><b>LA.6.RL.5</b> Analyze how a sentence, chapter, scene, or stanza fits into the structure of a text and contributes to the development of the theme, setting, or plot (RL.6.5)</p> <p><b>LA.6.RL.6</b> Explain how an author develops the point of view of the narrator (RL.6.6)</p>
	<b>Integration of Knowledge and Ideas</b>	<p><b>LA.6.RL.7</b> Compare and contrast the experience of reading print versions with listening to or viewing multimedia versions of the same text (RL.6.7)</p> <p><b>LA.6.RL.8</b> Compare and contrast texts in different genres in terms of their approaches to similar themes and topics (RL.6.9)</p> <p><b>LA.6.RL.9</b> Make connections between a text and personal life experiences, other texts, and the world</p> <p><b>LA.6.RL.10</b> Select literature that reflects the principles of God's Word</p>
	<b>Range of Reading and Level of Text Complexity</b>	<p><b>LA.6.RL.11</b> Read and comprehend literature of appropriate complexity, independently and proficiently (RL.6.10)</p> <p><b>LA.6.RL.12</b> Self-monitor reading strategies and make modifications as needed</p> <p><b>LA.6.RL.13</b> Read literature for pleasure, personal growth, and spiritual development</p>
7	<b>Key Ideas and Details</b>	<p><b>LA.7.RL.1</b> Cite multiple pieces of textual evidence to support analysis of what the text says both explicitly and implicitly (RL.7.1)</p> <p><b>LA.7.RL.2</b> Determine a theme and analyze its development throughout the text; provide an objective summary of the text (RL.7.2)</p> <p><b>LA.7.RL.3</b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot) (RL.7.3)</p>
	<b>Craft and Structure</b>	<p><b>LA.7.RL.4</b> Determine the meaning of words and phrases in context, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) (RL.7.4)</p> <p><b>LA.7.RL.5</b> Analyze how a text's structure (e.g., soliloquy, sonnet) contributes to its meaning (RL.7.5)</p> <p><b>LA.7.RL.6</b> Analyze how an author develops and contrasts the points of view of different characters or narrators in a text (RL.7.6)</p>
	<b>Integration of Knowledge and Ideas</b>	<p><b>LA.7.RL.7</b> Compare and contrast a written text to a media version (e.g., audio, film, stage, multimedia), analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, camera focus and angles in a film) (RL.7.7)</p> <p><b>LA.7.RL.8</b> Compare and contrast fictional and historical accounts of the same period to understand how and why authors of fiction use or alter history (RL.7.9)</p> <p><b>LA.7.RL.9</b> Make connections between a text and personal life experiences, other texts, and the world</p> <p><b>LA.7.RL.10</b> Select literature that reflects the teachings in God's Word</p>
	<b>Range of Reading and Level of Text Complexity</b>	<p><b>LA.7.RL.11</b> Read and comprehend literature of appropriate complexity, independently and proficiently (RL.7.10)</p> <p><b>LA.7.RL.12</b> Self-monitor reading strategies and make modifications as needed</p> <p><b>LA.7.RL.13</b> Read literature for pleasure, personal growth, and spiritual development</p>
8	<b>Key Ideas and Details</b>	<p><b>LA.8.RL.1</b> Cite the textual evidence that most strongly supports an analysis of what the text says both explicitly and implicitly (RL.8.1)</p> <p><b>LA.8.RL.2</b> Analyze the development of a theme throughout the text, including its relationship to the characters, setting, and plot (RL.8.2); connect the text to one's personal worldview</p> <p><b>LA.8.RL.3</b> Analyze how dialogue or incidents in a story or drama propel the action, reveal character, and/or provoke a decision (RL.8.3)</p>
	<b>Craft and Structure</b>	<p><b>LA.8.RL.4</b> Determine the meaning of words and phrases in context, including figurative and connotative meanings; analyze the impact of specific word choices, analogies, or allusions to other texts on meaning and tone (RL.8.4)</p> <p><b>LA.8.RL.5</b> Compare and contrast two or more texts and analyze how the structure of each contributes to its meaning and style (RL.8.5)</p> <p><b>LA.8.RL.6</b> Analyze how differences in the points of view of the characters and the reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor (RL.8.6)</p>
	<b>Integration of Knowledge and Ideas</b>	<p><b>LA.8.RL.7</b> Analyze the extent to which print, multimedia, or live production of a story or drama accurately portrays the original, evaluating the choices made by the authors, directors, or actors (RL.8.7)=</p> <p><b>LA.8.RL.8</b> Analyze how some works of fiction draw on elements (e.g., themes, patterns of events, character types) of traditional literature and describe how the material is rendered new (RL.8.9)</p> <p><b>LA.8.RL.9</b> Make connections between a text and personal life experiences, other texts, and the world</p> <p><b>LA.8.RL.10</b> Select literature that reflects the principles of God's Word</p>
	<b>Range of Reading and Level of Text Complexity</b>	<p><b>LA.8.RL.11</b> Read and comprehend literature of appropriate complexity, independently and proficiently (RL.8.10)</p> <p><b>LA.8.RL.12</b> Self-monitor reading strategies and make modifications as needed</p> <p><b>LA.8.RL.13</b> Read literature for pleasure, personal growth, and spiritual development</p>

## 2013 ENGLISH LANGUAGE ARTS — READING — INFORMATIONAL TEXT

GRADE	CONTENT	SKILLS (CCSSELA ALIGNMENT)
<b>Essential Question:</b> How can we honor God when we read, reflect, and respond to a variety of texts?		<b>Big Idea:</b> We honor God when we choose to reflect and respond to what we read in ways that help us grow in faith, learning, and service.
<b>Assessments:</b> Conferencing, Discussion, Graphic Organizers, Response Logs, Journals, Observations, Projects, Questions, Pair/Share, Retellings, Response Cards, Readers Theater, Reading Portfolios, Running Records, Informal Reading Inventory		
<b>K</b>	<b>Key Ideas and Details</b>	<b>LA.K.RI.1</b> With prompting, ask and answer questions about key details (RI.K.1) <b>LA.K.RI.2</b> With prompting, identify the main topic and retell key details (RI.K.2) <b>LA.K.RI.3</b> With prompting, describe the connection between two individuals, events, ideas, or pieces of information; sequence information using pictures (RI.K.3)
	<b>Craft and Structure</b>	<b>LA.K.RI.4</b> With prompting, ask and answer questions about unknown words in a text (RI.K.4) <b>LA.K.RI.5</b> Identify the front cover, back cover, and title page of a book (RI.K.5) <b>LA.K.RI.6</b> With prompting, name and define the role of the author and illustrator (RI.K.6)
	<b>Integration of Knowledge and Ideas</b>	<b>LA.K.RI.7</b> With prompting, describe the relationship between illustrations and the text (RI.K.7) <b>LA.K.RI.8</b> With prompting, identify the reasons an author gives to support ideas (RI.K.8) <b>LA.K.RI.9</b> With prompting, identify similarities and differences between two texts on the same topic (RI.K.9) <b>LA.K.RI.10</b> Predict outcomes using pictures and illustrations <b>LA.K.RI.11</b> With prompting, recognize differences between right and wrong, fact and opinion <b>LA.K.RI.12</b> Choose informational text that affirms the teachings in God's Word
	<b>Range of Reading and Level of Text Complexity</b>	<b>LA.K.RI.13</b> Actively engage in group reading activities with purpose and understanding (RI.K.10) <b>LA.K.RI.14</b> Use picture clues to read information <b>LA.K.RI.15</b> With support, read informational texts on topics of interest
<b>1</b>	<b>Key Ideas and Details</b>	<b>LA.1.RI.1</b> Ask and answer questions about key details (RI.1.1) <b>LA.1.RI.2</b> Identify the main topic and retell key details (RI.1.2) <b>LA.1.RI.3</b> Describe the connection between two individuals, events, ideas, or pieces of information; sequence information orally (RI.1.3)
	<b>Craft and Structure</b>	<b>LA.1.RI.4</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text (RI.1.4) <b>LA.1.RI.5</b> Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information (RI.1.5) <b>LA.1.RI.6</b> Distinguish between information provided by pictures or other illustrations and information provided by words (RI.1.6)
	<b>Integration of Knowledge and Ideas</b>	<b>LA.1.RI.7</b> Use illustrations and details to describe key ideas (RI.1.7) <b>LA.1.RI.8</b> Identify the reasons an author gives to support ideas (RI.1.8) <b>LA.1.RI.9</b> Identify similarities and differences between two texts on the same topic (RI.1.9) <b>LA.1.RI.10</b> Predict content using pictures and illustrations <b>LA.1.RI.11</b> Distinguish between right and wrong, fact and opinion <b>LA.1.RI.12</b> Choose informational text that affirms the teachings in God's Word
	<b>Range of Reading and Level of Text Complexity</b>	<b>LA.1.RI.13</b> With prompting, read informational text of appropriate complexity (RI.1.10) <b>LA.1.RI.14</b> Read informational texts on topics of interest
<b>2</b>	<b>Key Ideas and Details</b>	<b>LA.2.RI.1</b> Demonstrate understanding of key details by asking and answering questions (RI.2.1) <b>LA.2.RI.2</b> Identify the main topic of a multiparagraph text and of specific paragraphs within the text (RI.2.2) <b>LA.2.RI.3</b> Describe the connections within a series of historical events, scientific ideas or concepts, or steps in technical procedures (RI.2.3)
	<b>Craft and Structure</b>	<b>LA.2.RI.4</b> Determine the meaning of words and phrases in a text (RI.2.4) <b>LA.2.RI.5</b> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information (RI.2.5) <b>LA.2.RI.6</b> Identify the main purpose of a text (RI.2.6)
	<b>Integration of Knowledge and Ideas</b>	<b>LA.2.RI.7</b> Explain how specific illustrations contribute to and clarify text (RI.2.7) <b>LA.2.RI.8</b> Explain how an author uses reasons to support ideas (RI.2.8) <b>LA.2.RI.9</b> Compare and contrast the most important ideas in two texts on the same topic (RI.2.9) <b>LA.2.RI.10</b> Predict content and outcomes using pictures, illustrations, and text <b>LA.2.RI.11</b> Distinguish between right and wrong, fact and opinion <b>LA.2.RI.12</b> Choose informational text that affirms the teachings in God's Word
	<b>Range of Reading and Level of Text Complexity</b>	<b>LA.2.RI.13</b> Read and comprehend informational texts (e.g., history/social studies, science, technical texts) of appropriate complexity with scaffolding as needed (RI.2.10) <b>LA.2.RI.14</b> Read informational texts on topics of interest

## 2013 ENGLISH LANGUAGE ARTS — READING — INFORMATIONAL TEXT (CONTINUED)

3	<b>Key Ideas and Details</b>	<p><b>LA.3. RI.1</b> Ask and answer questions, referring explicitly to the text, to demonstrate understanding (RI.3.1)</p> <p><b>LA.3. RI.2</b> Determine the main idea and key details; explain how key details support the main idea (RI.3.2)</p> <p><b>LA.3. RI.3</b> Describe the relationship within a series of historical events, scientific ideas or concepts, or steps in technical procedures, using language that pertains to time, sequence, and cause/effect (RI.3.3)</p>
	<b>Craft and Structure</b>	<p><b>LA.3. RI.4</b> Determine the meaning of content-specific words and phrases in context (RI.3.4)</p> <p><b>LA.3. RI.5</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information (RI.3.5)</p> <p><b>LA.3. RI.6</b> Distinguish personal point of view from that of the author (RI.3.6)</p>
	<b>Integration of Knowledge and Ideas</b>	<p><b>LA.3. RI.7</b> Use information from illustrations and the words in a text to demonstrate understanding (RI.3.7)</p> <p><b>LA.3. RI.8</b> Describe the connection between sentences and paragraphs in a text (e.g., comparison, cause/effect, sequence) (RI.3.8)</p> <p><b>LA.3. RI.9</b> Compare and contrast the key ideas and details presented in two texts on the same topic (RI.3.9)</p> <p><b>LA.3. RI.10</b> Select informational text that affirms the teachings in God's Word</p>
	<b>Range of Reading and Level of Text Complexity</b>	<p><b>LA.3. RI.11</b> Read and comprehend informational texts (e.g., history/social studies, science, technical texts) of appropriate complexity independently and proficiently (RI.3.10)</p> <p><b>LA.3. RI.12</b> Self-monitor reading strategies and make modifications as needed</p> <p><b>LA.3. RI.13</b> Read informational texts for personal growth and spiritual development</p>
4	<b>Key Ideas and Details</b>	<p><b>LA.4. RI.1</b> Refer to details and examples when explaining what the text says explicitly and when drawing inferences (RI.4.1)</p> <p><b>LA.4. RI.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text (RI.4.2)</p> <p><b>LA.4. RI.3</b> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why (RI.4.3)</p>
	<b>Craft and Structure</b>	<p><b>LA.4. RI.4</b> Determine the meaning of content-specific words and phrases in context (RI.4.4)</p> <p><b>LA.4. RI.5</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text (RI.4.5)</p> <p><b>LA.4. RI.6</b> Compare and contrast a firsthand and secondhand account of the same event or topic, describing the differences in focus and the information provided (RI.4.6)</p>
	<b>Integration of Knowledge and Ideas</b>	<p><b>LA.4. RI.7</b> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, interactive technologies) and explain how the information contributes to an understanding of the text (RI.4.7)</p> <p><b>LA.4. RI.8</b> Explain how an author uses reasons and evidence to support particular ideas (RI.4.8)</p> <p><b>LA.4. RI.9</b> Integrate information from two texts on the same topic in order to write or speak about the subject (RI.4.9)</p> <p><b>LA.4. RI.10</b> Select informational text that affirms the teachings in God's Word</p>
	<b>Range of Reading and Level of Text Complexity</b>	<p><b>LA.4. RI.11</b> Read and comprehend informational texts (e.g., history/social studies, science, technical texts) of appropriate complexity independently and proficiently (RI.4.10)</p> <p><b>LA.4. RI.12</b> Self-monitor reading strategies and make modifications as needed</p> <p><b>LA.4. RI.13</b> Read literary nonfiction for personal growth and spiritual development</p>
5	<b>Key Ideas and Details</b>	<p><b>LA.5. RI.1</b> Quote from the text when explaining what the text says explicitly and when drawing inferences (RI.5.1)</p> <p><b>LA.5. RI.2</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text (RI.5.2)</p> <p><b>LA.5. RI.3</b> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text (RI.5.3)</p> <p><b>LA.5. RI.4</b> Skim for an overview; scan to find specific information</p>
	<b>Craft and Structure</b>	<p><b>LA.5. RI.5</b> Determine the meaning of content-specific words and phrases (RI.5.4)</p> <p><b>LA.5. RI.6</b> Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts (RI.5.5)</p> <p><b>LA.5. RI.7</b> Analyze multiple accounts of the same event or topic, noting point of view similarities and differences (RI.5.6)</p>
	<b>Integration of Knowledge and Ideas</b>	<p><b>LA.5. RI.8</b> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question or to solve a problem (RI.5.7)</p> <p><b>LA.5. RI.9</b> Explain how an author uses reasons and evidence to support particular ideas, identifying which reasons and evidence support specific ideas (RI.5.8)</p> <p><b>LA.5. RI.10</b> Integrate information from several texts on the same topic in order to write or speak about the subject (RI.5.9)</p> <p><b>LA.5. RI.11</b> Select informational text that affirms the teachings in God's Word</p>
	<b>Range of Reading and Level of Text Complexity</b>	<p><b>LA.5. RI.12</b> Read and comprehend literary nonfiction (e.g., history/social studies, science, technical texts) of appropriate complexity independently and proficiently (RI.5.10)</p> <p><b>LA.5. RI.13</b> Self-monitor reading strategies and make modifications as needed</p> <p><b>LA.5. RI.14</b> Read literary non-fiction for personal growth and spiritual development</p>

## 2013 ENGLISH LANGUAGE ARTS — READING — INFORMATIONAL TEXT (CONTINUED)

6	<b>Key Ideas and Details</b>	<p><b>LA.6. RI.1</b> Cite textual evidence to support analysis of what the text says both explicitly and implicitly (RI.6.1)</p> <p><b>LA.6. RI.2</b> Determine the main idea and how it is conveyed through details in the text; provide a summary of the text distinct from personal opinions (RI.6.2)</p> <p><b>LA.6. RI.3</b> Analyze how a key individual, event, or idea is introduced, illustrated, and developed (e.g., through examples or anecdotes) (RI.6.3)</p>
	<b>Craft and Structure</b>	<p><b>LA.6. RI.4</b> Determine the meaning of words and phrases in context, including figurative, connotative, and technical meanings (RI.6.4)</p> <p><b>LA.6. RI.5</b> Analyze how a sentence, paragraph, chapter, or section fits into the structure of a text and contributes to the development of the ideas (RI.6.5)</p> <p><b>LA.6. RI.6</b> Determine an author's point of view or purpose and explain how it is conveyed (RI.6.6)</p>
	<b>Integration of Knowledge and Ideas</b>	<p><b>LA.6. RI.7</b> Synthesize information presented in different media or formats to develop a coherent understanding of a topic (RI.6.7)</p> <p><b>LA.6. RI.8</b> Evaluate the argument and specific claims in a text, identifying those that are supported by reasons and evidence (RI.6.8)</p> <p><b>LA.6. RI.9</b> Compare and contrast one author's presentation of events with that of another (RI.6.9)</p> <p><b>LA.6. RI.10</b> Select informational text that affirms the principles in God's Word</p>
	<b>Range of Reading and Level of Text Complexity</b>	<p><b>LA.6. RI.11</b> Read and comprehend literary nonfiction of appropriate complexity, independently and proficiently (RI.6.10)</p> <p><b>LA.6. RI.12</b> Use a variety of reference and research materials, both print and digital</p> <p><b>LA.6. RI.13</b> Read literary nonfiction for pleasure, personal growth, and spiritual development</p>
7	<b>Key Ideas and Details</b>	<p><b>LA.7. RI.1</b> Cite multiple pieces of textual evidence to support analysis of what the text says both explicitly and implicitly (RI.7.1)</p> <p><b>LA.7. RI.2</b> Determine two or more main ideas in a text and analyze their development throughout the text; provide an objective summary of the text (RI.7.2)</p> <p><b>LA.7. RI.3</b> Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events) (RI.7.3)</p>
	<b>Craft and Structure</b>	<p><b>LA.7. RI.4</b> Determine the meaning of words and phrases in context, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone (RI.7.4)</p> <p><b>LA.7. RI.5</b> Analyze the structure of a text, including how the major sections contribute to the whole and to the development of ideas (RI.7.5)</p> <p><b>LA.7. RI.6</b> Determine an author's point of view or purpose and analyze how the author distinguishes his or her position from that of others (RI.7.6)</p>
	<b>Integration of Knowledge and Ideas</b>	<p><b>LA.7. RI.7</b> Compare and contrast print and multimedia versions of the text, analyzing each medium's portrayal of the subject (RI.7.7)</p> <p><b>LA.7. RI.8</b> Analyze the argument in a text to validate the reasoning and evidence that support the claims (RI.7.8)</p> <p><b>LA.7. RI.9</b> Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts (RI.7.9)</p> <p><b>LA.7. RI.10</b> Select informational text that affirms the principles in God's Word</p>
	<b>Range of Reading and Level of Text Complexity</b>	<p><b>LA.7. RI.11</b> Read and comprehend literary nonfiction of appropriate complexity, independently and proficiently (RI.7.10)</p> <p><b>LA.7. RI.12</b> Use a variety of reference and research materials, both print and digital</p> <p><b>LA.7. RI.13</b> Read literary nonfiction for pleasure, personal growth, and spiritual development</p>
8	<b>Key Ideas and Details</b>	<p><b>LA.8. RI.1</b> Cite the textual evidence that most strongly supports an analysis of what the text says both explicitly and implicitly (RI.8.1)</p> <p><b>LA.8. RI.2</b> Analyze the development of a main idea throughout the text, including its relationship to supporting ideas; connect the text to one's personal worldview (RI.8.2)</p> <p><b>LA.8. RI.3</b> Evaluate how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories) (RI.8.3)</p>
	<b>Craft and Structure</b>	<p><b>LA.8. RI.4</b> Determine the meaning of words and phrases in context, including figurative, connotative, and technical meanings; analyze the impact of specific word choices, analogies, or allusions to other texts on meaning and tone (RI.8.4)</p> <p><b>LA.8. RI.5</b> Analyze paragraph structure, including the role of particular sentences in developing and refining a key concept (RI.8.5)</p> <p><b>LA.8. RI.6</b> Determine an author's point of view or purpose and analyze how the author acknowledges and responds to conflicting evidence or viewpoints (RI.8.6)</p>
	<b>Integration of Knowledge and Ideas</b>	<p><b>LA.8. RI.7</b> Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea (RI.8.7)</p> <p><b>LA.8. RI.8</b> Evaluate the validity of an argument, recognizing when irrelevant evidence is introduced (RI.8.8)</p> <p><b>LA.8. RI.9</b> Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation (RI.8.9)</p> <p><b>LA.8. RI.10</b> Select informational text that affirms the principles in God's Word</p>
	<b>Range of Reading and Level of Text Complexity</b>	<p><b>LA.8. RI.11</b> Read and comprehend literary nonfiction of appropriate complexity, independently and proficiently (RI.8.10)</p> <p><b>LA.8. RI.12</b> Use a variety of reference and research materials, both print and digital</p> <p><b>LA.8. RI.13</b> Read literary nonfiction for pleasure, personal growth, and spiritual development</p>

## 2013 ENGLISH LANGUAGE ARTS — WRITING

GRADE	CONTENT	SKILLS (CCSS/ELA ALIGNMENT)
<b>Essential Question:</b> How can we honor God when we write for a variety of purposes and audiences?		<b>Big Idea:</b> We honor God when we choose to write in ways that affirm the teachings in His Word.
<b>Assessments:</b> Conferencing, Four Corners, Summary Writing, Observations, Checklists, Rubrics, Writer's Notebook, Portfolio, Write-Pair-Share, Journals, RAFT (Role, Audience, Form, Topic)		
<b>K</b>	<b>Text Types and Purposes</b>	<p><b>LA.K.W.1</b> Use a combination of drawing, dictating, and writing to compose opinion pieces about a topic or book and state a preference about the topic or book (e.g., My favorite book is . . .) (W.K.1)</p> <p><b>LA.K.W.2</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name a topic and include some information (W.K.2)</p> <p><b>LA.K.W.3</b> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell events in sequence, and provide a reaction (W.K.3)</p> <p><b>LA.K.W.4</b> Produce writing that honors God and affirms the teachings in His Word</p>
	<b>Production and Distribution of Writing</b>	<p><b>LA.K.W.5</b> With support, respond to questions and suggestions from peers and add details to strengthen writing (W.K.5)</p> <p><b>LA.K.W.6</b> With support and in collaboration with peers, explore a variety of tools (e.g., digital, print) to produce and publish writing (W.K.6)</p> <p><b>LA.K.W.7</b> Apply common conventions of manuscript writing (e.g., left-to-right, uppercase and lowercase letters, spacing between letters)</p>
	<b>Research to Build and Present Knowledge</b>	<p><b>LA.K.W.8</b> Participate in shared research and writing projects (e.g., explore books by a favorite author and express opinions about them) (W.K.7)</p> <p><b>LA.K.W.9</b> With support, recall experiences or gather information from provided sources to answer a question (W.K.8)</p>
	<b>Range of Writing</b>	<b>LA.K.W.10</b> With support, write routinely for a range of tasks, purposes, and audiences
<b>1</b>	<b>Text Types and Purposes</b>	<p><b>LA.1.W.1</b> Write opinion pieces that introduce a topic or book, state an opinion with a reason for the opinion, and provide some sense of closure (W.1.1)</p> <p><b>LA.1.W.2</b> Write informative/explanatory texts that name a topic, include facts about the topic, and provide some sense of closure (W.1.2)</p> <p><b>LA.1.W.3</b> Write narratives that recount two or more appropriately sequenced events, include details using temporal words to signal sequence, and provide some sense of closure (W.1.3)</p> <p><b>LA.1.W.4</b> Produce writing that honors God and affirms the teachings in His Word</p>
	<b>Production and Distribution of Writing</b>	<p><b>LA.1.W.5</b> With support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing (W.1.5)</p> <p><b>LA.1.W.6</b> With support and in collaboration with peers, use a variety of tools (e.g., digital, print) to produce and publish writing (W.1.6)</p> <p><b>LA.1.W.7</b> Apply common conventions of manuscript writing (e.g., uppercase and lowercase letters, spacing between words and sentences)</p>
	<b>Research to Build and Present Knowledge</b>	<p><b>LA.1.W.8</b> Participate in shared research and writing projects (e.g., explore “how-to” books on a given topic and use them to write a sequence of instructions) (W.1.7)</p> <p><b>LA.1.W.9</b> With support, recall experiences or gather information from provided sources to answer a question (W.1.8)</p>
	<b>Range of Writing</b>	<b>LA.1.W.10</b> Write routinely for a range of tasks, purposes, and audiences
<b>2</b>	<b>Text Types and Purposes</b>	<p><b>LA.2.W.1</b> Write opinion pieces that introduce a topic or book, state an opinion, include reasons that support the opinion, use linking words (e.g. because, and, also), and provide a concluding statement (W.2.1)</p> <p><b>LA.2.W.2</b> Write informative/explanatory texts that introduce a topic, use facts to develop the topic, and provide a concluding statement (W.2.2)</p> <p><b>LA.2.W.3</b> Write narratives that recount a well-elaborated event or short sequence of events, include details (e.g., actions, thoughts, feelings), use temporal words to signal sequence, and provide a sense of closure (W.2.3)</p> <p><b>LA.2.W.4</b> Produce writing that honors God and affirms the teachings in His Word</p>
	<b>Production and Distribution of Writing</b>	<p><b>LA.2.W.5</b> With adult and peer support, focus on a topic and strengthen writing as needed by revising and editing (W.2.5)</p> <p><b>LA.2.W.6</b> With support and in collaboration with peers, use a variety of tools (e.g., digital, print) to produce and publish writing (W.2.6)</p> <p><b>LA.2.W.7</b> Apply common conventions of handwriting (e.g., proper space between words, sentences, and paragraphs; margins)</p>
	<b>Research to Build and Present Knowledge</b>	<p><b>LA.2.W.8</b> Participate in shared research and writing projects (e.g., read books on a single topic to produce a report, record science observations) (W.2.7)</p> <p><b>LA.2.W.9</b> Recall experiences or gather information from provided sources to answer a question (W.2.8)</p>
	<b>Range of Writing</b>	<b>LA.2.W.10</b> Write routinely for a range of tasks, purposes, and audiences

## 2013 ENGLISH LANGUAGE ARTS — WRITING (CONTINUED)

3	<b>Text Types and Purposes</b>	<p><b>LA.3.W.1</b> Write opinion pieces on topics or texts that include: an introduction, a point of view with reasons, linking words and phrases (e.g., because, therefore, since, for example), and a conclusion (W.3.1)</p> <p><b>LA.3.W.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information that include: an introduction, supporting details (e.g., facts, definitions), linking words and phrases (e.g., also, another, and, more, but), illustrations when useful, and a conclusion (W.3.2)</p> <p><b>LA.3.W.3</b> Write narratives to develop real or imagined experiences or events that include: effective techniques (e.g., dialogue, description), sensory details, temporal words and phrases, clear event sequences, a situation, a narrator and/or characters, and a conclusion (W.3.3)</p> <p><b>LA.3.W.4</b> Produce writing that honors God and affirms the principles in His Word</p>
	<b>Production and Distribution of Writing</b>	<p><b>LA.3.W.5</b> With support, produce writing in which the development and organization are appropriate to task and purpose (W.3.4)</p> <p><b>LA.3.W.6</b> With adult and peer support, develop and strengthen writing by planning, revising, and editing (W.3.5)</p> <p><b>LA.3.W.7</b> With support, use technology to produce and publish writing (using grade-appropriate keyboarding skills) as well as to interact and collaborate (W.3.6)</p> <p><b>LA.3.W.8</b> Apply common conventions of handwriting (e.g., margins, headings, legible manuscript and cursive writing) and decipher cursive writing</p>
	<b>Research to Build and Present Knowledge</b>	<p><b>LA.3.W.9</b> Conduct short research projects that build knowledge about a topic (W.3.7)</p> <p><b>LA.3.W.10</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories (W.3.8)</p>
	<b>Range of Writing</b>	<p><b>LA.3.W.11</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (W.3.10)</p>
4	<b>Text Types and Purposes</b>	<p><b>LA.4.W.1</b> Write opinion pieces on topics or texts that include: an introduction, a point of view with reasons and organized information, linking words and phrases (e.g., for instance, in order to, in addition), and a conclusion (W.4.1)</p> <p><b>LA.4.W.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information that include: an introduction, supporting details (e.g., facts, definitions, quotations, examples) grouped in paragraphs and sections, precise language and content-specific vocabulary, ideas linked within categories using words and phrases (e.g., another, for example, also, because), formatting (e.g., headings), illustrations and multimedia when useful, and a conclusion (W.4.2)</p> <p><b>LA.4.W.3</b> Write narratives to develop real or imagined experiences or events that include: effective techniques (e.g., dialogue, description), sensory details, transitions, clear event sequences, a situation, a narrator and/or characters, and a conclusion (W.4.3)</p> <p><b>LA.4.W.4</b> Produce writing that honors God and affirms the principles in His Word</p>
	<b>Production and Distribution of Writing</b>	<p><b>LA.4.W.5</b> Produce clear and coherent writing in which the development and organization (e.g., chronological, cause and effect, similarities and differences) are appropriate to task, purpose, and audience (W.4.4)</p> <p><b>LA.4.W.6</b> With adult and peer support, develop and strengthen writing by planning, revising, and editing (W.4.5)</p> <p><b>LA.4.W.7</b> With support, use technology, including the Internet, to produce and publish writing (using grade-appropriate keyboarding skills), as well as to interact and collaborate (W.4.6)</p> <p><b>LA.4.W.8</b> Apply common conventions of handwriting (e.g., margins, headings, legible manuscript and cursive writing)</p>
	<b>Research to Build and Present Knowledge</b>	<p><b>LA.4.W.9</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic (W.4.7)</p> <p><b>LA.4.W.10</b> Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and list sources (W.4.8)</p> <p><b>LA.4.W.11</b> Draw evidence from literary or informational texts to support analysis, reflection, and research (W.4.9)</p>
	<b>Range of Writing</b>	<p><b>LA.4.W.12</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (W.4.10)</p>
5	<b>Text Types and Purposes</b>	<p><b>LA.5.W.1</b> Write opinion pieces on topics or texts that include: an introduction; a point of view with reasons and well-organized information; linking words, phrases, and clauses (e.g., consequently, specifically); and a conclusion (W.5.1)</p> <p><b>LA.5.W.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information that include: an introduction with a general observation and focus; well-organized supporting details (e.g., facts, definitions, quotations, examples); precise language and content-specific vocabulary; ideas linked within/across categories using words and phrases (e.g., in contrast, especially); formatting (e.g., headings); illustrations and multimedia when useful; and a conclusion (W.5.2)</p> <p><b>LA.5.W.3</b> Write narratives to develop real or imagined experiences or events that include: effective techniques (e.g., dialogue, description, pacing), sensory details, transitions, clear event sequences, a specific situation, a narrator and/or characters, and a conclusion (W.5.3)</p> <p><b>LA.5.W.4</b> Produce writing that honors God and affirms the principles in His Word</p>
	<b>Production and Distribution of Writing</b>	<p><b>LA.5.W.5</b> Produce clear and coherent writing in which the development and organization (e.g., chronological, cause and effect, comparison and contrast, problem and solution) are appropriate to task, purpose, and audience (W.5.4)</p> <p><b>LA.5.W.6</b> With adult and peer support, develop and strengthen writing by planning, revising, editing, rewriting or trying a different approach (W.5.5)</p> <p><b>LA.5.W.7</b> With support, use technology, including the Internet, to produce and publish writing (using grade-appropriate keyboarding skills), as well as to interact and collaborate (W.5.6)</p> <p><b>LA.5.W.8</b> Apply common conventions of handwriting</p>
	<b>Research to Build and Present Knowledge</b>	<p><b>LA.5.W.9</b> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic (W.5.7)</p> <p><b>LA.5.W.10</b> Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information, in notes and finished work, and list sources (W.5.8)</p> <p><b>LA.5.W.11</b> Draw evidence from literary or informational texts to support analysis, reflection, and research (W.5.9)</p>
	<b>Range of Writing</b>	<p><b>LA.5.W.12</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (W.5.10)</p>

## 2013 ENGLISH LANGUAGE ARTS — WRITING (CONTINUED)

6	Text Types and Purposes	LA.6.W.1	Write arguments to support claims that include: an introduction; clear reasons validated by well-organized evidence from credible sources; transitional words, phrases, and clauses; style appropriate for the audience; and a conclusion (W.6.1)		
		LA.6.W.2	Write informative/explanatory texts that include: an introduction; analysis of relevant content (e.g., facts, definitions, quotations, examples); transitions and content-specific vocabulary; organizational structure (e.g., definition, classification, comparison/contrast, cause/effect); formatting (e.g., headings); multimedia and graphics (e.g., charts, tables) when useful; style appropriate for the audience; and a conclusion (W.6.2)		
		LA.6.W.3	Write narratives to develop real or imagined experiences or events that include: effective techniques (e.g., dialogue, description, pacing); sensory details; precise words and phrases; transitions to convey shifts in time or setting; well-structured event sequences; a specific context; a narrator and/or characters; and a conclusion (W.6.3)		
		LA.6.W.4	Write for meaning from a Biblical worldview		
6	Production and Distribution of Writing	LA.6.W.5	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (W.6.4)		
		LA.6.W.6	With adult and peer support, develop and strengthen writing by planning, revising, editing, rewriting, or trying a different approach (W.6.5)		
		LA.6.W.7	Use technology, including the Internet, to produce and publish writing (using grade-appropriate keyboarding skills) as well as to interact and collaborate (W.6.6)		
6	Research to Build and Present Knowledge	LA.6.W.8	Conduct short research projects to answer questions, drawing on several sources and refocusing the inquiry when appropriate (W.6.7)		
		LA.6.W.9	Gather relevant information from multiple print and digital sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism; provide basic bibliographic information for sources (W.6.8)		
		LA.6.W.10	Draw evidence from literary or informational texts to support analysis, reflection, and research (W.6.9)		
6	Range of Writing	LA.6.W.11	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (W.6.10)		
		7	Text Types and Purposes	LA.7.W.1	Write arguments to support claims that include: an introduction; clear reasons validated by well-organized evidence from credible sources; acknowledgement of alternate claims; transitional words, phrases, and clauses; style appropriate for the audience; and a supported conclusion (W.7.1)
				LA.7.W.2	Write informative/explanatory texts that include: an introduction that previews what is to follow; analysis of relevant content (e.g., facts, definitions, quotations, examples); transitions and content-specific vocabulary; organizational structure (e.g., definition, classification, comparison/contrast, cause/effect); formatting (e.g., headings); multimedia and graphics (e.g., charts and tables) when useful; style appropriate for the audience; and a supported conclusion (W.7.2)
				LA.7.W.3	Write narratives to develop real or imagined experiences or events that include: effective techniques (e.g., dialogue, description, pacing); relevant descriptive details; sensory language; precise words and phrases; transitions to convey shifts in time or setting; well-structured event sequences; a specific context and point of view; a narrator and/or characters; and a conclusion (W.7.3)
LA.7.W.4	Write for meaning from a Biblical worldview				
7	Production and Distribution of Writing	LA.7.W.5	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (W.7.4)		
		LA.7.W.6	With adult and peer support, develop and strengthen writing by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed (W.7.5)		
		LA.7.W.7	Use technology, including the Internet, to produce and publish writing (individually and collaboratively), linking to and citing sources (W.7.6)		
7	Research to Build and Present Knowledge	LA.7.W.8	Conduct short research projects to answer questions, drawing on several sources, and generating additional questions for further research (W.7.7)		
		LA.7.W.9	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism; follow a standard format for citation (W.7.8)		
		LA.7.W.10	Draw evidence from literary or informational texts to support analysis, reflection, and research (W.7.9)		
7	Range of Writing	LA.7.W.11	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (W.7.10)		
		8	Text Types and Purposes	LA.8.W.1	Write arguments to support claims that include: an introduction; clear and logical reasoning validated by well-organized evidence from credible sources; acknowledgement of alternate or opposing claims; transitional words, phrases, and clauses; a style appropriate for the audience; and a supported conclusion (W.8.1)
				LA.8.W.2	Write informative/explanatory texts that include: an introduction that previews what is to follow; analysis of relevant content (e.g., facts, definitions, quotations, examples); transitions and content-specific vocabulary; organizational structure (e.g., definition, classification, comparison/contrast, cause/effect); formatting (e.g., headings); multimedia and graphics (e.g., charts, tables) when useful; style appropriate for the audience; and a supported conclusion (W.8.2)
				LA.8.W.3	Write narratives to develop real or imagined experiences or events that include: effective techniques (e.g., dialogue, description, pacing, reflection); relevant descriptive details; sensory details; precise words and phrases; transitions to signal shifts in time or setting and show relationships among experiences and events; well-structured event sequences; a specific context and point of view; a narrator and/or characters; and a conclusion (W.8.3)
LA.8.W.4	Write for meaning from a Biblical worldview				
8	Production and Distribution of Writing	LA.8.W.5	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (W.8.4)		
		LA.8.W.6	With adult and peer support, develop and strengthen writing by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed (W.8.5)		
		LA.8.W.7	Use technology, including the Internet, to produce and publish writing, present the relationships between information and ideas, and to interact and collaborate (W.8.6)		
8	Research to Build and Present Knowledge	LA.8.W.8	Conduct short research projects to answer questions (including self-generated questions), drawing on several sources and generating additional questions for multiple avenues of exploration (W.8.7)		
		LA.8.W.9	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism; follow a standard format for citation (W.8.8)		
		LA.8.W.10	Draw evidence from literary or informational texts to support analysis, reflection, and research (W.8.9)		
8	Range of Writing	LA.8.W.11	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (W.8.10)		

## 2013 ENGLISH LANGUAGE ARTS — SPEAKING AND LISTENING

GRADE	CONTENT	SKILLS (CCSELA ALIGNMENT)
<b>Essential Question:</b> How does the ability to listen and speak effectively help us to better understand God, others, and ourselves?		<b>Big Idea:</b> The ability to listen and speak effectively in a variety of situations allows us to communicate information, ideas, and feelings to better understand God, others, and ourselves.
<b>Assessments:</b> Discussion, Observations, Checklists, Rubrics, Questions, Recordings, Think-Pair-Share, Podcast, Multimedia Presentations, Socratic Circles, Debate, Literature Circles, Speeches/Sermons, Readers Theater, Drama and Skits, Poetry Readings, Show and Tell		
K	Comprehension and Collaboration	<b>LA.K.SL.1</b> Participate in collaborative conversations in diverse groups: follow agreed-upon rules (e.g., listening, taking turns speaking, making eye contact); continue a conversation through multiple exchanges (SL.K.1) <b>LA.K.SL.2</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media (SL.K.2) <b>LA.K.SL.3</b> Ask and answer questions to seek help, get information, or clarify meaning (SL.K.3)
	Presentation of Knowledge and Ideas	<b>LA.K.SL.4</b> Describe familiar people, places, things, and events and, with prompting, provide additional detail (SL.K.4) <b>LA.K.SL.5</b> Add visual displays to descriptions as desired (SL.K.5) <b>LA.K.SL.6</b> Speak audibly and express thoughts, feelings, and ideas clearly (SL.K.6) <b>LA.K.SL.7</b> Give brief oral presentations (e.g., poems, memory verses, songs) <b>LA.K.SL.8</b> Demonstrate reverence when listening to God's Word and participating in prayer
1	Comprehension and Collaboration	<b>LA.1.SL.1</b> Participate in collaborative conversations in diverse groups: follow agreed-upon rules (e.g., listening with care, speaking one at a time; making eye contact; using appropriate volume and tone); respond appropriately to the comments of others; ask questions to clarify (SL.1.1) <b>LA.1.SL.2</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media (SL.1.2) <b>LA.1.SL.3</b> Ask and answer questions about what a speaker says to gather additional information or to clarify meaning (SL.1.3)
	Presentation of Knowledge and Ideas	<b>LA.1.SL.4</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly (SL.1.4) <b>LA.1.SL.5</b> Add visual displays to descriptions when appropriate (SL.1.5) <b>LA.1.SL.6</b> Speak in complete sentences when appropriate to task and situation (SL.1.6) <b>LA.1.SL.7</b> Give brief oral presentations (e.g., stories, personal experiences, readers theater) <b>LA.1.SL.8</b> Demonstrate reverence when listening to God's Word and participating in prayer
2	Comprehension and Collaboration	<b>LA.2.SL.1</b> Participate in collaborative conversations in diverse groups: follow agreed-upon rules (e.g., gaining the floor in respectful ways, listening with care, speaking one at a time; making eye contact); link comments to others' remarks; ask for clarification and further explanation (SL.2.1) <b>LA.2.SL.2</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media (SL.2.2) <b>LA.2.SL.3</b> Ask and answer questions about what a speaker says to clarify, gather additional information, or deepen understanding (SL.2.3)
	Presentation of Knowledge and Ideas	<b>LA.2.SL.4</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details; speak audibly in coherent sentences; use appropriate voice level, phrasing, and intonation (SL.2.4) <b>LA.2.SL.5</b> Create digital recordings (e.g., stories, poems, songs), with visuals when appropriate to clarify meaning (SL.2.5) <b>LA.2.SL.6</b> Speak in complete sentences when appropriate to task and situation (SL.2.6) <b>LA.2.SL.7</b> Demonstrate reverence when listening to God's Word and participating in prayer
3	Comprehension and Collaboration	<b>LA.3.SL.1</b> Engage in collaborative discussions in diverse groups, extending others' ideas and expressing one's own with clarity; prepare and use required reading material; follow agreed-upon rules (e.g., gaining the floor in respectful ways, listening with care, speaking one at a time; making eye contact); ask questions to check understanding of information while staying on topic (SL.3.1) <b>LA.3.SL.2</b> Determine main ideas and supporting details of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, orally) (SL.3.2) <b>LA.3.SL.3</b> Ask and answer questions about information from a speaker (SL.3.3)
	Presentation of Knowledge and Ideas	<b>LA.3.SL.4</b> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace (SL.3.4) <b>LA.3.SL.5</b> Create digital recordings (e.g., stories, poems) that demonstrate fluency, with visuals when appropriate to clarify meaning (SL.3.5) <b>LA.3.SL.6</b> Speak in complete sentences when appropriate to task and situation (SL.3.6) <b>LA.3.SL.7</b> Demonstrate reverence to God when speaking and listening
4	Comprehension and Collaboration	<b>LA.4.SL.1</b> Engage in collaborative discussions in diverse groups, extending others' ideas and expressing one's own with clarity; prepare and use required reading material; follow agreed-upon rules and carry out assigned roles; pose and respond to questions to clarify or follow up on information; review key ideas (SL.4.1) <b>LA.4.SL.2</b> Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, orally) (SL.4.2) <b>LA.4.SL.3</b> Identify reasons and evidence a speaker provides to support particular points (SL.4.3)
	Presentation of Knowledge and Ideas	<b>LA.4.SL.4</b> Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace (SL.4.4) <b>LA.4.SL.5</b> Use digital media for presentations when appropriate (SL.4.5) <b>LA.4.SL.6</b> Differentiate between contexts that call for formal English and situations where informal discourse is appropriate; use formal English when appropriate to task and situation (SL.4.6) <b>LA.4.SL.7</b> Demonstrate reverence to God when speaking and listening

## 2013 ENGLISH LANGUAGE ARTS — SPEAKING AND LISTENING (CONTINUED)

5	<b>Comprehension and Collaboration</b>	<p><b>LA.5.SL.1</b> Engage in collaborative discussions in diverse groups, extending others' ideas and expressing one's own with clarity; prepare and use required reading material; follow agreed-upon rules and carry out assigned roles; pose and respond to specific questions; review key ideas and draw conclusions (SL.5.1)</p> <p><b>LA.5.SL.2</b> Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, orally) (SL.5.2)</p> <p><b>LA.5.SL.3</b> Summarize a speaker's points and explain how each claim is supported by reasons and evidence (SL.5.3)</p>
	<b>Presentation of Knowledge and Ideas</b>	<p><b>LA.5.SL.4</b> Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace (SL.5.4)</p> <p><b>LA.5.SL.5</b> Use digital media for presentations when appropriate (SL.5.5)</p> <p><b>LA.5.SL.6</b> Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation (SL.5.6)</p> <p><b>LA.5.SL.7</b> Demonstrate reverence to God when speaking and listening</p>
6	<b>Comprehension and Collaboration</b>	<p><b>LA.6.SL.1</b> Engage in collaborative discussions in diverse groups, extending others' ideas and expressing one's own with clarity: prepare and use required reading material and refer to readings during discussion; follow rules for collegial discussions, set goals and deadlines, define roles; ask and respond to specific questions; review key ideas and demonstrate understanding of multiple perspectives through reflection and paraphrasing (SL.6.1)</p> <p><b>LA.6.SL.2</b> Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to understanding a topic or text (SL.6.2)</p> <p><b>LA.6.SL.3</b> Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from those that are not (SL.6.3)</p>
	<b>Presentation of Knowledge and Ideas</b>	<p><b>LA.6.SL.4</b> Present claims and findings on an issue or topic, sequencing ideas logically and using pertinent descriptions, facts, and details; use appropriate eye contact, adequate volume, and clear pronunciation (SL.6.4)</p> <p><b>LA.6.SL.5</b> Use a variety of media, including digital, for presentations (SL.6.5)</p> <p><b>LA.6.SL.6</b> Adapt speech to a variety of contexts and tasks (e.g., debate, drama, interview), demonstrating command of formal English when appropriate (SL.6.6)</p> <p><b>LA.6.SL.7</b> Demonstrate reverence to God when speaking and listening</p>
7	<b>Comprehension and Collaboration</b>	<p><b>LA.7.SL.1</b> Engage in collaborative discussions in diverse groups, extending others' ideas and expressing one's own with clarity; prepare by researching material and using evidence from that material to probe and reflect on ideas; follow rules for collegial discussions, track progress toward goals and deadlines, define roles; pose questions that elicit elaboration; acknowledge new information expressed by others (SL.7.1)</p> <p><b>LA.7.SL.2</b> Analyze main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas provide clarity (SL.7.2)</p> <p><b>LA.7.SL.3</b> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence (SL.7.3)</p>
	<b>Presentation of Knowledge and Ideas</b>	<p><b>LA.7.SL.4</b> Present claims and findings on an issue or topic in a focused, coherent manner, emphasizing salient points and using pertinent evidence and examples; use appropriate eye contact, adequate volume, and clear pronunciation (SL.7.4)</p> <p><b>LA.7.SL.5</b> Use a variety of media, including digital, for presentations (SL.7.5)</p> <p><b>LA.7.SL.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when appropriate (SL.7.6)</p> <p><b>LA.7.SL.7</b> Demonstrate reverence to God when speaking and listening</p>
8	<b>Comprehension and Collaboration</b>	<p><b>LA.8.SL.1</b> Engage in collaborative discussions in diverse groups, extending others' ideas and expressing one's own with clarity; prepare by reading or researching material, reflect on ideas under discussion, and refer to the material during discussion; follow rules for collegial discussions; pose questions that connect the ideas of several speakers; acknowledge new information expressed by others (SL.8.1)</p> <p><b>LA.8.SL.2</b> Analyze the purpose of information presented in diverse media and formats and evaluate the motives (e.g., social, commercial, political) (SL.8.2)</p> <p><b>LA.8.SL.3</b> Evaluate the speaker's logic, identifying relevant and irrelevant evidence (SL.8.3)</p>
	<b>Presentation of Knowledge and Ideas</b>	<p><b>LA.8.SL.4</b> Present claims and findings on an issue or topic in a focused, coherent manner, using relevant evidence, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation (SL.8.4)</p> <p><b>LA.8.SL.5</b> Generate a variety of media, including digital, for presentations (SL.8.5)</p> <p><b>LA.8.SL.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when appropriate (SL.8.6)</p> <p><b>LA.8.SL.7</b> Demonstrate reverence to God when speaking and listening</p>

## 2013 ENGLISH LANGUAGE ARTS — LANGUAGE

GRADE	CONTENT	SKILLS (CCSS.ELA ALIGNMENT)
<p><b>Note:</b> The inclusion of Language standards in their own domain should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.</p>		
<b>K</b>	<b>Conventions of Standard English</b>	<p><b>LA.K.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: use frequently occurring nouns and verbs; form regular plural nouns orally by adding /s/ or /es/; use question words; use prepositions (e.g., to, from, in, out, on, off, for, of, by, with); produce and expand complete sentences in shared language activities (L.K.1)</p> <p><b>LA.K.L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling: capitalize the first word in a sentence, own name, and the pronoun I; recognize and name end punctuation; write a letter or letters for most consonants and short vowel sounds; spell simple words phonetically (L.K.2)</p>
	<b>Vocabulary Acquisition and Use</b>	<p><b>LA.K.L.3</b> Determine the meaning of unknown and multiple-meaning words and phrases: identify and apply new meanings for familiar words (e.g., duck as a noun or verb); use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word (L.K.4)</p> <p><b>LA.K.L.4</b> With support, explore word relationships and nuances in word meanings: sort common objects into categories; demonstrate understanding of verbs and adjectives by relating them to their antonym; identify real-life connections between words and their use (e.g., words that are colorful); distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out their meanings (L.K.5)</p> <p><b>LA.K.L.5</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts (L.K.6)</p>
<b>1</b>	<b>Conventions of Standard English</b>	<p><b>LA.1.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: use common, proper, and possessive nouns; use singular and plural nouns with matching verbs; use personal, possessive, and indefinite pronouns; use past, present, and future verb tenses; use frequently occurring adjectives, conjunctions (e.g., and, but, or, so, because) determiners (e.g., articles, demonstratives), and prepositions (e.g., during, beyond, toward); with prompting, produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences (L.1.1)</p> <p><b>LA.1.L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling: capitalize dates and names of people; use end punctuation; use commas in dates and to separate words in a series; use conventional spelling for words with common spelling patterns and frequently occurring irregular words; spell unknown words phonetically (L.1.2)</p>
	<b>Vocabulary Acquisition and Use</b>	<p><b>LA.1.L.3</b> Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies: use sentence-level context and affixes; identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking) (L.1.4)</p> <p><b>LA.1.L.4</b> With support, demonstrate understanding of word relationships and nuances in word meanings: sort words into categories; define words by category and by one or more attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes); identify real-life connections between words and their use (e.g., note places at home that are cozy); distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them, or by acting out the meanings (L.1.5)</p> <p><b>LA.1.L.5</b> Use words and phrases, including frequently occurring conjunctions (e.g., and, or, because), acquired through conversations, reading and being read to, and responding to texts (L.1.6)</p>
<b>2</b>	<b>Conventions of Standard English</b>	<p><b>LA.2.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: use collective nouns, irregular plural nouns (e.g., feet, children, teeth, mice, fish), reflexive pronouns (e.g., myself, ourselves), the past tense of irregular verbs (e.g., sat, hid, told, drew); choose appropriate adjectives and adverbs depending on what is to be modified; produce, and expand complete simple and compound sentences (L.2.1)</p> <p><b>LA.2.L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling: capitalize proper nouns and initials; use commas in greetings and closings of letters; use apostrophes to form contractions and possessives; generalize learned spelling patterns (e.g., cage &gt; badge, boy &gt; boil); consult reference materials (e.g., beginning dictionary) as needed to check spellings (L.2.2)</p>
	<b>Knowledge of Language</b>	<p><b>LA.2.L.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening: compare formal and informal uses of English; use correct word and sentence order (L.2.3)</p>
	<b>Vocabulary Acquisition and Use</b>	<p><b>LA.2.L.4</b> Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies: use sentence-level context; determine the meaning of a word when a known prefix is added to a known word; use a known root word as a clue to the meaning of an unknown word; use knowledge of the meaning of individual words to predict the meaning of compound words; use print and digital glossaries or dictionaries to determine the meaning of words and phrases (L.2.4)</p> <p><b>LA.2.L.5</b> Demonstrate understanding of word relationships and nuances in word meanings: identify real-life connections between words and their use (e.g., describe foods that are spicy); distinguish shades of meaning among related verbs (e.g., toss, throw, hurl) and related adjectives (e.g., thin, slender, skinny) (L.2.5)</p> <p><b>LA.2.L.6</b> Use words and phrases, including adjectives and adverbs, acquired through conversations, reading and being read to, and responding to texts (L.2.6)</p>

## 2013 ENGLISH LANGUAGE ARTS — LANGUAGE (CONTINUED)

3	Conventions of Standard English	<p><b>LA.3.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: explain function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences; form and use regular and irregular plural nouns; use abstract nouns (e.g., childhood); form and use irregular verbs; form and use the simple verb tenses (e.g., I walked, I walk, I will walk); ensure subject-verb and pronoun-antecedent agreement; form and use comparative and superlative adjectives and adverbs; use coordinating and subordinating conjunctions; produce simple, compound, and complex sentences (L.3.1)</p> <p><b>LA.3.L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: capitalize appropriate words in titles; use commas in addresses; use commas and quotation marks in dialogue; form and use possessives; use conventional spelling for high-frequency and other studied words and for adding suffixes to base words; use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts); consult reference materials (e.g., beginning dictionaries) as needed to check spellings (L.3.2)</p>
	Knowledge of Language	<p><b>LA.3.L.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening: choose words and phrases for effect; recognize differences between conventions of spoken and written standard English (L.3.3)</p>
	Vocabulary Acquisition and Use	<p><b>LA.3.L.4</b> Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies: use sentence-level context; determine the meaning of a new word when a known affix is added to a known word; use a known root word as a clue to the meaning of an unknown word; use print and digital glossaries or beginning dictionaries to determine the meaning of words and phrases (L.3.4)</p> <p><b>LA.3.L.5</b> Demonstrate understanding of word relationships and nuances in word meanings: distinguish literal and nonliteral meanings of words and phrases in context; identify real-life connections between words and their use; distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered) (L.3.5)</p> <p><b>LA.3.L.6</b> Acquire and use conversational and content-specific words and phrases, including those that signal spatial and temporal relationships (L.3.6)</p>
4	Conventions of Standard English	<p><b>LA.4.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: use relative pronouns (e.g., who, which, that, whoever), relative adverbs (e.g., where, when, why), and modal auxiliaries (e.g., can, may, must); form and use progressive verb tenses (e.g., I was walking, I am walking, I will be walking) and prepositional phrases; correctly use homonyms; order adjectives within sentences (e.g., a small red bag rather than a red small bag); produce complete sentences, correcting inappropriate fragments and run-ons (L.4.1)</p> <p><b>LA.4.L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: use commas and quotation marks to denote direct speech and quotations from a text; use a comma before a coordinating conjunction in a compound sentence; spell grade-appropriate words, consulting references as needed (L.4.2)</p>
	Knowledge of Language	<p><b>LA.4.L.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening: choose precise words and phrases to convey ideas; punctuate for effect; differentiate between contexts that call for formal English and informal discourse (L.4.3)</p>
	Vocabulary Acquisition and Use	<p><b>LA.4.L.4</b> Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies: use context (e.g., definitions, examples, restatements) and grade-appropriate Greek and Latin affixes and roots (e.g., telegraph, photograph, autograph) as clues to the meaning of a word or phrase; consult print and digital references, including thesauruses, for pronunciation and meaning (L.4.4)</p> <p><b>LA.4.L.5</b> Demonstrate understanding of figurative language, word relationships and nuances in word meanings: explain the meaning of simple similes and metaphors in context; explain the meaning of common idioms, adages, and proverbs; demonstrate understanding of words by relating them to their antonyms and synonyms (L.4.5)</p> <p><b>LA.4.L.6</b> Acquire and use content-specific words and phrases, including those that signal precise actions, emotions, or states of being that are basic to a particular topic (L.4.6)</p>
5	Conventions of Standard English	<p><b>LA.5.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: explain the function of conjunctions, prepositions, and interjections in general and in particular sentences; use verb tenses correctly, including the perfect verb tenses; use correlative conjunctions (e.g., either/or; neither/nor) (L.5.1)</p> <p><b>LA.5.L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: use punctuation to separate items in a series; use a comma to separate introductory elements, to set off the words yes and no, to set off a tag question, and to indicate direct address; use underlining, quotation marks, or italics to indicate titles of works; spell grade-appropriate words, consulting references as needed (L.5.2)</p>
	Knowledge of Language	<p><b>LA.5.L.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening: expand, combine, and reduce sentences for meaning, reader/listener interest, and style; compare and contrast the varieties of English used in stories, dramas, or poems (L.5.3)</p>
	Vocabulary Acquisition and Use	<p><b>LA.5.L.4</b> Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies: use context (e.g., cause/effect relationships and comparison) and grade-appropriate Greek and Latin affixes and roots (e.g., photograph, photosynthesis) as clues to the meaning of a word or phrase; consult print and digital references for pronunciation and meaning (L.5.4)</p> <p><b>LA.5.L.5</b> Demonstrate understanding of word relationships and nuances in word meanings: interpret figurative language, including similes and metaphors in context; explain the meaning of common idioms, adages, and proverbs; use the relationship between particular words (e.g., synonyms, antonyms, homonyms) to better understand each of the words (L.5.5)</p> <p><b>LA.5.L.6</b> Acquire and use content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition) (L.4.6)</p>

# MATHEMATICS

## STANDARDS



**Adventist Education**

A JOURNEY TO EXCELLENCE



# Common Core State Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
  2. Reason abstractly and quantitatively.
  3. Construct viable arguments and critique the reasoning of others.
  4. Model with mathematics.
  5. Use appropriate tools strategically.
  6. Attend to precision.
  7. Look for and make use of structure.
  8. Look for and express regularity in repeated reasoning.
- 

## 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 begins with the content area abbreviation in letters; all are identified with M—Math (M.K.NO.1). The second part of the code refers to the grade level (M.K.NO.1). The third part of the code refers to the particular math domain (M.K.NO.1), with NO standing for Numbers and Operations. The fourth part of the code refers to a particular skill within the math domain (M.K.NO.1). The coding system that follows each standard is the Common Core State Standards for Mathematics (CCSSM) that aligns with the NAD standard. Where no CCSSM is noted, there is no corresponding CCSSM.

## CREDITS

The following resources were referenced in developing *Elementary Mathematics Standards for Seventh-day Adventist Schools*: a sampling of state standards, the National Council of Teachers of Mathematics (NCTM), NAD Curriculum Guide for Mathematics, Common Core State Standards for Mathematics (CCSSM), and The Core of Adventist Education Curriculum.

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## 2012 ELEMENTARY MATHEMATICS — NUMBERS AND OPERATIONS

GRADE	CONTENT	SKILLS	GO MATH!/BIG IDEAS MATH LESSON CORRELATION
<b>Essential Question:</b> What do numbers represent and how do they help us order and compare things in God’s world?		<b>Big Idea:</b> Numbers represent an amount that helps us order and compare things in God’s world.	
<b>K</b>	<b>Numbers</b>	<b>K.NO.1</b> Know number names and count up to 100 by ones and tens (K.CC.1,2) <b>K.NO.2</b> Read and write numbers 0 to 20 (K.CC.3) <b>K.NO.3</b> Count to tell the number of objects and be able to represent as a written numeral (K.CC.3,4,5) <b>K.NO.4</b> Compare number of objects between groups; compare written numerals between 1 and 10 (K.CC.6,7)	
	<b>Place Value</b>	<b>K.NO.5</b> Begin to organize objects up to 19 into groups of tens and ones (K.NBT.1)	
<b>1</b>	<b>Numbers</b>	<b>1.NO.1</b> Count, read, write, and understand numbers up to 120 (1.NBT.1) <b>1.NO.2</b> Count by twos, fives, and twenty-fives up to 100	<b>Chapter</b> 6.1, 6.2, 6.9, 6.10
	<b>Place Value</b>	<b>1.NO.3</b> Understand and compare two-digit numbers organized as groups of tens and ones (1.NBT.2,3) <b>1.NO.4</b> Understand and mentally find ten more or ten less than a given two-digit number (1.NBT.5) <b>1.NO.5</b> Add and subtract multiples of ten within 100 using models or drawings (1.NBT.4,6)	<b>Chapter</b> 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 7.1, 7.2, 7.3, 7.4 <b>Chapter</b> 7.5 <b>Chapter</b> 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9
<b>2</b>	<b>Numbers</b>	<b>2.NO.1</b> Read, write, and understand numbers up to 1000 using standard, number name, and expanded forms (2.NBT.3) <b>2.NO.2</b> Count by ones, fives, tens, and hundreds up to 1000 (2.NBT.2)	<b>Chapter</b> 1.3, 1.4, 1.5, 1.6, 1.7, 2.6, 2.7, 2.8 <b>Chapter</b> 1.8, 1.9
	<b>Place Value</b>	<b>2.NO.3</b> Understand and compare three-digit numbers organized as groups of hundreds, tens, and ones; use place value to understand addition and subtraction (2.NBT.1,4,9) <b>2.NO.4</b> Mentally add and subtract multiples of ten and multiples of a hundred within 1000 (2.NBT.8) <b>2.NO.5</b> Add and subtract within 1000 with regrouping using models or drawings (2.NBT.7)	<b>Chapter</b> 2.1, 2.2, 2.3, 2.4, 2.5, 2.11, 2.12, 4.4, 5.3 <b>Chapter</b> 2.9, 2.10 <b>Chapter</b> 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10
<b>Assessments</b>		Math Interviews; Checklists; Written Assessments; Student Demonstrations; Models and Drawings	
<b>Essential Question:</b> What does numerical reasoning involve and what does it demonstrate about God’s world?		<b>Big Idea:</b> Numerical reasoning with whole numbers and fractions demonstrates dependability and order in God’s world.	
<b>3</b>	<b>Place Value</b>	<b>3.NO.1</b> Use place value understanding of up to five-digit whole numbers to round to the nearest 10, 100, and 1,000 (3.NBT.1)	<b>Chapter</b> 1.2, 1.3, 1.8
	<b>Addition/ Subtraction</b>	<b>3.NO.2</b> Add and subtract up to four digits with and without regrouping (3.NBT.2)	<b>Chapter</b> 1.4, 1.5, 1.6, 1.7, 1.9, 1.10, 1.11
	<b>Fractions</b>	<b>3.NO.3</b> Understand, express, and order fractions between zero and one, simple mixed numbers, and whole numbers as fractions (3.NF.1,2) <b>3.NO.4</b> Understand and create equivalent fractions with denominators 2,3,4,6,8 using fraction models (3.NF.3)	<b>Chapter</b> 8.1, 8.2, 8.3, 8.4, 8.5, 8.7, 8.8, 8.9 <b>Chapter</b> 8.6, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7
<b>4</b>	<b>Place Value</b>	<b>4.NO.1</b> Use place value understanding of multi-digit whole numbers to round to any place up to millions (4.NBT.1,3) <b>4.NO.2</b> Read, write, compare, and understand whole numbers using standard, number name, and expanded forms (4.NBT.2)	<b>Chapter</b> 1.1, 1.5, 1.4 <b>Chapter</b> 1.2, 1.3
	<b>Basic Operations</b>	<b>4.NO.3</b> Add and subtract multi-digit whole numbers; multiply up to 4 digits X 1 digit and 2 digits X 2 digits; divide using a one-digit divisor and up to a four-digit dividend with and without a remainder (4.NBT.4,5,6)	<b>Chapter</b> 1.6, 1.7, 1.8, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.10, 2.11, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11
	<b>Fractions/ Decimals</b>	<b>4.NO.4</b> Understand, express, and order fractions with different numerators and denominators; numerically express equivalent fractions (4.NF.1,2) <b>4.NO.5</b> Add and subtract fractions and mixed numbers with common denominators; multiply fractions by whole numbers (4.NF.3,4) <b>4.NO.6</b> Understand, compare, and use decimal notation for fractions with denominators of 10 or 100 (4.NF.5,6,7)	<b>Chapter</b> 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8 <b>Chapter</b> 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10, 8.1, 8.2, 8.3, 8.4, 8.5 <b>Chapter</b> 9.1, 9.2, 9.3, 9.4, 9.6, 9.7
<b>5</b>	<b>Place Value</b>	<b>5.NO.1</b> Read, write, and compare decimals to the thousandths place using standard, number name, and expanded forms; round decimals to any place (5.NBT.3,4) <b>5.NO.2</b> Explain patterns in relation to the powers of 10 (5.NBT.1,2)	<b>Chapter</b> 3.2, 3.3, 3.4, <b>Chapter</b> 1.1, 1.2, 1.4, 1.5, 3.1, 4.1, 4.3, 4.4, 4.7, 4.8, 5.1, 5.4, 5.6,
	<b>Basic Operations</b>	<b>5.NO.3</b> Multiply multi-digit whole numbers; divide using a two-digit divisor and up to a four-digit dividend; add, subtract, multiply, and divide decimals up to the hundredths place (5.NBT.5,6,7)	<b>Chapter</b> 1.3, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.8, 2.9, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8
	<b>Fractions</b>	<b>5.NO.4</b> Add and subtract fractions and mixed numbers with unlike denominators; multiply a fraction or a whole number by a fraction; divide fractions by whole numbers (5.NF.1,2,3,4,5,6,7) <b>5.NO.5</b> Simplify fractions to lowest terms	<b>Chapter</b> 2.7, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10, 8.3, 8.1, 8.2, 8.4, 8.5
<b>Assessments</b>		Journal Entries; Class Discussions; Written Assessments; Open-ended Projects and Problems; Oral Reports; Virtual Models	

## 2012 ELEMENTARY MATHEMATICS — NUMBERS AND OPERATIONS CONTINUED

<b>Essential Question:</b> How can we use God’s gift of the number system to understand the world and all created things?		<b>Big Idea:</b> The use of the number system to help us understand the world and all created things is a gift from God.	
<b>6</b>	<b>Rational Numbers</b>	<p><b>6.NO.1</b> Add, subtract, multiply, and divide multi-digit whole numbers and decimals (6.NS.2,3)</p> <p><b>6.NO.2</b> Find common factors and multiples (6.NS.4); understand and apply prime factorization and exponents (6.EE.1)</p> <p><b>6.NO.3</b> Understand, compare, and order integers; apply integer principles within the four basic operations; graph ordered pairs on a coordinate plane (6.NS.5,6,7,8)</p> <p><b>6.NO.4</b> Divide fractions by fractions; express a remainder as a fraction or decimal; convert within fractions, decimals, and percents; convert fractions to terminating, repeating, or rounded decimals (6.NS.1)</p>	<p><b>Chapter</b> 1.1, 1.6, 1.7, 1.8, 1.9/<b>Section</b> 2.8, 3.1, 3.2, 3.3, 3.4, 3.5</p> <p><b>Chapter</b> 1.2, 1.3, 1.4, 1.5, 2.3, 2.4, 7.1, 7.2/<b>Section</b> 1.1, 1.4</p> <p><b>Chapter</b> 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10/<b>Topic</b> 1, 2, 3, 4, <b>Section</b> 4.3</p> <p><b>Chapter</b> 2.5, 2.6, 2.7, 2.8, 2.9, 2.10/<b>Section</b> 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7</p>
	<b>Ratios/Proportions/Percentages</b>	<p><b>6.NO.5</b> Understand and apply ratio concepts and use ratio reasoning to solve problems (6.RP.1,2,3)</p>	<p><b>Chapter</b> 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6/<b>Section</b> 4.1, 4.2, 4.4, 4.5, 5.1, 5.2, 5.3</p>
<b>7</b>	<b>Rational Numbers</b>	<p><b>7.NO.1</b> Apply and extend the four basic operations to rational numbers (7.NS.1,2,3)</p> <p><b>7.NO.2</b> Understand and apply properties of operations (7.NS.2)</p> <p><b>7.NO.3</b> Perform operations with numbers expressed in scientific notation, exponents, and square root</p>	<p><b>Section</b> 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.3b</p> <p><b>Section</b> 1.4, 1.5, 2.1, 2.3 2.3b</p>
	<b>Ratios/Proportions/Percentages</b>	<p><b>7.NO.4</b> Analyze and apply proportional relationships (7.RP.1,2,3)</p>	<p><b>Section</b> 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.7b, 3.8, 4.1, 4.2, 4.3, 4.4</p>
<b>8</b>	<b>Rational/Irrational Numbers</b>	<p><b>8.NO.1</b> Informally understand and use number sense for irrational numbers (8.NS.1,2)</p>	<p><b>Section</b> 6.3, 6.3b, 6.4</p>
<b>Assessments</b>		Journal Entries; Class Discussions; Written Assessments; Open-ended Projects and Problems; Oral Reports; Virtual Models	

## 2012 MATHEMATICS — OPERATIONS AND ALGEBRAIC THINKING

GRADE	CONTENT	SKILLS	GO MATH!/BIG IDEAS MATH LESSON CORRELATION
<p><b>Essential Question:</b> How can objects be represented to help us understand the variety of God’s creation?</p>		<p><b>Big Idea:</b> A single collection of objects can always be represented in more than one way to help us understand the variety of God’s creation.</p>	
<b>K</b>	<b>Addition</b>	<p><b>K.OAT.1</b> Understand addition as putting together and adding to (K.OA.1,2)  <b>K.OAT.2</b> Represent and solve addition word problems within 10; fluently add within 5 (K.OA.3,4,5)</p>	
	<b>Subtraction</b>	<p><b>K.OAT.3</b> Understand subtraction as taking apart and taking from (K.OA.1,2)  <b>K.OAT.4</b> Represent and solve subtraction word problems within 10; fluently subtract within 5 (K.OA.3,4,5)</p>	
<b>1</b>	<b>Addition/ Subtraction</b>	<p><b>1.OAT.1</b> Understand, represent, compare, and apply addition and subtraction properties to word problems within 20; fluently add and subtract within 10 (1.OA.1,2,3,4,5,6); add up to three whole numbers within 20 (1.OA.2); add two-digit and one-digit numbers with regrouping within 100 using models or drawings (1.NBT.4)   <b>1.OAT.2</b> Work with addition and subtraction equations including unknowns (1.OA.7,8)</p>	<p><b>Chapter 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 2.1, 2.2, 2.3, 2.4, 2.6, 2.8, 2.9, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1, 5.2, 5.3, 5.4, 5.7, 5.8, 5.10, 8.1, 8.2, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9</b>  <b>Chapter 5.5, 5.6, 5.9</b></p>
<b>2</b>	<b>Addition/ Subtraction</b>	<p><b>2.OAT.1</b> Understand, represent, compare, and apply addition and subtraction properties within 100 to solve one- and two- step word problems (2.OA.1) (2.NBT.5); add up to four 2-digit numbers (2.NBT.6)   <b>2.OAT.2</b> Memorize and fluently add and subtract within 20 (2.OA.2)</p>	<p><b>Chapter 3.8, 3.9, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11</b>  <b>Chapter 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7</b></p>
	<b>Multiplication</b>	<p><b>2.OAT.3</b> Determine if a group of objects within 20 represents an odd or even number (2.OA.3)  <b>2.OAT.4</b> Write an equation to represent the total as a sum of equal addends with up to 5 groups of 5 objects (2.OA.3,4)</p>	<p><b>Chapter 1.1, 1.2</b>  <b>Chapter 1.1, 1.2, 3.10, 3.11</b></p>
<b>Assessments</b>		Math Interviews; Checklists; Models and Drawings; Written Assessments	

## 2012 MATHEMATICS — OPERATIONS AND ALGEBRAIC THINKING CONTINUED

<b>Essential Question:</b> How do numerical patterns link us to an infinite God?		<b>Big Idea:</b> Exploring numerical patterns through problem solving links us to an infinite God by demonstrating His order and constancy.	
<b>3</b>	<b>Multiplication/ Division</b>	<b>3.OA.1</b> Understand the meaning and relationship of multiplication and division (3.OA.1,2,6) <b>3.OA.2</b> Memorize and fluently multiply and divide using the multiplication facts through 10 (3.OA.3,7); mentally multiply by 10 and 100 (3.NBT.3)  <b>3.OA.3</b> Represent and determine the unknown whole number in an equation (3.OA.4) <b>3.OA.4</b> Apply properties of operations (commutative, associative, distributive) to multiply and divide (3.OA.5)	<b>Chapter 3.1, 3.2, 6.2, 6.3, 6.4, 6.7</b> <b>Chapter 3.3, 3.5, 4.1, 4.2, 4.3, 4.5, 4.8, 4.9, 6.1, 6.5, 6.6, 6.8, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.9; 5.3, 5.4, 5.5</b> <b>Chapter 5.2, 7.8</b> <b>Chapter 3.6, 3.7, 4.4, 4.6, 6.9</b>
	<b>Problem Solving</b>	<b>3.OA.5</b> Solve two-step word problems using the four basic operations and estimate to check (3.OA.8) <b>3.OA.6</b> Begin to understand and apply the standard order of operations (3.OA.8)	<b>Chapter 1.12, 3.4, 4.10, 7.10, 7.11</b> <b>Chapter 1.12, 3.4, 4.10, 7.10, 7.11</b>
	<b>Patterns</b>	<b>3.OA.7</b> Identify arithmetic patterns using properties of operations (3.OA.9)	<b>Chapter 1.1, 4.7, 5.1</b>
<b>4</b>	<b>Multiplication</b>	<b>4.OA.1</b> Memorize and fluently multiply using the multiplication facts through 12	
	<b>Problem Solving</b>	<b>4.OA.2</b> Solve multi-step word problems including remainder interpretation and estimate to check; create equations with a letter for the unknown (4.OA.1,2,3)	<b>Chapter 2.1, 2.2, 2.9, 2.12, 3.7, 4.3, 4.12</b>
	<b>Factors</b>	<b>4.OA.3</b> Find all factor pairs for a whole number within 100; identify whole numbers as prime or composite (4.OA.4) <b>4.OA.4</b> Understand the basic concepts of least common multiple (LCM) and greatest common factor (GCF)	<b>Chapter 5.1, 5.2, 5.3, 5.4, 5.5</b>
	<b>Patterns</b>	<b>4.OA.5</b> Generate and analyze number and shape patterns (4.OA.5)	<b>Chapter 5.6, 10.7</b>
<b>5</b>	<b>Numerical Expressions</b>	<b>5.OA.1</b> Write and interpret simple numerical expressions using parentheses, brackets, and braces (5.OA.1,2)	<b>Chapter 1.10, 1.11, 1.12</b>
	<b>Factors</b>	<b>5.OA.2</b> Determine the least common multiple (LCM) and greatest common factor (GCF) of two numbers	
	<b>Patterns</b>	<b>5.OA.3</b> Generate, identify the relationship, and graph ordered pairs using numerical patterns with two given rules (5.OA.3)	<b>Chapter 9.5, 9.6, 9.7</b>
<b>Assessments</b>		Written Assessments; Journal Entries; Class Discussions; Oral Reports; Visual and Virtual Models	
<b>Essential Question:</b> What do mathematical principles demonstrate about God?		<b>Big Idea:</b> The consistency of mathematical principles continues to demonstrate the orderliness and precision of God.	
<b>6</b>	<b>Expressions and Equations</b>	<b>6.OA.1</b> Apply basic operations to algebraic expressions; solve and explain one-variable equations and inequalities; identify parts of an expression using mathematical terms (6.EE.1,2,3,4,5,6,7,8)  <b>6.OA.2</b> Represent, graph, and analyze quantitative relationships between dependent and independent variables (6.EE.9)	<b>Chapter 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 8.10, 10.1, 10.3, 10.5, 10.6, 10.7, 11.3, 11.4, 11.6/Section 1.1, 1.2, 1.3, 1.4, 1.5, 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.3, 7.4, 8.1, 8.2, 8.3, 8.4</b> <b>Chapter 9.1, 9.2, 9.3, 9.4, 9.5/ Section 9.1, 9.2, 9.3, 9.4, 9.5</b>
		<b>7.OA.1</b> Use properties of operations to generate equivalent expressions (7.EE.1,2) <b>7.OA.2</b> Solve real-life and mathematical problems using numerical and algebraic expressions and equations (7.EE.3,4) <b>7.OA.3</b> Represent, graph, analyze, and generalize patterns, ratios, and inequalities using symbolic rules	<b>Section 2.5b, 4.3</b> <b>Section 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.6b, 4.1, 4.2, 4.3, 4.4</b>
<b>7</b>	<b>Expressions/ Equations/ Inequalities</b>	<b>8.OA.1</b> Work with radicals and integer exponents (8.EE.1,2,3,4)	<b>Section 6.1, 6.2, 6.3, 6.3b, 6.5, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.6b</b>
		<b>8.OA.2</b> Understand and graph the connections between proportional relationships, lines, slope, and linear equations (8.EE.5,6)	<b>Section 1.5, 2.2, 2.2b, 2.3, 2.4, 3.1, 3.2, 3.4, 4.4b</b>
		<b>8.OA.3</b> Analyze and solve linear equations and pairs of simultaneous linear equations (8.EE.7,8)	<b>Section 1.1, 1.2, 1.3, 1.3b, 1.4, 2.1, 2.5, 2.6, 2.7, 3.5, 8.1, 8.2, 8.3, 8.4</b>
	<b>Functions</b>	<b>8.OA.4</b> Define, evaluate, compare, and use functions to model relationships between quantities (8.F.1,2,3,4,5)	<b>Section 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 4.4b</b>
<b>Assessments</b>		Open-ended Projects and Problems; Written Assessments; Journal Entries; Class Discussions; Oral Reports; Visual and Virtual Models	

## 2012 ELEMENTARY MATHEMATICS – MEASUREMENT

GRADE	CONTENT	SKILLS	GO MATH!/BIG IDEAS MATH LESSON CORRELATION
<b>Essential Question:</b> How does measurement help us fulfill God’s plan?		<b>Big Idea:</b> Measurement allows us to be accurate and orderly as God planned.	
<b>K</b>	<b>Measurement</b>	<b>K.M.1</b> Describe and compare measurable attributes of objects, such as length or weight (K.MD.1,2) <b>K.M.2</b> Understand that thermometers are used to measure temperature	
	<b>Time</b>	<b>K.M.3</b> Order a sequence of events by time (e.g., before, after, morning, night, seasons) <b>K.M.4</b> Understand that clocks and calendars are used to measure time	
<b>1</b>	<b>Length</b>	<b>1.M.1</b> Measure, order, compare, and express lengths of objects by counting non-standard units (1.MD.1,2)	<b>Chapter</b> 9.1, 9.2, 9.3, 9.4, 9.5
	<b>Time</b>	<b>1.M.2</b> Tell and write time in hours and half-hours using analog and digital clocks (1.MD.3)	<b>Chapter</b> 9.6, 9.7, 9.8, 9.9
	<b>Money</b>	<b>1.M.3</b> Identify pennies, nickels, dimes, quarters, half-dollars, and dollar bills	
<b>2</b>	<b>Length</b>	<b>2.M.1</b> Measure and estimate lengths in standard units (e.g., inches, feet, centimeters, meters) using appropriate tools (e.g., rulers, yardsticks, meter sticks) (2.MD.1,3) <b>2.M.2</b> Measure, compare, and describe the length of an object using two units of measurement (e.g., inches and yards, centimeters and meters) (2.MD.2) <b>2.M.3</b> Measure to compare the length of two objects using a standard length unit (2.MD.4) <b>2.M.4</b> Use addition and subtraction equations within 100 to solve word problems involving lengths of the same unit (2.MD.5) <b>2.M.5</b> Represent whole numbers as equally spaced lengths from 0 on a number line; represent sums and differences within 100 on a number line (2.MD.6)	<b>Chapter</b> 8.1, 8.2, 8.3, 8.4, 8.7, 8.8, 9.1, 9.2, 9.3, 9.6 <b>Chapter</b> 8.6, 9.5 <b>Chapter</b> 9.7 <b>Chapter</b> 8.5, 9.4 <b>Chapter</b> 8.5, 9.4
	<b>Time</b>	<b>2.M.6</b> Tell and write time to the nearest five minutes from analog and digital clocks using a.m. and p.m. (2.MD.7)	<b>Chapter</b> 7.8, 7.9, 7.10, 7.11
	<b>Money</b>	<b>2.M.7</b> Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ (2.MD.8)	<b>Chapter</b> 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7
<b>Assessments</b>		Math Interviews; Checklists; Graphs; Measurement Tools, Clocks, Money; Written Assessments	
<b>Essential Question:</b> What do the attributes of measurement reveal about God?		<b>Big Idea:</b> The attributes of measurement reveal God’s accuracy, dependability, and precision.	
<b>3</b>	<b>Measurement</b>	<b>3.M.1</b> Solve problems involving measurement and estimation of intervals of time (nearest minute), liquid volume (liter), and masses of objects (gram, kilogram) (3.MD.1,2) <b>3.M.2</b> Read and understand a calendar using day, week, month, and year <b>3.M.3</b> Explain and measure temperature using Celsius and Fahrenheit scales	<b>Chapter</b> 10.1, 10.2, 10.3, 10.4, 10.5, 10.7, 10.8, 10.9
	<b>Geometric Measurement</b>	<b>3.M.4</b> Understand concepts of area and its measurement by counting unit squares (cm <sup>2</sup> , m <sup>2</sup> , in <sup>2</sup> , ft <sup>2</sup> ); apply multiplication and addition to area (3.MD.5,6,7) <b>3.M.5</b> Solve real-world and mathematical problems recognizing area and perimeter of plane figures; distinguish between linear and area measurements (3.MD.8)	<b>Chapter</b> 11.4, 11.5, 11.6, 11.7, 11.8 <b>Chapter</b> 11.1, 11.2, 11.3, 11.9, 11.10
	<b>Money</b>	<b>3.M.6</b> Construct various equivalent combinations of money; add and subtract money amounts	

**2012 ELEMENTARY MATHEMATICS — MEASUREMENT** CONTINUED

GRADE	CONTENT	SKILLS	GO MATH!/BIG IDEAS MATH LESSON CORRELATION
4	Measurement/Conversion	<p><b>4.M.1</b> Solve problems involving measurement (time, volume, mass, money, simple fractions, decimals, distance) (4.MD.2)</p> <p><b>4.M.2</b> Convert measurement from a larger unit to a smaller unit (km, m, cm; kg, g; lb, oz; L, mL; hr, min, sec) (4.MD.1)</p> <p><b>4.M.3</b> Apply area and perimeter formulas (4.MD.3)</p> <p><b>4.M.4</b> Read a Fahrenheit and Celsius thermometer knowing the significance of 32°F, 212°F, 0°C, and 100°C</p>	<p><b>Chapter</b> 9.5, 12.7, 12.9, 12.10</p> <p><b>Chapter</b> 12.1, 12.2, 12.3, 12.4, 12.6, 12.7, 12.8, 12.11</p> <p><b>Chapter</b> 13.1, 13.2, 13.3, 13.4,13.5</p>
	Angles	<p><b>4.M.5</b> Recognize angles as geometric shapes that are formed wherever two rays share a common end point; understand concepts of angle measurement and measure angles in whole-number degrees (4.MD.5,6,7)</p>	<p><b>Chapter</b> 11.1, 11.2, 11.3, 11.4, 11.5</p>
	Money	<p><b>4.M.6</b> Know how to count up to make change</p>	
5	Conversion	<p><b>5.M.1</b> Convert like units within a given measurement system (e.g., cm to m, m to cm) (5.MD.1)</p>	<p><b>Chapter</b> 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7</p>
	Volume	<p><b>5.M.2</b> Understand concepts of volume measurement in cubic measure (cm<sup>3</sup>, in<sup>3</sup>, ft<sup>3</sup>) and apply to multiplication and addition (5.MD.3,4,5)</p>	<p><b>Chapter</b> 11.5, 11.6, 11.7, 11.8, 11.9, 11.10, 11.11, 11.12</p>
	Geometric Measurement	<p><b>5.M.3</b> Know the relationship between radius and diameter</p>	
Assessments		Written Assessments; Journal Entries; Class Discussions; Open-ended Projects and Problems; Visual and Virtual Models; Diagrams	
<p><b>Essential Question:</b> How can we show honor to God by being faithful and accurate in our measurements?</p>		<p><b>Big Idea:</b> God is concerned that we be accurate and orderly in our use of weights, measures, and numbers.</p>	
6	Elapsed Time	<p><b>6.M.1</b> Calculate elapsed time</p>	
7	Measurement Systems	<p><b>7.M.1</b> Convert between a variety of standard/metric measures (e.g., in to cm, cm to in)</p>	
8	Mathematical Precision	<p><b>8.M.1</b> Use appropriate significant digits in calculations</p>	
Assessments		Open-ended Projects and Problems; Written Assessments; Journal Entries; Class Discussions; Oral Reports; Visual and Virtual Models	

## 2012 ELEMENTARY MATHEMATICS – GEOMETRY

GRADE	CONTENT	SKILLS	GO MATH!/BIG IDEAS MATH LESSON CORRELATION
<b>Essential Question:</b> How do shapes and their parts help us appreciate God's creation?		<b>Big Idea:</b> Shapes and their parts help us appreciate the beauty and order in everything God has designed.	
<b>K</b>	Shapes	<b>K.GEO.1</b> Identify, describe, analyze, and compare two- and three-dimensional shapes (regardless of size or orientation) by size, color, and shape; describe relative positions of objects (e.g., above, beside, behind, nearer, farther) (K.G.1,2,3,4) <b>K.GEO.2</b> Create two- and three-dimensional shapes by building or drawing; compose simple shapes to form larger shapes (K.G.5,6)	
<b>1</b>	Shapes	<b>1.GEO.1</b> Describe, build, and draw shapes with defining attributes (1.G.1) <b>1.GEO.2</b> Compose two- and three-dimensional shapes to form composite or new shapes (1.G.2)	<b>Chapter</b> 11.1, 11.5, 12.1, 12.2 <b>Chapter</b> , 11.2, 11.3, 11.4, 12.3, 12.4, 12.5, 12.6, 12.7
	Fractions	<b>1.GEO.3</b> Partition circles and rectangles into two and four equal parts; describe the whole and its parts using the words halves, fourths, quarters, half of, quarter of and third of (1.G.3)	<b>Chapter</b> 12.8, 12.9, 12.10
<b>2</b>	Shapes	<b>2.GEO.1</b> Recognize and draw two- and three-dimensional shapes having specified attributes (2.G.1)	<b>Chapter</b> 11.1, 11.2, 11.3, 11.4, 11.5
	Area	<b>2.GEO.2</b> Partition a rectangle into rows and columns of same-size squares and count to find the total number of squares (2.G.2)	<b>Chapter</b> 11.6
	Fractions	<b>2.GEO.3</b> Partition circles and rectangles into two, three, and four equal parts; describe the whole and its parts using the words halves, thirds, half of, third of, etc.; understand that equal parts need not have the same shape (2.G.3)	<b>Chapter</b> 11.7, 11.8, 11.9, 11.10
<b>Assessments</b>		Math Interviews; Checklists; Models and Drawings; Written Assessments; Art Projects	
<b>Essential Question:</b> What does geometry reveal about God?		<b>Big Idea:</b> God is revealed as the Master Designer when geometry is used as a means of describing the attributes of the physical world.	
<b>3</b>	Shapes	<b>3.GEO.1</b> Sort and classify shapes to compare and contrast attributes (3.G.1,2)	<b>Chapter</b> 12.1, 12.2, 12.3, 12.4, 12.5, 12.6, 12.7, 12.8, 12.9
	Fractions	<b>3.GEO.2</b> Partition shapes into equal areas and express as a fraction (3.G.2)	<b>Chapter</b> 12.9
<b>4</b>	Lines/Angles	<b>4.GEO.1</b> Draw and identify points, lines, line segments, rays, angles, and perpendicular and parallel lines (4.G.1) <b>4.GEO.2</b> Classify figures with perpendicular and parallel lines, and angles of a specified size (4.G.2) <b>4.GEO.3</b> Recognize and draw lines of symmetry with two-dimensional figures (4.G.3)	<b>Chapter</b> 10.1, 10.3 <b>Chapter</b> 10.2, 10.4 <b>Chapter</b> 10.5, 10.6
<b>5</b>	Graphs	<b>5.GEO.1</b> Graph points in the first quadrant of the coordinate plane to solve real-world and mathematical problems (5.G.1,2)	<b>Chapter</b> 9.2, 9.3, 9.4
	Sides/Angles	<b>5.GEO.2</b> Classify two-dimensional figures into categories based on their properties of sides and angles (5.G.3,4)	<b>Chapter</b> 11.1, 11.2, 11.3, 11.4
<b>Assessments</b>		Written Assessments; Journal Entries; Class Discussions; Open-ended Projects and Problems; Visual and Virtual Models	
<b>Essential Question:</b> How does the study of geometrical principles help us to better understand God's creation?		<b>Big Idea:</b> Study of geometrical principles results in a greater understanding of the complexity of God's creation.	
<b>6</b>	Area/Volume	<b>6.GEO.1</b> Solve real-world and mathematical problems involving area, surface area, and volume (6.G.1,2,3,4)	<b>Chapter</b> 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8, 10.9, 11.1, 11.2, 11.3, 11.4, 11.5, 11.6, 11.7/Section 6.4, 7.5, 7.6, 7.6b, <b>Topic</b> 4
<b>7</b>	Figures	<b>7.GEO.1</b> Draw, construct, and describe geometrical figures and identify the relationships between them (7.G.1,2,3)	<b>Section</b> 5.1, 5.2, 5.3, 5.4, 5.4b, 5.5, 5.6, 5.7, 6.1, <b>Topic</b> 2
	Geometrical Measurements	<b>7.GEO.2</b> Solve real-world and mathematical problems involving angle measure, perimeter, area, surface area, and volume (7.G.4,5,6)	<b>Section</b> 6.2, 6.2b, 6.3, 6.4, 6.5, 6.6, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, <b>Topic</b> 1
<b>8</b>	Figures	<b>8.GEO.1</b> Understand congruence and similarity using various mediums including geometric software (8.G.1,2,3,4,5) <b>8.GEO.2</b> Understand and apply the Pythagorean Theorem (8.G.6,7,8)	<b>Topic</b> 1, <b>Section</b> 5.1, 5.2, 5.3, 5.4, 5.5 <b>Section</b> 6.2, 6.5
	Volume	<b>8.GEO.3</b> Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres (8.G.9)	<b>Topic</b> 2
<b>Assessments</b>		Open-ended Projects and Problems; Written Assessments; Journal Entries; Class Discussions; Oral Reports; Visual and Virtual Models	

## 2012 MATHEMATICS — DATA ANALYSIS, STATISTICS, AND PROBABILITY

GRADE	CONTENT	SKILLS	GO MATH!/BIG IDEAS MATH LESSON CORRELATION
<b>Essential Question:</b> How can we quantify our findings in a way that pleases God?		<b>Big Idea:</b> God has at various times commanded men to count, measure, and record their findings.	
<b>K</b>	Data	<b>K.DSP1</b> Classify objects into given categories; count the number of objects in each category and sort the categories by count up to 10 (K.MD.3)	
<b>1</b>	Data	<b>1.DSP1</b> Organize, represent, compare, and interpret data with up to three categories (1.MD.4)	<b>Chapter</b> 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7
<b>2</b>	Data	<b>2.DSP1</b> Generate measurement data by measuring lengths of several objects to the nearest whole unit; show the measurements by making a line plot (2.MD.9) <b>2.DSP2</b> Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories; solve simple addition, subtraction, and comparison problems using information in a bar graph (2.MD.10)	<b>Chapter</b> 8.9 <b>Chapter</b> 10.1, 10.2, 10.3, 10.4, 10.5, 10.6
<b>Assessments</b>		Math Interviews; Graphs; Written Assessments	
<b>3</b>	Data	<b>3.DSP1</b> Draw and interpret scaled picture and bar graphs to represent a data set (3.MD.3) <b>3.DSP2</b> Measure length using rulers marked with halves and fourths of an inch and the nearest whole centimeter; show data by making a line plot (3.MD.4)	<b>Chapter</b> 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 <b>Chapter</b> 2.7
<b>4</b>	Data	<b>4.DSP1</b> Solve addition and subtraction problems using a line plot to display a data set of measurement in fractions of a unit (halves, fourths, and eighths) (4.MD.4)	<b>Chapter</b> 10.6, 12.5
<b>5</b>	Data	<b>5.DSP1</b> Use basic operations to solve problems using a line plot to display a data set of measurement in fractions of a unit (halves, fourths, and eighths) (5.MD.2) <b>5.DSP2</b> Find the mean, median, mode, and range of a given set of data	<b>Chapter</b> 9.1
<b>Assessments</b>		Written Assessments; Journal Entries; Class Discussions; Diagrams; Virtual Models	
<b>6</b>	Statistics and Probability	<b>6.DSP1</b> Develop understanding of statistical variability (6.SP.1,2,3) <b>6.DSP2</b> Summarize and describe distributions (6.SP.4,5)	<b>Chapter</b> 12.1, 12.6, 13.1, 13.4, 13.6, 13.7, 13.8/ <b>Section</b> 5.4, 5.5, 5.6, 5.6b <b>Chapter</b> 12.2, 12.3, 12.4, 12.5, 12.6, 12.7, 12.8, 13.1, 13.2, 13.3, 13.4, 13.5/ <b>Section</b> 5.4, 5.5, 5.6, 5.6b
<b>7</b>	Statistics and Probability	<b>7.DSP1</b> Use random sampling to draw inferences about a population (7.SP.1,2) <b>7.DSP2</b> Draw informal comparative inferences about two populations (7.SP.3,4) <b>7.DSP3</b> Investigate chance processes and develop, use, and evaluate probability models (7.SP.5,6,7,8)	<b>Section</b> 8.1, 8.2, 8.3, 8.4, 8.4b <b>Section</b> 8.4b <b>Section</b> 9.1, 9.2, 9.3, 9.4
<b>8</b>	Statistics and Probability	<b>8.DSP1</b> Investigate patterns of association in bivariate data (8.SP.1,2,3,4)	<b>Section</b> 2.1, 7.1, 7.2, 7.3, 7.3b, 7.4
<b>Assessments</b>		Open-ended Projects and Problems; Written Assessments; Journal Entries; Class Discussions; Oral Reports; Visual and Virtual Models	

# SCIENCE

## STANDARDS



**Adventist Education**

A JOURNEY TO EXCELLENCE



## 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

## SCIENCE AND ENGINEERING PRACTICES

1. Asking questions (for science) and defining problems (for engineering)
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations (for science) and designing solutions (for engineering)
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

— NEXT GENERATION SCIENCE STANDARDS

## 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 begins with the content area abbreviation in letters; all are identified with S—Science (S.K-2.LS.1). The second part of the code refers to the grade level (S.K-2.LS.1). The third part of the code refers to the particular science domain (S.K-2.LS.1), with LS standing for Life Sciences. The fourth part of the code refers to a particular skill within the science domain (S.K-2.LS.1). The coding system that follows each standard is the Next Generation Science Standards (NGSS) that aligns with the NAD standard. Where no NGSS is noted, there is no corresponding NGSS.

## PERFORMANCE-BASED STANDARDS

The science standards are performance-based outcomes (what students should be able to do) rather than content-based outcomes (what students should know). The content standards are implied within the context of the performance standards.

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## CREDITS

The following resources were referenced in developing Science Standards for Seventh-day Adventist Schools: a sampling of state standards, NAD Curriculum Guide for Science, Next Generation Science Standards (NGSS), National Health Education Standards (NHES), and the Core of Adventist Education Curriculum.

## 2015 ELEMENTARY SCIENCE — LIFE SCIENCES

GRADE	TOPICS	STANDARDS (NGSS ALIGNMENT)	BY DESIGN CHAPTER CORRELATION	INQUIRY ACTIVITIES
<b>Essential Question:</b> How do living organisms give evidence of God as the Designer, Creator, and Sustainer of life?		<b>Big Idea:</b> The complexity, order, and design of living organisms provide strong evidence of God as the Designer, Creator and Sustainer of life.	<b>Bold =</b> included content <i>Italic =</i> related content	TE = TEACHER EDITION SE = STUDENT EDITION SJ = STUDENT JOURNAL TT = TRY THIS LA = LESSON ACTIVITY EAL = EXPLORE-A-LAB MS = MATH IN SCIENCE ATBD = ACTIVITY TO BE DEVELOPED
<b>K-2</b>	<b>Molecules to Organisms: Structures and Processes</b>	S.K-2.LS.1 Use observations to describe patterns (e.g., animals need to take in food but plants do not, different kinds of food needed by different types of animals, requirement of plants to have light, all living things need water) of what plants and animals (including humans) need to survive. (K-LS1-1)	Level 1 – Ch. 1.1, 1.2, Ch. 2.3, Ch. 3.2 Level 2 – Ch. 1.1, 1.4, Ch. 2.1	Level 1 - ATBD Level 2 - ATBD
		S.K-2.LS.2 Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs (e.g., designing clothing or equipment to protect bicyclists by mimicking turtle shells, acorn shells, and animal scales; stabilizing structures by mimicking animal tails and roots on plants; keeping out intruders by mimicking thorns on branches and animal quills). (1-LS1-1)	Level 1 – Ch. 1.1, 1.2, Ch. 2.1, 2.2, 2.3 Level 2 – Ch. 1.2, 1.5	Level 1 - ATBD Level 2 - ATBD
		S.K-2.LS.3 Make observations to determine patterns in behavior of parents and offspring that help offspring survive (e.g., signals that offspring make such as crying, cheeping and the responses of parents such as feeding, comforting, protecting). (1-LS1-2)	Level 1 – Ch. 2.3 Level 2 – Ch. 1.4	Level 1 - ATBD Level 2 - ATBD
	<b>Ecosystems: Interactions, Energy, and Dynamics</b>	S.K-2.LS.4 Plan and conduct an investigation to determine if plants need sunlight and water to grow, ensuring that only one variable is tested at a time. (2-LS2-1)	Level 1 – Ch. 1.2 Level 2 – Ch. 1.1, 1.2	Level 1 - ATBD Level 2 - ATBD
		S.K-2.LS.5 Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants. (2-LS2-2)	Level 1 – Ch. 1.2 <i>Level 2 – Ch. 1.2</i>	Level 1 - ATBD Level 2 - ATBD
	<b>Heredity: Inheritance and Variation of Traits</b>	S.K-2.LS.6 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents (e.g., leaves from same kind of plant are the same shape but can differ in size, young animals look similar to their parents but are not exactly the same). (1-LS3-1)	Level 1 – Ch. 1.2, Ch. 2.3	Level 1 - ATBD
	<b>Life: Origins, Unity, and Diversity</b>	S.K-2.LS.7 Make observations of plants and animals to compare the diversity of life in different habitats. (2-LS4-1)	Level 1 – Ch. 3.1 Level 2 – Ch. 2.1	Level 1 - ATBD Level 2 - ATBD
		S.K-2.LS.8 Apply scientific principles to begin to construct a personal model that explains how life began on earth and acknowledges God as the Creator.	<i>Level 1 – Ch. 1.1, Ch. 2.2, Ch. 8.1</i> <i>Level 2 – Ch. 8.1, 8.2</i>	Level 1 - ATBD Level 2 - ATBD

**2015 ELEMENTARY SCIENCE — LIFE SCIENCES** CONTINUED

3-5	Molecules to Organisms: Structures and Processes	S.3-5.LS.1	Develop models (e.g., drawings, diagrams) to describe that organisms have unique and diverse life cycles but all have birth, growth, reproduction, and death in common. (3-LS1-1)	Level 3 – Ch. 1.3, Ch. 2.1, 2.2 Level 4 – Ch. 1.4 Level 5 – Ch. 1.3, Ch. 5.1, 5.2, 5.3, Ch. 6.1, 6.2	Level 3 - ATBD Level 4 - ATBD Level 5 - ATBD
		S.3-5.LS.2	Construct an argument that plants and animals have internal and external structures (e.g., thorns, stems, roots, colored petals, heart, stomach, lung, brain, skin) that function to support survival, growth, behavior, and reproduction. (4-LS1-1)	Level 3 – Ch. 2.1, Ch. 5.1, Ch. 6.1 Level 4 – Ch. 1.1, 1.3, 1.4, Ch. 2.1, 2.2 Level 5 – Ch. 3.1, 3.2, 3.3, 3.4, Ch. 4.3, Ch. 5.2, 5.3, Ch. 6.1, 6.2	Level 3 - ATBD Level 4 - ATBD Level 5 - ATBD
		S.3-5.LS.3	Use a model to describe systems of information transfer (e.g., nerves, hormones) that animals use to receive different types of information through their senses, process the information in their brain, and respond to the information in different ways. (4-LS1-2)	Level 4 – Ch. 4.1, Ch. 5.2	Level 4 - ATBD
		S.3-5.LS.4	Support an argument that plants get the materials they need for growth chiefly from air and water. (5-LS1-1)	Level 3 – Ch. 2.1, 2.3 Level 4 – Ch. 1.1	Level 3 - ATBD Level 4 - ATBD
	Ecosystems: Interactions, Energy, and Dynamics	S.3-5.LS.5	Construct an argument that some animals form groups that help members survive. (3-LS2-1)	Level 4 – Ch. 2.2, Ch. 3.2 Level 5 – Ch. 3.3, Ch. 4.1, 4.3	Level 4 - ATBD Level 5 - ATBD
		S.3-5.LS.6	Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. (5-LS2-1)	Level 3 – Ch. 3.1 Level 4 – Ch. 3.1, 3.2, 3.3, 3.4 Level 5 – Ch. 4.1, 4.2, 4.3	Level 3 - ATBD Level 4 - ATBD Level 5 - ATBD
	Heredity: Inheritance and Variation of Traits	S.3-5.LS.7	Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. (3-LS3-1)	Level 3 – Ch. 1.1, 1.3, Ch. 2.2 Level 4 – Ch. 1.1, 1.4 Level 5 – Ch. 1.3, Ch. 6.1	Level 3 - ATBD Level 4 - ATBD Level 5 - ATBD
		S.3-5.LS.8	Use evidence to support the explanation that traits can be influenced by the environment (e.g., Galapagos finches, peppered moth). (3-LS3-2)	Level 3 – Ch. 3.1, 3.2, 3.3, 3.4 Level 4 – Ch. 2.1, 2.2, Ch. 3.3 Level 5 – Ch. 3.1, 3.2, 3.3, 3.4	Level 3 - ATBD Level 4 - ATBD Level 5 - ATBD
	Life: Origins, Unity, and Diversity	S.3-5.LS.9	Analyze and interpret data (e.g., type, size, distributions) from fossils to provide evidence of the organisms and the environments (e.g., marine fossils on dry land, tropical plant fossils in Arctic areas, fossils of extinct organisms) in which they lived long ago. (3-LS4-1)	Level 4 – Ch. 8.2	Level 4 - ATBD
		S.3-5.LS.10	Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing (e.g., plants with larger thorns are less likely to be eaten by predators, animals with better camouflage coloration are more likely to survive and to reproduce). (3-LS4-2)	Level 4 – Ch. 2.1, 2.2 Level 5 – Ch. 3.1, 3.2, 3.3	Level 4 - ATBD Level 5 - ATBD
		S.3-5.LS.11	Construct an argument with evidence (e.g., needs, characteristics) that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. (3-LS4-3)	Level 3 – Ch. 3.1, 3.2, 3.3, 3.4 Level 4 – Ch. 2.1, 2.2, Ch. 3.3	Level 3 - ATBD Level 4 - ATBD
		S.3-5.LS.12	Make a claim about the merit of a plant or animal adaptation in response to an environmental change (e.g., land characteristics, water distribution, temperature, food, other organisms). (3-LS4-4)	Level 3 – Ch. 3.2, 3.3, 3.4 Level 4 – Ch. 2.1, 2.2, Ch. 3.2, 3.3 Level 5 – Ch. 3.1, 3.2, 3.3, 3.4, Ch. 4.3	Level 3 - ATBD Level 4 - ATBD Level 5 - ATBD
		S.3-5.LS.13	Construct an argument with evidence to support that God has created within living things a pool of variations that allows organisms to adapt to changes in the environment.	Level 4 – Ch. 2.1, 2.2 Level 5 – Ch. 3.1, 3.2, 3.3, 3.4	Level 4 - ATBD Level 5 - ATBD
		S.3-5.LS.14	Apply scientific principles to construct a personal model that explains origins of life on earth and acknowledges God as the Creator.	Level 3 – Ch. 1.1 Level 4 – Ch. 1.1, 1.2, Ch. 4.1 Level 5 – Ch. 1.1, 1.2, 1.3	Level 3 - ATBD Level 4 - ATBD Level 5 - ATBD

**2015 ELEMENTARY SCIENCE — LIFE SCIENCES** CONTINUED

GRADE	TOPICS	STANDARDS (NGSS ALIGNMENT)	BY DESIGN CHAPTER CORRELATION	INQUIRY ACTIVITIES
<b>6-8</b>	<b>Molecules to Organisms: Structures and Processes</b>	<b>S.6-8.LS.1</b> Conduct an investigation to provide evidence that living things are made of cells, either one cell or many different numbers and types of cells. (MS-LS1-1)	Level 6 – Ch. 1.1, Ch. 2.1, 2.2, 2.3 Level 7 – Ch. 1.1	Level 6 - ATBD Level 7 - ATBD
		<b>S.6-8.LS.2</b> Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function. (MS-LS1-2)	Level 6 – Ch. 2.1, 2.2, 2.3, 2.4, Ch. 3.1, 3.2, 3.3 Level 7 – Ch. 4.1, Ch. 6.1	Level 6 - ATBD Level 7 - ATBD
		<b>S.6-8.LS.3</b> Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells. (MS-LS1-3)	Level 6 – Ch. 2.3, Ch. 4.1, 4.2, 4.3, 4.4, 4.5	Level 6 - ATBD
		<b>S.6-8.LS.4</b> Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors (e.g., nest building, herding, vocalization, colorful plumage) and specialized plant structures (e.g., bright flowers, flower nectar, odors that attract insects that transfer pollen, hard shells on nuts that squirrels bury) affect the probability of successful reproduction of animals and plants respectively. (MS-LS1-4)	Level 6 – Ch. 1.1 Level 7 – Ch. 3.3, 3.4 Level 8 – Ch. 1.1, Ch. 2.4, Ch. 3.3, Ch. 4.2, 4.4	Level 6 - ATBD Level 7 - ATBD Level 8 - ATBD
		<b>S.6-8.LS.5</b> Construct a scientific explanation based on evidence (e.g., drought decreasing plant growth, fertilizer increasing plant growth, different varieties of plant seeds growing at different rates in different conditions, fish growing larger in large ponds) for how environmental (e.g., availability of food, light, space, water) and genetic (e.g., large breed cattle and species of grass affecting growth) factors influence the growth of organisms. (MS-LS1-5)	Level 7 – Ch. 1.1, 1.2, 1.3, 1.4, Ch. 4.2, 4.3 Level 8 – Ch. 3.2, 3.3, Ch. 4.1, 4.3, 4.4	Level 7 - ATBD Level 8 - ATBD
		<b>S.6-8.LS.6</b> Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms. (MS-LS1-6)	Level 6 – Ch. 2.3, 2.4 Level 8 – Ch. 3.1	Level 6 - ATBD Level 8 - ATBD
		<b>S.6-8.LS.7</b> Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism. (MS-LS1-7)	Level 6 – Ch. 1.3, Ch. 2.4, Ch. 3.2 Level 7 – Ch. 1.2, 1.3, 1.4 Level 8 – Ch. 2.1	Level 6 - ATBD Level 7 - ATBD Level 8 - ATBD
		<b>S.6-8.LS.8</b> Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories. (MS-LS1-8)	Level 6 – Ch. 4.2, 4.4, 4.5	Level 6 - ATBD
	<b>Ecosystems: Interactions, Energy, and Dynamics</b>	<b>S.6-8.LS.9</b> Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem. (MS-LS2-1)	Level 8 – Ch. 4.1, 4.3, 4.4	Level 8 - ATBD
		<b>S.6-8.LS.10</b> Construct an explanation that predicts patterns of interactions (e.g., competitive, predatory, mutually beneficial) among organisms across multiple ecosystems. (MS-LS2-2)	Level 8 – Ch. 4.1, 4.3, 4.4, 4.5	Level 8 - ATBD
		<b>S.6-8.LS.11</b> Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. (MS-LS2-3)	Level 6 – Ch. 1.1, 1.2, 1.3 Level 8 – Ch. 3.1, Ch. 4.1, 4.3	Level 6 - ATBD Level 8 - ATBD
		<b>S.6-8.LS.12</b> Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. (MS-LS2-4)	Level 8 – Ch. 4.1, 4.3, 4.4	Level 8 - ATBD
		<b>S.6-8.LS.13</b> Evaluate competing design solutions (e.g., scientific, economic, social considerations) for maintaining biodiversity and ecosystem services (e.g., water purification, nutrient recycling, soil erosion prevention, habitat enhancement). (MS-LS2-5)	Level 8 – Ch. 3.3, Ch. 4.1, Ch. 9.1, 9.2, 9.3, 9.4	Level 8 - ATBD
	<b>Heredity: Inheritance and Variation of Traits</b>	<b>S.6-8.LS.14</b> Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism. (MS-LS3-1)	Level 6 – Ch. 3.1, 3.2 Level 7 – Ch. 4.1	Level 6 - ATBD Level 7 - ATBD
		<b>S.6-8.LS.15</b> Develop and use a model (e.g., Punnett squares, diagrams, simulations) to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation. (MS-LS3-2)	Level 6 – Ch. 3.1 Level 7 – Ch. 4.1, 4.2, 4.3 Level 8 – Ch. 2.2, 2.3, 2.4	Level 6 - ATBD Level 7 - ATBD Level 8 - ATBD
	<b>Life: Origins, Unity, and Diversity</b>	<b>S.6-8.LS.16</b> Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth, comparing and contrasting creationist and naturalist perspectives. (MS-LS4-1)	Level 6 – Ch. 10.1, 10.2, 10.3 Level 8 – Ch. 1.2, 1.3, Ch. 10.3	Level 6 - ATBD Level 8 - ATBD
		<b>S.6-8.LS.17</b> Apply scientific principles to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms, comparing and contrasting creationist and naturalist perspectives. (MS-LS4-2)	Level 6 – Ch. 10.1, 10.2, 10.3 Level 8 – Ch. 1.3, Ch. 10.3	Level 6 - ATBD Level 8 - ATBD
		<b>S.6-8.LS.18</b> Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment. (MS-LS4-4)	Level 6 – Ch. 1.1 Level 7 – Ch. 4.2, 4.3 Level 8 – Ch. 1.1, Ch. 3.2, Ch. 4.2, 4.4	Level 6 - ATBD Level 7 - ATBD Level 8 - ATBD
		<b>S.6-8.LS.19</b> Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms. (MS-LS4-5)	Level 7 – Ch. 4.4	Level 7 - ATBD
		<b>S.6-8.LS.20</b> Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time. (MS-LS4-6)	Level 7 – Ch. 4.1, 4.2 Level 8 – Ch. 1.1, Ch. 4.2, 4.3, 4.4	Level 7 - ATBD Level 8 - ATBD
		<b>S.6-8.LS.21</b> Apply scientific principles to construct and share a personal model that explains origins of life on earth and acknowledges God as the Creator.	Level 6 – Ch. 1.1, 1.2, 1.3 Level 7 – Ch. 1.1, Ch. 4.1 Level 8 – Ch. 1.1, 1.2, Ch. 10.2, 10.3	Level 6 - ATBD Level 7 - ATBD Level 8 - ATBD

## 2015 ELEMENTARY SCIENCE — HEALTH SCIENCES

GRADE	TOPICS	STANDARDS (NGSS ALIGNMENT)	BY DESIGN CHAPTER CORRELATION	INQUIRY ACTIVITIES
		<b>Essential Question:</b> Why does God want human beings to choose to have a healthy mind and body?	<b>Big Idea:</b> God designed a plan for healthful living that leads to optimum spiritual, physical, mental, and emotional health.	TE = TEACHER EDITION SE = STUDENT EDITION SJ = STUDENT JOURNAL TT = TRY THIS LA = LESSON ACTIVITY EAL = EXPLORE-A-LAB MS = MATH IN SCIENCE ATBD = ACTIVITY TO BE DEVELOPED
<b>K-2</b>	<b>Health Promotion and Disease Prevention</b>	<b>S.K-2.HS.1</b> Read texts and use media to determine the dimensions of health (e.g., nutrition, exercise) and patterns of behavior (e.g., eating healthy foods, daily exercise) that impact personal health.	Level 1 – Ch. 4.3, Ch. 5.2, 5.3, Ch. 6.2, 6.3 Level 2 – Ch. 3.2, 3.4, Ch. 4.3, Ch. 5.1, 5.2	Level 1 – Brush Off SE 119/SJ 22; Let's Try This Again TE 119/SJ 24, EAL 123, EAL 144; Be a Better Jumper SE 147/SJ 36; Practice Makes Perfect TE 147/SJ 38, EAL 149; Screen Time TE 151/SJ 40, EAL 152; Stand Up Straight SE 168/SJ 52; Calcium in Bones TE 168/SJ 54, EAL 174; Bicycle Helmet Survey SE 177/SJ 56 Level 2 – Which Foods Help Me Stay Healthy TE 107/SJ 2, TT 120; The Food Groups SE 121/SJ 16; Your Personal Food Guide TE 121/SJ 18, TT 174; Stopping Germs SE 175/SJ 42; Shake Hands SE 175/SJ 44, TT 184; Hole in Your Mouth SE 185/SJ 46, EAL 189; Be Seen to Be Safe SE 195/SJ 50; Seat Belt Crash Test TE 196/SJ 54
		<b>S.K-2.HS.2</b> Demonstrate ways to prevent communicable diseases and reduce accidental injuries.	Level 1 – Ch. 6.3 Level 2 – Ch. 5.2, 5.3	Level 1 – EAL 123; Bicycle Helmet Survey SE 177/SJ 56 Level 2 – Stopping Germs SE 175/SJ 42; Shake Hands SE 175/SJ 44, TT 184, TT 194; Be Seen to Be Safe SE 195/SJ 50; Seat Belt Crash Test TE 196/SJ 54
		<b>S.K-2.HS.3</b> Role play how to tell a trusted adult if threatened or harmed.	<i>Not specifically addressed</i>	Level 1 – ATBD Level 2 – ATBD
	<b>Health Resources</b>	<b>S.K-2.HS.4</b> Conduct an investigation to identify health professionals and other adults who can help to promote health.	<i>Level 2 – 4.3, Ch. 5.3</i>	Level 2 – ATBD
	<b>Healthy Lifestyle Choices</b>	<b>S.K-2.HS.5</b> Construct an argument that media influences personal decisions relating to healthy choices.	<i>Level 1 – Ch. 5.2, 5.3, Ch. 6.2, 6.3</i> Level 2 – Ch. 3.3, Ch. 5.2	Level 1 – ATBD Level 2 – LA 134, EAL 189; ATBD
		<b>S.K-2.HS.6</b> Use a model to differentiate between situations when a health-related decision can be made individually or when assistance is needed.	Level 1 – Ch. 4.3, Ch. 5.3, Ch. 6.3 Level 2 – Ch. 3.1, 3.3, 5.2, 5.3	Level 1 – Brush Off SE 119/SJ 22; Let's Try This Again TE 119/SJ 24, EAL 123, LA 144; Be a Better Jumper SE 147/SJ 36; Practice Makes Perfect TE 147/SJ 38, EAL 149; Screen Time TE 151/SJ 40, EAL 152, EAL 174; Bicycle Helmet Survey SE 177/SJ 56 Level 2 – The Food Groups SE 121/SJ 116; Your Personal Food Guide TE 121/SJ 18; Fatty Foods SE 129/SJ 20; Comparing Similar Foods TE 129/SJ 22, LA 134; Stopping Germs SE 175/SJ 42; Shake Hands TE 175/SJ 44; Hole in Your Mouth SE 185/SJ 46; Fill the Cavity TE 185/SJ 48, EAL 189; Be Seen to Be Safe SE 195/SJ 50; Seat Belt Crash Test TE 196/SJ 54
		<b>S.K-2.HS.7</b> Identify a short-term personal health goal and implement a plan to attain that goal.	Level 1 – Ch. 5.2, 5.3, Ch. 6.2, 6.3	Level 1 – How Can You Make Healthy Choices TE 95/SJ 2; I Can Be More Fit TE 95/SJ 6, LA 144; Practice Makes Perfect TE 147/SJ 38, EAL 149, EAL 174; ATBD
		<b>S.K-2.HS.8</b> Ask questions and obtain information about God's plan for healthy living.	Level 2 – Ch. 3.3, Ch. 4.3, Ch. 5.2	Level 2 – Fatty Foods SE 129/SJ 20; Comparing Similar Foods TE 129/SJ 22, LA 134, LA 165; ATBD

**2015 ELEMENTARY SCIENCE — HEALTH SCIENCES** CONTINUED

GRADE	TOPICS	STANDARDS (NGSS ALIGNMENT)	BY DESIGN CHAPTER CORRELATION	INQUIRY ACTIVITIES
<b>3-5</b>	<b>Health Promotion and Disease Prevention</b>	<p><b>S.3-5.HS.1</b> Make observations to construct an evidence-based link between healthy behaviors and personal health.</p>	<p>Level 3 – Ch. 4.1, 4.2, 5.3, Ch. 6.2, 6.3 Level 4 – Ch. 4.2, 4.3, Ch. 5.3 Level 5 – Ch. 7.1, 7.2, 7.3</p>	<p>Level 3 – How Can Food Help Me Stay Healthy TE 127/SJ 2; Staying Healthy TE 127/SJ 6, TT 130; Testing Sunscreens SE 131/SJ 8; UV Filtering TE 131/SJ 10; Hand Washing and Drying TE 133/SJ 12, LA 135, TT 140; Bacteria Gardens SE 141/SJ 116; Cleaning the Gardens TE 141/SJ 18, LA 144; Make It Stronger TE 162/SJ 30, TT 172; Keep Your Heart Healthy SE 173/SJ 36, EAL 175; Measuring Breath SE 192/SJ 46; Cool Down TE 192/SJ 48; Aerobic Heart TE 193/SJ 50, LA 202; ATBD Level 4 – Balanced Diet SE 137/SJ 4; Greasy Chips TE 137/SJ 14, LA 139; Exercise Journal SE 141/SJ 16, LA 142, LA 143; ATBD Level 5 – How Can I Make Healthy Food Choices TE 159/SJ 1; Spreading Disease SE 205/SJ 51, SE 209/SJ 52; Deaths from Diseases Add Up SE 218/SJ 56, EAL 222; Sleep for a Week SE 228/SJ 60; Fruits and Veggies TE 228/SJ 62; Personal Fitness TE 229/SJ 64, EAL 230; ATBD</p>
		<p><b>S.3-5.HS.2</b> Construct an argument that spiritual, emotional, intellectual, physical, and social health are interrelated and dependent on one another.</p>	<p>Level 4 – Ch. 4.2, 4.3, Ch. 5.2, Ch. 6.2, 6.3</p>	<p>Level 4 – Balanced Diet SE 137/SJ 4, LA 139; Exercise Journal SE 141/SJ 16, LA 142; Health Rankings SE 147/SJ 20; Tracking Responses TE 147/SJ 22, LA 149; That Need for One More SE 169/SJ 30; Making Decisions SE 179/SJ 38; Decisions, Decisions SE 197/SJ 48, TT 200; Exploring Emotions SE 201/SJ 52, LA 203</p>
		<p><b>S.3-5.HS.3</b> Analyze patterns of accidental injuries in different locations; develop a specific action plan designed to reduce accidents; evaluate the success of the plan.</p>	<p>Level 4 – Ch. 4.2</p>	<p>Level 4 – ATBD</p>
		<p><b>S.3-5.HS.4</b> Develop a model that demonstrates effective verbal and nonverbal communication skills to enhance health and reduce health risks.</p>	<p>Level 3 – Ch. 6.3 Level 4 – Ch. 5.3, Ch. 6.1, 6.3</p>	<p>Level 3 – LA 201, LA 202 Level 4 – TT 178, LA 181; AriLink TE 183, LA 183, LA 185, TT 206, LA 204; Say What SE 207/SJ 56, LA 210</p>
		<p><b>S.3-5.HS.5</b> Use scientific evidence to develop a family health plan designed to strengthen and enhance personal health.</p>	<p>Level 3 – Ch. 4.1, Ch. 5.3, Ch. 6.3 Level 4 – Ch. 4.2, Ch. 5.3 Level 5 – Ch. 7.1</p>	<p>Level 3 – ATBD Level 4 – ATBD Level 5 – ATBD</p>
	<b>Health Resources</b>	<p><b>S.3-5.HS.6</b> Analyze and communicate the reliability of health information, products, and local services.</p>	<p>Level 3 – Ch. 5.3, Ch. 6.3 Level 5 – Ch. 7.3</p>	<p>Level 3 – ATBD Level 5 – ATBD</p>
	<b>Healthy Lifestyle Choices</b>	<p><b>S.3-5.HS.7</b> Construct a model that illustrates the various influences that impact personal health.</p>	<p>Level 3 – Ch. 4.1, Ch. 5.3, Ch. 6.3 Level 4 – Ch. 4.2, 4.3, Ch. 5.3 Level 5 – Ch. 7.3</p>	<p>Level 3 – ATBD Level 4 – ATBD Level 5 – LA 227; Sleep for a Week SE 228/SJ 60; Fruits and Veggies TE 228/SJ 62; Personal Fitness TE 229/SJ 64, EAL 230; ATBD</p>
	<p><b>S.3-5.HS.8</b> Conduct an investigation to evaluate the accuracy/influence of the media on health.</p>	<p>Level 5 – Ch. 7.2</p>	<p>Level 5 – ATBD</p>	
	<p><b>S.3-5.HS.9</b> Construct a model that demonstrates the ability to use decision-making skills to enhance health.</p>	<p>Level 4 – Ch. 5.3, Ch. 6.1, 6.2, 6.3</p>	<p>Level 4 – ATBD</p>	
	<p><b>S.3-5.HS.10</b> Select a personal health goal, evaluate health resources to develop and implement a plan aimed at achieving the goal, and monitor progress toward the goal.</p>	<p>Level 3 – Ch. 4.1, Ch. 5.1, 5.3, Ch. 6.2, 6.3 Level 4 – Ch. 4.2, Ch. 5.1, 5.3, Ch. 6.2</p>	<p>Level 3 – How Can Food Make Me Healthy TE 127/SJ 2; Staying Healthy TE 127/SJ 6, TT 130; Testing Sunscreens SE 131/SJ 8; UV Filtering TE 131/SJ 10; Hand Washing and Drying TE 133/SJ 12, LA 135; Make It Stronger TE 162/SJ 30, TT 172; Keep Your Heart Healthy SE 173/SJ 36, EAL 175; Measuring Breath SE 191/SJ 46; Cool Down TE 191/SJ 48; The Aerobic Heart TE 193/SJ 50, LA 202 Level 4 – How Can I Take Care of My Body to Stay Healthy TE 121/SJ 4; Balanced Diet SE 137/SJ 12; Exercise Journal TE 141/SJ 16, LA 142, LA 143; Choices We Make SE 159/SJ 26; Making Decisions SE 179/SJ 38; Peer Pressure TE 179/SJ 40, LA 183, LA 185, LA 203</p>	
	<p><b>S.3-5.HS.11</b> Gather, synthesize, and present information from the Bible about God’s plan for healthy living.</p>	<p>Level 3 – Ch. 5.3, Ch. 6.3 Level 4 – Ch. 4.2, Ch. 5.3, Ch. 6.2</p>	<p>Level 3 – How Can Food Make Me Healthy TE 127/SJ 2; Staying Healthy TE 127/SJ 6; Make It Stronger TE 162/SJ 30, TT 172; Keep Your Heart Healthy SE 173/SJ 36, EAL 175; The Aerobic Heart TE 193/SJ 50 Level 4 – How Can I Take Care of My Body to Stay Healthy TE 121/SJ 4; Balanced Diet SE 137/SJ 12; Exercise Journal TE 141/SJ 16, LA 142, LA 143</p>	

**2015 ELEMENTARY SCIENCE — HEALTH SCIENCES** CONTINUED

GRADE	TOPICS	STANDARDS (NGSS ALIGNMENT)	BY DESIGN CHAPTER CORRELATION	INQUIRY ACTIVITIES
<b>6-8</b>	<b>Health Promotion and Disease Prevention</b>	<b>S.6-8.HS.1</b> Collect data from family members to compile evidence that supports the claim that personal health is influenced by the environment and genetics.	Level 7 – Ch. 4.2 Level 8 – <i>Ch. 5.2, 5.3, Ch. 6.3, 6.4</i>	Level 7 – What Are Your Traits TE 151/ SJ 100, EAL 153, EAL 161; Sex-Linked Traits SE 162/SJ 106 Level 8 – Who—Or What—Controls Your Health TE 161/SJ 5; Sickle-Cell Anemia SE 167/SJ 8; The Next Generation TE 167/SJ 8, LA 168, LA 171, LA 176; Survival Game SE 177/SJ 12; Making Real Life Changes TE 177/SJ 14; Heart Disease TE 178/SJ 16, EAL 180
		<b>S.6-8.HS.2</b> Construct a model that demonstrates the link between appropriate health care and personal health.	Level 6 – Ch. 6.1, 6.2 Level 8 – Ch. 6.3, 6.4, Ch. 7.1, 7.2, 7.3	Level 6 – How Can I Alter My Routine to Create a Healthier Lifestyle TE 113/ SJ 1; Hazards in Your Home SE 199/SJ 71; Seeking a Health Professional SE 202/SJ 72; When It Gets Worse TE 202/SJ 74 Level 8 – ATBD; Reading Medication Labels SE 253/SJ 68, LA 256; Investigating Health Risks TE 259/SJ 74
		<b>S.6-8.HS.3</b> Gather and synthesize information to identify barriers to obtaining appropriate health care and to practicing healthy behaviors, and suggest ways to overcome these barriers.	Level 8 – Ch. 5.1, Ch. 6.3, Ch. 7.3	Level 8 – ATBD
		<b>S.6-8.HS.4</b> Construct an evidenced-based argument that demonstrates the importance of assuming responsibility for personal health behaviors.	Level 6 – Ch. 6.2, 6.3 Level 7 – Ch. 5.3, Ch. 6.1, 6.2, 6.3 Level 8 – Ch. 5.5, Ch. 6.2, 6.3, 6.4, Ch. 7.1, 7.2, 7.3	Level 6 – How Can I Alter My Routine to Create a Healthier Lifestyle TE 113/ SJ 1; Hazards in Your Home SE 199/SJ 71; Accidents Happen SE 207/SJ 76, LA 210, LA 212; Emergency Decisions TE 222/SJ 84 Level 7 – Sexually Transmitted Diseases SE 201/SJ 20; Saying NO! TE 201/SJ 22, LA 206, LA 224; How Pathogens Spread TE 228/SJ 40, LA 231, EAL 234, LA 235; Hey, Wanna Trade SE 241/SJ 44; Preventing Infection TE 241/SJ 46, LA 249; Disease Defense SE 252/SJ 48 Level 8 – Who—or What—Controls Your Health TE 161/SJ 5; What Factors Influence My Health SE 163/SJ 7, LA 176; Survival Game SE 177/SJ 12; Making Real Life Changes TE 177/SJ 14; Heart Disease TE 78/SJ 16, EAL 180, LA 203; Selecting the Best Aspirin SE 204/SJ 36, EAL 211; Reducing Fat TE 224/ SJ 48, EAL 227; Evaluate and Rank Behaviors SE 231/SJ 50; Create a Risk Survey TE 231/SJ 52; Reading Medication Labels SE 253/SJ 68, LA 254, LA 255, LA 256; Investigating Health Risks TE 259/SJ 74, LA 263, LA 264
		<b>S.6-8.HS.5</b> Evaluate behaviors in relation to the degree to which they benefit or harm personal health and the health of others.	Level 6 – Ch. 6.2, 6.3 Level 7 – Ch. 5.2, 5.3, Ch. 6.3 Level 8 – Ch. 5.3, Ch. 6.1, 6.2, 6.3	Level 6 – Hazards in Your Home SE 199/SJ 71; Accidents Happen SE 207/TE 76; Emergency Decisions TE 222/SJ 84; ATBD Level 7 – Investigating Bullying SE 191/SJ 16; Interactions at School TE 191/ SJ 18, LA 192; Sexually Transmitted Diseases SE 201/SJ 20; Saying NO TE 201/SJ 22, LA 206; Infectious Disease SE 215/SJ 31; How Pathogens Spread TE 228/SJ 40, LA 231, EAL 234, LA 235 Level 8 – What Factors Influence My Health SE 163/SJ 7, LA 187; Reducing Fat TE 224/SJ 48, EAL 227; Evaluate and Rank Behaviors SE 231/SJ 50; Create a Risk Survey TE 231/SJ 52
		<b>S.6-8.HS.6</b> Choose a health-enhancing practice and develop a presentation designed to persuade others to adopt a similar practice.	Level 6 – Ch. 5.1, 5.2, 5.3, 5.4, Ch. 6.2, 6.3 Level 7 – Ch. 5.2, 5.3, Ch. 6.2, 6.3, 6.4 Level 8 – Ch. 5.2, 5.3, Ch. 6.2, 6.3, 6.4, Ch. 7.1, 7.2, 7.3	Level 6 – ATBD Level 7 – ATBD; LA 205, LA 231, LA 249; Hand Washing Techniques TE 252/ SJ 50, LA 255; ATBD Level 8 – LA 176, EAL 180, LA 187, LA 212, EAL 227, LA 249; ATBD
	<b>Health Resources</b>	<b>S.6-8.HS.7</b> Develop guidelines for evaluating health information, products, and services, and conduct an investigation designed to assess the validity of health-related resources.	Level 8 – Ch. 6.4, Ch. 7.2, 7.3	Level 8 – ATBD; Pressure in Advertising SE 247/SJ 64; Reading Medication Labels SE 253/SJ 68; Price Comparison TE 253/SJ 72, LA 254, LA 255, LA 256, LA 262, LA 263, LA 264; ATBD
	<b>Healthy Lifestyle Choices</b>	<b>S.6-8.HS.8</b> Construct an argument that supports the claim that modifying unhealthy behaviors can enhance personal health.	Level 6 – Ch. 4.4, 4.5, Ch. 5.3, 5.4, Ch. 6.2 Level 7 – Ch. 5.3, Ch. 6.3, 6.4 Level 8 – Ch. 5.3, Ch. 6.2, 6.3, 6.4, <i>Ch. 7.1</i>	Level 6 – ATBD Level 7 – ATBD Level 8 – ATBD
	<b>S.6-8.HS.9</b> Plan and conduct an investigation that provides evidence that peers and perceptions of norms influence the health of adolescents.	Level 6 – Ch. 6.2 Level 7 – Ch. 5.3, Ch. 6.3 Level 8 – Ch. 6.2, 6.3, 6.4, Ch. 7.1, 7.2	Level 6 – ATBD Level 7 – LA 205; ATBD; Hey, Wanna Trade SE 241/SJ 44; ATBD Level 8 – Evaluate and Rank Behaviors SE 231/SJ 50, EAL 233, LA 249, LA 262, LA 263	
	<b>S.6-8.HS.10</b> Construct a model that demonstrates how public health policies can influence health promotion and disease prevention.	Level 6 – Ch. 6.2, 6.3 Level 7 – Ch. 6.2, 6.3 Level 8 – Ch. 6.1, 6.2, 6.3, Ch. 7.2, 7.3	Level 6 – ATBD Level 7 – LA 240, LA 235; ATBD Level 8 – ATBD	
	<b>S.6-8.HS.11</b> Analyze and interpret data that provides evidence to support the claim that traditional Adventist health practices promote optimal health.	Level 6 – Ch. 5.3, 5.4 Level 7 – Ch. 5.2, 5.3, <i>Ch. 6.2, 6.4, Ch. 7.1</i> Level 8 – Ch. 5.2, 5.3, Ch. 6.2, 6.3	Level 6 – ATBD Level 7 – ATBD Level 8 – ATBD	

## 2015 ELEMENTARY SCIENCE — EARTH AND SPACE SCIENCES

GRADE	TOPICS	STANDARDS (NGSS ALIGNMENT)	BY DESIGN CHAPTER CORRELATION	INQUIRY ACTIVITIES
		<p><b>Essential Question:</b> How do the structure and physical phenomena of Earth and space provide evidence of God as Designer, Creator, and Sustainer of the universe?</p> <p><b>Big Idea:</b> The structure and processes of Earth and space are organized and governed by natural laws that give evidence of God as Designer, Creator, and Sustainer.</p>	<p><b>Bold =</b> included content</p> <p><i>Italic =</i> related content</p>	<p>TE = TEACHER EDITION SE = STUDENT EDITION SJ = STUDENT JOURNAL TT = TRY THIS LA = LESSON ACTIVITY EAL = EXPLORE-A-LAB MS = MATH IN SCIENCE ATBD = ACTIVITY TO BE DEVELOPED</p>
<b>K-2</b>	<b>Earth's Systems</b>	<p><b>S.K-2.ES.1</b> Use and share observations of local weather conditions to describe patterns over time. (K-ESS2-1)</p>	<p>Level 1 – Ch. 7.1, 7.2</p> <p>Level 2 – Ch. 7.1, 7.2</p>	<p>Level 1 – Charting Weather SE 193/SJ 8; Weather Differences TE 93/SJ 10, EAL 196; Seasons and Plant Growth SE 209/SJ 16, EAL 216</p> <p>Level 2 – Weather Watch SE 259/SJ 34; Observing Weather Maps TE 263/SJ 38, EAL 265; Length of Days SE 277/SJ 44; Daylight Variations TE 277/SJ 46, EAL 280</p>
		<p><b>S.K-2.ES.2</b> Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. (K-ESS2-2)</p>	<p>Level 1 – Ch. 3.1</p> <p>Level 2 – Ch. 2.1</p>	<p>Level 1 – Staying Warm in the Cold SE 219/ SJ 20; Keeping Warm TE 219/SJ 22; Clothing and Climate TE 222/SJ 24, EAL 224</p> <p>Level 2 – ATBD</p>
		<p><b>S.K-2.ES.3</b> Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land. (2-ESS2-1)</p>	<p>Level 2 – Ch. 6.3, Ch. 7.2</p>	<p>Level 2 – Water Changes Land SE 235/SJ 16; Rocks and Water Changing the Land TE 235/SJ 18</p>
		<p><b>S.K-2.ES.4</b> Develop a model to represent the shapes and kinds of land and bodies of water in an area. (2-ESS2-2)</p>	<p>Level 1 – Ch. 8.2</p> <p>Level 2 – Ch. 6.1, 6.3</p>	<p>Level 1 – ATBD</p> <p>Level 2 – Land on a Map SE 213/SJ 8; Salt Dough Maps TE 213/SJ 10</p>
		<p><b>S.K-2.ES.5</b> Obtain information to identify where water is found on Earth and that it can be solid or liquid. (2-ESS2-3)</p>	<p>Level 1 – Ch. 7.2</p> <p>Level 2 – Ch. 6.1, 7.2</p>	<p>Level 1 – Watch Water Disappear SE 201/ SJ 12, EAL 206</p> <p>Level 2 – Land on a Map SE 213/SJ 18; Salt Dough Maps TE 213/SJ 10; How Clouds Form SE 269/SJ 40; Rain in a Plastic Bag TE 268/SJ 42, EAL 279</p>
	<b>Earth and Human Activity</b>	<p><b>S.K-2.ES.6</b> Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live. (K-ESS3-2)</p>	<p>Level 1 – Ch. 3.1, 3.2, 3.3</p> <p>Level 2 – Ch. 1.1, 1.4, Ch. 2.2, 2.3</p>	<p>Level 1 – Animals in Trees SE 67/SJ 42; Homes for Animals TE 67/SJ 44; Feeding Crickets SE 75/ SJ 46; Cricket Menus TE 75/SJ 48; Plant Starters SE 83/SJ 52</p> <p>Level 2 – Feeding Birds TE 13/SJ 8; Water Me SE 17/SJ 10; Too Much Water TE 17/SJ 12; EAL 24, EAL 38; Build a Nest SE 47/SJ 26; Best Nests TE 47/SJ 28, EAL 51; Animal Homes SE 73/SJ 26; Animals Dining Out TE 73/SJ 38, EAL 75; Links in a Chain SE 82/SJ 40; Many Food Chains TE 82/SJ 42; Effects of Pollution SE 91/SJ 44; Water Pollution TE 91/SJ 46, EAL 100</p>
		<p><b>S.K-2.ES.7</b> Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather. (K-ESS3-2)</p>	<p>Level 1 – Ch. 7.1</p> <p>Level 2 – Ch. 7.1</p>	<p>Level 1 – Charting the Weather SE 193/SJ 8; Weather Differences TE 193/SJ 10, EAL 196</p> <p>Level 2 – Weather Watch SE 259/SJ 34; Make a Weather Instrument TE 259/SJ 36; Observing Weather Maps TE 263/SJ 38</p>
		<p><b>S.K-2.ES.8</b> Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. (K-ESS3-3)</p>	<p>Level 1 – Ch. 3.3</p> <p>Level 2 – Ch. 2.3</p>	<p>Level 1 – Reuse Me TE 83/SJ 54</p> <p>Level 2 – Effects of Pollution SE 91/SJ 144; Water Pollution TE 91/SJ 146; Oil Spill Clean Up TE 97/SJ 48, EAL 100</p>
	<b>Earth's Place in the Universe</b>	<p><b>S.K-2.ES.9</b> Use observations of the sun, moon, and stars to describe patterns (e.g., sun and moon appear to track across the sky, stars visible at night) that can be predicted. (1-ESS1-1)</p>	<p>Level 1 – Ch. 8.1</p> <p>Level 2 – Ch. 8.1, 8.2, 8.3</p>	<p>Level 1 – Making a Star Pattern SE 231/SJ 28; Viewing a Star Pattern TE 231/SJ 30</p> <p>Level 2 – Orbit Me SE 289/SJ 52; Orbit Models TE 289/SJ 52; Make a Constellation SE 299/ SJ 54; More Constellations TE 299/SJ 56, EAL 300; Star Gazing TE 301/SJ 58; Far, Far Away SE 304/SJ 60; Help from Binoculars TE 305/SJ 62</p>
		<p><b>S.K-2.ES.10</b> Make observations at different times of year to relate the amount of daylight to the time of year. (1-ESS1-2)</p>	<p>Level 1 – Ch. 7.3</p> <p>Level 2 – Ch. 7.3</p>	<p>Level 1 – Seasons and Plant Growth SE 209/ SJ 16, EAL 216</p> <p>Level 2 – Length of Days SE 277/SJ 44; Daylight Variations TE 277/SJ 46, EAL 280</p>
		<p><b>S.K-2.ES.11</b> Use information from several sources to provide evidence that Earth events (e.g., volcanic explosions, earthquakes, rock erosion) can occur quickly or slowly. (2-ESS1-1)</p>	<p>Level 2 – Ch. 6.3</p>	<p>Level 2 – Water Changes Land SE 237/SJ 16; Rocks and Water Changing the Land TE 237/ SJ 18; Model of the Genesis Flood TE 239/ SJ 20, EAL 243</p>

**2015 ELEMENTARY SCIENCE — EARTH AND SPACE SCIENCES** CONTINUED

GRADE	TOPICS	STANDARDS (NGSS ALIGNMENT)	BY DESIGN CHAPTER CORRELATION	INQUIRY ACTIVITIES
3-5	Earth's Systems	S.3-5.E5.1 Represent data (e.g., average temperature, precipitation, wind direction) in tables and graphical displays to describe typical weather conditions expected during a particular season. (3-ESS2-1)	Level 3 – Ch. 8.1, 8.2, 8.3 Level 5 – Ch. 8.1, 8.3	Level 3 – Measuring Pressure SE 241/SJ 24; Comparing Results TE 241/SJ 26, TT 248; Temperature Changes SE 249/SJ 28; Other Weather Factors TE 249/SJ 30, EAL 252; Measuring Wind Direction TE 253/SJ 32 Level 5 – Observing Air Pressure SE 243/SJ 8; Pressure in Other Locations TE 243/SJ 10; Cloud Cover and Weather SE 262/SJ 16; Fronts and the Weather TE 262/SJ 18; Build Your Own Anemometer TE 263/SJ 20
		S.3-5.E5.2 Obtain and combine information to describe climates in different regions of the world. (3-ESS2-2)	Level 3 – Ch. 8.2, 8.3 Level 5 – Ch. 8.4	Level 3 – TT 258; Heat It Up SE 259/SJ 34; Hot Colors TE 259/SJ 36, EAL 265, EAL 266 Level 5 – EAL 273, EAL 275
		S.3-5.E5.3 Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation (e.g., angle of slope in downhill movement of water, amount of vegetation, speed of wind, relative rate of deposition, cycles of freezing and thawing water, cycles of heating and cooling, volume of water flow). (4-ESS2-1)	Level 4 – Ch. 7.3, 7.4	Level 4 – TT 238; Washing Away Soil SE 239/SJ 16; Mudflow in a Jar TE 245/SJ 20, EAL 247; Ice Age Maximum SE 251/SJ 24; Ice Dam Meltdown TE 251/SJ 26, EAL 254
		S.3-5.E5.4 Analyze and interpret data from maps, including topographic maps, to describe patterns of Earth's features. (4-ESS2-2)	Level 3 – Ch. 7.1 Level 4 – Ch. 7.1	Level 3 – TT 212, ATBD Level 4 – TT 220, LA 225, ATBD
		S.3-5.E5.5 Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact (e.g., influence of ocean on ecosystems, landform shape, climate; influence of the atmosphere on landforms and ecosystems; influence of mountain ranges on winds and clouds). (5-ESS2-1)	Level 3 – Ch. 7.1, Ch. 8.2 Level 4 – Ch. 7.1, 7.3	Level 3 – Earth's Land and Water SE 213/SJ 8; Seafloor Mapping TE 213/SJ 10, EAL 217 Level 4 – TT 220, An Egg-Like Earth SE 221/SJ 8; More Earth Models TE 221/SJ 10
		S.3-5.E5.6 Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth. (5-ESS2-2)	Level 3 – Ch. 7.1 Level 4 – Ch. 7.1 Level 5 – Ch. 8.2, Ch. 10.1, 10.3	Level 3 – TT 212; Earth's Land and Water SE 213/SJ 8; Salty or Fresh TE 216/SJ 12 Level 4 – ATBD Level 5 – EAL 253; Drinkable Water SE 323/SJ 64; Freshwater Catch TE 323/SJ 66, EAL 327; Water Underground SE 337/SJ 76, EAL 341
	Earth and Human Activity	S.3-5.E5.7 Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard (e.g., barriers to prevent flooding, wind resistant roofs, lightning rods). (3-ESS3-1)	Level 3 – Ch. 8.2 Level 5 – Ch. 8.3	Level 3 – ATBD Level 5 – ATBD
		S.3-5.E5.8 Obtain and combine information to describe that energy and fuels are derived from natural resources (e.g., wind energy, water behind dams, sunlight, fossil fuels, fissile materials) and their uses affect the environment (e.g., loss of habitat due to dams, surface mining, air pollution). (4-ESS3-1)	Level 3 – Ch. 3.4, 3.5 Level 4 – Ch. 3.4, Ch. 8.1, 8.3 Level 5 – Ch. 10.3, 10.4	Level 3 – Water Monitor TE 107/SJ 54; Connecting to Resources SE 113/SJ 56; What's Inside TE 113/SJ 58; Pollution in the Air TE 117/SJ 60, EAL 119, EAL 120 Level 4 – The Game of Life SE 109/SJ 56; Locally Threatened Species TE 109/SJ 58, EAL 112 Level 5 – Modeling Global Warming with a Terrarium SJ 91; ATBD
		S.3-5.E5.9 Generate and compare multiple solutions (e.g., earthquake resistant building, monitoring volcanic activity) to reduce the impacts of natural Earth processes on humans. (4-ESS3-2)	Level 4 – Ch. 7.2, 7.3	Level 4 – Stand Up to Earthquakes SE 228/SJ 4; A Strong Up to Earthquakes TE 228/SJ 14, Mudflow in a Jar TE 245/SJ 20
		S.3-5.E5.10 Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment. (5-ESS3-1)	Level 3 – Ch. 3.5 Level 4 – Ch. 8.3 Level 5 – Ch. 10.2, 10.3, 10.4	Level 3 – TT 112; Connecting to Resources SE 113; Pollution in the Air TE 117/SJ 60, EAL 119, EAL 120 Level 4 – TT 280; Cookie Mining SE 280/SJ 42; Restoring the Land TE 280/SJ 44, EAL 283 Level 5 – From Land to Ocean SE 332/SJ 68; Pollutants in Water TE 332/SJ 70; Runoff Pollution TE 334/SJ 72; Water Underground SE 337/SJ 76; Polluting Aquifers TE 337/SJ 78, EAL 341; Native vs Non-native SE 344/SJ 80; Green Gardening TE 344/SJ 82, LA 346
	Earth's Place in the Universe	S.3-5.E5.11 Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. (4-ESS1-1)	Level 4 – Ch. 7.1, 7.2, 7.4, Ch. 8.2	Level 4 – TT 262; Changing a Rock SE 263/SJ 30; TT 272; Fossil Layers SE 273/SJ 38; Indoor Fossil Dig TE 273/SJ 40, EAL 275
		S.3-5.E5.12 Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from the Earth. (5-ESS1-1)	Level 4 – Ch. 9.4	Level 4 – ATBD
		S.3-5.E5.13 Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. (5-ESS1-2)	Level 3 – Ch. 8.3, Ch. 9.2, 9.3 Level 4 – Ch. 9.2 Level 5 – Ch. 8.4	Level 3 – EAL 265; TT p280; The Growing and Shrinking Shadow SE 281/SJ 44; Shifting Shadows TE 281/SJ 46, EAL 283; Seasons on Earth TE 284/SJ 48; Now I See It, Now I Don't SE 289/SJ 50, A Lunar Eclipse TE 289/SJ 52 Level 4 – Make a Sundial TE 295/SJ 52; Star Map SJ 64 Level 5 - ATBD

**2015 ELEMENTARY SCIENCE — EARTH AND SPACE SCIENCES** CONTINUED

GRADE	TOPICS	STANDARDS (NGSS ALIGNMENT)	BY DESIGN CHAPTER CORRELATION	INQUIRY ACTIVITIES
6-8	Earth's Systems	<p><b>S.6-8.ES.1</b> Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process. (MS-ESS2-1)</p>	<p>Level 6 – Ch. 7.2, Ch. 8.1, 8.2, 8.3, Ch. 9.1, 9.2, 9.3</p> <p>Level 8 – Ch. 8.1, 8.2, 8.3, Ch. 10.1</p>	<p>Level 6 – Creating Sedimentary Rock SE 231/SJ 7; Identifying Igneous Rock SE 240/SJ 14, EAL 243, EAL 246; Core Sampling SE 264/SJ 36; Coring Earth TE 264/SJ 38; Model Sea Floor Spreading SE 272/SJ 40; Modeling Sea Floor Features TE 272/SJ 42, EAL 276, EAL 284; Studying Erosion SE 291/SJ 61; Morphing Landscapes SE 294/SJ 62, EAL 295; Water Erosion TE 296/SJ 66, EAL 297; Modeling Sand Dunes SE 309/SJ 74; Beach Dunes TE 309/SJ 76, EAL 311</p> <p>Level 8 – Currents and Temperature SE 273/SJ 7; Can Crusher SE 278/SJ 8; Pop Out TE 278/SJ 10, EAL 280, EAL 284; Moving Water SE 287/SJ 12; Factors Affecting Transpiration TE 287/SJ 14, EAL 291; Wind and Evaporation SE 295/SJ 16; How Humid Is It SE 300/SJ 24; Latitude and Temperature SE 310/SJ 28; A Faulty Candy Bar SE 369/SJ 74; Where Does It Go TE 369/SJ 76</p>
		<p><b>S.6-8.ES.2</b> Construct an explanation based on evidence for how geoscience processes (e.g., surface weathering and deposition by movements of water, ice, and wind) have changed Earth's surface at varying time and spatial scales (e.g., slow plate motions, uplift of large mountain ranges, rapid landslides, microscopic geochemical reactions). (MS-ESS2-2)</p>	<p>Level 6 – Ch. 7.2, Ch. 8.1, 8.2, 8.3, Ch. 9.1, 9.2, 9.3</p> <p>Level 8 – Ch. 10.1</p>	<p>Level 6 – Level 6 – Creating Sedimentary Rock SE 231/SJ 7, EAL 246; Studying Erosion SE 291/SJ 61; Morphing Landscapes SE 294/SJ 62, EAL 295; Water Erosion TE 296/SJ 66, EAL 297; Modeling Sand Dunes SE 309/SJ 74; Beach Dunes TE309/SJ76, EAL 311</p> <p>Level 8 – Glaciers on the Move SE 365/SJ 73; Faulty Candy Bar SE 369/SJ 74; Where Does It Go TE 369/SJ 76, EAL 370, EAL 373; Radiometric Decay SE 378/SJ 78; Water Clock TE 378/SJ 80; And Then What Happened TE 383/SJ 82</p>
		<p><b>S.6-8.ES.3</b> Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions. (MS-ESS2-3)</p>	<p>Level 6 – Ch. 8.1, 8.2, 8.3, Ch. 10.1, 10.2</p> <p>Level 8 – Ch. 10.1, 10.2</p>	<p>Level 6 – EAL 267; Model Sea Floor Spreading SE 272/SJ 40; Modeling Sea Floor Features TE 272/SJ 42; Plate Boundary Types TE 275/SJ 44, EAL 276, EAL 284; Putting It Together SE 323/SJ 86; Geological Dig Experience TE 323/SJ 88; Stories in Stone TE 344/SJ 90; Who Goes There SE 334/SJ 94; Footprint Depth TE 334/SJ 98; ID the Trilobites SE 343/SJ 100</p> <p>Level 8 – Where Does It Go TE 369/SJ 76</p>
		<p><b>S.6-8.ES.4</b> Develop a model (conceptual or physical) to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity. (MS-ESS2-4)</p>	<p>Level 8 – Ch. 8.2, 8.3</p>	<p>Level 8 – EAL 284; Moving Water SE287/SJ 12, EAL 291; Wind and Evaporation SE 295/SJ 16</p>
		<p><b>S.6-8.ES.5</b> Collect data (e.g., weather maps, diagrams, visualizations, laboratory experiments) to provide evidence for how the motions and complex interactions of air masses result in changes in weather conditions. (MS-ESS2-5)</p>	<p>Level 8 – Ch. 8.1, 8.2, 8.3, 8.4</p>	<p>Level 8 – Currents and Temperature SE 273/SJ 7, EAL 280, EAL 291, EAL 294; Wind and Evaporation SE 295/SJ 16</p>
		<p><b>S.6-8.ES.6</b> Develop and use a model (e.g., diagrams, maps and globes, digital representations) to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates. (MS-ESS2-6)</p>	<p>Level 7 – Ch. 8.1, Ch. 9.1, 9.2, 9.3</p> <p>Level 8 – Ch. 8.3, 8.5</p>	<p>Level 7 – Planetary Orbits TE 295/SJ 8; Making a Sun Clock SE 330/SJ 30; Movement of Shadows TE 330/SJ 32; Solar Energy SE 336/SJ 34; Sunlight on Spherical Objects TE 336/SJ 36; The Tides SE 348/SJ 40</p> <p>Level 8 – Currents and Temperature SE 273/SJ 7, EAL 280, EAL 291, EAL 294; Wind and Evaporation SE 295/SJ 16</p>

**2015 ELEMENTARY SCIENCE — EARTH AND SPACE SCIENCES** CONTINUED

GRADE	TOPICS	STANDARDS (NGSS ALIGNMENT)	BY DESIGN CHAPTER CORRELATION	INQUIRY ACTIVITIES
<b>6-8</b>	<b>Earth and Human Activity</b>	<b>S.6-8.ES.7</b> Construct a scientific explanation based on evidence for how the uneven distributions of Earth’s mineral, energy, and groundwater resources are the results of past and current geoscience processes (e.g., plate tectonics, the Flood). (MS-ESS3-1)	Level 6 – Ch. 7.3, Ch. 8.1, 8.2, 8.3, Ch. 9.3 Level 8 – Ch. 9.3, Ch. 10.1, 10.2, 10.3	Level 6 – ATBD; Mining Desert TE 253/SJ 22; Core Sampling SE 264/SJ 36; Coring the Earth TE 264/SJ 38, EAL 265; Model Sea Floor Spreading SE 272/SJ 40; Plate Boundary Types TE 275/SJ 44, EAL 284 Level 8 – EAL 370; ATBD
		<b>S.6-8.ES.8</b> Analyze and interpret data (e.g., locations, magnitudes, frequencies) on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects. (MS-ESS3-2)	Level 6 – Ch. 8.3, Level 7 – Ch. 8.2, 8.3 Level 8 – Ch. 10.1	Level 6 – Finding the Epicenter SE 280/SJ 48; Recent Epicenters TE 280/SJ 50, EAL 284 Level 7 – ATBD Level 8 – ATBD
		<b>S.6-8.ES.9</b> Apply scientific principles to design a method for monitoring and minimizing a human impact (e.g., water usage, soil usage, pollution) on the environment. (MS-ESS3-3)	Level 8 – Ch. 9.1, 9.2, 9.3, 9.4	Level 8 – Resource Tally SE 323/SJ 43, EAL 327; Evaluating Biofuels SE 328/SJ 44; Alternative Biofuels TE 323/SJ 46, EAL 334; Fertilizer Contest TE 336/SJ 48; Preventing Hillside Erosion SE 338/SJ 51; Testing Erosion Control TE 338/SJ 54, EAL 348, EAL 352; It’s Raining SE 351/SJ 56; Currents and Temperature SE 273/SJ 7, EAL 280, EAL 291, EAL 294; Wind and Evaporation SE 295/SJ 16; It Feels Like a Sauna SE 357/SJ 60
		<b>S.6-8.ES.10</b> Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth’s systems. (MS-ESS3-4)	Level 6 – Ch. 7.3 Level 8 – Ch. 8.5, Ch. 9.1, 9.2, 9.3, 9.4	Level 6 – MS 252; Mining Desert TE 253/SJ 22, LA 255 Level 8 – Resource Tally SE 323/SJ 43; It’s Raining SE 351/SJ 56; It Feels Like a Sauna SE 357/SJ 60, EAL 334, LA 35
		<b>S.6-8.ES.11</b> Ask questions to clarify evidence (e.g., tables, graphs, maps of global and regional temperatures, atmospheric levels of gases, rates of human activities) of the factors that have caused the rise in global temperatures over the past century (e.g., fossil fuel combustion, cement production, agricultural activity, change in incoming solar radiation, volcanic activity). (MS-ESS3-5)	Level 6 – Ch. 8.3 Level 8 – Ch. 9.1, 9.2, 9.3, 9.4	Level 6 – EAL 284 Level 8 – EAL 356; It Feels Like a Sauna SE 357/SJ 60; Ash Shade TE 357/SJ 64; ATBD
	<b>Earth’s Place in the Universe</b>	<b>S.6-8.ES.12</b> Develop and use a model (physical, graphical, or conceptual) of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons. (MS-ESS1-1)	Level 7 – Ch. 9.1, 9.2, 9.3 Level 8 – Ch. 8.5	Level 7 – Make Your Own Solar Eclipse SE 327/SJ 29; Make a Sun Clock SE 330/SJ 30; Movement of Shadows TE 330/SJ 32; Solar Energy SE 336/SJ 34, EAL 338, EAL 345; Moon Phases and Eclipses TE 345/SJ 38; The Tides SE 349/SJ 40; Extreme Tides TE 345/SJ 42 Level 8 – EAL 311
		<b>S.6-8.ES.13</b> Develop and use a model (physical or conceptual) to describe the role of gravity in the motions within galaxies and the solar system. (MS-ESS1-2)	Level 7 – Ch. 8.1, 8.2, Ch. 9.1, 9.2, 9.3, Ch. 10.2	Level 7 – Planetary Orbits TE 295/SJ 8; Solar System Distances SE 296/SJ 10; Moon Orbit TE 296/SJ 12, EAL 307
		<b>S.6-8.ES.14</b> Analyze and interpret data (e.g., statistical information, drawings and photographs, models) to determine scale properties (e.g., size, surface features, orbital radius) of objects in the solar system. (MS-ESS1-3)	Level 7 – Ch. 8.1, 8.2, Ch. 9.3	Level 7 – How Much Do You Weigh SE 291/SJ 7; Planetary Orbits TE 295/SJ 8; Solar System Distances SE 296/SJ 10; Moon Orbit TE 296/SJ 12; Making Dents SE 208/SJ 14
		<b>S.6-8.ES.15</b> Apply scientific principles to construct an explanation, based on evidence from rock strata, for how the geologic column is used to organize Earth’s relative age and geologic history, comparing and contrasting creationist and naturalistic perspectives. (MS-ESS1-4)	Level 6 – Ch. 10.1, 10.2, 10.3 Level 8 – Ch. 1.1, 1.2, Ch. 10.2, 10.3	Level 6 – Putting It Together SE 323/SJ 86; Geological Dig Experience TE 323/SJ 88; Stories in Stone TE 329/SJ 90, LA 329, EAL 330, EAL 331; Who Goes There SE 334/SJ 94; Footprint Depth TE 334/SJ 98, ID the Trilobites SE 343/SJ 100; Recent Extinctions TE 343/SJ 104, EAL 345 Level 8 – EAL 21, EAL 37, EAL 42, EAL 373; And Then What Happened SE 383/SJ 82; Please Stay in Order TE 394/SJ 85

## 2015 ELEMENTARY SCIENCE — PHYSICAL SCIENCES

GRADE	TOPICS	STANDARDS (NGSS ALIGNMENT)	BY DESIGN CHAPTER CORRELATION	INQUIRY ACTIVITIES
<b>Essential Question:</b> How does the order and consistency of natural laws provide evidence of God as the Designer, Creator, and Sustainer of the physical world?		<b>Big Idea:</b> Matter and energy are organized and behave according to natural laws that cannot be explained by chance but are consistent and give evidence of God as the Designer, Creator, and Sustainer.	<b>Bold =</b> included content  <i>Italic =</i> related content	TE = TEACHER EDITION SE = STUDENT EDITION SJ = STUDENT JOURNAL TT = TRY THIS LA = LESSON ACTIVITY EAL = EXPLORE-A-LAB MS = MATH IN SCIENCE ATBD = ACTIVITY TO BE DEVELOPED
<b>K-2</b>	<b>Matter and Its Interactions</b>	<b>S.K-2.PS.1</b> Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties (e.g., color, texture, hardness, flexibility). (2-PS1-1)	Level 2 – Ch. 9.1, 9.2	Level 2 – Sorting It Out SE 319/SJ 8; Mixed Up Animals TE 319/SJ 10; EAL 326
		<b>S.K-2.PS.2</b> Analyze data obtained from testing different materials to determine which materials have the properties (e.g., strength, flexibility, hardness, texture, absorbency) that are best suited for an intended purpose. (2-PS1-2)	<i>Level 2 – Ch. 9.1</i>	Level 2 - ATBD
		<b>S.K-2.PS.3</b> Make observations to construct an evidence-based account of how an object made of a small set of pieces (e.g., blocks, building bricks, other assorted small objects) can be disassembled and made into a new object. (2-PS1-3)	Level 2 – Ch. 9.2, 9.3	Level 2 - ATBD
		<b>S.K-2.PS.4</b> Construct an argument with evidence that some changes caused by heating or cooling can be reversed (e.g., water, butter) and some cannot (e.g., cooking an egg, freezing a plant leaf, heating paper). (2-PS1-4)	Level 1 – Ch. 10.1 Level 2 – Ch. 9.2, 9.3, Ch. 10.2	Level 1 – Heating Things Up SE 301/SJ 28; EAL 302 Level 2 – TT 338, EAL 355
	<b>Motion and Stability: Forces and Interactions</b>	<b>S.K-2.PS.5</b> Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls (e.g., string attached to an object being pulled, pushing an object, stopping a rolling ball, two objects colliding and pushing on each other) on the motion of an object. (K-PS2-1)	Level 1 – Ch. 9.2, 9.3	Level 1 – Observing Motion SE 271/SJ 12; Changing Motion TE 271/SJ 14, EAL 272; Slow It Down TE 273/SJ 16, LA 275, TT 278; Make It Move SE 279/SJ 18; Move That Block TE 279/SJ 20, LA 281
		<b>S.K-2.PS.6</b> Analyze data to determine if a design solution (e.g., ramp to increase speed of an object, structure that causes an object to turn) works as intended to change the speed or direction of an object with a push or a pull. (K-PS2-2)	Level 1 – Ch. 9.2, 9.3	Level 1 – EAL 272, LA 275, TT 278; Make It Move SE 279/SJ 16; Move That Block TE 279/SJ 20
	<b>Energy</b>	<b>S.K-2.PS.7</b> Make observations to determine the effect of sunlight on Earth's surface (e.g., sand, soil, rocks, water). (K-PS3-1)	Level 1 – Ch. 10.1 Level 2 – Ch. 10.2	Level 1 – EAL 302, LA 304 Level 2 – EAL 368
		<b>S.K-2.PS.8</b> Use tools and materials to design and build a structure (e.g., umbrellas, canopies, tents) that will reduce the warming effect of sunlight on an area. (K-PS3-2)	Level 2 – Ch. 7.3, Ch. 10.2	Level 2 – EAL 368; ATBD
	<b>Waves and Their Applications in Technologies for Information Transfer</b>	<b>S.K-2.PS.9</b> Plan and conduct investigations to provide evidence that vibrating materials (e.g., tuning forks, plucking a stretched string) can make sound and that sound can make materials vibrate (e.g., holding a piece of paper near a speaker, holding an object near a vibrating tuning fork). (1-PS4-1)	Level 1 – Ch. 10.2 Level 2 – Ch. 10.3	Level 1 – TT 308; Making Different Sounds SE 309/SJ 34, EAL 310, EAL 311 Level 2 – EAL 375; ATBD
		<b>S.K-2.PS.10</b> Make observations (e.g., those made in a completely dark room, pinhole box, video of a cave explorer) to construct an evidence-based account that objects can be seen only when illuminated (e.g., external light source, object giving off its own light). (1-PS4-2)	Level 2 – Ch. 10.3	Level 2 – Shine a Light SE 371/SJ 34; ATBD
		<b>S.K-2.PS.11</b> Plan and conduct an investigation to determine the effect of placing objects made with different materials (e.g., transparent, translucent, opaque, reflective) in the path of a beam of light. (1-PS4-3)	Level 2 – Ch. 10.3	Level 2 – Shine a Light SE 371/SJ 34; ATBD
		<b>S.K-2.PS.12</b> Use tools and materials to design and build a device (e.g., light source, paper cup and string “telephones,” drum beats pattern) that uses light or sound to solve the problem of communicating over a distance. (1-PS4-4)	<i>Level 1 – Ch. 10.2</i> <i>Level 2 – Ch. 10.3</i>	Level 1 – ATBD Level 2 – ATBD

**2015 ELEMENTARY SCIENCE — PHYSICAL SCIENCES** CONTINUED

GRADE	TOPICS	STANDARDS (NGSS ALIGNMENT)	BY DESIGN CHAPTER CORRELATION	INQUIRY ACTIVITIES
<b>3-5</b>	<b>Matter and Its Interactions</b>	<p><b>S.3-5.PS.1</b> Develop a model to describe that matter is made of particles too small to be seen (e.g., add air to expand a basketball, compress air in a syringe, dissolve sugar in water, evaporate salt water). (5-PS1-1)</p>	<p>Level 4 – Ch. 10.1, 10.2, 10.3</p>	<p>Level 4 – TT 338, TT 346; Look Closer and Closer SE 347/SJ 18; Making Mosaics TE 347/ SJ 20, EAL 350; To Dissolve or Not SE 351/ SJ 22; Temperature and Dissolving TE 351/ SJ 24</p>
		<p><b>S.3-5.PS.2</b> Measure and graph quantities to provide evidence that the total weight of matter is conserved regardless of the type of change (e.g., phase changes, dissolving, mixing) that occurs when heating, cooling, or mixing substances. (5-PS1-2)</p>	<p>Level 4 – Ch. 10.1, 10.4, 10.5</p>	<p>Level 4 – TT 358; Making Rust TE 359/SJ 28, EAL 362</p>
		<p><b>S.3-5.PS.3</b> Make observations and measurements to identify materials (e.g., powders, metals, minerals, liquids) based on their properties (e.g., color, hardness, reflectivity, electrical conductivity, thermal conductivity, response to magnetic forces, solubility). (5-PS1-3)</p>	<p>Level 4 – Ch. 8.1, Ch. 10.1, 10.2, Ch. 11.1, 11.2</p>	<p>Level 4 – TT 262; Mystery Rocks TE 266/SJ 34, EAL 367; To Dissolve or Not SE 353/SJ 22; Changing Matter SE 359/SJ 26; Making Rust TE 359/SJ 28; Magnetic Fields and Iron Filings SE 369/SJ 32, EAL 372, EAL 373, EAL 381</p>
		<p><b>S.3-5.PS.4</b> Conduct an investigation to determine whether the mixing of two or more substances results in new substances. (5-PS1-4)</p>	<p>Level 4 – Ch. 10.4, 10.5</p>	<p>Level 4 – EAL 356, TT 358; Changing Matter SE 359/ SJ 26; Making Rust TE 359/ SJ 32, EAL 362</p>
	<b>Motion and Stability: Forces and Interactions</b>	<p><b>S.3-5.PS.5</b> Plan and conduct an investigation to provide evidence of the effects of balanced (e.g., pushing two opposite sides of a box) and unbalanced (e.g., pushing one side of a box) forces on the motion of an object. (3-PS2-1)</p>	<p>Level 3 – Ch. 11.2, 11.3 Level 5 – Ch. 13.1, 13.2, 13.3</p>	<p>Level 3 – TT 350, EAL 342, EAL 348; Measuring Force SE 351/SJ 32; Pulling Force TE 352/SJ 34, EAL 358 Level 5 – EAL 423; Comparing Motion SE 435/SJ 58; Force, Mass, and Acceleration SE 441/SJ 62, EAL 442, EAL 445, EAL 446, EAL 448</p>
		<p><b>S.3-5.PS.6</b> Observe and/or measure an object's motion to provide evidence that a pattern can be used to predict future motion (e.g., child swinging, ball rolling in a bowl, pendulum). (3-PS2-2)</p>	<p>Level 3 – Ch. 11.1, 11.2 Level 5 – Ch. 13.1, 13.2, 13.3</p>	<p>Level 3 – TT 340, EAL 348, EAL 358 Level 5 – Observing Sliding Friction SE 424/ SJ 54; Surface Area of Sliding Surface TE 424/ SJ 56, EAL 427, EAL 431; Comparing Ramp Height SE 435/SJ 58; Motion and Mass SE 435/ SJ 60; Forces, Mass, and Acceleration SE 441/ SJ 62; Increasing Mass TE 441/SJ 64, EAL 442, EAL 446, EALp448; Seltzer Rockets TE 449/SJ 66</p>
		<p><b>S.3-5.PS.7</b> Ask questions to determine cause and effect relationships (e.g., distance between objects affects strength of the force, orientation of magnets affect direction of magnetic force) of electric or magnetic interactions between two objects not in contact with each other. (3-PS2-3)</p>	<p>Level 4 – Ch. 11.1, 11.2, 11.3</p>	<p>Level 4 – TT 368; Magnetic Fields and Iron Filings SE 369/SJ 32; Find the Magnet TE 369/SJ 34, EAL 372, EAL 373; Balloon Static SE 377/ SJ 40; Attractive Charges TE 377/SJ 42; Make an Electromagnet SE 385/SJ 44; Stronger Electromagnets TE 385/ SJ 46, EAL 386</p>
		<p><b>S.3-5.PS.8</b> Define a simple design problem (e.g., constructing a door latch, creating a device to keep two moving objects from touching) that can be solved by applying scientific ideas about magnets. (3-PS2-4)</p>	<p>Level 4 – Ch. 11.1, 11.2</p>	<p>Level 4 – ATBD</p>
		<p><b>S.3-5.PS.9</b> Support an argument that the gravitational force exerted by Earth on objects is directed down toward the center of the earth. (5-PS2-1)</p>	<p>Level 3 – Ch. 9.2, Ch. 11.2 Level 5 – Ch. 13.3</p>	<p>Level 3 – LA 352; ATBD Level 5 – EAL 442; Seltzer Rocket TE 449/ SJ 66</p>

**2015 ELEMENTARY SCIENCE — PHYSICAL SCIENCES** CONTINUED

GRADE	TOPICS	STANDARDS (NGSS ALIGNMENT)	BY DESIGN CHAPTER CORRELATION	INQUIRY ACTIVITIES
<b>3-5</b>	<b>Energy</b>	<p><b>S.3-5.PS.10</b> Use evidence to construct an explanation relating the speed of an object to the energy of that object. (4-PS3-1)</p>	<p>Level 3 – Ch. 10.1, 10.3, Ch. 11.1, 11.2 Level 4 – 10.2 Level 5 – Ch. 13.2, 13.3</p>	<p>Level 3 – Models of Particles in a Liquid, a Solid and a Gas SE 305/SJ 8; Vibrating Confetti SE 321/SJ 16; Vibrating Strings TE 321/SJ 18, EAL 331, EAL 333; Racing Speed SE 341/SJ 28, EAL 342, EAL 348, EAL 358 Level 4 – ATBD Level 5 – Comparing Motion SE 435/SJ 58; Motion and Mass TE 435/SJ 60; Force, Mass, and Acceleration SE 441/SJ 62; Increasing Mass TE 441/SJ 64, EAL 448</p>
		<p><b>S.3-5.PS.11</b> Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. (4-PS3-2)</p>	<p>Level 3 – Ch. 10.2, 10.3, 10.4 Level 4 – Ch. 11.2 Level 5 – Ch. 11.2, 11.3, Ch. 12.1, 12.3</p>	<p>Level 3 – Transfer of Thermal Energy SE 313/SJ 12; Bring on the Heat TE 313/SJ 14, EAL 316, EAL 318; Vibrating Confetti SE 321/SJ 16; Vibrating Strings TE 321/SJ 18, EAL 322; How Waves Move SE 329/SJ 20 Level 4 – Melting and Boiling SE 339/SJ 14, TT 376; ATBD Level 5 – Sand Shaker SE 366/SJ 12, EAL 369; Light Bulb Energy SE 370/SJ 16; Lizard Lighting TE 370/SJ 18, EAL 372, EAL 374; Changes in Pitch and Loudness SE 376/SJ 20; Rubber Band Thickness and Pitch TE 376/ SJ 22; Build a Wave Machine SE 390/SJ 32; New Waves TE 390/SJ 34, EAL 397</p>
		<p><b>S.3-5.PS.12</b> Ask questions and predict outcomes about the changes in energy that occur when objects collide. (4-PS3-3)</p>	<p>Level 3 – Ch. 11.2 Level 5 – Ch. 13.2, 13.3</p>	<p>Level 3 – EAL 358 Level 5 – EAL 434, EAL 446; ATBD</p>
		<p><b>S.3-5.PS.13</b> Apply scientific principles to design, test, and refine a device (e.g., electric motor, solar heater) that converts energy from one form to another. (4-PS3-4)</p>	<p>Level 3 – Ch. 10.2, 10.3 Level 4 – Ch. 11.2, 11.3 Level 5 – Ch. 14.2, 14.3</p>	<p>Level 3 – Solar Cooker SJ 44 Level 4 – Make an Electromagnet SE 385/ SJ 44; Building an Electric Motor SJ 50 Level 5 – Simple to Complex SE 473/SJ 88; Design a Machine TE 473/SJ 90, EAL 478, SJ 100</p>
		<p><b>S.3-5.PS.14</b> Use models (e.g., diagrams, flow charts) to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun. (5-PS3-1)</p>	<p>Level 3 – Ch. 2.3 Level 4 – Ch. 3.1 Level 5 – Ch. 4.2, 4.3</p>	<p>Level 3 – Colored Light Effects SE 69/SJ 34; Different Kinds of Light TE 69/SJ 36, EAL 72, Web of Life Mobile SJ 66 Level 4 – ATBD Level 5 – An Owl's Meal SE 138/SJ 104, LA 140, EAL 145</p>
	<b>Waves and their Applications in Technologies for Information Transfer</b>	<p><b>S.3-5.PS.15</b> Develop a model (e.g., diagrams, analogies, physical models) of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move. (4-PS4-1)</p>	<p>Level 3 – Ch. 10.2, 10.3, Level 5 – Ch. 11.3</p>	<p>Level 3 – TT 320; Vibrating Confetti SE 321/SJ 16; Vibrating Strings TE 321/SJ 18 Level 5 – EAL 374, EAL 381</p>
		<p><b>S.3-5.PS.16</b> Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen. (4-PS4-2)</p>	<p>Level 3 – Ch. 10.4 Level 5 – Ch. 12.3 See Level 6 – Ch. 4.5</p>	<p>Level 3 – ATBD Level 5 – ATBD</p>
		<p><b>S.3-5.PS.17</b> Generate and compare multiple solutions (e.g., drum sending codes through sound waves, grid of 1's and 0's representing black and white to send information about a picture, Morse code) that use patterns to transfer information. (4-PS4-3)</p>	<p>Level 3 – Ch. 10.3 Level 5 – Ch. 11.3</p>	<p>Level 3 – ATBD Level 5 – ATBD</p>

2015 ELEMENTARY SCIENCE — PHYSICAL SCIENCES CONTINUED

GRADE	TOPICS	STANDARDS (NGSS ALIGNMENT)	BY DESIGN CHAPTER CORRELATION	INQUIRY ACTIVITIES
6-8	Matter and Its Interactions	<p><b>S.6-8.PS.1</b> Develop models (e.g., drawings, 3D ball and stick structures, computer representations) to describe the atomic composition of simple molecules (e.g., ammonia, methanol) and extended structures (e.g., sodium chloride, diamonds). (MS-PS1-1)</p>	<p>Level 6 – Ch. 12.1, 12.3 Level 8 – Ch. 13.1, 13.2, 13.3</p>	<p>Level 6 – Atomic Models SE 402/SJ 38; Molecular Models SE 420/SJ 50; Chemical Formula of a Molecule TE 420/SJ 54, EAL 422 Level 8 – Let's Join Up SE 477/SJ 65; Investigate Ionic Bonds SE 481/SJ 66; Model of Calcium Chloride TE 481/SJ 68, EAL 482; Build Models of Molecules SE 488/SJ 70; Build Large Molecules TE 488/SJ 72; Build and Name Ionic Compounds SE 495/SJ 78; Build Diatomic Models TE 495/SJ 80, EAL 499</p>
		<p><b>S.6-8.PS.2</b> Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction (e.g., burning sugar or steel wool, fat reacting with sodium hydroxide, mixing zinc with hydrogen chloride) has occurred. (MS-PS1-2)</p>	<p>Level 6 – Ch. 11.3, 11.4, Ch. 12.2 Level 8 – Ch. 11.3, Ch. 14.1, 14.2</p>	<p>Level 6 – Reactions in a Bag SE 381/SJ 16, EAL 382, EAL 386; Pondering Plaster SE 388/SJ 20, EAL 389, EAL 391; Degrees of Change TE 391/SJ 24, EAL 393; Copper Coat a Nail Level 8 – Cabbage Chemistry SE 423/SJ 18; Let's Join Up SE 477/SJ 65; How Do You Know SE 505/SJ 91, EAL 507; Making Changes SE 509/SJ 92; Testing Powders TE 509/SJ 94; Investigating Chemical Reactions SE 510/SJ 96, EAL 512, EAL 513; Where Did It Go SE 519/SJ 100, EAL 522, EAL 524</p>
		<p><b>S.6-8.PS.3</b> Gather and make sense of information to describe that synthetic materials come from natural resources and impact society (e.g., new medicines, foods, alternative fuels). (MS-PS1-3)</p>	<p>Level 6 – Ch. 7.3 Level 8 – Ch. 9.1</p>	<p>Level 6 – Nail File or Emory Board SE 249/SJ 18; Building Rocks TE 249/SJ 20; ATBD Level 8 – Resource Tally SE 323/SJ 43; Evaluating Biofuels SE 328/SJ 44; Alternative Biofuels TE 328/SJ 46; Fertilizer Contest TE 336/SJ 48</p>
		<p><b>S.6-8.PS.4</b> Develop a model (e.g., drawings, diagrams) that predicts and describes changes in particle (e.g., molecules, inert atoms) motion, temperature, and state of a pure substance (e.g., water, carbon dioxide, helium) when thermal energy is added or removed. (MS-PS1-4)</p>	<p>Level 6 – Ch. 11.2 Level 7 – Ch. 14.1, 14.3 Level 8 – Ch. 11.1, Ch. 14.3</p>	<p>Level 6 – Dissolving Sugar SE 372/SJ 12, EAL 374 Level 7 – Heat Experiment SE 513/SJ 93; Heat and Temperature SE 540/SJ 107; Comparing Conduction TE 540/SJ 108, EAL 543, EAL 546, EAL 548, EAL 555 Level 8 – EAL 410, EAL 527</p>
		<p><b>S.6-8.PS.5</b> Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved. (MS-PS1-5)</p>	<p>Level 6 – Ch. 11.3 Level 8 – Ch. 14.2, 14.3, 14.4</p>	<p>Level 6 – Reaction in a Bag SE 381/SJ 16, EAL 382, EAL 386 Level 8 – Where Did It Go SE 519/SJ 100; Conserving Mass TE 519/SJ 102</p>
		<p><b>S.6-8.PS.6</b> Design, construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes. (MS-PS1-6)</p>	<p>Level 8 – Ch. 12.1, Ch. 14.1, 14.2</p>	<p>Level 8 – Let's Join Up SE 477/SJ 65, EAL 513; ATBD</p>
6-8	Motion and Stability: Forces and Interactions	<p><b>S.6-8.PS.7</b> Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects (e.g., two cars, car and stationary objects, meteor and space vehicle). (MS-PS2-1)</p>	<p>Level 7 – Ch. 12.2, 12.3</p>	<p>Level 7 – Collisions TE 453/SJ 48; ATBD</p>
		<p><b>S.6-8.PS.8</b> Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object. (MS-PS2-2)</p>	<p>Level 7 – Ch. 12.1, 12.2, 12.3</p>	<p>Level 7 – Accelerated Motion SE 449/SJ 42; Comparing Accelerated Motion TE 449; Collisions TE 453/SJ 48, EAL 454, EAL 458</p>
		<p><b>S.6-8.PS.9</b> Ask questions about data (e.g., effect of the number of turns of wire on the strength of an electromagnet, effect of increasing the number or strength of magnets on speed of an electric motor) to determine the factors that affect the strength of electric and magnetic forces (e.g., electromagnets, electric motors, generators). (MS-PS2-3)</p>	<p>Level 6 – Ch. 14.1, 14.2, 14.3</p>	<p>Level 6 – Creating Magnets SE 482/SJ 108; Generating Electric Current SE 490/SJ 114; Different Magnets TE 490/SJ 116, EAL 492, Making a Generator SE 497/SJ 118; Using Electric Current TE 497/SJ 120, EAL 500</p>
		<p><b>S.6-8.PS.10</b> Construct and present arguments using evidence (e.g., data generated from simulations or digital tools; charts displaying mass, strength of interaction, distance from the Sun, orbital periods of objects within the solar system) to support the claim that gravitational interactions exert attraction and depend on the masses of interacting objects. (MS-PS2-4)</p>	<p>Level 7 – Ch. 8.1, 8.2, Ch. 9.1, 9.3</p>	<p>Level 7 – How Much Do You Weigh SE 291/SJ 7; Planetary Orbits TE 295/SJ 8, EAL 332; The Tides SE 348/SJ 40; Extreme Tides TE 348/SJ 42</p>
		<p><b>S.6-8.PS.11</b> Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact (e.g., interactions of magnets, electrically-charged strips of tape, electrically-charged pith balls). (MS-PS2-5)</p>	<p>Level 6 – Ch. 13.1, 14.1, 14.2, 14.3 Level 7 – Ch. 12.3, 12.4</p>	<p>Level 6 – Electrostatic Discharge SE 437/SJ 73, LA 438; Taking Charge SE 440/SJ 74; Distance and Strength TE 440/SJ 76; Creating Magnets SE 482/SJ 108, EAL 483, EAL 489; Generating Electric Current SE 490/SJ 114; Different Magnets TE 490/SJ 116, EAL 492; Making a Generator SE 497/SJ 114; Using Electric Current TE 497/SJ 120, EAL 500 Level 7 – EAL p461, EAL p462, EAL p472</p>

2015 ELEMENTARY SCIENCE — PHYSICAL SCIENCES CONTINUED

GRADE	TOPICS	STANDARDS (NGSS ALIGNMENT)	BY DESIGN CHAPTER CORRELATION	INQUIRY ACTIVITIES
6-8	Energy	<p><b>S.6-8.PS.12</b> Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and the speed of an object (e.g., riding a bicycle at different speeds, rolling different sizes of rock downhill, getting hit by a Wiffle® ball versus a tennis ball). (MS-PS3-1)</p>	<p>Level 7 – Ch. 12.2, Ch. 14.1, 14.2</p>	<p>Level 7 – Accelerated Motion SE 449/SJ 42; Comparing Accelerated Motion TE 449/ SJ 46; Collisions TE 453/ SJ 48, EAL 516; Swinging Pendulum TE 518/SJ 94, EAL 519, Investigating Potential Energy SE 520/SJ 98, EAL 526</p>
		<p><b>S.6-8.PS.13</b> Develop a model (e.g., representations, diagrams, pictures, written descriptions) to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system (e.g., the Earth and either a roller coaster cart at varying positions on a hill or objects at varying heights on shelves, changing direction/orientation of a magnet, balloon with static electrical charge brought close to a classmate’s hair). (MS-PS3-2)</p>	<p>Level 6 – Ch. 13.1, Ch. 14.1 Level 7 – Ch. 12.3, Ch. 14.1, 14.2</p>	<p>Level 6 – Electrostatic Discharge SE 437/ SJ 73; Taking Charge SE 440/SJ 174; Distance and Strength TE 440/ SJ 176; Creating Magnets SE 482/SJ 108, EAL 483, EAL 489 Level 7 – EAL 461, EAL 462; Swinging Pendulum TE 518/SJ 94; Investigating Potential Energy SE 520/SJ 98, EAL 526</p>
		<p><b>S.6-8.PS.14</b> Apply scientific principles to design, construct, and test a device (e.g., insulated box, solar cooker, Styrofoam® cup) that either minimizes or maximizes thermal energy transfer. (MS-PS3-3)</p>	<p>Level 7 – Ch. 14.3, 14.4</p>	<p>Level 7 – Heat Experiment SE 523/SJ 93; Comparing Conduction TE 540/SJ 108, EAL 541, EALp543; Cold Stuff SE 554/SJ 110, EAL 555</p>
		<p><b>S.6-8.PS.15</b> Plan an investigation (e.g., comparing final water temperatures after different masses of ice are melted in the same volume of water with the same initial temperature) to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample. (MS-PS3-4)</p>	<p>Level 7 – Ch. 14.3, 14.4</p>	<p>Level 7 – Heat Experiment SE 513/SJ 93, EAL 538, EAL 543, EAL 546; Cold Stuff SE 554/SJ 110; Cool Down, or Warm Up TE 554/SJ 112</p>
		<p><b>S.6-8.PS.16</b> Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object. (MS-PS3-5)</p>	<p>Level 7 – Ch. 12.2, 12.3, Ch. 14.1, 14.2</p>	<p>Level 7 – Collisions SE 453/SJ 48, EAL 465, EAL 516, EAL 519; Investigating Potential Energy SE 520/SJ 98, EAL 526, EAL 532</p>
6-8	Waves and their Applications in Technologies for Information Transfer	<p><b>S.6-8.PS.17</b> Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave. (MS-PS4-1)</p>	<p>Level 7 – Ch. 11.1, 11.2</p>	<p>Level 7 – Make Waves SE 398/SJ 9, EAL 399, EAL 406; Gluba SE 407/S J12, EAL 411</p>
		<p><b>S.6-8.PS.18</b> Develop and use a model (e.g., drawings, simulations, written descriptions) to describe that waves are reflected, absorbed, or transmitted through various materials. (MS-PS4-2)</p>	<p>Level 7 – Ch. 11.1, 11.2, 11.4</p>	<p>Level 7 – EAL 410, EAL 411, EAL 420, EAL 421, EAL 424, EAL 425; Creating Interference SE 427/SJ 20; Creating More Interference TE 427/SJ 22; Blending Colors TE 429/SJ 24</p>
		<p><b>S.6-8.PS.19</b> Integrate qualitative scientific and technical information to support the claim that digitized signals (e.g., fiber optic cable transmits light pulses, radio wave pulses in Wi-Fi devices, conversion of stored binary patterns to make sound or text on a computer screen) are a more reliable way to encode and transmit information than analog signals. (MS-PS4-3)</p>	<p>Level 7 – Ch. 11.3</p>	<p>Level 7 – ATBD</p>

# 2015 ELEMENTARY SCIENCE — ENGINEERING, TECHNOLOGY, AND APPLICATIONS OF SCIENCE

GRADE	TOPICS	STANDARDS (NGSS ALIGNMENT)	BY DESIGN CHAPTER CORRELATION	INQUIRY ACTIVITIES
<b>Essential Question:</b> How has God equipped humans to apply knowledge of science to solve problems for the benefit of His Creation?		<b>Big Idea:</b> God designed humans to wonder, question, and develop an attitude of inquiry as scientific principles are applied to the materials and forces of nature for the benefit of His Creation.	<b>Bold =</b> included content  <i>Italic =</i> related content	TE = TEACHER EDITION SE = STUDENT EDITION SJ = STUDENT JOURNAL TT = TRY THIS LA = LESSON ACTIVITY EAL = EXPLORE-A-LAB MS = MATH IN SCIENCE ATBD = ACTIVITY TO BE DEVELOPED
<b>K-2</b>	<b>Engineering Design</b>	<b>S.K-2.ET.1</b> Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. (K-2-ETS1-1)	These performance standards are found in multiple places throughout the By Design program.	Level 1 - ATBD  Level 2 - ATBD
		<b>S.K-2.ET.2</b> Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object functions to solve a given problem. (K-2-ETS1-2)		
		<b>S.K-2.ET.3</b> Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs. (K-2-ETS1-3)		
<b>3-5</b>	<b>Engineering Design</b>	<b>S.3-5.ET.1</b> Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. (3-5-ETS1-1)	These performance standards are found in multiple places throughout the By Design program.	Level 3 - ATBD  Level 4 - ATBD  Level 5 - ATBD
		<b>S.3-5.ET.2</b> Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. (3-5-ETS1-2)		
		<b>S.3-5.ET.3</b> Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved. (3-5-ETS1-3)		
<b>6-8</b>	<b>Engineering Design</b>	<b>S.6-8.ET.1</b> Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. (MS-ETS1-1)	These performance standards are found in multiple places throughout the By Design program.	Level 6 - ATBD  Level 7 - ATBD  Level 8 - ATBD
		<b>S.6-8.ET.2</b> Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. (MS-ETS1-2)		
		<b>S.6-8.ET.3</b> Analyze data from tests to determine similarities and difference among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. (MS-ETS1-3)		
		<b>S.6-8.ET.4</b> Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. (MS-ETS1-4)		

# SOCIAL STUDIES

## STANDARDS



**Adventist Education**

A JOURNEY TO EXCELLENCE



## 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

1. Culture
2. Time, Continuity, and Change
3. People, Places, and Environments
4. Individual Development and Identity
5. Individuals, Groups, and Institutions
6. Power, Authority, and Governance
7. Production, Distribution, and Consumption
8. Science, Technology, and Society
9. Global Connections
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 ELEMENTARY SOCIAL STUDIES STANDARDS — 1. CULTURE

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
<b>Essential Question:</b> What role does culture play in God's plan for our relationships with others?			
<b>Big Idea:</b> Human beings should create, learn about, share, and adapt to cultural diversity and perspectives in an interconnected world within God's plan.			
<b>K-4</b>	SS.K-4.C.1	Define culture as referring to the behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people. (KE 1.1)	GK: T22, T23, 37, 38, 39, 40, 41, 42, 43, 50, 51, 52, 53, 54, 55, 56 G1: T16, T17, 12-13, 14-15, 16-17, 18-19, 20-21, 24-25, 26-27, 28-29, 30-31, 132-133, 134-135, 136-137, 138-139 G2: T16, T17, T20, T21, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 52-53, 54-55, 56-57, 58-59, 70-71, 72273, 82-83, 84-85, 86-87 G3: T16, T17, T18, T19, T20, T21, T22, T23, T24, T25, T26, T27, T28, T29, 62-63, 64-65, 66-67, 68-69, 70-71, 72-73, 74-75, 76-77, 78-79, 80-81, 82-83, 84-85, 86-87, 88-89, 90-91, 92-93, 94-95, 96-97, 98-99 G4: 129C, 129D, 150, 151, 152, 153, 154, 155, 156, 157, 161C, 161D, 182, 183, 184, 185, 186, 187, 188, 189, 214, 215, 216, 217, 218, 219, 220, 221, 225C, 225D, 246, 247, 248, 249, 250, 251, 252, 253, 280, 281, 282, 283, 284, 285
	SS.K-4.C.1	• Ask and find answers to questions related to culture in the contexts of school, community, state, and region. (PE 1.1)	GK: T22, T23, 37, 38, 39, 40, 41, 42, 43, 50, 51, 52, 53, 54, 55, 56 G1: T16, T17, 12-13, 14-15, 16-17, 18-19, 20-21, 24-25, 26-27, 28-29, 30-31, 132-133, 134-135, 136-137, 138-139 G2: T16, T17, T20, T21, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 52-53, 54-55, 56-57, 58-59, 70-71, 72273, 82-83, 84-85, 86-87 G3: T16, T17, T18, T19, T20, T21, T22, T23, T24, T25, T26, T27, T28, T29, 62-63, 64-65, 66-67, 68-69, 70-71, 72-73, 74-75, 76-77, 78-79, 80-81, 82-83, 84-85, 86-87, 88-89, 90-91, 92-93, 94-95, 96-97, 98-99 G4: 150, 151, 152, 153, 154, 155, 156, 157, 182, 183, 184, 185, 186, 187, 188, 189, 214, 215, 216, 217, 218, 219, 220, 221, 246, 247, 248, 249, 250, 251, 252, 253, 280, 281, 282, 283, 284, 285
	SS.K-4.C.2	Identify concepts such as: similarities, differences, beliefs, values, cohesion, and diversity. (KE 1.2)	GK: T22, T23, 37, 38, 39, 40, 41, 42, 43, 50, 51, 52, 53, 54, 55, 56 G1: T16, T17, 12-13, 14-15, 16-17, 18-19, 20-21 G2: T16, T17, T20, T21, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 52-53, 54-55, 56-57, 58-59, 70-71, 72273, 82-83, 84-85, 86-87 G3: 66-67, 68-69, 70-71, 72-73, 74-75, 76-77, 78-79, 80-81, 82-83, 84-85, 86-87, 88-89, 90-91, 92-93, 94-95, 96-97, 98-99 G4: 129C, 129D, 161C, 161D, 184, 185, 225C, 225D, 248, 249, 282, 283
	SS.K-4.C.3	Tell how cultural beliefs, behaviors, and values allow human groups to solve the problems of daily living. (KE 1.3)	G2: T16, T17, T20, T21, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 52-53, 54-55, 56-57, 58-59, 70-71, 72273, 82-83, 84-85, 86-87 G3: 64-65, 66-67, 74-75, 82-83, 88-89, 90-91, 92-93, 94-95 G4: 129C, 129D, 161C, 161D, 225C, 225D
	SS.K-4.C.3	• Explore and describe similarities and differences in the ways various cultural groups meet similar needs and concerns. (PE 1.2)	GK: 52, 53 G1: T16, T17 G2: 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 52-53, 54-55, 56-57, 58-59, 70-71, 72273, 82-83, 84-85, 86-87 G3: 64-65, 66-67, 74-75, 82-83, 88-89, 90-91, 92-93, 94-95 G4: 129C, 129D, 154, 155, 161C, 161D, 216, 217, 225C, 225D, 250, 251
	SS.K-4.C.4	Demonstrate respect for people with different religious beliefs, different ages, backgrounds, and ethnicity.	
	SS.K-4.C.5	Explain how culture may change in response to changing needs and concerns. (KE 1.4)	GK: 17, 18, 19, 54, 55 G1: 4-5, 12-13, 14-15, 16-17, 18-19, 20-21 G3: T16, T17, T22, T23, T28, T29, 66-67, 70-71, 72-73, 80-81, 86-87, 88-89, 92-93 G4: 129C, 129D, 152, 153, 161C, 161D, 186, 187, 216, 217, 225C, 225D, 248, 249, 250, 251, 281, 282, 283
	SS.K-4.C.5	• Give examples of how information and experiences may be interpreted differently by people from different cultural groups. (PE 1.3)	GK: 44, 45, 46, 47 G2: 82-83, 84-85, 86-87 G3: 64-65, 66-67, 80-81, 82-83, 86-87, 88-89, 92-93, 94-95 G4: 16, 17, 18, 19, 20, 21, 129C, 129D, 161C, 161D, 225C, 225D
SS.K-4.C.6	Relate how individuals learn the elements of their culture through interactions with other members of the culture group. (KE 1.5)	GK: T22, T23, 37, 38, 39, 40, 41, 42, 43, 50, 51, 52, 53, 54, 55, 56 G1: 24-25, 26-27, 28-29, 30-31 G2: T16, T17, T20, T21, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 52-53, 54-55, 56-57, 58-59, 70-71, 72273, 82-83, 84-85, 86-87 G3: 62-63, 64-65, 68-69, 78-79, 80-81, 86-87, 88-89, 92-93 G4: 129C, 129D, 161C, 161D, 225C, 225D	
SS.K-4.C.6	• Describe the value of both cultural unity and diversity within and across groups. (PE 1.4)	GK: T22, T23, 52, 53 G1: 24-25, 26-27, 28-29, 30-31 G2: 84-85, 86-87 G3: 68-69, 70-71, 72-73, 80-81, 82-83, 86-87, 88-89, 92-93, 94-95 G4: 150, 151, 152, 153, 154, 155, 156, 157, 182, 183, 184, 185, 186, 187, 188, 189, 214, 215, 216, 217, 218, 219, 220, 221, 246, 247, 248, 249, 250, 251, 252, 253, 280, 281, 282, 283, 284, 285	
SS.K-4.C.7	Recall how peoples from different cultures develop different values and ways of interpreting experience. (KE1.6)	GK: 52, 53 G2: 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 52-53, 54-55, 56-57, 58-59, 70-71, 72-73, 82-83, 84-85, 86-87 G3: 68-69, 70-71, 72-73, 80-81, 82-83, 86-87, 88-89, 92-93, 94-95 G4: 16, 17, 18, 19, 20, 21, 129C, 129D, 161C, 161D, 225C, 225D	
SS.K-4.C.7	• Demonstrate how holding different values and beliefs can contribute or pose obstacles to understanding between people and groups. (PE 1.5)	GK: T18, T19, T52, 53, 54, 55 G2: 84-85, 86-87 G3: 68-69, 70-71, 72-73, 80-81, 82-83, 86-87, 88-89, 92-93, 94-95 G4: 16, 17, 18, 19, 20, 21, 22, 23, 152, 153, 154, 155, 184, 185, 186, 187, 216, 217, 248, 249, 281, 282, 283	
SS.K-4.C.8	Identify the influence of Seventh-day Adventist heritage on culture.		

## 2016 ELEMENTARY SOCIAL STUDIES STANDARDS — 1. CULTURE (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
<b>Essential Question:</b> What role does culture play in God's plan for our relationships with others?			
<b>Big Idea:</b> Human beings should create, learn about, share, and adapt to cultural diversity and perspectives in an interconnected world within God's plan.			
<b>5-8</b>	<b>SS.5-8.C.1</b>	Explain "culture" as it refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people. (KM 1.1)	W: 37, 58-59, 63-69, 78-83, 87-88, 104-105, 108-119, 129-131, 147, 155-159, 176-189, 200-209, 212-227, 236-241, 250-256, 269-271, 280-283, 286-291, 295-296, 337-340, 360-364, 398-400, 411-415, 430-432, 436-441, 454-467, 482-488, 492-495, 513-515, 523-527, 546-555, 564-569, 589-595 US: 8-21, 45-48, 52-53, 64-77, 84-89, 96-100, 361-362, 382-386, 391-397
	<b>SS.5-8.C.2</b>	Define concepts such as beliefs, values, institutions, cohesion, diversity, accommodation, adaptation, assimilation, and dissonance. (KM 1.2)  • Ask and find answers to questions related to culture. (PM 1.1)	W: 37, 58-59, 63-69, 78-83, 87-88, 104-105, 108-119, 129-131, 147, 155-159, 176-189, 200-209, 212-227, 236-241, 250-256, 269-271, 280-283, 286-291, 295-296, 337-340, 360-364, 398-400, 411-415, 430-432, 436-441, 454-467, 482-488, 492-495, 513-515, 523-527, 546-555, 564-569, 589-595 US: 8-21, 45-48, 52-53, 64-77, 84-89, 96-100, 361-362, 382-386, 391-397, 580-581, 584-588  W: 37, 58-59, 63-69, 78-83, 87-88, 104-105, 108-119, 129-131, 147, 155-159, 176-189, 200-209, 212-227, 236-241, 250-256, 269-271, 280-283, 286-291, 295-296, 337-340, 360-364, 398-400, 411-415, 430-432, 436-441, 454-467, 482-488, 492-495, 513-515, 523-527, 546-555, 564-569, 589-595 US: 8-21, 45-48, 52-53, 64-77, 84-89, 96-100, 361-362, 382-386, 391-397, 526-531, 580-581
	<b>SS.5-8.C.3</b>	Find evidence(s) of how culture influences the ways in which human groups solve the problems of daily living. (KM 1.3)  • Find, select, organize, and present information to compare various cultures according to specified aspects of culture, such as institutions, language, religion, and the arts. (PM 1.2)	W: 37, 58-59, 63-69, 78-83, 87-88, 104-105, 108-119, 129-131, 147, 155-159, 176-189, 200-209, 212-227, 236-241, 250-256, 269-271, 280-283, 286-291, 295-296, 337-340, 360-364, 398-400, 411-415, 430-432, 436-441, 454-467, 482-488, 492-495, 513-515, 523-527, 546-555, 564-569, 589-595 US: 8-21, 45-48, 52-53, 64-77, 84-89, 96-100, 361-362, 376-386, 391-397, 526-531, 698-701  W: 81-83, 87, 119, 159, 182, 219, 241, 257-264, 291, 347, 391, 435, 441, 458, 467, 569, 595 US: 8-21, 52-53, 64-77, 84-89, 96-100, 361-362, 382-386, 391-397, 407, 589-595
	<b>SS.5-8.C.4</b>	Describe how the beliefs, values, and behaviors of a culture form an integrated system that helps shape the activities and ways of life that define a culture. (KM 1.4)  • Explain how patterns of behavior reflect cultural values and beliefs. (PM 1.5)	W: 37, 58-59, 63-69, 78-83, 87-88, 104-105, 108-119, 129-131, 147, 155-159, 176-189, 200-209, 212-227, 236-241, 250-256, 269-271, 280-283, 286-291, 295-296, 337-340, 360-364, 398-400, 411-415, 430-432, 436-441, 454-467, 482-488, 492-495, 513-515, 523-527, 546-555, 564-569, 589-595 US: 8-21, 45-48, 52-53, 64-77, 84-89, 96-100, 361-362, 376-386, 391-397, 526-531, 702-706, 732-733  W: 68-69, 110-111, 141, 157-159, 183-189, 212-214, 238-240, 250-256, 286-291, 337-347, 361-363, 412-413, 436-438, 457-467, 525, 548-550, 565-569, 589-595 US: 8-21, 52-53, 382-386, 391-397
	<b>SS.5-8.C.5</b>	Compare the basic beliefs of the Seventh-day Adventist church with other religions and philosophies.	
	<b>SS.5-8.C.6</b>	Discern how people learn the elements of their culture through interactions with others, and how people learn of other cultures through communication and study. (KM 1.5)  • Illustrate the value of both cultural unity and diversity, within and across groups. (PM 1.4)	W: 80, 118-119, 157, 166-167, 185-188, 214-218, 252-254, 269-270, 280, 290-291, 342, 345-37, 384-385, 403, 412, 433-434, 437-438, 462, 484, 521, 546-549, 548-549, 555, 565-567 US: 13, 17-21, 45-48, 96-100  W: 80, 116, 157-159, 166-167, 181, 183-189, 252-256, 2890291, 343, 360-364, 403, 412, 433, 435, 492-493, 514-515, 520-523, 567-569 US: 45-48, 382-386, 391-397
	<b>SS.5-8.C.7</b>	Demonstrate respect for people with different religious beliefs, different ages, backgrounds, and ethnicity.	W: 117-118, 256-257 US: 622-627, 766-769
	<b>SS.5-8.C.8</b>	Prove that culture may change in response to changing needs, concerns, social, political, and geographic conditions. (KM 1.6)  • Draw inferences from data about the ways in which given cultures respond to persistent human issues and how culture influences those responses. (PM 1.7)	W: 68-69, 87, 188-189, 205, 220-227, 238, 286-287, 356-357, 360-364, 380-382, 400-401, 413-415, 434-435, 438-439, 457-458, 483-488, 499-500, 569, 589-592, 598-611, 642-649, 696-703, 722-725 US: 45-48, 64-77, 84-89, 98-100, 296-301, 330-333, 371-381, 466-467, 498-500, 507, 511-513, 526-531, 537-538, 554-559, 580-581, 584-589, 605-607, 610-615, 728-733, 758-761, 803-805, 826-839  W: 188-189, 220-227, 238, 286-289, 356-357, 360-364, 400-401, 413-415, 438-439, 457-458, 492-494, 499-500, 589-592, 598-611, 642-649, 696-703, 722-725 US: 367-369, 382-386, 391-397, 466-467, 498-500, 507, 511-513, 526-531, 580-581, 728-733
	<b>SS.5-8.C.9</b>	Explain how people from different cultures develop different values and ways of interpreting experience. (KM 1.7)  • Show how data and experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference. (PM 1.3)	W: 147, 157-159, 183-189, 212-214, 238, 255-256, 282, 286-289, 360-364, 386-389, 399-400, 431-432, 457-467, 490-493, 525, 548-550, 569 US: 52-53, 64-77, 84-89, 126-127, 192-193, 358-359, 367-369, 382-386, 391-397, 444-445, 582-583, 726-727  W: 157-159, 183-189, 255-256, 282, 286-289, 360-364, 386-389, 399-400, 431-432, 457-467, 490-493, 520-522 US: 64-77, 84-89, 126-127, 192-193, 358-359, 367-369, 382-386, 391-397, 444-445, 582-583, 726-727
	<b>SS.5-8.C.10</b>	Analyze how language, behaviors, and beliefs of different cultures can both contribute to and pose barriers to cross-cultural understanding. (KM 1.8)  • Illustrate how holding diverse values and beliefs can contribute or pose obstacles to cross-cultural understanding. (PM 1.6)	W: 126-127, 157-159, 162-165, 183-189, 202-205, 217-219, 270-271, 282-283, 295-297, 308-309, 344-347, 360-364, 411, 433-435, 439-441, 494-495, 501-503, 569, 573-575, 763-764 US: 45-48, 67-68, 84-89, 330-335, 367-369, 382-386, 391-397, 704-706, 814-817, 826-839  W: 126-127, 157-159, 162-165, 183-189, 202-205, 217-219, 270-271, 282-283, 295-297, 308-309, 344-347, 360-364, 411, 433-435, 439-441, 494-495, 501-503, 569, 573-575, 763-764 US: 45-48, 67-68, 84-89, 330-335, 367-369, 382-386, 391-397, 704-706, 814-819, 826-839
	<b>SS.5-8.C.11</b>	Identify the influence of Seventh-day Adventist heritage on culture.	

# 2016 SOCIAL STUDIES STANDARDS — 2. TIME, CONTINUITY, AND CHANGE

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
<b>Essential Question:</b> What role does God play in the development of communities, nations, and the world?			
<b>Big Idea:</b> God is active in history and ultimately His unfolding plan will triumph.			
<b>K-4</b>	<b>SS.K-4.TCC.1</b>	<p>Explain that the study of the past is the story of communities, nations, and the world. (KE 2.1)</p> <p>• Ask and find answers to questions related to the past in school, community, state, and regional contexts. (PE 2.1)</p>	<p>GK: T16, T17, T18, T19, T20, T21, T26, T27, T28, T29            G1: T16, T17, T22, T23, T28, T29, T30, T31, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21            G2: T16, T17, T20, T21, T26, T27, T28, T29, 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 52-53, 54-55, 56-57, 58-59, 68-69, 70-71, 72-73, 74-75, 76-77, 78-79            G3: T16, T17, T18, T19, T20, T21, T22, T23, T24, T25, T26, T27, T28, T29, T30, T31, 64-65, 66-67            G4: 4, 5, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19, 20, 21, 22, 23, 25, 26, 27, 28, 29, 30, 31, 33, 34, 35, 36, 37, 38, 39, 41, 42, 43, 44, 45, 46, 47, 49, 50, 51, 52, 53, 54, 55, 57, 58, 59, 60, 61, 161E, 161F, 193E, 193F, 257E, 247F</p>
	<b>SS.K-4.TCC.2</b>	<p>Define key concepts such as: past, present, future, similarity, difference, and change. (KE 2.2)</p> <p>• Use a variety of resources to learn about the past. (PE 2.2)</p>	<p>GK: 6, 7, 8, 9, 10, 11, 14, 15, 17, 18, 19, 20            G1: 4-5, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21            G2: T16, T17, T20, T21, T26, T27, T28, T29, 68-69, 70-71, 72-73, 74-75, 76-77, 78-79            G3: 64-65, 66-67            G4: 6, 7</p>
	<b>SS.K-4.TCC.3</b>	<p>Understand that we can learn our personal past and the past of communities, nations, and the world by means of stories, biographies, interviews, and original sources such as documents, letters, photographs, and artifacts. (KE 2.3)</p> <p>• Identify the examples of both continuity and change, as depicted in stories, photographs, and documents. (PE 2.3)</p>	<p>GK: T16, T17, T18, T19, T20, T21, T26, T27, T28, T29, 44, 45, 46, 47, 48, 49            G1: 4-5, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 32-33, 34-35, 36-37, 38-39, 58-59, 84-85, 112-113            G2: T16, T17, T18, T19, T20, T21, T22, T23, T24, T25, T26, T27, T28, T29, 8-9, 32-33, 66-67, 68-69, 70-71, 72-73, 74-75, 76-77, 78-79, 96-97, 134-135            G3: T16, T17, T18, T19, T20, T21, T22, T23, T24, T25, T26, T27, T28, T29, T30, T31, 8-9, 60-61, 108-109, 146-147            G4: 4, 5, 14, 38, 64, 90, 128, 145, 148, 160, 163, 192, 202, 224, 249, 256, 275, 283, 288</p>
	<b>SS.K-4.TCC.4</b>	<p>Name key people, events, and places associated with the history of the community, nation, and world. (KE 2.4)</p> <p>• Describe how people in the past lived, and research their values and beliefs. (PE 2.6)</p>	<p>GK: T16, T17, T18, T19, T20, T21, T26, T27, T28, T29, 44, 45, 46, 47, 48, 49, 54, 55            G1: T16, T17, T18, T19, T20, T21, T22, T23, T28, T29, T30, T31, 26-27, 30-31, 32-33, 34-35, 36-37, 38-39            G2: T16, T17, T18, T19, T20, T21, T22, T23, T26, T27, T28, T29, 68-69, 70-71, 72-73, 74-75, 76-77, 78-79, 108-109, 110-111, 112-113            G3: T16, T17, T18, T19, T20, T21, T22, T23, T24, T25, T26, T27, T28, T29, T30, T31, 66-67            G4: 1E, 1F, 2, 3, 10, 19, 21, 22, 23, 25, 26, 27, 28, 29, 30, 31, 33, 34, 35, 36, 37, 38, 39, 41, 42, 43, 44, 45, 46, 47, 49, 50, 51, 52, 53, 54, 55, 57, 58, 59, 60, 61, 65C, 65D, 66, 67, 130, 131, 144, 161E, 161F, 162, 163, 183, 188, 189, 193C, 193D, 194, 195, 217, 220, 221, 225C, 225F, 225E, 225F, 226, 227, 247, 257E, 257F, 258, 259</p>
	<b>SS.K-4.TCC.5</b>	Identify the accomplishments of Seventh-day Adventists in history.	<p>GK: T16, T17, T18, T19, T20, T21, T28, T29, 17, 44, 45, 46, 47, 48, 49, 54, 55            G2: T16, T17, T20, T21, 68-69, 70-71, 72-73, 74-75, 76-77, 78-79            G3: 64-65, 66-67            G4: 9, 10, 11, 12, 13, 14, 15, 64, 193E, 193F</p>
	<b>SS.K-4.TCC.6</b>	Identify the first Seventh-day Adventist missionaries.	
	<b>SS.K-4.TCC.7</b>	<p>Identify key symbols and traditions that are carried from the past into the present by diverse cultures in the United States and the world. (KE 2.5)</p> <p>• Describe examples of cause and effect relationships. (PE 2.4)</p>	<p>GK: T26, T27, 37, 38, 39, 40, 50, 51, 52, 53, 54, 55, 56            G1: T16, T17, T22, T23, 24-25, 26-27, 28-29, 30-31, 132-133, 134-135, 136-137, 138-139            G2: T16, T17, 120-121, 122-123, 124-125            G3: T18, T19, T24, T25            G4: 154, 155, 187, 218, 219, 252, 253, 284, 285</p>
	<b>SS.K-4.TCC.8</b>	<p>Explain that people view and interpret historical events differently because of the times in which they live, their experiences, and the point of view they hold. (KE 2.6)</p> <p>• Compare and contrast differing stories or accounts about the past events, people (including church pioneers), places, or situations, and offer possible reasons for the differences. (PE 2.5)</p>	<p>GK: T28, T29            G1: T30, T31            G2: T22, T23, T28, T29, 130-131            G3: T30, T31, 142-143            G4: 87, 139, 225D, 225F, 225G, 233, 237, 243, 245, 249, 253, 265, 267</p>
	<b>SS.K-4.TCC.9</b>	Trace how the origins of the Seventh-day Adventist church are threaded throughout history.	<p>G3: T22, T23, T28, T29            G4: 152, 153</p>
	<b>SS.K-4.TCC.10</b>	<p>Show that historical events occurred in times that differed from our own but often have lasting consequences for the present and future. (KE 2.7)</p> <p>• Use sources to learn about the past in order to inform decisions about actions on issues of importance today. (PE 2.7)</p> <p>• Use historical methods of inquiry and literacy skills to research and present findings. (PE 2.8)</p>	<p>GK: 44, 45, 46, 47, 48, 49            G1: T28, T29, 4-5, 16-17, 18-19, 20-21            G2: 40-41, 44-45, 48-49, 52-53            G3: 104-105            G4: 43, 184</p>
	<b>SS.K-4.TCC.11</b>	Read and retell Bible and church history stories that portray how God works through people to help make the community a better place.	<p>GK: T16, T17, T18, T19, T20, T21, T28, T29, 44, 45, 46, 47, 48, 49            G2: T16, T17, T26, T27, T28, T29, 68-69, 70-71, 72-73, 74-75, 76-77, 78-79            G3: T18, T19, T20, T21, T22, T23, T24, T25, T26, T27, T28, T29, T30, T31, 8-9, 60-61, 108-109, 146-147            G4: 44, 45, 52, 53, 161E, 161F, 186, 187, 224</p>

## 2016 SOCIAL STUDIES STANDARDS — 2. TIME, CONTINUITY, AND CHANGE (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
<b>Essential Question:</b> What role does God play in the development of communities, nations, and the world?			
<b>Big Idea:</b> God is active in history and ultimately His unfolding plan will triumph.			
<b>5-8</b>	<b>SS.5-8.TCC.1</b>	Explain how the study of the past provides a representation of the history of communities, nations, and the world. (KM 2.1)	W: Basically all chapters 3–26. See pages 4–5, 8–9 US: Basically all chapters.
	<b>SS.5-8.TCC.2</b>	Define the concepts: chronology, causality, change, conflict, complexity, multiple perspectives, primary and secondary sources, and cause and effect. (KM 2.2)  • Identify and use a variety of primary and secondary sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and other sources. (PM 2.2)	W: 5–8, 10–12, 84–85, 348–349, 496–497, 596–597, 718–719. See also materials in Teacher’s Guide. US: REF1–REF3, 7, 43, 50, 61, 90–91, 103, 126–127, 137–140, 153, 192–193, 211, 219–242, 310, 316–317, 352, 358–359, 420–421, 444–445, 472–473, 480, 497, 551, 579, 582–583, 608–609, 691, 726–727, 734–735, 770–771, 820–821, 934–935, 937  W: 5–8, 10–15, 18–21, 84–85, 348–349, 496–497, 596–597, 718–719. See also materials in Teacher’s Guide. US: REF2–REF3, 43, 50, 61, 90–91, 103, 126–127, 137–140, 192–193, 219–242, 316–317, 358–359, 416–417, 420–421, 444–445, 472–473, 480, 497, 551, 579, 582–583, 608–609, 691, 726–727, 734–735, 770–771, 820–821, 934–935
	<b>SS.5-8.TCC.3</b>	Cite evidence that learning about the past requires the interpretation of sources and that using varied sources provides the potential for a more balanced interpretive record of the past. (KM 2.3)	W: 12–15, 18–21, 84–85, 348–349, 496–497, 596–597, 718–719. See also materials in Teacher’s Guide. US: 126–127, 192–193, 316–317, 358–359, 416–417, 420–421, 444–445, 472–473, 480, 551, 579, 582–583, 608–609, 691, 726–727, 734–735, 770–771, 820–821, 934–935
	<b>SS.5-8.TCC.4</b>	Using the Bible and the Spirit of Prophecy, trace the great controversy throughout history.	
	<b>SS.5-8.TCC.5</b>	Demonstrate that historical interpretations of the same event may differ on the basis of such factors as conflicting evidence from varied sources, national or cultural perspectives, and the point of view of the researcher. (KM 2.4)  • Research and analyze past periods, events and issues, using a variety of primary sources as well as secondary sources; validate and weigh evidence for claims, and evaluate the usefulness and degree of reliability of sources to develop a supportable interpretation. (PM 2.3)	W: 12–17, 21, 228–229, 358–359, 442–443, 680–681 US: 126–127, 192–193, 358–359, 444–445, 582–583, 726–727, 934–935  W: 5–8, 10–15, 18–21, 84–85, 348–349, 496–497, 596–597, 718–719. See also materials in Teacher’s Guide. US: 43, 50, 61, 90–91, 103, 126–127, 137–140, 192–193, 219–242, 316–317, 358–359, 416–417, 420–421, 444–445, 472–473, 480, 497, 551, 579, 582–583, 608–609, 691, 726–727, 734–735, 770–771, 820–821, 934–935
	<b>SS.5-8.TCC.6</b>	Analyze key historical periods and patterns of change within and across cultures. (KM 2.5)  • Formulate questions about topics in history, predict possible answers, and use historical methods of inquiry and literacy skills to locate, organize, analyze, and interpret sources, and present supported findings. (PM 2.1)	W: Basically all chapters 3–26. US: Basically all chapters.  W: 10–15, 18–21, 84–85, 348–349, 496–497, 596–597, 718–719. See also material in Teacher’s Guide. US: See materials in Teacher’s Guide.
	<b>SS.5-8.TCC.7</b>	Discuss the aftermath of the Great Disappointment and the gift of prophecy given to Ellen White.	
	<b>SS.5-8.TCC.8</b>	Outline the origins and influences of social, cultural, political, and economic systems. (KM 2.6)	W: Basically all chapters 3–26. See pages 4–5, 8–9 US: Basically all chapters.
	<b>SS.5-8.TCC.9</b>	Compare and contrast the influences of social, geographic, economic, and cultural factors on the history of local areas, states, nations, and the world. (KM 2.9)  • Evaluate the impact of the values, beliefs, and institutions of people in the past on important historical decisions and developments of their times. (PM 2.4)	W: Basically all chapters 3–26. See pages 4–5, 8–9 US: Basically all chapters.  W: 8, 36, 87, 122–126, 140–150, 162, 188, 198, 220–227, 241–235, 240, 257–264, 286–89, 323–325, 252, 356–357, 362–363, 374–379, 401–403, 413–415, 433–435, 483–488, 526–527, 546–547, 564–569, 589–595, 598–605, 6220–635, 642–657, 669–671, 690–703, 737–739, 749–753, 801–805, 812–814 US: Basically all chapters.
	<b>SS.5-8.TCC.10</b>	Identify the accomplishments of Seventh-day Adventists in history.	
	<b>SS.5-8.TCC.11</b>	Outline the efforts and influence of Seventh-day Adventist missionaries.	
	<b>SS.5-8.TCC.12</b>	Elaborate on the contributions of key persons, groups, and events from the past and their influence on the present. (KM 2.7)  • Evaluate the impact of the values, beliefs, and institutions of people in the past on important historical decisions and developments of their times. (PM 2.4)	W: 8, 36, 87, 122–126, 140–150, 162, 188, 198, 220–227, 241–235, 240, 257–264, 286–89, 323–325, 252, 356–357, 362–363, 374–379, 401–403, 413–415, 433–435, 483–488, 526–527, 546–547, 564–569, 589–595, 598–605, 6220–635, 642–657, 669–671, 690–703, 737–739, 749–753, 801–805, 812–814 US: Basically all chapters.  US: Basically all chapters.
	<b>SS.5-8.TCC.13</b>	Investigate the history of democratic ideals and principles and how they are represented in documents, artifacts, and symbols. (KM 2.8)  • Use methods of historical inquiry to make informed decisions as responsible citizens to propose policies and take action on an important current issue. (PM 2.5)	W: 181, 187–189, 310, 312–316, 467, 558, 650–655, 670–671 US: 66, 92–94, 99–100, 131–133, 137–140, 178–181, 187–191, 194–199, 206–215, 219–242, 464, 480, 499–500, 503  W: 44–47 US: See materials in Teacher’s Guide.
	<b>SS.5-8.TCC.14</b>	Study the prophetic outlines of Daniel and the Revelation.	W: 156

# 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
<b>Essential Question:</b> How does God respond to man-made changes in the environment and their impact on human life?			
<b>Big Idea:</b> 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.			
<b>K-4</b>	<b>SS.K-4.PPE.1</b>	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
	<b>SS.K-4.PPE.2</b>	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
	<b>SS.K-4.PPE.3</b>	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
	<b>SS.K-4.PPE.4</b>	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: 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
	<b>SS.K-4.PPE.5</b>	Describe the Christian's responsibility for the environment.	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, 156-157 G4: 60, 61, 80, 177, 192
	<b>SS.K-4.PPE.6</b>	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
	<b>SS.K-4.PPE.7</b>	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
	<b>SS.K-4.PPE.8</b>	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
	<b>SS.K-4.PPE.9</b>	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
	<b>SS.K-4.PPE.10</b>	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
	<b>SS.K-4.PPE.11</b>	Examine the effects of sin on the environment.	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
	<b>SS.K-4.PPE.12</b>	Compare and contrast benefits and problems resulting from the discovery and use of resources. (KE 3.7)	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
<b>SS.K-4.PPE.12</b>	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
<p><b>Essential Question:</b> How does God respond to man-made changes in the environment and their impact on human life?</p> <p><b>Big Idea:</b> 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.</p>			
<b>5-8</b>	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
	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
	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
<b>Essential Question:</b> What role does choice play in the development of individual identity?			
<b>Big Idea:</b> 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.			
<b>K-4</b>	<b>SS.K-4.IDI.1</b>	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
	<b>SS.K-4.IDI.2</b>	Identify the qualities that make individuals unique and equip them for their place in God's overall plan.	GK: 9
	<b>SS.K-4.IDI.3</b>	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
	<b>SS.K-4.IDI.3</b>	• Describe your personal characteristics including your interests, capabilities, and perceptions. (PE 4.2)	GK: 9, 53, 54, 56
	<b>SS.K-4.IDI.4</b>	Explain how individuals have characteristics that are both distinct from and similar to those of others. (KE 4.3)	
	<b>SS.K-4.IDI.5</b>	Compare the Biblical account of the beginning of civilization to that of the evolutionary viewpoint.	
	<b>SS.K-4.IDI.6</b>	Describe how individuals bring specific abilities, interests, and talents in working with others to make decisions and solve problems. (KE 4.4)	GK: 9
	<b>SS.K-4.IDI.7</b>	Develop a respect for others including senior citizens and individuals with disabilities.	GK: 26 G1: 14-15, 16-17, 18-19 G3: 166-167
	<b>SS.K-4.IDI.7</b>	• Ask and find answers to questions about how individual identity forms and changes. (PE 4.1)	GK: 7, 8, 9, 20
	<b>SS.K-4.IDI.8</b>	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
	<b>SS.K-4.IDI.9</b>	Evaluate how physical, intellectual, and emotional growth affects individual identity, growth, and interactions with others. (KE 4.6)	
	<b>SS.K-4.IDI.10</b>	Achieve a balance in work and leisure which encompasses physical, mental, emotional, social, and spiritual activities.	
	<b>SS.K-4.IDI.11</b>	Explore factors that contribute to personal identify such as physical attributes, gender, race, and culture. (PE 4.3)	
	<b>SS.K-4.IDI.12</b>	Evaluate how individuals can express their own identify and work productively with others. (PE 4.4)	G3: 170-171
	<b>SS.K-4.IDI.13</b>	Discuss how people's interactions with their social and physical surroundings influence individual identity and growth. (KE 4.7)	GK: 26, 27, 30, 31
	<b>SS.K-4.IDI.14</b>	Outline how individual choices are influenced by personal and social factors. (KE 4.8)	GK: 26, 27, 30, 31, 88
<b>SS.K-4.IDI.15</b>	Identify people, groups, and institutions that contribute to development. (PE 4.5)	GK: 3, 4, 5, 17, 86, 87	
<b>SS.K-4.IDI.16</b>	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
<b>Essential Question:</b> What role does choice play in the development of individual identity?			
<b>Big Idea:</b> 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"> <li>• Ask and find answers to questions about how individual identity forms and changes. (PM 4.1)</li> </ul>	
		<ul style="list-style-type: none"> <li>• Examine the relationship between individual identity and social, cultural, and historical contexts. (PM 4.2)</li> </ul>	
	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"> <li>• Describe ways in which family, gender, ethnicity, nationality, and institutional affiliations contribute to individual development and personal identity. (PM 4.3)</li> </ul>	
	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)	
	SS.5-8.IDI.7	Embrace and cultivate a personal relationship with Christ. <ul style="list-style-type: none"> <li>• Examine the impact of conformity and altruism on identity. (PM 4.4)</li> </ul>	
	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"> <li>• Identify the relationship between individual qualities and career or professional choices. (PM 4.7)</li> </ul>		
	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"> <li>• 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)</li> </ul>		
	Develop a respect for others including senior citizens and individuals with disabilities.		
SS.5-8.IDI.11	<ul style="list-style-type: none"> <li>• Describe the influence of perception, attitudes, values, and beliefs on identity and the interactions of peoples across time and space. (PM 4.6)</li> </ul>		

# 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
<b>Essential Question:</b> What is the role of the Seventh-day Adventist church?			
<b>Big Idea:</b> The church is God’s agent to reach individuals, groups, and institutions with the good news of the gospel.			
<b>K-4</b>	<b>SS.K-4.IGI.1</b>	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
	<b>SS.K-4.IGI.2</b>	• 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
	<b>SS.K-4.IGI.3</b>	Tell how the Seventh-day Adventist church positively impacts neighborhoods.	
	<b>SS.K-4.IGI.4</b>	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)	
	<b>SS.K-4.IGI.5</b>	• 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)	
<b>SS.K-4.IGI.6</b>	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	
<b>SS.K-4.IGI.7</b>	• 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	
<b>SS.K-4.IGI.8</b>	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
<b>Essential Question:</b> What is the role of the Seventh-day Adventist church?			
<b>Big Idea:</b> The church is God's agent to reach individuals, groups, and institutions with the good news of the gospel.			
<b>5-8</b>	<b>SS.5-8.IGI.1</b>	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)	
	<b>SS.5-8.IGI.2</b>	Define concepts such as mores, norms, status, role, socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, race, ethnicity, and gender. (KM 5.2)  <ul style="list-style-type: none"> <li>Investigate the roles of individuals, groups and institutions, and the various forms that groups and institutions take. (PM 4.1)</li> <li>Gather information about groups and institutions using such tools as surveys and interviews. (PM 4.8)</li> </ul>	
	<b>SS.5-8.IGI.3</b>	Determine how institutions are created to respond to changing individual and group needs. (KM 5.3)	
	<b>SS.5-8.IGI.4</b>	Identify ways that Seventh-day Adventist organizations work to improve life in communities.  <ul style="list-style-type: none"> <li>Scrutinize conflicts between expressions of individuality and group conformity. (PM 4.5)</li> </ul>	
	<b>SS.5-8.IGI.5</b>	Express ways in which young people are socialized which include similarities as well as differences across cultures. (KM 5.4)  <ul style="list-style-type: none"> <li>Analyze the effects of interactions between and among individuals, groups, and institutions. (PM 4.2)</li> </ul>	
	<b>SS.5-8.IGI.6</b>	Investigate how groups and institutions change over time. (KM 5.5)	
	<b>SS.5-8.IGI.7</b>	Assess how cultural diffusion occurs when groups migrate. (KM 5.6)  <ul style="list-style-type: none"> <li>Analyze the role of institutions in furthering both continuity and change. (PM 4.6)</li> </ul>	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: 766-769
	<b>SS.5-8.IGI.8</b>	Discuss the influence of women and ethnic groups in the growth of the Seventh-day Adventist church.  Demonstrate how institutions may promote or undermine social conformity. (KM 5.7)	
	<b>SS.5-8.IGI.9</b>	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
	<b>SS.5-8.IGI.10</b>	Explain that when two or more groups with differing norms and beliefs interact accommodation or conflict may result. (KM 5.8)  <ul style="list-style-type: none"> <li>Identify and analyze the impact of tensions between and among individuals, groups, and institutions. (PM 4.3)</li> </ul>	US: 408-414, 428-443  W: 42-43, 125, 151-152, 162-164, 313, 380-382, 387-389, 407, 569, 573-575, 598-605, 720-721, 726-733
	<b>SS.5-8.IGI.11</b>	Critique how groups and institutions influence culture in a variety of ways. (KM 5.9)  <ul style="list-style-type: none"> <li>Evaluate how groups and institutions work to meet individual needs and promote or fail to promote the common good. (PM 4.7)</li> </ul>	
	<b>SS.5-8.IGI.12</b>	Participate in age appropriate outreach and service projects.	

## 2016 SOCIAL STUDIES STANDARDS — 6. POWER, AUTHORITY, AND GOVERNANCE

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	
<b>Essential Question:</b> What is the foundation of the sovereignty of God and how does it compare to the sovereignty of human government?				
<b>Big Idea:</b> Unlike human government, God's power, authority, and governance are absolute and rooted in His everlasting love.				
<b>K-4</b>	<b>SS.K-4.PAG.1</b>	Justify how rules and laws can serve to support order and protect individual rights. (KE 6.1)	GK: 24, 25, 26, 27, 28, 29 G1: 116-117, 118-119, 120-121 G2: T22, T23, 114-115 G3: 148-149, 150-151 G4: 110, 111, 121, 124, 125	
	<b>SS.K-4.PAG.2</b>	Identify the basic elements of government in the United States: executive, legislative, and judicial authority. (KE 6.4)	G2: T22, T23, 118-119 G3: 154-155, 156-157, 158-159, 162-163, 164-165, 166-167 G4: 108, 109, 116, 117	
		Describe the structure and organization of the Seventh-day Adventist church.		
	<b>SS.K-4.PAG.3</b>	• Ask and find answers to questions about power, authority, and governance in the school, community, and state. (PE 6.1)	GK: 86, 87 G1: 122-123, 124-125, 126-127 G2: T22, T23 G3: 152-153, 156-157, 158-159, 160-161, 162-163, 164-165 G4: 107, 110, 111	
	<b>SS.K-4.PAG.4</b>	Give examples of people who have the authority to make and enforce rules.	GK: 27, 86, 87 G1: 122-123 G2: T22, T23 G3: 152-153, 156-157, 158-159, 160-161, 162-163, 164-165 G4: 108, 117, 119, 121	
	<b>SS.K-4.PAG.5</b>	Identify fundamental ideas that are the foundation of American constitutional democracy, including those of the U. S. Constitution, the rule of law, separation of powers, checks and balances, minority rights, and the separation of church and state. (KE 6.2)	GK: 86, 87 G1: T22, T23 G2: 102-103, 116-117, 118-119 G3: 154-155, 162-163, 164-165, 166-167 G4: 108, 115, 116, 117, 118, 119, 124, 125	
	<b>SS.K-4.PAG.6</b>	Show how the Ten Commandments relate to governmental laws.		
		Describe fundamental values of democracy: the common good, liberty, justice, equality, and individual dignity. (KE 6.3)		
	<b>SS.K-4.PAG.7</b>	• Examine issues involving the rights and responsibilities of individuals and groups in relation to the broader society. (PE 6.2)	GK: T18, T19, 30, 31, 32, 33, 86, 87 G1: 116-117 G2: 102-103 G3: 154-155, 166-167 G4: 121	
		• Examine issues involving the richness of unity and diversity as well as conflicts related to unity and diversity. (PE 6.3)		
<b>SS.K-4.PAG.8</b>	Exhibit tolerance and respect for individuals with different beliefs and viewpoints.	GK: 30, 31 G1: 118-119 G2: 74-75, 76-77, 78-79, 80-81 G3: 166-167 G4: 122, 123, 124, 125		
	Explain the ways in which governments meet the needs and wants of citizens. (KE 6.5)			
<b>SS.K-4.PAG.9</b>	• Analyze conditions and actions related to power, authority, and governance that contribute to conflict and cooperation among groups and nations or detract from cooperation. (PE 6.4)	GK: T28, T29, 23, 24, 25, 86, 87 G1: 124-125, 126-127 G2: T16, T17, 56-57, 74-75, 76-77, 78-79, 80-81, 82-83, 84-85, 86-87 G3: T24, T25, 170-171 G4: 121, 122, 123, 124, 125		
<b>SS.K-4.PAG.10</b>	Identify how God has ultimate control and protection over human affairs, and discuss the ways He has led in the past.			

## 2016 SOCIAL STUDIES STANDARDS — 6. POWER, AUTHORITY, AND GOVERNANCE (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
<b>Essential Question:</b> What is the foundation of the sovereignty of God and how does it compare to the sovereignty of human government?			
<b>Big Idea:</b> Unlike human government, God's power, authority, and governance are absolute and rooted in His everlasting love.			
<b>5-8</b>	<b>SS.5-8.PAG.1</b>	Cite rights that are guaranteed in the U.S. Constitution, the supreme law of the land. (KM 6.1)	W: 44-46 US: 209, 232-238, 248, 499-500, 503, 606, 613-614
	<b>SS.5-8.PAG.2</b>	Compare the constitution of a country to the Ten Commandments.	W: 143
	<b>SS.5-8.PAG.3</b>	Discuss ideas that are the foundation of American constitutional democracy including those of the U. S. Constitution, popular sovereignty, the rule of law, separation of powers, checks and balances, minority rights, the separation of church and state, and Federalism. (KM 6.2)	W: 44-46, 670-671 US: 66, 92-94, 98-100, 131-133, 137-140, 194-199, 206-211, 212-215, 219-242
		Evaluate fundamental values of constitutional democracy. (KM 6.3)	W: 44-46 US: 206-211, 212-215
	<b>SS.5-8.PAG.4</b>	<ul style="list-style-type: none"> <li>Ask and find answers to questions about power, authority, and governance in the region, nation, and world. (PM 6.1)</li> </ul>	W: 44-47, 125, 181, 183-184, 198-199, 312-316, 520-522, 754-759, 768-775, 800-805, 812-815 US: 66, 992-94, 98-100, 176-183, 194-199, 206-211, 212-215, 219-242
		<ul style="list-style-type: none"> <li>Examine persistent issues involving the rights of individuals and groups in relation to the general welfare. (PM 6.2)</li> </ul>	W: 45-47 US: 87-89, 92-94, 185-186, 190, 327, 383-384, 393-396, 469-470, 499-500, 503-511, 516, 606, 613-614, 626-627, 759-761, 795, 814-189, 826-839, 924, 934-935
		Research and debate the ideologies and structures of political systems that differ from those of the United States. (KM 6.4)	W: 183-184, 198-199, 312-313, 520-522, 548-550, 558-559, 652-653, 699-700, 749 US: 66, 92-94, 176-183, 747
	<b>SS.5-8.PAG.5</b>	<ul style="list-style-type: none"> <li>Compare and analyze the ways in which groups and nations respond to the richness of unity and diversity, as well as tensions and conflicts associated with unity and diversity. (PM 6.3)</li> </ul>	W: 311, 749-750, 763-764 US: 94-95, 101-105, 112-115, 124-125, 187-191, 278-289, 313-315, 330-335, 355-357, 362-364, 410-414, 428-432, 439-443, 642-644, 658-663, 746-755, 784-785, 846-857, 878-880, 891, 903, 920-923
	<b>SS.5-8.PAG.6</b>	Exhibit tolerance and respect for individuals with different beliefs and viewpoints.	US: 766-769
		Investigate the ways in which governments meet the needs and wants of citizens, manage conflict, and establish order and security. (KM 6.5)	W: 749-750, 816-819 US: 94-95, 101-105, 112-115, 313-315, 330-335, 355-357, 362-364, 410-414, 428-432, 439-443, 642-644, 658-663, 680-683, 746-755, 784-785, 846-857, 878-880, 891, 903, 920-923
<b>SS.5-8.PAG.7</b>	<ul style="list-style-type: none"> <li>Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation among groups and nations. (PM 6.4)</li> </ul>	W: 42-43, 47, 151-152, 350-352, 380-382, 387-389, 407, 569, 573-575, 598-605, 720-721, 726-733, 754-759, 768-775, 800-805, 812-815 US: 101-105, 112-115, 278-289, 313-315, 330-335, 355-357, 362-364, 410-414, 428-432, 439-443, 642-644, 658-663, 680-683, 746-755, 784-785, 846-857, 878-880, 891, 903, 920-923	
	<ul style="list-style-type: none"> <li>Evaluate the role of technology as it contributes to conflict and cooperation among nations and groups and as it contributes to or detracts from systems of power, authority, and governance. (PM 6.5)</li> </ul>	W: 690-695, 730, 816-817 US: 376-381, 522-525, 554-559, 662-663, 805, 936	
<b>SS.5-8.PAG.8</b>	Describe the structure and organization of the Seventh-day Adventist church.		
<b>SS.5-8.PAG.9</b>	Identify how God has ultimate control and protection over human affairs and discuss the ways He has led in the past.		

# 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
<b>Essential Question:</b> How does God expect us to use the resources He has provided?			
<b>Big Idea:</b> God supplies all of our needs and allows us to choose to be responsible stewards.			
<b>K-4</b>	<b>SS.K-4.PDC.1</b>	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
	<b>SS.K-4.PDC.2</b>	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
		Distinguish the difference between needs and wants. (KE 7.2)	G4: 101 GK: 82 G1: 102-103 G4: 99
	<b>SS.K-4.PDC.3</b>	<ul style="list-style-type: none"> <li>Analyze the differences between wants and needs. (PE 7.2)</li> </ul>	GK: 82 G1: 102-103 G4: 99
		<ul style="list-style-type: none"> <li>Examine and evaluate different methods for allocating scarce goods and services in the school and community. (PE 7.4)</li> </ul>	GK: 83 G1: 100-101 G2: 142-143 G3: 126-127, 128-129 G4: 99
	<b>SS.K-4.PDC.4</b>	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
	<b>SS.K-4.PDC.5</b>	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)	
	<b>SS.K-4.PDC.6</b>	<ul style="list-style-type: none"> <li>Evaluate how the decisions that people make are influenced by the trade-offs of different options. (PE 7.3)</li> </ul>	G1: 102-103 G2: 150-151, 152-153 G3: 112-113 G4: 9
	<b>SS.K-4.PDC.7</b>	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
		<ul style="list-style-type: none"> <li>Assess how consumers will react to rising and falling prices for goods and services. (PE 7.5)</li> </ul>	G1: 100-101 G2: 142-143 G3: 126-127
	<b>SS.K-4.PDC.8</b>	Identify various organizations such as banks and businesses that help people achieve their individual economic goals. (KE 7.6)	G4: 95, 102, 103, 104
	<b>SS.K-4.PDC.9</b>	Examine the efforts of the Seventh-day Adventist church to alleviate social problems.	
	<b>SS.K-4.PDC.10</b>	Describe the characteristics of a market economy. (KE 7.7)	G4: 93
<b>SS.K-4.PDC.11</b>	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	
	<ul style="list-style-type: none"> <li>Investigate production, distribution, and consumption of goods and services in the school and community. (PE 7.1)</li> </ul>	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
<b>Essential Question:</b> How does God expect us to use the resources He has provided?			
<b>Big Idea:</b> God supplies all of our needs and allows us to choose to be responsible stewards.			
<b>5-8</b>	<b>SS.5-8.PDC.1</b>	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
	<b>SS.5-8.PDC.2</b>	Examine the efforts of the Seventh-day Adventist church to alleviate social problems.	W: 40
	<b>SS.5-8.PDC.3</b>	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
	<b>SS.5-8.PDC.4</b>	Evaluate how the economic choices that people make have both present and future consequences. (KM 7.3)	W: 40 US: 699
		Justify how economic incentives affect people's behavior and may be regulated by rules or laws. (KM 7.4)	US: 699
	<b>SS.5-8.PDC.5</b>	• 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
	<b>SS.5-8.PDC.6</b>	Practice responsible stewardship which includes returning tithe and gifts to God, saving money, helping others, and planning for future purchases.	
	<b>SS.5-8.PDC.7</b>	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
	<b>SS.5-8.PDC.8</b>	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	
<b>SS.5-8.PDC.9</b>	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	
<b>SS.5-8.PDC.10</b>	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	
<b>SS.5-8.PDC.11</b>	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	

# 2016 SOCIAL STUDIES STANDARDS — 8. SCIENCE, TECHNOLOGY, AND SOCIETY

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
<b>Essential Question:</b> How has God enabled humans to develop science and technology to improve society?			
<b>Big Idea:</b> God designed humans with wisdom, inquiring minds, and varied talents to discover ways to enrich life.			
<b>K-4</b>	<p>Describe how science involves the study of the natural world and how technology refers to the tools we use to accomplish tasks. (KE 8.1)</p> <p><b>SS.K-4.STS.1</b></p> <ul style="list-style-type: none"> <li>Identify the points of view expressed in information sources regarding science and technology. (PE 8.6)</li> </ul>		<p>G2: T26, T27 G3: T20, T21, T20, T21, 122-123 G4: 47, 61, 139, 213, 236, 244, 245, 276</p> <p>G3: T20, T21</p>
	<p>Cite examples of how society often turns to science and technology to solve problems. (KE 8.2)</p> <p><b>SS.K-4.STS.2</b></p> <ul style="list-style-type: none"> <li>Use diverse types of media technology to research and share information. (PE 8.2)</li> </ul>		<p>G2: T26, T27 G3: 122-123 G4: 139, 179, 213, 236, 244, 245, 276</p> <p>G1: 20-21</p>
	<p>Design a project using technology to serve the church and community.</p> <p><b>SS.K-4.STS.3</b></p>		G2: 236
	<p>Illustrate how media and technology are a part of every aspect of our lives. (KE 8.3)</p> <p><b>SS.K-4.STS.4</b></p> <ul style="list-style-type: none"> <li>Ask and find answers to questions about the ways in which science and technology affect our lives. (PE 8.1)</li> </ul>		<p>GK: 18, 19 G1: 20-21 G2: 144-145 G3: T20, T21, 122-123 G4: 47, 61, 139, 213, 236, 244, 245, 276</p> <p>GK: 18, 19 G1: 20-21 G2: T26, T27, 144-145 G3: T20, T21, 122-123 G4: 47, 61, 139, 213, 236, 244, 245, 276</p>
	<p>Discuss the ways in which scientific findings and various forms of technology influence our daily lives. (KE 8.4)</p> <p><b>SS.K-4.STS.5</b></p> <ul style="list-style-type: none"> <li>Identify examples of science and technology in daily life. (PE 8.3)</li> </ul>		<p>GK: 18, 19 G1: 20-21 G2: T26, T27, 144-145 G3: T20, T21, 122-123 G4: 47, 61, 139, 213, 236, 244, 245, 276</p> <p>GK: 18, 19 G1: 20-21 G2: T26, T27, 144-145 G3: T20, T21, 122-123 G4: 47, 61, 139, 213, 236, 244, 245, 276</p>
	<p>Demonstrate how science leads to new technology in areas such as communication and transportation resulting in change over time. (KE 8.5)</p> <p><b>SS.K-4.STS.6</b></p> <ul style="list-style-type: none"> <li>Research and evaluate various scientific and technological proposals for addressing real-life issues and problems. (PE 8.7)</li> </ul>		<p>G2: 144-145 G3: 122-123 G4: 36, 37, 47, 61, 179, 213, 236, 244, 245, 276</p> <p>G1: 20-21 G4: 236</p>
	<p>Compare and contrast examples of how science and technology can have both positive and negative impacts on individuals, society, and the globe. (KE 8.6)</p> <p><b>SS.K-4.STS.7</b></p> <ul style="list-style-type: none"> <li>Identify examples of the use of science and technology in society as well as the consequences of their use. (PE 8.4)</li> <li>Research a scientific topic or type of technology developed in a particular time or place, and determine its impact on people's lives. (PE 8.5)</li> </ul>		<p>G4: 61</p> <p>G2: T26, T27 G3: 122-123 G4: 36, 37, 61, 139, 213, 236, 244, 245, 276</p> <p>236, 244, 245, 276 G1: 20-21 G2: T26, T27 G4: 139, 213, 236, 244, 245, 275</p>

## 2016 SOCIAL STUDIES STANDARDS — 8. SCIENCE, TECHNOLOGY, AND SOCIETY (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
<b>Essential Question:</b> How has God enabled humans to develop science and technology to improve society?			
<b>Big Idea:</b> God designed humans with wisdom, inquiring minds, and varied talents to discover ways to enrich life.			
<b>5-8</b>	<b>SS.5-8.STS.1</b>	Discuss how science is a result of empirical study of the natural world and that technology is the application of knowledge to accomplish tasks. (KM 8.1)	W: 56, 83, 92, 226-227, 238-240, 279, 344-345, 413-414, 483-486, 591, 619, 642-649, 690-695, 702-703, 730, 816-817 US: 30-31, 297, 304-306, 376-381, 388-389, 522-525, 530, 552, 554-559, 649, 662-663, 700-701, 805-807, 936
	<b>SS.5-8.STS.2</b>	Develop a logical argument that there are gaps in access to science and technology around the world. (KM 8.10)	W: 818-819 US: 936-941
	<b>SS.5-8.STS.2</b>	<ul style="list-style-type: none"> <li>Select, organize, evaluate, and communicate information about the impact of science or technology on a society today or in the past. (PM 8.5)</li> </ul>	W: 32, 56-57, 77-78, 83, 91-92, 113-114, 225-227, 238-240, 270-271, 296-297, 344-345, 413-414, 483-486, 515, 591, 619, 642-649, 690-695, 702-703, 730, 766-767, 816-819 US: 30-31, 297, 303-306, 376-381, 388-389, 522-525, 530, 552, 554-559, 587-588, 649, 662-663, 698-701, 774-777, 803-805, 851, 936
	<b>SS.5-8.STS.3</b>	Investigate how society often turns to science and technology to solve problems. (KM 8.2)	US: 303-306, 376-381, 388-389, 522-525, 530, 552, 554-559, 587-588, 649, 662-663, 698-701, 774-777, 803-805, 851, 936
	<b>SS.5-8.STS.4</b>	Give evidence of how our lives today are media and technology dependent. (KM 8.3)	W: 32, 816-817 US: 555, 803-804, 936
	<b>SS.5-8.STS.5</b>	Compare and contrast how science and technology have had both positive and negative impacts upon individuals, societies, and the environment in the past and present. (KM 8.4)	W: 32, 56-57, 77-78, 83, 91-92, 113-114, 225-227, 238-240, 270-271, 296-297, 344-345, 413-414, 483-486, 515, 591, 619, 642-649, 690-695, 702-703, 730, 766-767, 816-819 US: 30-31, 297, 303-306, 376-381, 388-389, 522-525, 530, 552, 554-559, 587-588, 649, 662-663, 698-701, 774-777, 803-805, 851, 936
	<b>SS.5-8.STS.5</b>	<ul style="list-style-type: none"> <li>Ask and find answers to questions about the ways in which science and technology affect people's lives today in different places, and have done so in the past. (PM 8.1)</li> </ul>	W: 32, 56-57, 77-78, 83, 91-92, 113-114, 225-227, 238-240, 270-271, 296-297, 344-345, 413-414, 483-486, 515, 591, 619, 642-649, 690-695, 702-703, 730, 766-767, 816-819 US: 30-31, 297, 303-306, 376-381, 388-389, 522-525, 530, 552, 554-559, 587-588, 649, 662-663, 698-701, 774-777, 803-805, 851, 936
	<b>SS.5-8.STS.6</b>	Understand the healthy benefits of time management and practice self-control when using technology.	
	<b>SS.5-8.STS.7</b>	Analyze how science and technology have changed people's perceptions of the social and natural world as well as their relationship to the land, economy and trade, their concept of security, and their major daily activities. (KM 8.5)	W: 32, 56-57, 77-78, 83, 91-92, 113-114, 225-227, 238-240, 270-271, 296-297, 344-345, 413-414, 483-486, 515, 591, 619, 642-649, 690-695, 702-703, 730, 766-767, 816-819 US: 30-31, 297, 303-306, 376-381, 388-389, 522-525, 530, 552, 554-559, 587-588, 649, 662-663, 698-701, 774-777, 803-805, 851, 936
	<b>SS.5-8.STS.7</b>	<ul style="list-style-type: none"> <li>Use diverse types of media technology to read, write, create, and review a variety of messages. (PM 8.2)</li> </ul>	W: 18-21 US: See TE pages
	<b>SS.5-8.STS.8</b>	Use a variety of media and formats within digital environments to communicate ideas with authentic audiences, and engage in faith-based activities.	W: 18-21 US: See TE pages
	<b>SS.5-8.STS.8</b>	<ul style="list-style-type: none"> <li>Review sources to identify the purposes, points of view, biases, and intended audiences of reports and discussions of science and technology. (PM 8.4)</li> </ul>	W: 18-21 US: See TE pages
	<b>SS.5-8.STS.9</b>	Validate how values, beliefs, and attitudes have been influenced by new scientific and technological knowledge. (KM 8.6)	W: 32, 56-57, 77-78, 83, 91-92, 113-114, 225-227, 238-240, 270-271, 296-297, 344-345, 413-414, 483-486, 515, 591, 619, 642-649, 690-695, 702-703, 730, 766-767, 816-819 US: 554-559, 662-663, 698-701, 774-777, 803-805, 936
	<b>SS.5-8.STS.10</b>	Recognize how a Christian uses technology as a responsible citizen.	
<b>SS.5-8.STS.11</b>	Cite evidence of how media are created, received, and are dependent upon cultural contexts. (KM 8.7)	US: 555	
<b>SS.5-8.STS.11</b>	<ul style="list-style-type: none"> <li>Seek and evaluate varied perspectives when weighing how specific applications of science and technology have impacted individuals and society. (PM 8.3)</li> </ul>	W: 32, 56-57, 77-78, 83, 91-92, 113-114, 225-227, 238-240, 270-271, 296-297, 344-345, 413-414, 483-486, 515, 591, 619, 642-649, 690-695, 702-703, 730, 766-767, 816-819 US: 30-31, 297, 303-306, 376-381, 388-389, 522-525, 530, 552, 554-559, 587-588, 649, 662-663, 698-701, 774-777, 803-805, 851, 936	
<b>SS.5-8.STS.12</b>	Analyze how science and technology sometimes create ethical issues that test our standards and values. (KM 8.8)	W: 227, 730, 766-767, 816-819 US: 662-663, 774-777	
<b>SS.5-8.STS.13</b>	Detail the need for laws and policies to govern scientific and technological applications. (KM 8.9)	W: 766-767, 816-819 US: 662-663, 774-777, 936	
<b>SS.5-8.STS.13</b>	<ul style="list-style-type: none"> <li>Use scientific findings and forms of technology to formulate possible solutions to real-life issues and problems, and predict outcomes. (PM 8.6)</li> </ul>	W: 816-819 US: 555, 805, 936	
<b>SS.5-8.STS.14</b>	Design a project using technology to serve the church and community.		

# 2016 ELEMENTARY SOCIAL STUDIES STANDARDS — 9. GLOBAL CONNECTIONS

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
<b>Essential Question:</b> How do global issues and connections impact the gospel commission?			
<b>Big Idea:</b> God expects us to use global connections to address world issues through service to others, while sharing the good news of His love and His imminent return.			
<b>K-4</b>		Discuss how global connections may be of various types including cultural exchange, trade, political, economic, or travel. (KE 9.1)	GK: 52, 53 G2: 74-75, 76-77, 78-79, 80-81, 84-85, 86-87, 88-89, 146-147, 148-149 G3: 66-67, 68-69, 70-71, 72-73, 128-129 G4: 17, 18, 19, 82, 83, 118, 140, 154, 155, 188, 189, 211, 218, 219, 220, 221, 250, 251, 252, 253, 278, 284, 285
	<b>SS.K-4.GC.1</b>	<ul style="list-style-type: none"> <li>Ask and find answers to questions about the connections we have to other people and places around the globe. (PE 9.1)</li> </ul>	GK: T22, T23, 52, 53 G1: 70-71 G2: 74-75, 76-77, 78-79, 80-81, 84-85, 86-87, 88-89, 146-147, 148-149 G3: 66-67, 68-69, 70-71, 72-73, 128-129 G4: 82, 83, 154, 155, 188, 189, 211, 218, 219, 250, 251, 252, 253, 278, 285
		<ul style="list-style-type: none"> <li>Identify examples of global connections in the individual's community, state, or region. (PE 9.2)</li> </ul>	GK: T22, T23, 52, 53 G1: 28-29 G2: 74-75, 76-77, 78-79, 80-81, 84-85, 86-87, 88-89, 146-147, 148-149 G3: 66-67, 68-69, 70-71, 72-73, 128-129 G4: 82, 83, 154, 155, 188, 189, 211, 218, 219, 220, 221, 252, 253, 278, 285
		<ul style="list-style-type: none"> <li>Use maps and databases to look for global patterns, trends, and connections. (PE 9.3)</li> </ul>	G1: 70-71 G2: 146-147 G3: 32-33, 38-39, 44-45, 68-69, 128-129 G4: 211, 251, 278
	<b>SS.K-4.GC.2</b>	<p>Explain how global connections affect the daily life of individuals and those around them. (KE 9.2)</p> <ul style="list-style-type: none"> <li>Describe examples in which language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding. (PE 9.4)</li> </ul>	GK: 52, 53 G2: 84-85, 86-87, 88-89, 146-147, 148-149 G3: 70-71, 72-73 G4: 154, 155, 211, 218, 219, 252, 253, 278, 285
	<b>SS.K-4.GC.3</b>	Demonstrate an understanding of current world missions of the Seventh-day Adventist church.	GK: 52, 53 G2: 74-75, 76-77, 78-79, 80-81, 84-85, 86-87, 88-89 G3: 66-67, 68-69, 70-71, 72-73 G4: 118, 154, 155, 188, 189, 218, 219, 220, 221, 225E, 225F, 252, 253, 278, 285
	<b>SS.K-4.GC.4</b>	<p>Compare and contrast how some global issues have persisted over time while others are more contemporary or emerging. (KE 9.3)</p> <ul style="list-style-type: none"> <li>Identify and examine issues and problems that impact people in different parts of the world and move beyond local borders to affect other parts of the world. (PE 9.7)</li> <li>Identify and examine how wants and needs of people in one part of the world may conflict with the wants and needs of people in other parts of the world. (PE 9.8)</li> </ul>	G2: 74-75, 76-77, 78-79, 80-81, 146-147, 148-149 G4: 57, 58, 59, 60, 118
	<b>SS.K-4.GC.5</b>	<p>Point out how all cultures have similar needs but meet those needs in different ways that may influence or be influenced by global connections. (KE 9.4)</p> <ul style="list-style-type: none"> <li>Give examples of conflict and cooperation among individuals, groups, and nations in different parts of the world. (PE 9.5)</li> </ul>	G1: 70-71 G2: 84-85, 86-87, 88-89
	<b>SS.K-4.GC.6</b>	<p>Evaluate how the pace of global change has quickened in recent times. (KE 9.5)</p> <ul style="list-style-type: none"> <li>Examine the ways in which technology affects global connections. (PE 9.6)</li> </ul>	G2: 146-147, 148-149 G3: 122-123 G4: 118, 278
	<b>SS.K-4.GC.7</b>	Discuss and analyze the unique message and mission of the Seventh-day Adventist church.	G1: 20-21, 22-23 G2: 144-145 G3: 122-123 G4: 278

## 2016 ELEMENTARY SOCIAL STUDIES STANDARDS — 9. GLOBAL CONNECTIONS (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
<b>Essential Question:</b> How do global issues and connections impact the gospel commission?			
<b>Big Idea:</b> God expects us to use global connections to address world issues through service to others, while sharing the good news of His love and His imminent return.			
<b>5-8</b>		Outline how global connections have existed in the past and increased rapidly in current times. (KM 9.1)	W: 42-43, 297-298, 332, 388, 396-397, 405, 433, 438-439, 490, 500-502, 562-563, 620-635, 710-717, 728-733, 736-739, 754-767, 812-819 US: 28-41, 49-53, 576-581, 634-651, 658-663, 714-717, 936-941
	<b>SS.5-8.GC.1</b>	<ul style="list-style-type: none"> <li>Ask and find answers to questions about the ways in which people and societies are connected globally today and were connected in the past. (PM 9.1)</li> </ul>	W: 42-43, 47, 297-298, 332, 388, 396-397, 405, 433, 438-439, 490, 500-502, 562-563, 620-635, 710-717, 728-733, 7336-737, 754-767, 812-819 US: 28-41, 49-53, 576-581, 634-651, 658-663, 714-717, 936-941
		<ul style="list-style-type: none"> <li>Use maps, charts, and databases to explore patterns and predict trends regarding global connections at the community, state, or national level. (PM 9.2)</li> </ul>	W: 298, 332, 388, 396-397, 405, 433, 490, 501, 562, 616-617, 620, 625, 632, 634, 668, 708-709, 732, 737, 755, 762, 813, 815 US: 29, 32, 36, 40, 45, 47, 58-59, 385-386, 577, 632-633, 644, 649, 656-657, 661, 937
		Verify that global factors such as cultural, economic, and political connections are changing the places in which people live. (KM 9.2)	W: 42-43, 628-635, 736-739, 812-819 US: 384-386, 576-581, 634-651, 658-663, 714-717, 746-755, 903-904, 920-923, 936-941
	<b>SS.5-8.GC.2</b>	<ul style="list-style-type: none"> <li>Describe and explain the relationships and tensions between national sovereignty and global interests in such matters as territorial rights, natural resources, trade, the different uses of technology, and the welfare of people. (PM 9.7)</li> </ul>	W: 438-439, 562-563, 710-717, 728-733, 736-739, 754-767, 812-819 US: 42-53, 60-63, 101-105, 634-651, 658-663, 746-755, 903-904, 920-923, 936-941
		Investigate how spatial relationships, that relate to ongoing global issues, affect the health and well-being of Earth and its inhabitants. (KM 9.3)	W: 47, 728-733, 754-767, 812-819 US: 634-651, 658-663, 746-755, 903-904, 920-923, 936-941
	<b>SS.5-8.GC.3</b>	<ul style="list-style-type: none"> <li>Explore the causes, consequences, and possible solutions related to persistent, current, and emerging global issues such as health, resource allocation, economic development, and environmental quality. (PM 9.6)</li> </ul>	W: 728-733, 812-819 US: 384-386, 634-651, 658-663, 746-755, 903-904, 920-923, 936-941
	<b>SS.5-8.GC.4</b>	Point out how global problems and possibilities are not generally caused or developed by any one nation. (KM 9.4)	W: 438-439, 628-635, 728-733, 736-739, 754-767, 812-819 US: 101-105, 112-115, 182-183, 273, 278-281, 313-315, 3620-364, 634-651, 658-663, 746-755, 796-799, 852-857, 878-880, 903-904, 920-923, 936-941
		Indicate how global connections may make cultures more alike or increase their sense of distinctiveness. (KM 9.5)	W: 388, 433, 438-439, 562-563, 620-635, 710-717 US: 28-30, 45-48, 60-77, 622-624, 766-769, 920-923, 936-941
	<b>SS.5-8.GC.5</b>	<ul style="list-style-type: none"> <li>Investigate and explain the ways in which aspects of culture, such as language, beliefs, and traditions, may facilitate understanding, or lead to misunderstanding between cultures. (PM 9.3)</li> <li>Describe and analyze the effects of changing technologies on global connectivity. (PM 9.5)</li> </ul>	W: 438-439, 562-563, 620-635, 710-717, 763-764, 812-819 US: 28-30, 34-41, 60-77, 101-105, 368-369, 440-443, 580-581, 766-769, 920-923, 936-941 W: 619, 692-695, 816-819 US: 30-31, 34-41, 376-381, 522-525, 774-777, 936-941
<b>SS.5-8.GC.6</b>	<p>Explain how universal human rights cut across cultures but are not necessarily understood in the same way in all cultures. (KM 9.6)</p> <ul style="list-style-type: none"> <li>Analyze examples of conflict, cooperation, and interdependence among groups, communities, regions, societies, and nations. (PM 9.4)</li> </ul>	W: 47, 438-439, 763-764, 818-819 US: 87-89, 185-186, 330-335, 383-384, 393-396, 410-419, 463-464, 498-500, 503, 550-553, 610-615, 622-627, 759-761, 766-769, 814-819, 826-839 W: 42-43, 438-439, 562-563, 620-635, 710-717, 728-733, 736-739, 754-767, 812-819 US: 42-45, 49-53, 64-68, 101-105, 410-414, 440-443, 532-528, 586-588, 784-787, 920-923, 936-941	
<b>SS.5-8.GC.7</b>	Discuss and analyze the unique message and mission of the Seventh-day Adventist church.		
<b>SS.5-8.GC.8</b>	Demonstrate an understanding of current world missions of the Seventh-day Adventist church.		

# 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
<b>Essential Question:</b> According to the Scriptures, what are the civic responsibilities of a Christian to the government of God and the governments of man?			
<b>Big Idea:</b> Followers of Jesus have a dual citizenship with responsibility first to God and then to civil authorities.			
<b>K-4</b>	<p>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)</p> <p><b>SS.K-4.CIP1</b></p>		<p>GK: T30, T31, 30, 31, 32, 33</p> <p>G1: 114-115, 116-117</p> <p>G2: 102-103, 104-105</p> <p>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</p> <p>G4: 121, 122, 123, 124, 125, 187</p>
		<ul style="list-style-type: none"> <li>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)</li> </ul>	<p>GK: T30, T31, 30, 31, 32, 33</p> <p>G1: 116-117, 124-125, 126-127, 128-129, 130-131</p> <p>G2: T24, T25</p> <p>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</p> <p>G4: 65E, 65F, 122, 123, 124, 125</p>
	<p>Define concepts and ideas such as individual dignity, fairness, freedom, common good, rule of law, civic life, rights, and responsibilities. (KE 10.2)</p> <p><b>SS.K-4.CIP2</b></p>		<p>GK: T18, T19, T28, T29, 23, 24, 25, 26, 27, 30, 31, 32, 33</p> <p>G1: T22, T23</p> <p>G2: T22, T23, 102-103, 104-105</p> <p>G3: T22, T23, T28, T29</p> <p>G4: 65E, 65F, 122, 123, 124, 125</p>
		<ul style="list-style-type: none"> <li>Locate, access, organize, and apply information from multiple sources reflecting multiple points of view. (PE 10.3)</li> </ul>	<p>G1: T22, T23</p> <p>G3: T22, T23, T28, T29</p>
	<p>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)</p> <p><b>SS.K-4.CIP3</b></p>		<p>GK: T30, T31, 32, 33</p> <p>G1: 114-115, 116-117, 118-119, 120-121, 122-123, 124-125, 126-127, 128-129, 130-131</p> <p>G2: T24, T25, 102-103, 104-105</p> <p>G3: T22, T23, T28, T29, 166-167, 168-169, 170-171</p> <p>G4: 65E, 65F, 121, 122, 123, 124, 125, 156, 187, 209, 236, 277</p>
		<ul style="list-style-type: none"> <li>Identify and exercise the rights and responsibilities of citizens. (PE 10.2)</li> </ul>	<p>GK: 32, 33</p> <p>G1: 116-117</p> <p>G2: T24, T25, 102-103, 104-105</p> <p>G3: T22, T23, T28, T29, 166-167</p> <p>G4: 30, 31, 65E, 65F, 121, 122, 123, 124, 125</p>
	<p>Discuss how democratic ideals and practices are represented in contemporary and historical sources, quotations, and stories. (KE 10.4)</p> <p><b>SS.K-4.CIP4</b></p>		<p>GK: T18, T19, T28, T29</p> <p>G1: T16, T17, T18, T19, T20, T21, T22, T23, T30, T31, 32-33, 34-35, 36-37, 38-39</p> <p>G2: 108-109, 110-111, 112-113</p> <p>G3: T22, T23, T28, T29</p> <p>G4: 30, 31, 51, 65E, 65F</p>
		<ul style="list-style-type: none"> <li>Analyze how specific policies or citizen behaviors reflect ideals and practices consistent or inconsistent with democratic ideals. (PE 10.4)</li> </ul>	<p>GK: T18, T19, T28, T29</p> <p>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</p> <p>G2: T24, T25, 104-105</p> <p>G3: T28, T29, 166-167</p> <p>G4: 122, 123, 124, 125</p>
		<ul style="list-style-type: none"> <li>Examine the influence of citizens and officials on policy decisions. (PE 10.7)</li> </ul>	<p>G1: 32-33, 34-35, 36-37, 38-39</p> <p>G2: 116-117</p> <p>G3: T22, T23, T28, T29, 156-157, 158-159, 160-161, 162-163, 164-165, 166-167</p> <p>G4: 65E, 65F, 121, 134, 135</p>
	<p>Discuss the importance of gathering information as the basis for informed civic action. (KE 10.5)</p> <p><b>SS.K-4.CIP5</b></p>		<p>G2: 106-107</p> <p>G4: 236</p>
<ul style="list-style-type: none"> <li>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)</li> </ul>		<p>G2: 106-107</p> <p>G4: 58, 108, 156, 187, 219, 236, 277</p>	
<p><b>SS.K-4.CIP6</b></p>	<ul style="list-style-type: none"> <li>Develop a position on a school or local issue, and defend it with evidence. (PE 10.6)</li> </ul>	<p>G2: 106-107</p> <p>G3: T16, T17</p> <p>G4: 58, 108, 156, 187, 219, 236, 277</p>	
	<p>Discuss the importance of religious freedom throughout the world.</p>	<p>G2: 102-103</p>	

## 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
<b>Essential Question:</b> According to the Scriptures, what are the civic responsibilities of a Christian to the government of God and the governments of man?			
<b>Big Idea:</b> Followers of Jesus have a dual citizenship with responsibility first to God and then to civil authorities.			
<b>5-8</b>	<b>SS.5-8.CIP1</b>	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
	<b>SS.5-8.CIP2</b>	Define individual dignity, liberty, justice, equality, individual rights, responsibility, majority and minority rights, and civil dissent. (KM 10.2)  • Ask and find answers to questions about how to become informed and take civic action. (PM 10.1)	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  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
	<b>SS.5-8.CIP3</b>	Summarize key practices involving the rights and responsibilities of citizenship and the exercise of citizenship. (KM 10.3)  • 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, 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  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
	<b>SS.5-8.CIP4</b>	Examine the common good and the rule of law. (KM 10.4)  • 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: 44-46, 87, 315-316, 319, 356, 558 US: 66, 93, 98-100, 131-133, 137-140, 206-215  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
	<b>SS.5-8.CIP5</b>	Interpret key documents and excerpts from key sources that define and support democratic ideals and practices. (KM 10.5)  • Build background through research in primary and secondary sources, make decisions, and propose solutions to address problems. (PM 10.4)  • Identify assumptions, misconceptions, and bias in sources, evidence, and arguments used in presenting issues and positions. (PM 10.5)  • 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: 87, 316, 558 US: 66, 92, 131-133, 137-140, 178-179, 188-191, 194-199, 206-215, 219-242, 464, 480  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  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  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
	<b>SS.5-8.CIP6</b>	Identify the origins and function of major institutions and practices developed to support democratic ideals and practices. (KM 10.6)  • Evaluate the degree to which public policies and citizen behaviors reflect or foster stated democratic ideals. (PM 10.9)	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  W: 356, 558, 749-750, 775, 811 US: 98-100, 131-133, 327, 415-419, 480, 607, 759-761, 814-819, 826-839
	<b>SS.5-8.CIP7</b>	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)  • Evaluate the significance of public opinion and positions of policymakers in influencing public policy development and decision-making. (PM 10.8)	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  W: 46, 811 US: 95, 214-215, 415-419, 607, 814-819, 826-833
	<b>SS.5-8.CIP8</b>	Discuss the importance of becoming informed in order to make positive civic contributions. (KM 10.8)  • Develop a position on a public policy issue and defend it with evidence. (PM 10.7)  • Participate in the process of persuading, compromising, debating, and negotiating in the resolution of conflicts and differences. (PM 10.10)	W: 46-47, 356 US: 99-100, 206-215, 219-242  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  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
	<b>SS.5-8.CIP9</b>	Compare religious freedom in various parts of the world.	US: 49-50, 66-68, 71, 74, 766-769

# FINE ARTS

## STANDARDS



**Adventist Education**

A JOURNEY TO EXCELLENCE



## 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

## FINE ARTS DOMAINS

- |  |  |   |  |
|--|--|---|--|
| 1. Media Arts<br>a unique medium of artistic expression that can amplify and integrate the four traditional art forms by incorporating the technological advances of the contemporary world with emerging skill sets available to students and teachers. | 2. Visual Arts<br>a framework for helping students learn the characteristics of art by using a wide range of subject matter, symbols, meaningful images, and visual expressions to reflect their ideas, feelings, and emotions, and to evaluate the merits of their efforts. | 3. Music<br>a blend of art and science that combines vocal or instrumental sounds to produce beauty of form, harmony, and expression of ideas and emotions. | 4. Drama<br>a composition based on a situation or succession of events that portrays life or characters to tell a story that usually involves conflict or emotion. |
|--|--|---|--|

## 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 **FA** - Fine Arts (**FA.K.MA.1**).
- The second part of the code refers to the grade level (**FA.K.MA.1**).
- The third part of the code refers to the particular fine arts domain (**FA.K.MA.1**), with MA standing for Media Arts.
- The fourth part of the code refers to a particular skill within the domain (**FA.K.MA.1**).
- The coding system that follows each standard is the National Core Arts Standard (NCAS) that aligns with the NAD standard. Where no NCAS is noted, there is no corresponding NCAS.
- *Italicized* vocabulary within the standard refers to skills applied to 1st and 2nd grade, or 5th and 6th grade.
- Standards that contain **proficiency** denotes the required 8th grade standards to be reached.

## GLOSSARY

A Glossary of terms for Music and Drama are located on the NAD microsite for Fine Arts.

## CREDITS

The following resources were referenced in developing *Fine Arts Standards for Seventh-day Adventist Schools*: National Coalition for Core Arts Standards (NCCAS), NAD Curriculum Guide for Fine Arts, and the Core of Adventist Education Curriculum.

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## 2017 FINE ARTS STANDARDS – MEDIA ARTS

GRADE	ARTISTIC PROCESS	STANDARDS (NCAS ALIGNMENT)	
<b>Essential Question:</b> How can ideas for media arts productions be formed and developed to be effective and original while honoring God?		<b>Big Idea:</b> Media arts ideas and works are shaped by God-given imagination, creative processes, and experiences.	
<b>K</b>	<b>Creating</b>	<p><b>FA.K.MA.1</b> Identify God as the Creator.</p> <p><b>FA.K.MA.2</b> Discover and share ideas for media artworks using play and experimentation. (MA:Cr1.1.K)</p> <p><b>FA.K.MA.3</b> With guidance, use ideas to form plans or models for media arts productions. (MA:Cr2.1.K)</p> <p><b>FA.K.MA.4</b> Form and capture content for expression and meaning in media arts production. (MA:Cr3.1.Ka)</p> <p><b>FA.K.MA.5</b> Make changes to the content, form, or presentation of media artworks and share results. (MA:Cr3.1.Kb)</p>	
	<b>Producing</b>	<p><b>FA.K.MA.6</b> With guidance, express media arts skills to the fullest extent always showing honor to God.</p> <p><b>FA.K.MA.7</b> With guidance, combine art forms and media content (e.g., movement, video) to form media artworks. (MA:Pr4.1.K)</p> <p><b>FA.K.MA.8</b> Identify and demonstrate basic skills (e.g., handling tools, making choices, cooperating in creating media artworks). (MA:Pr5.1.Ka)</p> <p><b>FA.K.MA.9</b> Identify and demonstrate creative skills (e.g., performing, within media arts productions). (MA:Pr5.1.Kb)</p> <p><b>FA.K.MA.10</b> Practice, discover, and share how media arts tools work. (MA:Pr5.1.Kc)</p> <p><b>FA.K.MA.11</b> With guidance, identify the purpose in presenting media artworks. (MA:Pr6.1.Ka)</p> <p><b>FA.K.MA.12</b> With guidance, identify and share reactions to the presentation of media artworks. (MA:Pr6.1.Kb)</p>	
	<b>Responding</b>	<p><b>FA.K.MA.13</b> Share Christian principles when making connections with media artworks.</p> <p><b>FA.K.MA.14</b> Recognize and share components and meaning in media artworks. (MA:Re7.1.Ka)</p> <p><b>FA.K.MA.15</b> Recognize and share how a variety of media artworks create different experiences. (MA:Re7.1.Kb)</p> <p><b>FA.K.MA.16</b> With guidance, share observations regarding a variety of media artworks. (MA:Re8.1.K)</p> <p><b>FA.K.MA.17</b> Share appealing qualities and possible changes in media artworks. (MA:Re9.1.K)</p>	
	<b>Connecting</b>	<p><b>FA.K.MA.18</b> Identify and discuss that all talents and gifts come from God.</p> <p><b>FA.K.MA.19</b> Use personal experiences and choices in making media artworks. (MA:Cn10.1.Ka)</p> <p><b>FA.K.MA.20</b> Share memorable experiences of media artworks. (MA:Cn10.1.Kb)</p> <p><b>FA.K.MA.21</b> With guidance, share ideas in relating media artworks to everyday life. (MA:Cn11.1.Ka)</p> <p><b>FA.K.MA.22</b> With guidance, interact safely and appropriately with media arts tools and environments. (MA:Cn11.1.Kb)</p>	
	<b>1-4</b>	<b>Creating</b>	<p><b>FA.1-4.MA.1</b> Recognize God as the Creator.</p> <p><b>FA.1-4.MA.2</b> <i>Express, discover,</i> develop, and conceive original artistic goals for media artworks using a variety of creative methods (e.g., brainstorming, modeling). (MA:Cr1.1.1-4)</p> <p><b>FA.1-4.MA.3</b> With support, <i>form, create,</i> share, and assemble ideas and plans through models for media arts productions, considering the artistic goals and presentations. (MA:Cr2.1.1-4)</p> <p><b>FA.1-4.MA.4</b> Identify, construct, and assemble content for unified media arts productions, <i>describing pattern, repetition, positioning, attention,</i> movement, and force while applying principles (e.g., balance, contrast). (MA:Cr3.1.1-4a)</p> <p><b>FA.1-4.MA.5</b> <i>Practice, identify,</i> analyze, and demonstrate the effects of making changes to the content by refining, altering, and completing media artworks resulting in an emphasis of elements for a purpose. (MA:Cr4.1.1-4b)</p>
		<b>Producing</b>	<p><b>FA.1-4.MA.6</b> Exhibit media arts skills to the fullest extent always showing honor to God.</p> <p><b>FA.1-4.MA.7</b> Combine, practice, and demonstrate varied academics, arts, and media content in artworks (e.g., an <i>illustrated story, narrated science animation,</i> music, movement). (MA:Pr4.1.1-4)</p> <p><b>FA.1-4.MA.8</b> <i>Describe, demonstrate, enact,</i> and exhibit basic ability in various identified artistic designs, technical steps, and organizational roles (e.g., <i>planning, collaborating,</i> making compositional decisions, manipulating tools, using formal techniques and equipment) when producing media arts. (MA:Pr5.1.1-4a)</p> <p><b>FA.1-4.MA.9</b> <i>Describe, demonstrate,</i> exhibit, and practice basic creative experimentation skills (e.g., <i>playful practice, trial and error,</i> invention of new content and solutions) in addressing problems within and through media arts productions. (MA:Pr5.1.1-4b)</p> <p><b>FA.1-4.MA.10</b> <i>Experiment, demonstrate, explore,</i> and exhibit ways to use tools and techniques while obtaining and constructing media artworks. (MA:Pr5.1.1-4c)</p> <p><b>FA.1-4.MA.11</b> With support, <i>discuss, describe,</i> identify, and explain the presentation conditions, performance of a task, as well as roles and processes in presenting or distributing artworks. (MA:Pr6.1.1-4a)</p> <p><b>FA.1-4.MA.12</b> With support, discuss, identify, describe the experience, and share improvements for presenting media artworks. (MA:Pr6.1.1-4b)</p>
		<b>Responding</b>	<p><b>FA.1-4.MA.13</b> Identify and discuss Christian principles when making connections with media artworks.</p> <p><b>FA.1-4.MA.14</b> Identify, describe, and explain how meanings are created by components in media artworks. (MA:Re7.1.1-4a)</p> <p><b>FA.1-4.MA.15</b> With support, identify and describe how various forms, methods, and styles in media artworks <i>create</i> and manage audience experience. (MA:Re7.1.1-4b)</p> <p><b>FA.1-4.MA.16</b> With support, identify, determine, and explain the purposes and meanings of media artworks, while considering and describing context. (MA:Re8.1.1-4)</p> <p><b>FA.1-4.MA.17</b> Identify, discuss, and apply basic criteria for evaluating and improving media artworks, considering its production processes, viewers, and context. (MA:Re9.1.1-4)</p>
		<b>Connecting</b>	<p><b>FA.1-4.MA.18</b> Identify and explain that all talents and gifts come from God.</p> <p><b>FA.1-4.MA.19</b> Examine and use personal experience with external resources (e.g., interests, models, research, cultural understanding) to create media artworks. (MA:Cn10.1.1-4a)</p> <p><b>FA.1-4.MA.20</b> <i>Discuss,</i> identify, examine, and show how media artworks form meanings and/or cultural experiences, including popular media, local and global networks through online environments. (MA:Cn10.1.1-4b)</p> <p><b>FA.1-4.MA.21</b> Identify, discuss, and explain how media artworks and ideas relate to everyday life, such as <i>popular media, connections with family/ friends,</i> imagination vs. reality, cultural life, influence of values, online behavior, and technology use. (MA:Cn11.1.1-4a)</p> <p><b>FA.1-4.MA.22</b> Examine and interact appropriately with media arts tools and environments considering safety, rules, and fairness. (MA:Cn11.1.1-4b)</p>

## 2017 FINE ARTS STANDARDS – MEDIA ARTS (CONTINUED)

GRADE	ARTISTIC PROCESS	STANDARDS (NCAS ALIGNMENT)
<b>Essential Question:</b> How can ideas for media arts productions be formed and developed to be effective and original while honoring God?		<b>Big Idea:</b> Media arts ideas and works are shaped by God-given imagination, creative processes, and experiences.
<b>5-8</b>	<b>Creating</b>	<p><b>FA.5-8.MA.1</b> Validate God as the Creator.</p> <p><b>FA.5-8.MA.2</b> <i>Envision, formulate,</i> and generate artistic goals, ideas, and solutions for media artworks using personal experience and/or the work of others through brainstorming, concept modeling, and experimenting. (MA:Cr1.1.5-8)</p> <p><b>FA.5-8.MA.3</b> <i>Develop, organize,</i> design, structure, and critique ideas, plans, models, and prototypes for media arts productions considering artistic goals, audience, and intent. (MA:Cr2.1.5-8)</p> <p><b>FA.5-8.MA.4</b> <i>Create, experiment,</i> coordinate, and implement components to convey expression, purpose, and meaning in a variety of media arts productions, utilizing sets of associated principles (e.g., <i>emphasis, exaggeration, point of view, perspective,</i> narrative, structures, composition, theme, unity). (MA:Cr3.1.5-8a)</p> <p><b>FA.5-8.MA.5</b> <i>Determine, appraise,</i> improve, and modify media artworks by intentionally emphasizing particular expressive elements to refine clarity, purpose, audience, and place. (MA:Cr3.1.5-8b)</p>
	<b>Producing</b>	<p><b>FA.5-8.MA.6</b> Strategically develop media arts skills to the fullest extent always showing honor to God.</p> <p><b>FA.5-8.MA.7</b> <i>Create, validate,</i> and integrate multiple contents and forms (e.g., <i>media broadcast, narratives, performance,</i> interactive video games, interdisciplinary projects, multimedia theatre). (MA:Pr4.1.5-8)</p> <p><b>FA.5-8.MA.8</b> <i>Enact, develop, exhibit,</i> and demonstrate an increasing set of artistic design and technical skills through performing various roles in producing media artworks (e.g., <i>formal technique, production, self-initiative, creative problem-solving,</i> organization, strategies, collaborative communication). (MA:Pr5.1.5-8a)</p> <p><b>FA.5-8.MA.9</b> <i>Practice, develop,</i> exhibit, and demonstrate an increasing set of creative and adaptive innovative abilities (e.g., <i>expanding conventions, testing constraints,</i> exploring processes, diverging and developing solutions) within and through media arts productions. (MA:Pr5.1.5-8b)</p> <p><b>FA.5-8.MA.10</b> <i>Examine</i> and demonstrate adaptability using tools, techniques, and content in standard/experimental ways to construct, achieve an assigned purpose, and communicate intent in the production of media artworks. (MA:Pr5.1.5-8c)</p> <p><b>FA.5-8.MA.11</b> <i>Compare, analyze,</i> evaluate, and design various presentation formats in order to fulfill tasks and defined processes in the presentation and/or distribution of media artworks demonstrating <b>proficiency</b> in multiple formats. (MA:Pr6.1.5-8a)</p> <p><b>FA.5-8.MA.12</b> <i>Compare, analyze,</i> and evaluate results of and improvements for presenting media artworks, considering impacts on personal growth and external effects. (MA:Pr6.1.5-8b)</p>
	<b>Responding</b>	<p><b>FA.5-8.MA.13</b> Reflect Christian principles when making connections with media artworks.</p> <p><b>FA.5-8.MA.14</b> <i>Identify,</i> describe, compare, contrast, and analyze the qualities of components and the relationships between them demonstrating <b>proficiency</b> in style of media artworks. (MA:Re7.1.5-8a)</p> <p><b>FA.5-8.MA.15</b> <i>Identify,</i> describe, analyze, compare, and contrast how various forms, methods, and styles in media artworks manage audience experience while creating intention. (MA:Re7.1.5-8b)</p> <p><b>FA.5-8.MA.16</b> <i>Determine, compare,</i> and analyze personal and group intent of a variety of media artworks, considering intention, with <i>given</i> and self-developed criteria. (MA:Re8.1.5-8)</p> <p><b>FA.5-8.MA.17</b> Determine, develop, and apply specific criteria to evaluate various media artworks and production processes, considering context and artistic goals, to practice constructive feedback. (MA:Re9.1.5-8)</p>
	<b>Connecting</b>	<p><b>FA.5-8.MA.18</b> Analyze and evaluate that all talents and gifts come from God.</p> <p><b>FA.5-8.MA.19</b> Access, evaluate, and use internal and external resources (e.g., interests, experiences, research, exemplary works) to inform the creation of media artworks demonstrating <b>proficiency</b> in the application of cultural and societal knowledge. (MA:Re10.1.5-8a)</p> <p><b>FA.5-8.MA.20</b> Examine, explain, and show how media artworks form new meanings and knowledge (e.g., <i>news, cultural and historical events,</i> experiences, learning) in local and global events. (MA:Re10.1.5-8b)</p> <p><b>FA.5-8.MA.21</b> Research and demonstrate how media artworks and ideas relate to personal, social, and community life through <i>individual identity, history, entertainment, ethics,</i> vocations, democracy, and connecting people and places. (MA:Re11.1.5-8a)</p> <p><b>FA.5-8.MA.22</b> Examine, discuss, analyze, and responsibly interact with media arts tools and environments considering copyright, ethics, media literacy, legal and technological contexts, and virtual worlds. (MA:Re11.1.5-8b)</p>

## 2017 FINE ARTS STANDARDS – VISUAL ARTS

GRADE	ARTISTIC PROCESS	STANDARDS (NCAS ALIGNMENT)
<b>Essential Question:</b> What conditions, attitudes, and behaviors enable the development of God-given creativity and innovative thinking in the visual arts?		<b>Big Idea:</b> Created in God’s image, we are capable of using creativity and innovative thinking to reflect our ideas, feelings, and emotions through visual representations.
<b>K</b>	<b>Creating</b>	<b>FA.K.VA.1</b> Based on personal reflection, share how God views the artist.
		<b>FA.K.VA.2</b> Engage in exploration and imaginative play with materials. (VA:Cr1.1.Ka)
		<b>FA.K.VA.3</b> Work collaboratively in creative art-making when responding to an artistic challenge. (VA:Cr1.2.Ka)
		<b>FA.K.VA.4</b> In preparation to art-making, build skills in various media through experimentation. (VA:Cr2.1.Ka)
		<b>FA.K.VA.5</b> Identify safe and non-toxic art materials, tools, and equipment. (VA:Cr2.2.Ka)
		<b>FA.K.VA.6</b> Create art that represents natural and constructed environments. (VA:Cr2.3.Ka)
		<b>FA.K.VA.7</b> Create a piece of art and explain the process. (VA:Cr3.1.Ka)
	<b>Presenting</b>	<b>FA.K.VA.8</b> Choose a piece of God’s artwork and explain what it says about the Artist.
		<b>FA.K.VA.9</b> Select art objects for a personal portfolio and display, explaining why they were chosen. (VA:Pr4.1.Ka)
		<b>FA.K.VA.10</b> Explain the purpose of a portfolio or collection. (VA:Pr5.1.Ka)
		<b>FA.K.VA.11</b> Explain what an art museum is and distinguish how it differs from other buildings. (VA:Pr6.1.Ka)
	<b>Responding</b>	<b>FA.K.VA.12</b> With guidance, explore a work of art from the perspective of the Adventist worldview.
		<b>FA.K.VA.13</b> Identify the purpose of art within one’s personal environment. (VA:Re7.1.Ka)
		<b>FA.K.VA.14</b> Describe what an image represents. (VA:Re7.2.Ka)
		<b>FA.K.VA.15</b> Interpret art by identifying subject matter and describing relevant details. (VA:Re8.1.Ka)
		<b>FA.K.VA.16</b> Explain reasons for selecting a preferred artwork. (VA:Re9.1.Ka)
	<b>Connecting</b>	<b>FA.K.VA.17</b> With guidance, discuss an artist’s depiction of a Bible story.
		<b>FA.K.VA.18</b> Create art that tells a story about a life experience. (VA:Cr10.1.Ka)
		<b>FA.K.VA.19</b> Identify a purpose of an artwork. (VA:Cr11.1.Ka)
<b>1-4</b>	<b>Creating</b>	<b>FA.1-4.VA.1</b> Based on personal reflection, create artwork that portrays God’s character.
		<b>FA.1-4.VA.2</b> Brainstorm collaboratively multiple approaches to an art or design problem. (VA:Cr1.1.1-4a)
		<b>FA.1-4.VA.3</b> Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process. (VA:Cr1.2.1-4a)
		<b>FA.1-4.VA.4</b> Explore, experiment, and create using various materials and tools to share personal interests in a work of art or design. (VA:Cr2.1.1-4a)
		<b>FA.1-4.VA.5</b> Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes. (VA:Cr2.2.1-4a)
		<b>FA.1-4.VA.6</b> Identify, classify, document, and describe individually or collaboratively, uses of everyday objects through drawings, diagrams, sculptures, maps, or other visual means. (VA:Cr2.3.1-4a)
		<b>FA.1-4.VA.7</b> Repurpose objects to make something new. (VA:Cr2.3.2a)
		<b>FA.1-4.VA.8</b> Use art vocabulary to describe creative choices, adding details and/or revising artwork on the basis of insights gained through peer discussion. (VA:Cr3.1.1-4a)
	<b>Presenting</b>	<b>FA.1-4.VA.9</b> Collaboratively investigate and show the intricate plans God gave for the construction of biblical structures and/or objects to reflect His glory.
		<b>FA.1-4.VA.10</b> Explain, categorize, and investigate reasons for saving and displaying objects, artifacts, and artwork, analyzing how past, present, and emerging technologies have impacted the preservation and presentation of artwork. (VA:Pr4.1.1-4a)
		<b>FA.1-4.VA.11</b> Identify exhibit space and prepare works of art including artists’ statements for presentation. (VA:Pr5.1.1-3a)
		<b>FA.1-4.VA.12</b> Determine the various considerations for presenting and protecting art in diverse locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats. (VA:Pr5.1.4a)
		<b>FA.1-4.VA.13</b> Compare and contrast roles, responsibilities, and purposes of art museums, art galleries, virtual spaces, and other venues, as well as the types of personal experiences they provide. (VA:Pr6.1.1-4a)
	<b>Responding</b>	<b>FA.1-4.VA.14</b> Discuss works of art using the perspective of the Adventist worldview.
		<b>FA.1-4.VA.15</b> Perceive and describe aesthetic characteristics of one’s environment, speculating about processes an artist uses to create and respond to a work of art. (VA:Re7.1.1-4a)
		<b>FA.1-4.VA.16</b> <i>Compare and categorize</i> images based on expressive properties, analyzing components of visual imagery that convey messages. (VA:Re7.2.1-4a)
		<b>FA.1-4.VA.17</b> Interpret art by <i>categorizing subject matter, identifying the mood</i> , and analyzing use of media, referring to contextual information and characteristics of form. (VA:Re8.1.1-4a)
		<b>FA.1-4.VA.18</b> Use learned vocabulary to express preferences and apply a set of criteria to <i>classify</i> and evaluate more than one work of art. (VA:Re9.1.1-4a)
	<b>Connecting</b>	<b>FA.1-4.VA.19</b> Collaboratively construct a digital piece of artwork that supports Adventist principles.
		<b>FA.1-4.VA.20</b> Create a work of art based on observations of surroundings, while reflecting community and cultural traditions. (VA:Cn10.1.1-4a)
		<b>FA.1-4.VA.21</b> <i>Compare, recognize, and infer</i> through observation information about <i>time, place</i> , and culture in which a work of art was created. (VA:Cn11.1.1-4a)

## 2017 FINE ARTS STANDARDS – VISUAL ARTS (CONTINUED)

GRADE	ARTISTIC PROCESS	STANDARDS (NCAS ALIGNMENT)
<b>Essential Question:</b> What conditions, attitudes, and behaviors enable the development of God-given creativity and innovative thinking in the visual arts?		<b>Big Idea:</b> Created in God’s image, we are capable of using creativity and innovative thinking to reflect our ideas, feelings, and emotions through visual representations.
<b>5-8</b>	<b>Creating</b>	<p><b>FA.5-8.VA.1</b> Through introspection, create a piece of artwork that displays a comparison of God’s view and one’s own view of self.</p> <p><b>FA.5-8.VA.2</b> Combine concepts collaboratively and document early stages of the creative process to generate innovative ideas for creating art. (VA:Cr1.1.5-8a)</p> <p><b>FA.5-8.VA.3</b> Apply methods to overcome creative blocks. (VA:Cr1.1.7a)</p> <p><b>FA.5-8.VA.4</b> Develop criteria to guide the making of a work of art or design to meet an identified goal. (VA:Cr1.2.5-8a)</p> <p><b>FA.5-8.VA.5</b> Demonstrate persistence in developing skills with various materials, methods, and approaches, exhibiting willingness to pursue new ideas, forms, and meanings that emerge in the process of artworks and design. (VA:Cr2.1.5-8a)</p> <p><b>FA.5-8.VA.6</b> While creating quality craftsmanship, demonstrate and explain awareness of ethical responsibility and environmental implications when posting images and other materials through the Internet/social media. (VA:Cr2.2.5-8a)</p> <p><b>FA.5-8.VA.7</b> Apply visual organizational strategies to produce a work of art, design, or media that clearly communicates compelling presentations. (VA:Cr2.3.5-8a)</p> <p><b>FA.5-8.VA.8</b> Reflect on and explain important information about personal artwork in an artist statement. (VA:Cr3.1.5-8a)</p>
	<b>Presenting</b>	<p><b>FA.5-8.VA.9</b> Collaboratively investigate and exhibit the intricate plans God gave for the construction of biblical structures and/or objects to reflect His glory.</p> <p><b>FA.5-8.VA.10</b> Define the roles and responsibilities of a curator and compare and contrast how technologies have changed the way different types of artwork are preserved, presented, and experienced, demonstrating <b>proficiency</b> in evaluating a collection of artworks for presentation. (VA:Pr4.1.5-8a)</p> <p><b>FA.5-8.VA.11</b> Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit; demonstrate <b>proficiency</b> in formulating exhibition narratives for the viewer. (VA:Pr5.1.5-8a)</p> <p><b>FA.5-8.VA.12</b> Assess, explain, compare, and analyze how museums or other venues <i>provide information about a specific concept or topic, reflect history and values of a community</i>, and influence ideas, beliefs, and experiences. (VA:Pr6.1.5-8a)</p>
	<b>Responding</b>	<p><b>FA.5-8.VA.13</b> Critique a work of art using the perspective of the Adventist worldview.</p> <p><b>FA.5-8.VA.14</b> <i>Compare, identify</i>, and explain how the interpretation of the method of display (e.g., the location, and culture/ environment) influences how an artwork is perceived and valued. (VA:Re7.1.5-8a)</p> <p><b>FA.5-8.VA.15</b> <i>Identify, analyze</i>, compare and contrast multiple ways visual components influence ideas, emotions, actions, and specific audiences. (VA:Re7.2.5-8a)</p> <p><b>FA.5-8.VA.16</b> Interpret art by analyzing characteristics of form, structure, and visual elements, distinguishing between relevant and non-relevant subject matter; use media to identify ideas and moods conveyed. (VA:Re8.1.5-8a)</p> <p><b>FA.5-8.VA.17</b> <i>Develop</i> and evaluate relevant criteria for a work of art recognizing differences in styles, genres, media, and historical and cultural contexts; demonstrate <b>proficiency</b> in creating a convincing and logical argument to support an evaluation of art. (VA:Re9.1.5-8a)</p>
	<b>Connecting</b>	<p><b>FA.5-8.VA.18</b> Develop a digital piece of artwork that displays Adventist principles, demonstrating <b>proficiency</b> in formulating an artist’s statement that is evidence of one’s beliefs.</p> <p><b>FA.5-8.VA.19</b> Apply formal and conceptual vocabularies of art and design to represent surroundings in new ways through artmaking. (VA:Cn10.1.5a)</p> <p><b>FA.5-8.VA.20</b> When making art, generate a collection of ideas reflecting current community interests and concerns by reinforcing positive aspects of group identity. (VA:Cn10.1.6-8a)</p> <p><b>FA.5-8.VA.21</b> <i>Identify</i> and analyze how art is used to inform or change beliefs, values, and behaviors of an individual or society, demonstrating <b>proficiency</b> in establishing, reinforcing, and reflecting group identity. (VA:Cn11.1.5-8a)</p>

# 2017 FINE ARTS STANDARDS – MUSIC

GRADE	ARTISTIC PROCESS	STANDARDS (NCAS ALIGNMENT)
<b>Essential Question:</b> How does God intend for us to use music?		<b>Big Idea:</b> Music is a gift from God, producing beauty of form and harmony through which we can express and share ideas, feelings, and emotions.
<b>K</b>	<b>Creating</b>	<b>FA.K.M.1</b> With guidance, understand that musical expression can be used to glorify God.
		<b>FA.K.M.2</b> With guidance, explore and experience music concepts (e.g., beat, melodic lines). (MU:Cr1.1.Ka)
		<b>FA.K.M.3</b> With guidance, generate musical ideas (e.g., movements, vocalizations, instrumental accompaniments, motives). (MU:Cr1.1.Kb)
		<b>FA.K.M.4</b> With guidance, demonstrate and choose favorite <b>musical ideas</b> . (MU:Cr2.1.Ka)
		<b>FA.K.M.5</b> With guidance, organize personal musical ideas using iconic notation (e.g., lines, drawings, pictures) and/or recording technology. (MU:Cr2.1.Kb)
		<b>FA.K.M.6</b> With guidance, apply personal, peer, and teacher feedback in refining one’s musical ideas. (MU:Cr3.1.Ka)
		<b>FA.K.M.7</b> With guidance, demonstrate a final version of one’s musical ideas to peers. (MU:Cr3.2.Ka)
	<b>Performing</b>	<b>FA.K.M.8</b> With guidance, explore how musical expression can be used to glorify God and bless others.
		<b>FA.K.M.9</b> With guidance, demonstrate and state personal interest in varied musical selections. (MU:Pr4.1.Ka)
		<b>FA.K.M.10</b> With guidance, explore and demonstrate awareness of music contrasts (e.g., high/low, loud/soft, same/different) in a variety of music selected for performance. (MU:Pr4.2.Ka)
		<b>FA.K.M.11</b> With guidance, demonstrate awareness of expressive qualities (e.g., voice quality, dynamic, tempo) that support the creators’ expressive intent. (MU:Pr4.3.Ka)
		<b>FA.K.M.12</b> With guidance, apply personal, teacher, and peer feedback to refine performances. (MU:Pr5.1.Ka)
		<b>FA.K.M.13</b> With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music. (MU:Pr5.1.Kb)
		<b>FA.K.M.14</b> With guidance, perform music with expression. (MU:Pr6.1.Ka)
		<b>FA.K.M.15</b> Perform appropriately for the audience. (MU:Pr6.1.Kb)
	<b>Responding</b>	<b>FA.K.M.16</b> With guidance, recognize how one’s response to music can draw one closer to God.
		<b>FA.K.M.17</b> With guidance, list personal interests and experiences and give reasons why musical selections are preferred. (MU:Re7.1.Ka)
		<b>FA.K.M.18</b> With guidance, demonstrate how a specific music concept (e.g., beat, melodic lines) is used in music. (MU:Re7.2.Ka)
		<b>FA.K.M.19</b> With guidance, demonstrate awareness of expressive qualities (e.g., dynamics, tempo) that reflect creators’/performers’ expressive intent. (MU:Re8.1.Ka)
		<b>FA.K.M.20</b> With guidance, apply personal and expressive preferences in the evaluation of music. (MU:Re9.1.Ka)
<b>Connecting</b>	<b>FA.K.M.21</b> With guidance, recognize the value of hymns, scripture songs, and other spiritual selections as a part of worship.	
	<b>FA.K.M.22</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. (MU:Cn10.1.K)	
	<b>FA.K.M.23</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. (MU:Cn11.1.K)	
<b>1-4</b>	<b>Creating</b>	<b>FA.1-4.M.1</b> Discuss how musical works can be created to glorify God.
		<b>FA.1-4.M.2</b> <i>With guidance</i> , improvise rhythmic and melodic patterns, and describe connection to specific purpose and context (e.g., spiritual, personal, social, cultural). (MU:Cr1.1.1-4a)
		<b>FA.1-4.M.3</b> <i>With guidance</i> , generate musical ideas (e.g., rhythms, melodies) within a given tonality and/or meter. (MU:Cr1.1.1-4b)
		<b>FA.1-4.M.4</b> <i>With guidance</i> , demonstrate and discuss selected musical ideas that represent personal expressive intent. (MU:Cr2.1.1-4a)
		<b>FA.1-4.M.5</b> <i>With guidance</i> , use iconic and/or standard notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas. (MU:Cr2.1.1-4b)
		<b>FA.1-4.M.6</b> <i>With guidance</i> , discuss, evaluate, and apply personal, peer, and teacher feedback to revise one’s musical ideas to show improvement over time. (MU:Cr3.1.1-4a)
		<b>FA.1-4.M.7</b> <i>With guidance</i> , convey expressive intent for a specific purpose by presenting a final version of one’s musical ideas to peers or informal audience. (MU:Cr3.2.1-4a)
	<b>Performing</b>	<b>FA.1-4.M.8</b> Discuss how the diversity of musical expression can be used to glorify God and bless others.
		<b>FA.1-4.M.9</b> <i>With guidance</i> , demonstrate and discuss how the selection of music to perform is influenced by personal interest, knowledge, purpose, and technical skill. (MU:Pr4.1.1-4a)
		<b>FA.1-4.M.10</b> <i>With guidance</i> , demonstrate understanding of music concepts and structure (e.g., form, rhythm, phrasing) in music from a variety of cultures selected for performance. (MU:Pr4.2.1-4a)
		<b>FA.1-4.M.11</b> When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic or standard notation. (MU:Pr4.2.1-4b)
		<b>FA.1-4.M.12</b> <i>With guidance</i> , describe how context (e.g., spiritual, personal, social, cultural) can inform performances and result in different music interpretations. (MU:Pr4.2.1-4c)
		<b>FA.1-4.M.13</b> Demonstrate and describe how expressive intent is conveyed through expressive qualities (e.g., dynamics, tempo, timbre). (MU:Pr4.3.1-4a)
		<b>FA.1-4.M.14</b> <i>With guidance</i> , apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble performances. (MU:Pr5.1.1-4a)
		<b>FA.1-4.M.15</b> <i>With guidance</i> , rehearse, identify, and apply strategies to refine interpretive performance, expressive qualities, and technical challenges of music to show improvement over time. (MU:Pr5.1.1-4b)
		<b>FA.1-4.M.16</b> <i>With guidance</i> , perform music (alone or with others) using expression and technical accuracy. (MU:Pr6.1.1-4a)
		<b>FA.1-4.M.17</b> Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for the context, venue, and genre. (MU:Pr6.1.1-4b)
	<b>Responding</b>	<b>FA.1-4.M.18</b> Reflect on how the influence of music can affect one’s relationship with God.
		<b>FA.1-4.M.19</b> <i>With guidance</i> , identify and demonstrate how selected music connects to and is influenced by personal interests, experiences, or purposes. (MU:Re7.1.1-4a)
		<b>FA.1-4.M.20</b> <i>With guidance</i> , demonstrate and identify how specific music concepts (e.g., beat, pitch) are used in various styles of music for a purpose, and how a response to music can be informed by the structure and context (e.g., spiritual, personal, social, cultural). (MU:Re7.2.1-4a)
		<b>FA.1-4.M.21</b> <i>With guidance</i> , demonstrate knowledge of music concepts and describe how the expressive qualities (e.g., dynamics, tempo, timbre) are used in creators’/performers’ interpretations to reflect expressive intent. (MU:Re8.1.1-4a)
		<b>FA.1-4.M.22</b> <i>With guidance</i> , apply personal and expressive preferences in music for specific purposes; evaluate musical works, applying established criteria to describe appropriateness to the context. (MU:Re9.1.1-4a)
	<b>Connecting</b>	<b>FA.1-4.M.23</b> Select spiritual works (e.g., hymns, scripture songs), discuss the lyrics, and memorize the selections.
		<b>FA.1-4.M.24</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. (MU:Cn10.1.1-4a)
		<b>FA.1-4.M.25</b> Demonstrate understanding of relationships between music and other arts, other disciplines, varied contexts, and daily life. (MU:Cn11.1.1-4a)

## 2017 FINE ARTS STANDARDS – MUSIC (CONTINUED)

GRADE	ARTISTIC PROCESS	STANDARDS (NCAS ALIGNMENT)
<b>Essential Question:</b> How does God intend for us to use music?		<b>Big Idea:</b> Music is a gift from God, producing beauty of form and harmony through which we can express and share ideas, feelings, and emotions.
<b>5-8</b>	<b>Creating</b>	<p><b>FA.5-8.M.1</b> Explain how musical works can be created to glorify God.</p> <p><b>FA.5-8.M.2</b> <i>With support</i>, generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within <b>AB, ABA</b>, or theme and variation forms that convey expressive intent and connect to specific purpose and context (e.g., spiritual, personal, social, cultural). (MU:Cr1.1.5-8a)</p> <p><b>FA.5-8.M.3</b> Generate musical ideas (e.g., rhythms, melodies, accompaniment patterns) within specific related tonalities, meters, and simple chord changes. (MU:Cr2.1.5-8a)</p> <p><b>FA.5-8.M.4</b> <i>With support</i>, select, organize, construct, and document personal musical ideas for arrangements, and compositions within AB, ABA, or theme and variation forms that demonstrate an effective beginning, middle, and ending, and convey expressive intent. (MU:Cr2.1.5-8b)</p> <p><b>FA.5-8.M.5</b> Use standard and/or iconic notation and/or audio/video recording to document personal simple rhythmic phrases, melodic phrases, and <i>two-chord</i> harmonic sequences. (MU:Cr3.1.5-8a)</p> <p><b>FA.5-8.M.6</b> Evaluate one's own work, applying <i>teacher</i>-selected criteria (e.g., appropriate application of elements of music, compositional techniques) including style, form, and use of sound sources. (MU:Cr3.1.5-8a)</p> <p><b>FA.5-8.M.7</b> Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (e.g., teacher, peers). (MU:Cr3.1.5-8b)</p> <p><b>FA.5-8.M.8</b> Present the final version of one's documented personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent. (MU:Cr3.2.5-8a)</p>
	<b>Performing</b>	<p><b>FA.5-8.M.9</b> Explain or demonstrate ways in which a performer can glorify God and bless others.</p> <p><b>FA.5-8.M.10</b> Apply <i>teacher-provided</i>, collaboratively-developed, or personally-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context; after discussion, identify expressive qualities, technical challenges, and reasons for choices. (MU:Pr4.1.5-8a)</p> <p><b>FA.5-8.M.11</b> <i>Explain</i> and compare the structure of contrasting pieces of music selected for performance and how elements of music are used in each. (MU:Pr4.2.5-8a)</p> <p><b>FA.5-8.M.12</b> <i>With support</i>, when analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, dynamics, tempo, and form. (MU:Pr4.2.5-8b)</p> <p><b>FA.5-8.M.13</b> Identify how cultural and historical context inform performances and result in different music interpretations. (MU:Pr4.2.5-8c)</p> <p><b>FA.5-8.M.14</b> Perform contrasting pieces of music demonstrating personal interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing) to convey intent. (MU:Pr4.3.5-8a)</p> <p><b>FA.5-8.M.15</b> Identify and apply teacher-provided and collaboratively-developed criteria (e.g., correct interpretation of notation, technical skill of performer, originality, emotional impact, variety) to rehearse, refine, and determine when the music is ready to be performed. (MU:Pr5.1.5-8a)</p> <p><b>FA.5-8.M.16</b> Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time. (MU:Pr5.1.5-8b)</p> <p><b>FA.5-8.M.17</b> Perform the music with technical accuracy and stylistic expression to convey the creator's intent. (MU:Pr6.1.5-8a)</p> <p><b>FA.5-8.M.18</b> Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style. (MU:Pr6.1.5-8b)</p>
	<b>Responding</b>	<p><b>FA.5-8.M.19</b> Compare and contrast different Christian music genres and identify how they can affect one's relationship with God.</p> <p><b>FA.5-8.M.20</b> Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose. (MU:Re7.1.5-8a)</p> <p><b>FA.5-8.M.21</b> Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces. (MU:Re7.2.5-8a)</p> <p><b>FA.5-8.M.22</b> Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods. (MU:Re7.2.5-8b)</p> <p><b>FA.5-8.M.23</b> Support personal interpretation of contrasting programs of music and explain how creators/performers apply the elements of music and expressive qualities within genres, cultures, and historical periods to convey expressive intent. (MU:Re8.1.5-8a)</p> <p><b>FA.5-8.M.24</b> Apply <i>teacher-provided</i>, collaboratively-developed, or personally-developed criteria to evaluate musical works or performances. (MU:Re9.1.5-8a)</p>
	<b>Connecting</b>	<p><b>FA.5-8.M.25</b> Analyze hymns, scripture songs, and other spiritual selections and identify connections to the creator's intent.</p> <p><b>FA.5-8.M.26</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating performing, and responding to music. (MU:Cn10.1.5-8a)</p> <p><b>FA.5-8.M.27</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. (MU:Cn11.1.5-8a)</p>

# 2017 FINE ARTS STANDARDS – DRAMA

GRADE	ARTISTIC PROCESS	STANDARDS (NCAS ALIGNMENT)	
<b>Essential Question:</b> How does drama stimulate creativity, challenge perceptions, and explore the human experience while inspiring us to learn about God’s love?		<b>Big Idea:</b> Drama is an art form that enables us to engage the senses, imagination, and intellect in telling a story that can be used to understand the human experience and God.	
<b>K</b>	<b>Creating</b>	<p><b>FA.K.D.1</b> With prompting and support, create a Bible skit that shows God’s love.</p> <p><b>FA.K.D.2</b> With prompting and support, create a short drama scene to show how one can share the gospel of Jesus.</p> <p><b>FA.K.D.3</b> With prompting and support, participate in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). (TH:Cr1.1.Ka)</p> <p><b>FA.K.D.4</b> With prompting and support, use non-representational materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience. (TH:Cr1.1.Kb)</p> <p><b>FA.K.D.5</b> With prompting and support, interact with peers and contribute to dramatic play or a guided drama experience. (TH:Cr2.1.Ka)</p> <p><b>FA.K.D.6</b> With prompting and support, express original ideas in dramatic play or a guided drama experience. (TH:Cr2.1.Kb)</p> <p><b>FA.K.D.7</b> With prompting and support, ask and answer questions in dramatic play or a guided drama experience. (TH:Cr3.1.Ka)</p>	
	<b>Performing</b>	<p><b>FA.K.D.8</b> With prompting and support, discuss and use dramatic play to show how everyday actions can reveal Christlike traits (e.g., kindness, respect, honesty).</p> <p><b>FA.K.D.9</b> With prompting and support, identify characters and setting in dramatic play or a guided drama experience. (TH:Pr4.1.Ka)</p> <p><b>FA.K.D.10</b> With prompting and support, understand that voice and sound are fundamental to dramatic play and guided drama experiences. (TH:Pr5.1.Ka)</p> <p><b>FA.K.D.11</b> With prompting and support, explore and experiment with various technical elements (e.g., lighting, sound, projections, music) in dramatic play or a guided drama experience. (TH:Pr5.1.Kb)</p> <p><b>FA.K.D.12</b> With prompting and support, use voice and sound in dramatic play or a guided drama experience. (TH:Pr6.1.Ka)</p>	
	<b>Responding</b>	<p><b>FA.K.D.13</b> With prompting and support, discuss and use dramatic play to show how Bible characters expressed emotions.</p> <p><b>FA.K.D.14</b> With prompting and support, express an emotional response to characters in dramatic play or a guided drama experience. (TH:Re7.1.Ka)</p> <p><b>FA.K.D.15</b> With prompting and support, explore preferences in dramatic play or a guided drama experience. (TH:Re8.1.Ka)</p> <p><b>FA.K.D.16</b> With prompting and support, name and describe characters and settings in dramatic play or a guided drama experience. (TH:Re8.1.Kb)</p> <p><b>FA.K.D.17</b> With prompting and support, actively engage with others in dramatic play or a guided drama experience. (TH:Re9.1.Ka)</p>	
	<b>Connecting</b>	<p><b>FA.K.D.18</b> Listen to or view a story about Ellen White and discuss the different traits of the characters.</p> <p><b>FA.K.D.19</b> With prompting and support, identify similarities between characters and oneself in dramatic play or a guided drama experience. (TH:Cn10.1.Ka)</p> <p><b>FA.K.D.20</b> With prompting and support, identify skills and knowledge from other areas in dramatic play or a guided drama experience. (TH:Cn11.1.Ka)</p> <p><b>FA.K.D.21</b> With prompting and support, identify differences in two or more stories through dramatic play or a guided drama experience. (TH:Cn11.2.Ka)</p> <p><b>FA.K.D.22</b> With prompting and support, tell a short story in dramatic play or a guided drama experience. (TH:Cn11.2.Kb)</p>	
	<b>1-4</b>	<b>Creating</b>	<p><b>FA.1-4.D.1</b> Collaborate with peers to create a short drama scene to show how one can share the gospel of Jesus.</p> <p><b>FA.1-4.D.2</b> Propose potential choices characters could make and new details in a guided drama experience (e.g., process drama, story drama, creative drama). (TH:Cr1.1.1-4a)</p> <p><b>FA.1-4.D.3</b> Collaborate with peers to imagine and articulate ideas for costumes, props, and sets for the environments and characters in a drama work. (TH:Cr1.1.1-4b)</p> <p><b>FA.1-4.D.4</b> Collaborate to determine how characters might move and speak to support the story and given circumstances in a drama work. (TH:Cr1.1.1-4c/TH:Pr5.1.1-4a)</p> <p><b>FA.1-4.D.5</b> Collaborate by asking questions about characters and plots to devise meaningful dialogue in a guided drama experience. (TH:Cr2.1.1-4a)</p> <p><b>FA.1-4.D.6</b> Compare ideas with peers and make selections that will enhance and deepen a group drama work. (TH:Cr2.1.1-4b)</p> <p><b>FA.1-4.D.7</b> Collaborate with peers to revise, refine, and adapt ideas to fit the given parameters of a drama work. (TH:Cr3.1.1-4a)</p> <p><b>FA.1-4.D.8</b> Use and adapt sounds and movements in a guided drama experience. (TH:Cr3.1.1-4b)</p> <p><b>FA.1-4.D.9</b> Collaborate on solutions for design and/or technical problems (e.g., lighting, sound, projections, music) that arise in rehearsal. (TH:Cr3.1.1-4c)</p>
		<b>Performing</b>	<p><b>FA.1-4.D.10</b> Discuss ways that one can express Christlike traits (e.g., cheerfulness, reverence, forgiveness) and apply to a drama performance.</p> <p><b>FA.1-4.D.11</b> Develop self-confidence through participation in drama experiences.</p> <p><b>FA.1-4.D.12</b> Interpret story elements (e.g., character actions, dialogue) in a guided drama experience. (TH:Pr4.1.1-4a)</p> <p><b>FA.1-4.D.13</b> Investigate how movement and voice are incorporated into a drama work. (TH:Pr4.1.1-4b)</p> <p><b>FA.1-4.D.14</b> Explore and identify the basic technical elements that can be used in a drama work. (TH:Pr5.1.1-4b)</p> <p><b>FA.1-4.D.15</b> With prompting and support, share drama work with peers as an audience. (TH:Pr6.1.1-4a)</p>
		<b>Responding</b>	<p><b>FA.1-4.D.16</b> Discuss and identify technical elements to enrich a drama work based on a biblical story.</p> <p><b>FA.1-4.D.17</b> Understand why artistic choices are made in a drama work. (TH:Re7.1.1-4a)</p> <p><b>FA.1-4.D.18</b> Explain how personal preferences and emotions affect an observer’s response in a guided drama experience. (TH:Re8.1.1-4a)</p> <p><b>FA.1-4.D.19</b> Identify causes and consequences of a character’s actions in a guided drama experience. (TH:Re8.1.1-4b)</p> <p><b>FA.1-4.D.20</b> Examine how connections are made between oneself and a character’s emotions in a drama work. (TH:Re8.1.1-4c)</p> <p><b>FA.1-4.D.21</b> Discuss how and why groups evaluate a drama work. (TH:Re9.1.1-4a)</p> <p><b>FA.1-4.D.22</b> Use a prop or costume in a guided drama experience to describe characters, settings, or events. (TH:Re9.1.1-4b)</p> <p><b>FA.1-4.D.23</b> Observe how a character’s choices impact an audience’s perspective in a drama work. (TH:Re9.1.1-4c)</p>
		<b>Connecting</b>	<p><b>FA.1-4.D.24</b> Create a short drama scene based on an Adventist Heritage story.</p> <p><b>FA.1-4.D.25</b> Relate character experiences to personal experiences in a guided drama experience. (TH:Cn10.1.1-4a)</p> <p><b>FA.1-4.D.26</b> Identify connections to community, social issues, and other content areas in a drama work. (TH:Cn11.1.1-4a)</p> <p><b>FA.1-4.D.27</b> Identify similarities and differences in stories from one’s own community and multiple cultures in a guided drama experience. (TH:Cn11.2.1-4a)</p> <p><b>FA.1-4.D.28</b> Examine how artists have historically presented the same stories using different art forms, genres, or drama conventions. (TH:Cn11.2.1-4b)</p>

## 2017 FINE ARTS STANDARDS – DRAMA (CONTINUED)

GRADE	ARTISTIC PROCESS	STANDARDS (NCAS ALIGNMENT)
<b>Essential Question:</b> How does drama stimulate creativity, challenge perceptions, and explore the human experience while inspiring us to learn about God’s love?		<b>Big Idea:</b> Drama is an art form that enables us to engage the senses, imagination, and intellect in telling a story that can be used to understand the human experience and God.
<b>5-8</b>	<b>Creating</b>	<p><b>FA.5-8.D.1</b> Collaborate with peers to create a short drama scene to show how one can share the gospel of Jesus.</p> <p><b>FA.5-8.D.2</b> Investigate multiple perspectives and solutions to staging challenges in a drama work. (TH:Cr1.1.5-8a)</p> <p><b>FA.5-8.D.3</b> Identify and explore solutions to design challenges of a performance space in a drama work. (TH:Cr1.1.5-8b)</p> <p><b>FA.5-8.D.4</b> Describe how a character’s inner thoughts, objectives, and motivations impact the story and given circumstances in a drama work. (TH:Cr1.1.5-8c/TH:Pr5.1.5-8a)</p> <p><b>FA.5-8.D.5</b> Use critical analysis to improve, refine, and develop original ideas and artistic choices based on background knowledge in a drama work. (TH:Cr2.1.5-8a)</p> <p><b>FA.5-8.D.6</b> Participate in defined responsibilities and demonstrate respect for self and others while preparing and presenting a drama work. (TH:Cr2.1.5-8b)</p> <p><b>FA.5-8.D.7</b> Demonstrate focus and concentration in the rehearsal process to analyze, revise, and improve choices in a drama work. (TH:Cr3.1.5-8a)</p> <p><b>FA.5-8.D.8</b> Develop effective physical and vocal traits of characters in an improvised or scripted drama work. (TH:Cr3.1.5-8b)</p> <p><b>FA.5-8.D.9</b> Consider multiple planned designs and technical elements (e.g., lighting, sound, projections, music) during the rehearsal process for a devised or scripted drama work. (TH:Cr3.1.5-8c)</p>
	<b>Performing</b>	<p><b>FA.5-8.D.10</b> Collaborate on ways to express, through drama, Christlike traits (e.g., acceptance, humility, compassion) and perform for others.</p> <p><b>FA.5-8.D.11</b> Develop self-confidence through participation in drama experiences.</p> <p><b>FA.5-8.D.12</b> Identify the essential events in a story or script that make up the dramatic structure in a drama work. (TH:Pr4.1.5-8a)</p> <p><b>FA.5-8.D.13</b> Experiment with various physical choices to communicate character in a drama work. (TH:Pr4.1.5-8b)</p> <p><b>FA.5-8.D.14</b> Choose a variety of technical elements that can be applied to a design in a drama work. (TH:Pr5.1.5-8b)</p> <p><b>FA.5-8.D.15</b> Participate in rehearsals for a drama work that will be shared with an audience. (TH:Pr6.1.5-8a)</p>
	<b>Responding</b>	<p><b>FA.5-8.D.16</b> Identify technical elements to enrich a drama work based on a story or event that illustrates one of the Adventist Fundamental Beliefs (e.g., Sabbath, Second Coming, Creation).</p> <p><b>FA.5-8.D.17</b> Cite personal reactions to artistic choices made in a drama work through participation and observation. (TH:Re7.1.5-8a)</p> <p><b>FA.5-8.D.18</b> Explain how artists make choices based on personal experience in a drama work. (TH:Re8.1.5-8a)</p> <p><b>FA.5-8.D.19</b> Identify and describe how cultural perspectives may influence the evaluation of a drama work. (TH:Re8.1.5-8b)</p> <p><b>FA.5-8.D.20</b> <i>Discuss</i> and apply personal aesthetics, preferences, and beliefs to evaluate a drama work. (TH:Re8.1.5-8c)</p> <p><b>FA.5-8.D.21</b> Use supporting evidence and criteria to evaluate a drama work. (TH:Re9.1.5-8a)</p> <p><b>FA.5-8.D.22</b> Consider production elements (e.g., lights, special effects, sound, props) to assess the aesthetics in a drama work. (TH:Re9.1.5-8b)</p> <p><b>FA.5-8.D.23</b> Identify how the intended purpose of a drama work appeals to a specific audience. (TH:Re9.1.5-8c)</p>
	<b>Connecting</b>	<p><b>FA.5-8.D.24</b> Using a variety of media, design a costume or basic background set that connects to the time period of early Adventist Heritage.</p> <p><b>FA.5-8.D.25</b> Explain how drama connects oneself to a community or culture. (TH:Cn10.1.5-8a)</p> <p><b>FA.5-8.D.26</b> Investigate historical, global, and social issues expressed or implied in a drama work. (TH:Cn11.1.5-8a)</p> <p><b>FA.5-8.D.27</b> Analyze commonalities and differences between story plots set in different cultures. (TH:Cn11.2.5-8a)</p> <p><b>FA.5-8.D.28</b> Examine artifacts from a time period and geographic location to better understand performance and design choices in a drama work. (TH:Cn11.2.5-8b)</p>

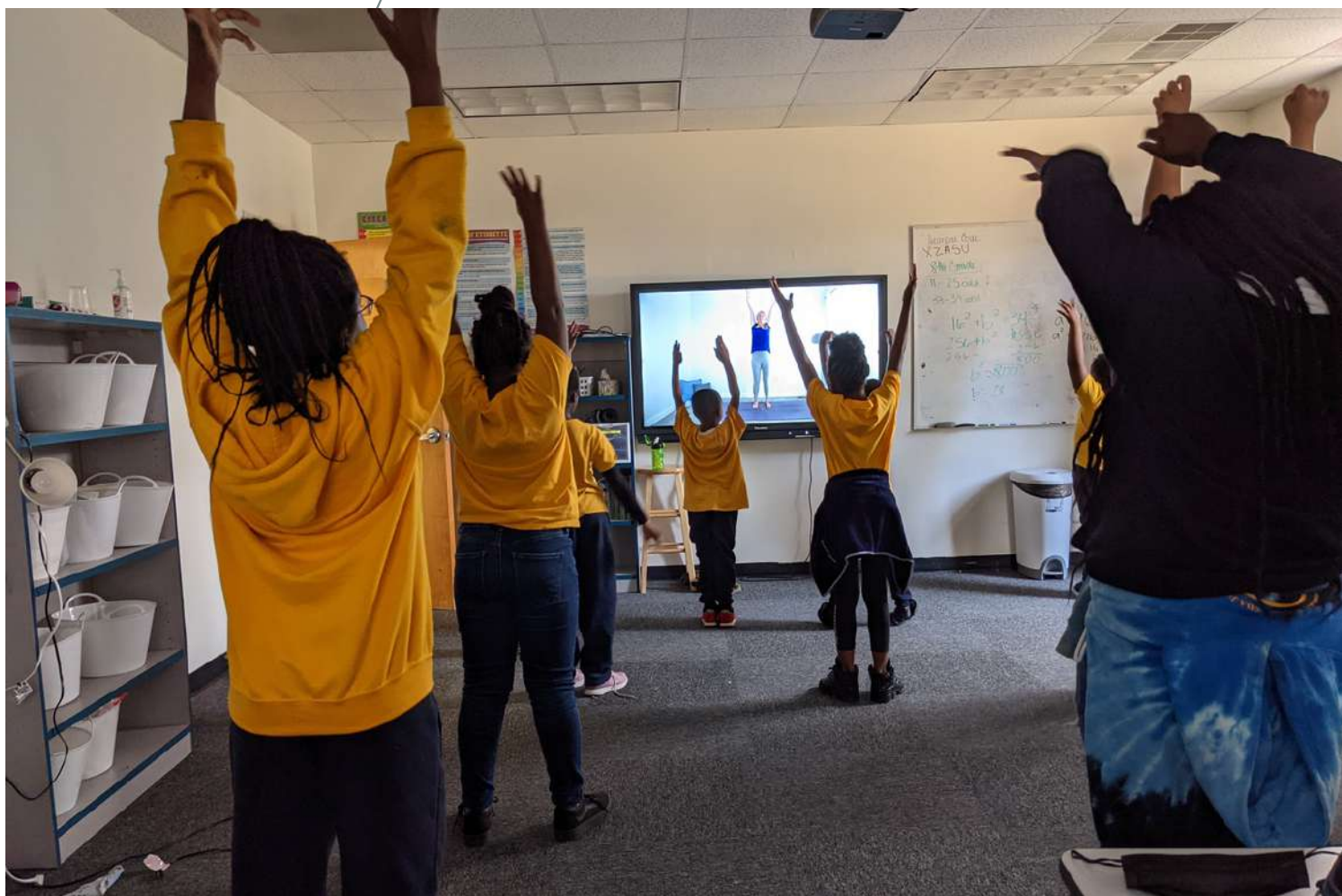
# PHYSICAL EDUCATION

## STANDARDS



**Adventist Education**

A JOURNEY TO EXCELLENCE



## 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

## PHYSICAL EDUCATION DOMAINS

1. **MOTOR SKILLS** - Demonstrates competency in a variety of motor skills and movement patterns.
2. **PERFORMANCE APPLICATION** - Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
3. **PHYSICAL FITNESS** - Demonstrates the knowledge and skills needed to achieve a health-enhancing level of physical activity and fitness.
4. **RESPONSIBLE BEHAVIOR** - Exhibits responsible personal and social behavior that respects self and others as children of God.
5. **VALUES HEALTH** - Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

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## 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 begins with the content area abbreviation in letters; all are identified with PE-Physical Education (**PE.K.MS.1**). The second part of the code refers to the grade level (**PE.K.MS.1**). The third part of the code refers to the particular physical education domain (**PE.K.MS.1**), with MS standing for Motor Skills. The fourth part of the code refers to a particular skill within the physical education domain (**PE.K.MS.1**). The coding system that follows each standard is the National Standards & Grade-Level Outcomes for K-12 Physical Education that aligns with the NAD standard. Where no code exists, there is no corresponding national standard. Words which are italicized within the standard document are defined in the glossary located on the NAD website. Embedded in the electronic version is a feature which allows for the definition to appear when hovering over the italicized word.

## ADDITIONAL PHYSICAL EDUCATION RESOURCES

Resources can be accessed on the NAD website — Standards, Class Structure and Lesson Plans, Recommended Physical Education Curriculum, Critical Elements, Resources and Equipment, Glossary, Frequently Asked Questions.

## CREDITS

The following resources were referenced in developing *Physical Education Standards for Seventh-day Adventist Schools*: a sampling of state standards, the National Standards & Grade-Level Outcomes for K-12 Physical Education created by SHAPE (Society of Health and Physical Education) America, the NAD Curriculum Guide & Resource Manuals for Physical Education Grades K-12, and The Core of Adventist Education Curriculum.

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# 2016 ELEMENTARY PHYSICAL EDUCATION STANDARDS – MOTOR SKILLS

GRADE	TOPICS	STANDARDS (SHAPE ALIGNMENT)		
<b>Essential Question:</b> Why did God create our bodies for movement?		<b>Big Idea:</b> Movement contributes to healthy physical development, in keeping with God’s original plan for our lives.		
K	Locomotor	PE.K.MS.1 Performs <i>locomotor</i> skills (e.g., hopping, galloping, running, sliding) while maintaining balance. (S1.E1.K; S1.E3.K)		
	Non-locomotor	PE.K.MS.2 Maintains momentary stillness on different body parts. (S1.E7.Ka) PE.K.MS.3 Contrasts the actions of <i>curling</i> and <i>stretching</i> . (S1.E10.K)		
	Manipulative	PE.K.MS.4 Throws underhand with opposite foot forward. (S1.E13.K)		
		PE.K.MS.5 Drops a ball and catches it before it bounces twice. (S1.E16.Ka)		
		PE.K.MS.6 Catches a large ball tossed by a skilled thrower. (S1.E16.Kb)		
		PE.K.MS.7 Dribbles a ball with one hand, attempting the second dribble. (S1.E17.K)		
		PE.K.MS.8 Taps a ball using the inside of the foot, sending it forward. (S1.E18.K)		
		PE.K.MS.9 Kicks a stationary ball from a stationary position, displaying 2 of the 5 <i>critical elements</i> of a mature kick. (S1.E21.K)		
		PE.K.MS.10 Volleys a lightweight object (balloon), sending it upward. (S1.E22.K)		
		PE.K.MS.11 Strikes a lightweight object with a paddle or <i>short-handled racket</i> . (S1.E24.K)		
		PE.K.MS.12 Executes a single jump with self-turned rope. (S1.E27.Ka)		
		PE.K.MS.13 Jumps a long rope with teacher-assisted turning. (S1.E27.Kb)		
		1	Locomotor	PE.1.MS.1 Hops, jogs, and slides using a <i>mature pattern</i> . (S1.E1.1) PE.1.MS.2 Jumps and lands in a horizontal plane demonstrating 2 of the 5 <i>critical elements</i> . (S1.E3.1) PE.1.MS.3 Jumps and lands in a vertical plane demonstrating 2 of the 5 <i>critical elements</i> . (S1.E4.1)
Non-locomotor	PE.1.MS.4 Transfers weight from one body part to another in personal <i>self-space</i> . (S1.E8.1) PE.1.MS.5 Demonstrates twisting, <i>curling</i> , bending, and <i>stretching</i> actions. (S1.E10.1)			
Manipulative	PE.1.MS.6 Throws underhand, demonstrating 2 of the 5 <i>critical elements</i> of a <i>mature pattern</i> . (S1.E13.1)			
	PE.1.MS.7 Catches a soft object from a self-toss before it bounces. (S1.E16.1a)			
	PE.1.MS.8 Catches various sizes of balls self-tossed or tossed by a skilled thrower. (S1.E16.1b)			
	PE.1.MS.9 Dribbles continuously in personal <i>self-space</i> using the preferred hand. (S1.E17.1)			
	PE.1.MS.10 Taps or dribbles a ball using the inside of the foot while walking in <i>general space</i> . (S1.E18.1)			
	PE.1.MS.11 Approaches a stationary ball and kicks it forward, displaying 2 of the 5 <i>critical elements</i> of a mature kick. (S1.E21.1)			
	PE.1.MS.12 Volleys an object with an open palm, sending it upward. (S1.E11.1)			
	PE.1.MS.13 Strikes a ball with a <i>short-handled implement</i> , sending it upward. (S1.E24.1)			
	PE.1.MS.14 Jumps forward or backward consecutively using a self-turned rope. (S1.E27.1a)			
	PE.1.MS.15 Jumps a long rope up to five times consecutively with teacher-assisted turning. (S1.E27.1b)			
	2		Locomotor	PE.2.MS.1 Runs, <i>skips</i> , and gallops using a <i>mature pattern</i> . (S1.E1.2; S1.E2.2a) PE.2.MS.2 Travels showing differentiation between <i>jogging</i> and <i>sprinting</i> . (S1.E2.2b) PE.2.MS.3 Jumps and lands in a horizontal plane using 1- and 2-foot take-offs and landings demonstrating 4 of the 5 <i>critical elements</i> . (S1.E3.2) PE.2.MS.4 Demonstrates 4 of the 5 <i>critical elements</i> for jumping and landing in a <i>vertical plane</i> . (S1.E4.2) PE.2.MS.5 Performs a teacher-and/or student-designed rhythmic activity with correct response to simple rhythms. (S1.E5.2)
			Non-locomotor	PE.2.MS.6 Balances in an <i>inverted position</i> with stillness and supportive bases. (S1.E7.2b) PE.2.MS.7 Transfers weight from feet to different body parts/bases of support for balance and/or travel. (S1.E8.2) PE.2.MS.8 Differentiates among twisting, <i>curling</i> , bending, and <i>stretching</i> actions. (S1.E10.2)
			Manipulative	PE.2.MS.9 Throws underhand using a <i>mature pattern</i> . (S1.E13.2)
PE.2.MS.10 Throws overhand demonstrating 2 of the 5 <i>critical elements</i> of a <i>mature pattern</i> . (S1.E14.2)				
PE.2.MS.11 Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body. (S1.E16.2)				
PE.2.MS.12 Dribbles in personal <i>self-space</i> with preferred hand demonstrating a <i>mature pattern</i> . (S1.E17.2a)				
PE.2.MS.13 Dribbles using the preferred hand while walking in <i>general space</i> . (S1.E17.2b)				
PE.2.MS.14 Dribbles with the feet in <i>general space</i> with control of ball and body. (S1.E18.2)				
PE.2.MS.15 Uses a continuous <i>running</i> approach and kicks a moving ball, demonstrating 3 of the 5 <i>critical elements</i> of a <i>mature pattern</i> . (S1.E21.2)				
PE.2.MS.16 Volleys an object upward with consecutive hits. (S1.E22.2)				
PE.2.MS.17 Strikes an object upward with a <i>short-handled implement</i> , using consecutive hits. (S1.E24.2)				
PE.2.MS.18 Strikes a ball off a tee or cone with a bat using correct grip and <i>side orientation/proper body orientation</i> . (S1.E25.2)				
PE.2.MS.19 Jumps a self-turned rope consecutively forward and backward with a <i>mature pattern</i> . (S1.E27.2a)				
PE.2.MS.20 Jumps a long rope five times consecutively with student turners. (S1.E17.2b)				
3		Locomotor		PE.3.MS.1 Leaps using a <i>mature pattern</i> . (S1.E1.3) PE.3.MS.2 Travels showing differentiation between <i>sprinting</i> and <i>running</i> . (S1.E2.3) PE.3.MS.3 Jumps and lands in both the horizontal and <i>vertical planes</i> using a <i>mature pattern</i> . (S1.E3.3; S1.E4.3) PE.3.MS.4 Performs a sequence of <i>locomotor</i> skills, transitioning from one skill to another smoothly and without hesitation. (S1.E6.3)
		Non-locomotor		PE.3.MS.5 Balances on different bases of support, demonstrating muscular tension and extensions of free body parts. (S1.E7.3) PE.3.MS.6 Transfers weight from feet to hands for momentary weight support. (S1.E8.3) PE.3.MS.7 Moves into and out of <i>gymnastics</i> balances with <i>curling</i> , twisting, and <i>stretching</i> actions. (S1.E10.3)
		Manipulative		PE.3.MS.8 Throws underhand to a partner or target with reasonable accuracy. (S1.E13.3)
				PE.3.MS.9 Throws overhand, demonstrating 3 of the 5 <i>critical elements</i> of a <i>mature pattern</i> , in a <i>static environment</i> for distance/force. (S1.E14.3)
				PE.3.MS.10 Catches a gently tossed hand-size ball from a partner, displaying 4 of the 5 <i>critical elements</i> of a mature catch. (S1.E16.3)
				PE.3.MS.11 Dribbles and travels in <i>general space</i> at slow to moderate jogging speed with control of ball and body. (S1.E17.3)
	PE.3.MS.12 Dribbles with the feet in <i>general space</i> at slow to moderate jogging speed with control of ball and body. (S1.E18.3)			
	PE.3.MS.13 Passes and receives ball with insides of feet to a stationary partner, <i>giving on reception</i> before returning pass. (S1.E19.3)			
	PE.3.MS.14 Uses a continuous <i>running</i> approach and intentionally performs a kick along the ground and a kick in the air, demonstrating 4 of the 5 <i>critical elements</i> of a <i>mature pattern</i> for each. (S1.E21.3a)			
	PE.3.MS.15 Uses a continuous <i>running</i> approach and kicks a stationary ball for accuracy. (S1.E21.3b)			
	PE.3.MS.16 Volleys an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner, while demonstrating 4 of the 5 <i>critical elements</i> of a <i>mature pattern</i> . (S1.E22.3)			
	PE.3.MS.17 Strikes an object with a <i>short-handled implement</i> , sending it forward over a low net or to a wall. (S1.E24.3a)			
	PE.3.MS.18 Strikes a ball with a <i>short-handled implement</i> while demonstrating 3 of the 5 <i>critical elements</i> of a <i>mature pattern</i> . (S1.E24.3b)			
	PE.3.MS.19 Strikes a ball with a long-handled implement (e.g., hockey stick, bat, golf club), sending it forward, while using proper grip for the implement. (Use batting tee or ball tossed by teacher for batting.) (S1.E25.3)			
	PE.3.MS.20 Performs intermediate jump-rope skills (e.g., tricks, <i>running</i> in and out of rope) for both long and short ropes. (S1.E27.3)			
	4		Locomotor	PE.4.MS.1 Uses various <i>locomotor</i> skills in a variety of <i>small-sided practice tasks</i> and educational <i>gymnastics</i> experiences. (S1.E1.4) PE.4.MS.2 Runs for distance using a <i>mature pattern</i> . (S1.E2.4) PE.4.MS.3 Uses <i>spring-and-step takeoffs</i> and landings specific to <i>gymnastics</i> . (S1.E3.4) PE.4.MS.4 Combines traveling with <i>manipulative skills</i> (e.g., dribbling, throwing) in teacher-and/or student-designed <i>small-sided practice tasks</i> . (S1.E6.4)
			Non-locomotor	PE.4.MS.5 Balances on different bases of support on <i>apparatus</i> , demonstrating levels and shapes. (S1.E7.4) PE.4.MS.6 Transfers weight from feet to hands, varying speed and using large extensions (e.g., <i>handstand, cartwheel</i> ). (S1.E8.4) PE.4.MS.7 Moves into and out of balance on <i>apparatus</i> with <i>curling</i> , twisting, and <i>stretching</i> actions. (S1.E10.4) PE.4.MS.8 Combines traveling with balance and weight transfers to create a <i>gymnastics</i> sequence with/without equipment. (S1.E12.4)
			Manipulative	PE.4.MS.9 Throws overhand using a <i>mature pattern</i> in <i>static environments</i> (closed skills). (S1.E14.4a)
				PE.4.MS.10 Throws overhand to a partner or at a target with accuracy from a reasonable distance. (S1.E14.4b)
				PE.4.MS.11 Throws to a moving partner with reasonable accuracy in a <i>static environment</i> (closed skills). (S1.E15.4)
PE.4.MS.12 Catches a thrown ball above the head, at chest or waist level, and below the waist using a <i>mature pattern</i> in a <i>static environment</i> . (S1.E16.4)				
PE.4.MS.13 Dribbles in <i>personal self-space</i> with both the preferred and the non-preferred hands using a <i>mature pattern</i> . (S1.E17.4a)				
PE.4.MS.14 Dribbles in <i>general space</i> with control of ball and body while increasing and decreasing speed. (S1.E17.4b)				
PE.4.MS.15 Dribbles with the feet in <i>general space</i> with control of ball and body while increasing and decreasing speed. (S1.E18.4)				
PE.4.MS.16 Passes and receives ball with the insides of the feet to a moving partner in a <i>static environment/closed skills</i> . (S1.E19.4a)				
PE.4.MS.17 Receives and passes a ball with the outsides and insides of the feet to a stationary partner, <i>giving on reception</i> . (S1.E19.4b)				
PE.4.MS.18 Dribbles with hands or feet in combination with other skills (e.g., passing, receiving, shooting). (S1.E20.4)				
PE.4.MS.19 Kicks along the ground and in the air, and punts using <i>mature patterns</i> . (S1.E21.4)				
PE.4.MS.20 Volleys underhand using a <i>mature pattern</i> in a <i>dynamic environment</i> (e.g., two-square, four-square, handball). (S1.E22.4)				
PE.4.MS.21 Volleys with a two-hand overhead pattern, sending it upward, demonstrating 4 of the 5 <i>critical elements</i> of a <i>mature pattern</i> . (S1.E23.4)				
PE.4.MS.22 Strikes an object with a <i>short-handled implement</i> while demonstrating a <i>mature pattern</i> and alternating hits with a partner over a low net or against a wall. (S1.E24.4a; S1.E24.4b)				
PE.4.MS.23 Strikes an object with a long-handled device (e.g., hockey stick, tennis or badminton racket) while demonstrating 3 of the 5 <i>critical elements</i> of a <i>mature pattern</i> for the device (grip, stance, body orientation, swing plane, follow-through). (S1.E25.4)				
PE.4.MS.24 Combines traveling with the <i>manipulative skills</i> of dribbling, throwing, catching, and striking in teacher- and/or student-designed <i>small-sided practice-task environments</i> . (S1.E26.4)				
PE.4.MS.25 Creates a jump-rope routine with either a short or long rope. (S1.E27.4)				

## 2016 ELEMENTARY PHYSICAL EDUCATION STANDARDS – MOTOR SKILLS (CONTINUED)

GRADE	TOPICS	STANDARDS (SHAPE ALIGNMENT)
<p><b>Essential Question:</b> Why did God create our bodies for movement?</p>		<p><b>Big Idea:</b> Movement contributes to healthy physical development, in keeping with God’s original plan for our lives.</p>
<b>5</b>	<b>Locomotor</b>	<p><b>PE.5.MS.1</b> Combines <i>locomotor</i> and <i>manipulative skills</i> in a variety of <i>small-sided practice tasks in game environments</i>. (S1.E1.5b)  <b>PE.5.MS.2</b> Combines traveling with <i>manipulative skills</i> for execution to a target (e.g., scoring in soccer, hockey, basketball). (S1.E1.5c)  <b>PE.5.MS.3</b> Uses appropriate pacing for a variety of <i>running distances</i>. (S1.E2.5)  <b>PE.5.MS.4</b> Combines jumping and landing patterns with <i>locomotor</i> and <i>manipulative skills</i> in gymnastics and <i>small-sided practice tasks in game environments</i>. (S1.E3.5)</p>
	<b>Non-locomotor</b>	<p><b>PE.5.MS.5</b> Combines balance and transferring weight in gymnastics sequence. (S1.E7.5)  <b>PE.5.MS.6</b> Performs <i>nonlocomotor</i> actions with correct application, for gymnastics and <i>small-sided practice tasks in game environments</i>. (S1.E10.5)  <b>PE.5.MS.7</b> Combines actions, balances, and weight transfers to create a gymnastic sequence with a partner on equipment. (S1.E12.5)</p>
	<b>Manipulative</b>	<p><b>PE.5.MS.8</b> Throws underhand and overhand with a <i>mature pattern in static environments</i> (closed skills), with different sizes and types of objects/balls. (S1.E13.5a; S1.E14.5a)  <b>PE.5.MS.9</b> Throws underhand and overhand to a large target with accuracy. (S1.E13.5b; S1.E14.5b)  <b>PE.5.MS.10</b> Throws and catches with accuracy, both partners moving. (S1.E15.5a; S1.E16.5b)  <b>PE.5.MS.11</b> Throws and catches with reasonable accuracy in dynamic, <i>small-sided practice tasks</i>. (S1.E15.5b; S1.E16.5c)  <b>PE.5.MS.12</b> Catches a batted ball above the head, at chest or waist level, and along the ground using a <i>mature pattern</i> in a <i>static environment</i> (closed skills). (S1.E16.5a)  <b>PE.5.MS.13</b> Combines hand and foot dribbling with other skills during one-on-one <i>practice tasks</i>. (S1.E17.5; S1.E18.5)  <b>PE.5.MS.14</b> Passes and receives a pass with the feet using a <i>mature pattern</i> as both partners travel. (S1.E19.5a; S1.E19.5b)  <b>PE.5.MS.15</b> Dribbles with hands or feet with <i>mature patterns</i> in a variety of <i>small-sided game forms</i>. (S1.E20.5)  <b>PE.5.MS.16</b> Demonstrates <i>mature patterns</i> of kicking and punting in <i>small-sided practice task environments</i>. (S1.E21.5)  <b>PE.5.MS.17</b> Volleys a ball using a two-hand pattern, sending it upward to a target. (S1.E23.5)  <b>PE.5.MS.18</b> Strikes an object consecutively, with a partner, using a <i>short-handled implement</i>, over a net or against a wall, in either a competitive or cooperative <i>game environment</i>. (S1.E24.5)  <b>PE.5.MS.19</b> Strikes a pitched ball with a bat using a <i>mature pattern</i>. (S1.E25.5a)  <b>PE.5.MS.20</b> Combines striking with long implement (e.g., hockey stick), using receiving/traveling skills in a <i>small-sided game</i>. (S1.E25.5b)  <b>PE.5.MS.21</b> Creates a jump-rope routine with a partner using either a short or long rope. (S1.E27.5)</p>
	<b>Throwing</b>	<p><b>PE.6.MS.1</b> Throws with a <i>mature pattern</i> for distance or power appropriate to the practice task (e.g., distance = outfield to home plate; power = second base to first base). (S1.M2.6)  <b>PE.6.MS.2</b> Throws, while stationary, a leading pass to a moving receiver. (S1.M5.6)  <b>PE.6.MS.3</b> Demonstrates a mature underhand pattern for a modified target game (e.g., bowling, horseshoes). (S1.M18.6)</p>
	<b>Catching</b>	<p><b>PE.6.MS.4</b> Catches with a <i>mature pattern</i> from a variety of <i>trajectories</i> using different objects in varying <i>practice tasks</i>. (S1.M3.6)</p>
	<b>Kicking</b>	<p><b>PE.6.MS.5</b> <i>Foot-dribbles</i> changing speed and direction in a variety of <i>practice tasks</i>. (S1.M9.6)</p>
	<b>Dribbling</b>	<p><b>PE.6.MS.6</b> Dribbles with dominant hand using a change of speed and direction in a variety of <i>practice tasks</i>. (S1.M8.6)</p>
	<b>Striking</b>	<p><b>PE.6.MS.7</b> Strikes with a mature overhand pattern in a <i>static environment/closed skills</i> for net/wall games (e.g., volleyball, handball, tennis). (S1.M13.6)  <b>PE.6.MS.8</b> Demonstrates the mature form of the forehand and backhand strokes with a <i>short-handled implement</i> in net/wall games (e.g., <i>paddleball</i>, <i>pickleball</i>, <i>short-handled racket tennis</i>). (S1.M14.6)  <b>PE.6.MS.9</b> Transfers weight with correct timing for the striking pattern (e.g., tennis, softball, hockey). (S1.M15.6)  <b>PE.6.MS.10</b> Strikes, with an implement, a stationary object for accuracy in activities (e.g., croquet, shuffleboard, golf). (S1.M19.6)  <b>PE.6.MS.11</b> Strikes a pitched ball with an implement with <i>force</i> in a variety of <i>practice tasks</i>. (S1.M20.6)</p>
	<b>Passing and Receiving</b>	<p><b>PE.6.MS.12</b> Passes and receives with hands, in combination with <i>locomotor</i> patterns of <i>running</i> and change of direction and speed, competently in <i>modified invasion games</i> (e.g., basketball, flag football, speedball, team handball). (S1.M4.6)</p>
	<b>Scoring Skills</b>	<p><b>PE.6.MS.13</b> Shoots on goal with power in a <i>dynamic environment</i> as appropriate to the activity. (S1.M10.6)</p>
<b>Volleying</b>	<p><b>PE.6.MS.14</b> Forehand volleys with a mature form and control using a <i>short-handled implement</i>. (S1.M16.6)  <b>PE.6.MS.15</b> Two-hand volleys with control in a variety of <i>practice tasks</i>. (S1.M17.6)</p>	
<b>Serving</b>	<p><b>PE.6.MS.16</b> Performs a legal underhand serve with control for net/wall games (e.g., badminton, volleyball, <i>pickleball</i>). (S1.M12.6)</p>	
<b>7</b>	<b>Throwing</b>	<p><b>PE.7.MS.1</b> Throws with a <i>mature pattern</i> for distance or power appropriate to the activity in a <i>dynamic environment</i>. (S1.M2.7)  <b>PE.7.MS.2</b> Throws, while moving, a leading pass to a moving receiver. (S1.M5.7)  <b>PE.7.MS.3</b> Executes consistently (70%) a mature underhand pattern for target games (e.g., bowling, horseshoes). (S1.M18.7)</p>
	<b>Catching</b>	<p><b>PE.7.MS.4</b> Catches with a <i>mature pattern</i> from a variety of <i>trajectories</i> using different objects in <i>small-sided game play</i>. (S1.M3.7)</p>
	<b>Kicking</b>	<p><b>PE.7.MS.5</b> <i>Foot-dribbles</i> with control and combined with passing in a variety of <i>practice tasks</i>. (S1.M9.7)</p>
	<b>Dribbling</b>	<p><b>PE.7.MS.6</b> Dribbles with dominant/nondominant hands using a change of speed and direction in a variety of <i>practice tasks</i>. (S1.M8.7)</p>
	<b>Striking</b>	<p><b>PE.7.MS.7</b> Strikes with a mature overhand pattern in a <i>dynamic environment</i> for net/wall games (e.g., volleyball, tennis). (S1.M13.7)  <b>PE.7.MS.8</b> Demonstrates the mature form of forehand and backhand strokes with a long-handled implement in net games (e.g., tennis). (S1.M14.7)  <b>PE.7.MS.9</b> Transfers weight with correct timing using low-to-high striking pattern with a <i>short-handled implement</i> on the forehand side. (S1.M15.7)  <b>PE.7.MS.10</b> Strikes, with an implement, a stationary object for accuracy and distance in activities (e.g., croquet, golf). (S1.M19.7)  <b>PE.7.MS.11</b> Strikes a pitched ball with an implement to open space in a variety of <i>practice tasks</i>. (S1.M20.7)</p>
	<b>Passing and Receiving</b>	<p><b>PE.7.MS.12</b> Passes and receives with feet, in combination with <i>locomotor</i> patterns of <i>running</i> and change of direction and speed, competently in modified games (e.g., soccer, speedball). (S1.M4.7)</p>
	<b>Scoring Skills</b>	<p><b>PE.7.MS.13</b> Shoots on goal with power and accuracy in <i>small-sided game play</i>. (S1.M10.7)</p>
	<b>Volleying</b>	<p><b>PE.7.MS.14</b> Forehand and backhand volleys with a mature form and control using a <i>short-handled implement</i>. (S1.M16.7)  <b>PE.7.MS.15</b> Two-hand volleys with control in a <i>dynamic environment</i>. (S1.M17.7)</p>
	<b>Serving</b>	<p><b>PE.7.MS.16</b> Executes consistently (70%) a legal underhand serve to a predetermined target for net/wall games (e.g., badminton, volleyball). (S1.M12.7)</p>
	<b>8</b>	<b>Throwing</b>
<b>Catching</b>		<p><b>PE.8.MS.4</b> Catches using an implement in a <i>dynamic environment</i> or modified game play. (S1.M3.8)</p>
<b>Kicking</b>		<p><b>PE.8.MS.5</b> <i>Foot-dribbles/dribbles</i> with an implement with control, changing speed/direction during <i>small-sided game play</i>. (S1.M9.8)</p>
<b>Dribbling</b>		<p><b>PE.8.MS.6</b> Dribbles with dominant and nondominant hands using a change of speed and direction in <i>small-sided game play</i>. (S1.M8.8)</p>
<b>Striking</b>		<p><b>PE.8.MS.7</b> Strikes with a mature overhand pattern in a modified game for net/wall games (e.g., volleyball, badminton). (S1.M13.8)  <b>PE.8.MS.8</b> Demonstrates the mature form of forehand and backhand strokes with a <i>short- or long-handled implement</i> with power and accuracy in net games (e.g., <i>pickleball</i>, tennis, badminton, <i>paddleball</i>). (S1.M14.8)  <b>PE.8.MS.9</b> Transfers weight, with correct timing, using low-to-high striking pattern with a long-handled implement on the backhand side. (S1.M15.8)  <b>PE.8.MS.10</b> Strikes, with an implement, a stationary object for accuracy and power in activities (e.g., croquet, golf). (S1.M19.8)  <b>PE.8.MS.11</b> Strikes a pitched ball with an implement for power to open space in a variety of <i>small-sided games</i>. (S1.M20.8)</p>
<b>Passing and Receiving</b>		<p><b>PE.8.MS.12</b> Passes and receives with an implement, in combination with <i>locomotor</i> patterns of <i>running</i> and change of direction, speed, and/or level, competently in modified games (e.g., lacrosse, hockey). (S1.M4.8)</p>
<b>Scoring Skills</b>		<p><b>PE.8.MS.13</b> Shoots on goal with a long-handled implement for power and accuracy in modified games (e.g., hockey). (S1.M10.8)</p>
<b>Volleying</b>		<p><b>PE.8.MS.14</b> Forehand and backhand volleys with a mature form and control using a <i>short-handled implement</i> during modified game play. (S1.M16.8)  <b>PE.8.MS.15</b> Two-hand volleys with control in a <i>small-sided game</i>. (S1.M17.8)</p>
<b>Serving</b>		<p><b>PE.8.MS.16</b> Executes consistently (70%) a legal underhand serve for distance and accuracy for net/wall games (e.g., badminton, volleyball). (S1.M12.8)</p>

# 2016 ELEMENTARY PHYSICAL EDUCATION STANDARDS — PERFORMANCE APPLICATION

GRADE	TOPICS	STANDARDS (SHAPE ALIGNMENT)
<b>Essential Question:</b> How can we give God honor through our application of the principles of movement and performance?		<b>Big Idea:</b> We honor God by developing our physical talents and skills through individual and group performance activities.
<b>K</b>	<b>Movement Concepts</b>	<p>PE.K.PA.1 Differentiates between movement in personal self-space and general space. (S2.E1.Ka)</p> <p>PE.K.PA.2 Forms wide, narrow, curled, and twisted body shapes. (S1.E7.Kb)</p> <p>PE.K.PA.3 Rolls sideways in a narrow body shape. (S1.E9.K)</p> <p>PE.K.PA.4 Travels in general space with different speeds (slow, medium, fast). (S2.E3.Ka)</p> <p>PE.K.PA.5 Begins to develop the ability to move in open space without contacting other people or objects.</p>
<b>1</b>	<b>Movement Concepts</b>	<p>PE.1.PA.1 Moves in personal self-space and general space in response to teacher directed physical activities. (S2.E1.1)</p> <p>PE.1.PA.2 Travels in 3 of the 4 different directions (forward, backward, side-ways, diagonally).</p> <p>PE.1.PA.3 Travels in three different pathways (curved, straight, zig-zag). (S2.E2.K)</p> <p>PE.1.PA.4 Maintains stillness on different bases of support with different body shapes. (S1.E7.1)</p> <p>PE.1.PA.5 Rolls with either a narrow or curled body shape. (S1.E9.1)</p> <p>PE.1.PA.6 Differentiates between fast and slow speeds. (S2.E3.1a)</p> <p>PE.1.PA.7 Differentiates between strong and light force. (S2.E3.1b)</p> <p>PE.1.PA.8 Demonstrates consistently the ability to move in open space without contacting other people or objects.</p>
<b>2</b>	<b>Movement Concepts</b>	<p>PE.2.PA.1 Moves in personal <i>self-space</i> and general space in response to teacher directed physical activities. (S2.E1.1)</p> <p>PE.2.PA.2 Travels demonstrating low, medium, and high levels. (S2.E2.1a)</p> <p>PE.2.PA.3 Rolls in different directions with a narrow or curled body shape. (S1.E9.2)</p> <p>PE.2.PA.4 Balances on different bases of support, combining levels and shapes. (S1.E7.2a)</p> <p>PE.2.PA.5 Varies time and force with gradual increases and decreases. (S2.E3.2)</p> <p>PE.2.PA.6 Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through). (S2.E2.1b)</p>
<b>3</b>	<b>Movement Concepts</b>	<p>PE.3.PA.1 Recognizes the concept of open spaces in a movement context. (S2.E1.3)</p> <p>PE.3.PA.2 Recognizes locomotor skills specific to a wide variety of physical activities. (S2.E2.3)</p> <p>PE.3.PA.3 Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher. (S2.E3.3)</p>
	<b>Movement Principles</b>	<p>PE.3.PA.4 Understands that appropriate practice improves performance.</p> <p>PE.3.PA.5 Employs the concept of alignment in gymnastics. (S2.E4.3a)</p> <p>PE.3.PA.6 Employs the concept of muscular tension with balance in gymnastics. (S2.E4.3b)</p>
	<b>Strategies and Tactics</b>	<p>PE.3.PA.7 Applies simple strategies and tactics in chasing activities. (S2.E5.3a)</p> <p>PE.3.PA.8 Applies simple strategies in fleeing activities. (S2.E5.3b)</p>
<b>4</b>	<b>Movement Concepts</b>	<p>PE.4.PA.1 Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling). (S2.E1.4a)</p> <p>PE.4.PA.2 Applies the concept of closing spaces in small-sided <i>practice tasks</i>. (S2.E1.4b)</p> <p>PE.4.PA.3 Dribbles in general space with changes in direction and speed. (S2.E1.4c)</p> <p>PE.4.PA.4 Combines movement concepts with skills in small-sided <i>practice tasks</i> and gymnastics environments. (S2.E2.4)</p> <p>PE.4.PA.5 Applies the movement concepts of speed, endurance, and pacing for running. (S2.E3.4a)</p> <p>PE.4.PA.6 Applies the concepts of direction and force when striking an object with a <i>short-handled implement</i>, sending it toward a designated target. (S2.E3.4b)</p>
	<b>Movement Principles</b>	<p>PE.4.PA.7 Identifies and applies principles of practice and conditioning that enhance performance.</p> <p>PE.4.PA.8 Detects, analyzes, and corrects errors in personal motor skills.</p>
	<b>Strategies and Tactics</b>	<p>PE.4.PA.9 Applies simple <i>offensive</i> and <i>defensive strategies</i> and tactics in chasing and fleeing activities. (S2.E5.4a; S2.E5.4b)</p> <p>PE.4.PA.10 Recognizes the types of kicks needed for different games and sports situations. (S2.E5.4c)</p>
<b>5</b>	<b>Movement Concepts</b>	<p>PE.5.PA.1 Combines spatial concepts with locomotor and nonlocomotor movements for small groups in gymnastics and game environments. (S2.E1.5)</p> <p>PE.5.PA.2 Combines movement concepts with skills in small-sided <i>practice tasks</i> in <i>game environments</i> and gymnastics with self direction. (S2.E2.5)</p> <p>PE.5.PA.3 Applies movement concepts to strategy in game situations. (S2.E3.5a)</p> <p>PE.5.PA.4 Applies the concepts of direction and force to strike an object with a long-handled implement. (S2.E3.5b)</p> <p>PE.5.PA.5 Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways) in small-sided practice tasks in <i>game environments</i> and gymnastics. (S2.E3.5c)</p>
	<b>Movement Principles</b>	<p>PE.5.PA.6 Applies information from a variety of internal and external sources to improve performance.</p> <p>PE.5.PA.7 Recognizes sport specific movement patterns that can be applied to games (e.g., similarity of the <i>ready position</i> in striking movement).</p> <p>PE.5.PA.8 Detects, analyzes, and corrects errors in a partner's motor skills.</p>
	<b>Strategies and Tactics</b>	<p>PE.5.PA.9 Applies basic <i>offensive</i> and <i>defensive strategies and tactics</i> in <i>invasion</i> small-sided <i>practice tasks</i>. (S2.E5.5a)</p> <p>PE.5.PA.10 Applies basic <i>offensive</i> and <i>defensive strategies and tactics</i> in <i>net/wall</i> small-sided <i>practice tasks</i>. (S2.E5.5b)</p> <p>PE.5.PA.11 Recognizes the type of throw, volley, or striking action needed for different games and sports situations. (S2.E5.5c)</p>

**2016 ELEMENTARY PHYSICAL EDUCATION STANDARDS – PERFORMANCE APPLICATION (CONTINUED)**

GRADE	TOPICS	STANDARDS (SHAPE ALIGNMENT)
<p><b>Essential Question:</b> How can we give God honor through our application of the principles of movement and performance?</p>		<p><b>Big Idea:</b> We honor God by developing our physical talents and skills through individual and group performance activities.</p>
<p><b>6</b></p>	<p><b>Offensive Strategies and Tactics</b></p>	<p><b>PE.6.PA.1</b> Creates open space by using locomotor movements (e.g., walking, running, jumping, landing) in combination with movement concepts (e.g., pathways, speed, direction). (S2.M1.6)  <b>PE.6.PA.2</b> Executes at least one offensive tactic to create open space (e.g., moves to open space without the ball; uses a variety of passes, pivots and fakes, <i>give and go</i>). (S2.M2.6)  <b>PE.6.PA.3</b> Creates open space by using the width and length of the field/court on offense. (S2.M3.6)  <b>PE.6.PA.4</b> Creates open space in <i>net/wall games</i> with a <i>short-handled implement</i> by varying force and direction. (S2.M7.6)  <b>PE.6.PA.5</b> Selects appropriate shot based on location of the object in relation to the target/goal. (S2.M9.6)  <b>PE.6.PA.6</b> Identifies open spaces and attempts to strike object into a space. (S2.M10.6)  <b>PE.6.PA.7</b> Performs the following offensive skills without defensive pressure (e.g., pivot, <i>give and go</i>, fakes). (S1.M7.6)</p>
	<p><b>Defensive Strategies and Tactics</b></p>	<p><b>PE.6.PA.8</b> Reduces open space on <i>defense</i> by making the body larger and <i>reducing passing angles</i>. (S2.M4.6)  <b>PE.6.PA.9</b> Reduces open space by not allowing the catch or by allowing the catch but not the return pass. (S2.M5.6)  <b>PE.6.PA.10</b> Reduces offensive options for opponents by returning to midcourt position (e.g., press in basketball). (S2.M8.6)  <b>PE.6.PA.11</b> Identifies the correct defensive play based on the situation (e.g., number of outs). (S2.M11.6)  <b>PE.6.PA.12</b> Maintains defensive <i>ready position</i> with weight on balls of feet, arms extended, and eyes on midsection of the offensive player. (S1.M11.6)</p>
	<p><b>Transition Strategies and Tactics</b></p>	<p><b>PE.6.PA.13</b> <i>Transitions</i> from offense to <i>defense</i> or <i>defense</i> to offense by recovering quickly. (S2.M6.6)  <b>PE.6.PA.14</b> Applies strategies of force during gymnastic activities. (S2.M12.6)</p>
	<p><b>Outdoor Activities</b></p>	<p><b>PE.6.PA.15</b> Makes appropriate decisions based on the weather, level of difficulty due to conditions, or ability to ensure safety of self and others. (S2.M13.6)  <b>PE.6.PA.16</b> Demonstrates correct technique for basic skills in one self-selected outdoor activity. (S1.M22.6)</p>
<p><b>7</b></p>	<p><b>Offensive Strategies and Tactics</b></p>	<p><b>PE.7.PA.1</b> Reduces open space by using locomotor movements (e.g., walking, running, jumping and landing, changing size and shape of the body) in combination with movement concepts (e.g., reducing the angle in the space, reducing distance between player and goal). (S2.M1.7)  <b>PE.7.PA.2</b> Executes at least two of the following offensive tactics to create open space (e.g., uses a variety of passes, pivots, fakes; <i>give and go</i>). (S2.M2.7)  <b>PE.7.PA.3</b> Creates open space by staying spread on offense, and <i>cutting</i> and passing quickly. (S2.M3.7)  <b>PE.7.PA.4</b> Creates open space in <i>net/wall games</i> with long-handled implement by varying force and direction, moving opponent from side to side. (S2.M7.7)  <b>PE.7.PA.5</b> Selects offensive shot based on opponent's location (hit where opponent is not). (S2.M8.7)  <b>PE.7.PA.6</b> Varies the speed and/or trajectory of the shot based on location of the object in relation to the target. (S2.M9.7)  <b>PE.7.PA.7</b> Uses a variety of shots (e.g., <i>bunt, line drive, high arc</i>) to hit to open space. (S2.M10.7)  <b>PE.7.PA.8</b> Executes at least one of the following designed to create open space during small-sided game play (e.g., pivots, <i>give and go</i>, fakes, jab steps). (S1.M6.7; S1.M7.7)</p>
	<p><b>Defensive Strategies and Tactics</b></p>	<p><b>PE.7.PA.9</b> Reduces open space on <i>defense</i> by staying close to the opponent as he/she nears the goal. (S2.M4.7)  <b>PE.7.PA.10</b> Reduces open space by not allowing the catch or anticipating the speed of object or person for purpose of <i>interception</i> or <i>deflection</i>. (S2.M5.7)  <b>PE.7.PA.11</b> Selects the correct defensive play based on the situation (e.g., number of outs). (S2.M11.7)  <b>PE.7.PA.12</b> Slides in all directions while on <i>defense</i> without crossing feet. (S1.M11.7)</p>
	<p><b>Transition Strategies and Tactics</b></p>	<p><b>PE.7.PA.13</b> <i>Transitions</i> from offense to <i>defense</i> or <i>defense</i> to offense by recovering quickly and communicating with teammates. (S2.M6.7)  <b>PE.7.PA.14</b> Identifies and applies Newton's laws of motion to various movement activities. (S2.M12.7)</p>
	<p><b>Outdoor Activities</b></p>	<p><b>PE.7.PA.15</b> Analyzes the situation and makes adjustments to ensure the safety of self and others. (S2.M13.7)  <b>PE.7.PA.16</b> Demonstrates correct technique for a variety of skills in one self-selected outdoor activity. (S1.M22.7)</p>
<p><b>8</b></p>	<p><b>Offensive Strategies and Tactics</b></p>	<p><b>PE.8.PA.1</b> Executes at least three of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, <i>fakes and pathways; give and go</i>. (S2.M2.8)  <b>PE.8.PA.2</b> Creates open space by staying spread on offense, <i>cutting</i> and passing quickly, and using fakes off the ball. (S2.M3.8)  <b>PE.8.PA.3</b> Creates open space in <i>net/wall games</i> with either a <i>short- or long-handled implement</i> by varying force or direction or by moving opponent side to side and/or forward and back. (S2.M8.7)  <b>PE.8.PA.4</b> Identifies sacrifice situations and attempt to advance a teammate. (S2.M10.8)  <b>PE.8.PA.5</b> Executes the following offensive skills during small-sided game play: pivot, <i>give and go</i>, and fakes. (S1.M7.8)  <b>PE.8.PA.6</b> Executes at least two of the following to create open space during modified game play: pivots, fakes, <i>jab steps</i>, screens. (S1.M6.8)</p>
	<p><b>Defensive Strategies and Tactics</b></p>	<p><b>PE.8.PA.7</b> Reduces open space on <i>defense</i> by staying on the goal side of the offensive player and reducing the distance to him/her (third party perspective). (S2.M4.8)  <b>PE.8.PA.8</b> Reduces open space by not allowing the catch and anticipating the speed of the object or person for the purpose of <i>interception</i> or <i>deflection</i>. (S2.M5.8)  <b>PE.8.PA.9</b> Reduces open spaces in the field by working with teammates to maximize coverage. (S2.M11.8)</p>
	<p><b>Transition Strategies and Tactics</b></p>	<p><b>PE.8.PA.10</b> Opens and closes space during small-sided game play by combining locomotor movements with movement concepts. (S2.1.8)  <b>PE.8.PA.11</b> <i>Transitions</i> from offense to <i>defense</i> or <i>defense</i> to offense by recovering quickly, communicating, and <i>capitalizing on an advantage</i>. (S2.M6.8)  <b>PE.8.PA.12</b> Varies the speed, force, and trajectory of the shot based on location of the object in relation to the target. (S2.M9.8)  <b>PE.8.PA.13</b> Describes and applies mechanical advantage(s) for a variety of movement patterns. (S2.M12.8)</p>
	<p><b>Outdoor Activities</b></p>	<p><b>PE.8.PA.14</b> Implements <i>safe protocols</i> in self-selected outdoor activities. (S2.M13.8)  <b>PE.8.PA.15</b> Demonstrates correct technique for basic skills in at least two self-selected outdoor activities. (S1.M22.8)</p>

## 2016 ELEMENTARY PHYSICAL EDUCATION STANDARDS – PHYSICAL FITNESS

GRADE	TOPICS	STANDARDS (SHAPE ALIGNMENT)
<b>Essential Question:</b> Why is it important to achieve and maintain a healthy level of physical fitness?		<b>Big Idea:</b> Physical fitness enhances our social, emotional, spiritual, mental, and physical well-being, and prepares us for service to others.
<b>K</b>	<b>Knowledge</b>	<b>PE.K.PF1</b> Identifies <i>active-play</i> opportunities outside physical education class. (S3.E1.K) <b>PE.K.PF2</b> Recognizes that when you move fast, your heart beats faster and you breathe faster. (S3.E3.K)
	<b>Participation</b>	<b>PE.K.PF3</b> Actively participates in physical education class. (S3.E2.K) <b>PE.K.PF4</b> Responds to God's love by using physical gifts to serve others.
	<b>Assessment</b>	<b>PE.K.PF5</b> Participates in <i>health-related</i> fitness activities.
	<b>Nutrition</b>	<b>PE.K.PF6</b> Recognizes that food provides energy for physical activity. (S3.E6.K)
<b>1</b>	<b>Knowledge</b>	<b>PE.1.PF1</b> Discusses the benefits of being active and exercising and/or playing. (S3.E1.1) <b>PE.1.PF2</b> Identifies the heart as a muscle that grows stronger with exercise, play, and physical activity. (S3.E3.1)
	<b>Participation</b>	<b>PE.1.PF3</b> Actively engages in physical education class. (S3.E2.1) <b>PE.1.PF4</b> Responds to God's love by using physical gifts to serve others.
	<b>Assessment</b>	<b>PE.1.PF5</b> Participates in <i>health-related</i> fitness activities.
	<b>Nutrition</b>	<b>PE.1.PF6</b> Differentiates between healthy and unhealthy foods. (S3.E6.1)
<b>2</b>	<b>Knowledge</b>	<b>PE.2.PF1</b> Describes large-motor and/or manipulative physical activities for participation outside physical education class (e.g., before and after school, at home, at the park). (S3.E1.2) <b>PE.2.PF2</b> Recognizes the use of the body as resistance for developing strength (e.g., holds body in <i>plank position</i> , animal walks). (S3.E3.2a) <b>PE.2.PF3</b> Identifies physical activities that contribute to fitness. (S3.E3.2b)
	<b>Participation</b>	<b>PE.2.PF4</b> Actively engages in physical education class in response to instruction and practice. (S3.E2.2) <b>PE.2.PF5</b> Responds to God's love by using physical gifts to serve others.
	<b>Assessment</b>	<b>PE.2.PF6</b> Participates in <i>health-related</i> fitness activities.
	<b>Nutrition</b>	<b>PE.2.PF7</b> Recognizes the connection between nutrition and physical activity. (S3.E6.2)
<b>3</b>	<b>Knowledge</b>	<b>PE.3.PF1</b> Charts participation in physical activities outside physical education class. (S3.E1.3a) <b>PE.3.PF2</b> Identifies physical activity as a way to become healthier. (S3.E1.3b) <b>PE.3.PF3</b> Describes the concept of fitness and provides examples of physical activity to enhance fitness. (S3.E3.3) <b>PE.3.PF4</b> Recognizes the importance of <i>warm-up</i> and <i>cool-down</i> relative to vigorous physical activity. (S3.E4.3)
	<b>Participation</b>	<b>PE.3.PF5</b> Engages in the activities of physical education class without teacher prompting. (S3.E2.3) <b>PE.3.PF6</b> Responds to God's love by using physical gifts to serve others.
	<b>Assessment</b>	<b>PE.3.PF7</b> Demonstrates, with teacher direction, the <i>health-related fitness components</i> . (S3.E5.3)
	<b>Nutrition</b>	<b>PE.3.PF8</b> Identifies foods that are beneficial before and after physical activity. (S3.E6.3)
<b>4</b>	<b>Knowledge</b>	<b>PE.4.PF1</b> Analyzes opportunities for participating in physical activity outside physical education class. (S3.E1.4) <b>PE.4.PF2</b> Identifies the components of <i>health-related</i> fitness. (S3.E3.4) <b>PE.4.PF3</b> Identifies at least one activity associated with each component of <i>health-related</i> fitness. <b>PE.4.PF4</b> Demonstrates <i>warm-up</i> and <i>cool-down</i> relative to the <i>defenrespiratory</i> fitness assessment. (S3.E4.4)
	<b>Participation</b>	<b>PE.4.PF5</b> Actively engages in the activities of physical education class, both teacher-directed and independent. (S3.E2.4) <b>PE.4.PF6</b> Responds to God's love by using physical gifts to serve others.
	<b>Assessment</b>	<b>PE.4.PF7</b> Completes pre- and post- <i>fitness assessments</i> . (S3.E5.4a) <b>PE.4.PF8</b> Identifies areas of needed remediation from personal test and, with teacher assistance, identifies corrective strategies. (S3.E5.4b)
	<b>Nutrition</b>	<b>PE.4.PF9</b> Discusses the importance of hydration and hydration choices relative to physical activities. (S3.E6.4)
<b>5</b>	<b>Knowledge</b>	<b>PE.5.PF1</b> Charts and analyzes physical activity outside physical education class for fitness benefits of activities. (S3.E1.5) <b>PE.5.PF2</b> Differentiates between <i>skill-related</i> and <i>health-related</i> fitness. (S3.E3.5a) <b>PE.5.PF3</b> Designs a fitness plan to address ways to use physical activity to enhance fitness. (S3.E3.5b)
	<b>Participation</b>	<b>PE.5.PF4</b> Actively engages in all the activities of physical education. (S3.E2.5) <b>PE.5.PF5</b> Responds to God's love by using physical gifts to serve others.
	<b>Assessment</b>	<b>PE.5.PF6</b> Analyzes results of pre- and post- fitness assessment, comparing results with <i>fitness components</i> for good health. (S3.E5.5a) <b>PE.5.PF7</b> Designs a fitness plan to address ways to use physical activity to enhance fitness. (S3.E5.5b)
	<b>Nutrition</b>	<b>PE.5.PF8</b> Analyzes the impact of food choices relative to physical activity, youth sports, and personal health. (S3.E6.5)

## 2016 ELEMENTARY PHYSICAL EDUCATION STANDARDS — PHYSICAL FITNESS (CONTINUED)

GRADE	TOPICS	STANDARDS (SHAPE ALIGNMENT)
<p><b>Essential Question:</b> Why is it important to achieve and maintain a healthy level of physical fitness?</p>		<p><b>Big Idea:</b> Physical fitness enhances our social, emotional, spiritual, mental, and physical well-being, and prepares us for service to others.</p>
<b>6</b>	<b>Knowledge</b>	<p><b>PE.6.PF1</b> Describes how being physically active leads to a healthy body. (S3.M1.6)</p> <p><b>PE.6.PF2</b> Differentiates between <i>aerobic</i> and <i>anaerobic</i> capacity and between muscular strength and endurance. (S3.M10.6)</p> <p><b>PE.6.PF3</b> Identifies each of the components of the overload principle (<i>FITT formula</i>: frequency, intensity, time, and type) for different types of physical activity (<i>aerobic</i>, muscular fitness, and flexibility). (S3.M11.6)</p> <p><b>PE.6.PF4</b> Describes the role of <i>warm-ups</i> and <i>cool-downs</i> before and after physical activity. (S3.M12.6)</p> <p><b>PE.6.PF5</b> Defines resting heart rate and describes its relationship to <i>aerobic</i> fitness and the <i>Rating of Perceived Exertion (RPE)</i> Scale. (S3.M13.6)</p> <p><b>PE.6.PF6</b> Identifies <i>major muscles</i> used in selected physical activities. (S3.M14.6)</p> <p><b>PE.6.PF7</b> Identifies the components of <i>skill-related</i> fitness. (S3.M7.6)</p> <p><b>PE.6.PF8</b> Sets and monitors a self-selected physical-activity goal for <i>aerobic</i> and/or muscle- and <i>bone-strengthening</i> activity based on current fitness level. (S3.M8.6)</p> <p><b>PE.6.PF9</b> Employs correct techniques and methods of stretching. (S3.M9.6)</p>
	<b>Participation</b>	<p><b>PE.6.PF10</b> Participates in self-selected physical activity outside of physical education class. (S3.M2.6)</p> <p><b>PE.6.PF11</b> Participates in a variety of moderate to vigorous <i>aerobic</i> physical activity that includes intermittent or continuous aerobic physical activity of both moderate and vigorous intensity for at least 60 minutes per day (e.g., step <i>aerobics</i>, recreational team sports, or outdoor pursuits). (S3.M3.6; S3.M5.6; S3.M6.6)</p> <p><b>PE.6.PF12</b> Participates in a variety of <i>aerobic</i>-fitness activities using technology (e.g., fitness apps and trackers). (S3.M4.6)</p> <p><b>PE.6.PF13</b> Responds to God's love by using physical gifts to serve others.</p>
	<b>Assessment</b>	<p><b>PE.6.PF14</b> Designs and implements a program of remediation for areas of weakness based on the results of <i>health-related</i> fitness assessment. (S3.M15.6)</p> <p><b>PE.6.PF15</b> Maintains a physical activity log for at least two weeks and reflects on activity levels as documented in the log. (S3.M16.6)</p>
	<b>Nutrition</b>	<p><b>PE.6.PF16</b> Identifies foods within each of the basic food groups and selects appropriate servings and portions for the students' age and physical activity levels. (S3.M17.6)</p>
	<b>Stress Management</b>	<p><b>PE.6.PF17</b> Identifies positive and negative results of stress and appropriate ways of dealing with each. (S3.M18.6)</p>
<b>7</b>	<b>Knowledge</b>	<p><b>PE.7.PF1</b> Identifies barriers and seeks solutions in order to maintain a physically active lifestyle. (S3.M1.7)</p> <p><b>PE.7.PF2</b> Describes the role of exercise and nutrition in weight management. (S3.M10.7)</p> <p><b>PE.7.PF3</b> Designs a <i>warm-up/cool-down</i> routine for a self-selected physical activity. (S3.M12.7)</p> <p><b>PE.7.PF4</b> Defines how <i>Rating of Perceived Exertion (RPE)</i> Scale is used to determine the perception of the work effort or intensity of exercise. (S3.M13.7)</p> <p><b>PE.7.PF5</b> Describes how muscles pull on bones to create movement in pairs by relaxing and contracting. (S3.M14.7)</p> <p><b>PE.7.PF6</b> Distinguishes between <i>health-related</i> and <i>skill-related</i> fitness. (S3.M7.7)</p> <p><b>PE.7.PF7</b> Adjusts physical activity based on quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level. (S3.M8.7)</p> <p><b>PE.7.PF8</b> Describes and demonstrates the difference between dynamic and static stretches. (S3.M9.7)</p>
	<b>Participation</b>	<p><b>PE.7.PF9</b> Participates in a physical activity twice a week outside of physical education class. (S3.M2.7)</p> <p><b>PE.7.PF10</b> Participates in a variety of strength- and endurance-fitness activities (e.g., weight training, body-weight training, <i>resistance training</i>) at least three times a week. (S3.M3.7; S3.M5.7; S3.M6.7)</p> <p><b>PE.7.PF11</b> Plans, organizes, and implements events using physical gifts to serve others (e.g., distribute food, fun runs, rake leaves).</p>
	<b>Assessment</b>	<p><b>PE.7.PF12</b> Designs and implements a program of remediation in an area of weakness based on the results of <i>health-related</i> fitness assessment. (S3.M15.7)</p> <p><b>PE.7.PF13</b> Maintains a physical activity and nutrition log for at least two weeks and reflects on activity levels/nutrition as documented in the log. (S3.M16.7)</p>
	<b>Nutrition</b>	<p><b>PE.7.PF14</b> Develops strategies for balancing healthy food and water intake, along with daily physical activity. (S3.M17.7)</p>
	<b>Stress Management</b>	<p><b>PE.7.PF15</b> Practices strategies for dealing with stress, such as deep breathing and <i>aerobic</i> exercise. (S3.M18.7)</p>
<b>8</b>	<b>Knowledge</b>	<p><b>PE.8.PF1</b> Identifies the components of <i>health-related</i> fitness and explains the relationship to overall physical and mental health. (S3.M1.8)</p> <p><b>PE.8.PF2</b> Describes the role of flexibility in injury prevention. (S3.M10.8)</p> <p><b>PE.8.PF3</b> Uses the overload principle (<i>FITT formula</i>) in preparing a personal workout. (S3.M11.8)</p> <p><b>PE.8.PF4</b> Designs and implements a <i>warm-up/cool-down</i> routine for a self-selected physical activity. (S3.M12.8)</p> <p><b>PE.8.PF5</b> Defines how the <i>Rating of Perceived Exertion (RPE)</i> Scale can be used to adjust workout intensity during physical activity. (S3.M13.8)</p> <p><b>PE.8.PF6</b> Explains how body systems interact with one another (e.g., blood transports nutrients from the digestive system, oxygen from the respiratory system) during physical activity. (S3.M14.8)</p> <p><b>PE.8.PF7</b> Compares and contrasts <i>health-related</i> fitness components. (S3.M7.8)</p> <p><b>PE.8.PF8</b> Uses available technology to self-monitor quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level (e.g., fitness apps and trackers). (S3.M8.8)</p> <p><b>PE.8.PF9</b> Employs a variety of appropriate stretching techniques for all <i>major muscle groups</i>. (S3.M9.8)</p>
	<b>Participation</b>	<p><b>PE.8.PF10</b> Participates in moderate to vigorous <i>aerobic</i> and/or muscle- and <i>bone-strengthening</i> physical activity for at least 60 minutes per day at least five times per week. (S3.M6.8)</p> <p><b>PE.8.PF11</b> Participates in a variety of self-selected <i>aerobic</i>-fitness activities outside of school (e.g., walking, jogging, biking) at least three times a week. (S3.M2.8; S3.M3.8; S3.M6.8)</p> <p><b>PE.8.PF12</b> Plans and implements a program of <i>cross-training</i> to include <i>aerobic</i>, flexibility, muscular strength, and endurance training. (S3.M4.8)</p> <p><b>PE.8.PF13</b> Participates in a self-selected lifetime sport, aquatic, or outdoor activity outside of the school day. (S3.M5.8)</p> <p><b>PE.8.PF14</b> Plans, organizes, and implements events using physical gifts to serve others (e.g., distribute food, fun runs, rake leaves).</p>
	<b>Assessment</b>	<p><b>PE.8.PF15</b> Designs and implements a program of remediation in an area of weakness based on the results of <i>health-related</i> fitness assessment. (S3.M15.8)</p> <p><b>PE.8.PF16</b> Designs and implements a program to improve levels of <i>health-related</i> fitness and nutrition. (S3.M16.8)</p>
	<b>Nutrition</b>	<p><b>PE.8.PF17</b> Describes the relationship between poor nutrition and <i>health risk factors</i>. (S3.M17.8)</p>
	<b>Stress Management</b>	<p><b>PE.8.PF18</b> Demonstrates basic activities used in reducing stress (e.g., prayer, prayer walking, journaling, walking in nature, singing).</p>

# 2016 ELEMENTARY PHYSICAL EDUCATION STANDARDS – RESPONSIBLE BEHAVIOR

GRADE	TOPICS	STANDARDS (SHAPE ALIGNMENT)
<b>Essential Question:</b> Why should we show kindness and respect to each other during physical activity?		<b>Big Idea:</b> We show respect for ourselves and others because we recognize that we are God's creation.
<b>K</b>	<b>Personal Responsibility</b>	<b>PE.K.RB.1</b> Follows directions in group settings (e.g., safe behaviors, following rules, taking turns). (S4.E1.K) <b>PE.K.RB.2</b> Acknowledges responsibility for behavior when prompted. (S4.E2.K) <b>PE.K.RB.3</b> Follows instructions/directions when prompted. (S4.E3.K) <b>PE.K.RB.4</b> Practices Christ-like principles in interactions with others. <b>PE.K.RB.5</b> Shares equipment and space with others. (S4.E4.K) <b>PE.K.RB.6</b> Practices habits attributed to a healthy and well-groomed individual (e.g., hand washing regularly). <b>PE.K.RB.7</b> Consistently puts forth best effort in every task.
	<b>Rules and Safety</b>	<b>PE.K.RB.8</b> Recognizes the established routines for class activities. (S4.E5.K) <b>PE.K.RB.9</b> Follows teacher directions for safe participation and proper use of equipment with minimal reminders. (S4.E6.K)
<b>1</b>	<b>Personal Responsibility</b>	<b>PE.1.RB.1</b> Accepts personal responsibility by using equipment and space appropriately. (S4.E1.1) <b>PE.1.RB.2</b> Follows the rules and parameters of the learning environment. (S4.E2.1) <b>PE.1.RB.3</b> Responds appropriately to general feedback from the teacher. (S4.E3.1) <b>PE.1.RB.4</b> Practices Christ-like principles in interactions with others. <b>PE.1.RB.5</b> Works independently with others in a variety of class environments (e.g., small and large groups). (S4.E4.1) <b>PE.1.RB.6</b> Practices habits attributed to a healthy and well-groomed individual (e.g., hand washing regularly). <b>PE.1.RB.7</b> Consistently puts forth best effort in every task.
	<b>Rules and Safety</b>	<b>PE.1.RB.8</b> Exhibits the established routines for class activities. (S4.E5.1) <b>PE.1.RB.9</b> Follows teacher directions for safe participation and proper use of equipment without teacher reminders. (S4.E6.1)
<b>2</b>	<b>Personal Responsibility</b>	<b>PE.2.RB.1</b> Practices skills with minimal teacher prompting. (S4.E1.2) <b>PE.2.RB.2</b> Accepts responsibility for class protocols with behavior and performance actions. (S4.E2.2) <b>PE.2.RB.3</b> Accepts specific corrective feedback from the teacher. (S4.E3.2) <b>PE.2.RB.4</b> Practices Christ-like principles in interactions with others. <b>PE.2.RB.5</b> Works independently with others in partner environments. (S4.E4.2) <b>PE.2.RB.6</b> Practices habits attributed to a healthy and well-groomed individual (e.g., hand washing regularly). <b>PE.2.RB.7</b> Consistently puts forth best effort in every task.
	<b>Rules and Safety</b>	<b>PE.2.RB.8</b> Recognizes the role of rules and etiquette in teacher-designed physical activities. (S4.E5.2) <b>PE.2.RB.9</b> Works independently and safely in physical education. (S4.E6.2a) <b>PE.2.RB.10</b> Works safely with physical education equipment. (S4.E6.2b)
<b>3</b>	<b>Personal Responsibility</b>	<b>PE.3.RB.1</b> Exhibits personal responsibility in teacher-directed activities. (S4.E1.3) <b>PE.3.RB.2</b> Works independently for extended periods of time. (S4.E2.3) <b>PE.3.RB.3</b> Accepts and implements specific corrective feedback from the teacher. (S4.E3.3) <b>PE.3.RB.4</b> Displays Christ-like qualities (e.g., acceptance, tolerance, inclusion, adaptability) in physical activity settings. <b>PE.3.RB.5</b> Praises others for their success in movement performance. (S4.E4.3b) <b>PE.3.RB.6</b> Practices habits attributed to a healthy and well-groomed individual (e.g., hand washing regularly). <b>PE.3.RB.7</b> Consistently puts forth best effort in every task.
	<b>Rules and Safety</b>	<b>PE.3.RB.8</b> Recognizes the role of rules and etiquette in physical activity with peers. (S4.E5.3) <b>PE.3.RB.9</b> Works independently and safely in physical activity settings. (S4.E6.3)
<b>4</b>	<b>Personal Responsibility</b>	<b>PE.4.RB.1</b> Exhibits responsible behavior in independent group situations. (S4.E1.4) <b>PE.4.RB.2</b> Reflects on personal social behavior in physical activity. (S4.E2.4) <b>PE.4.RB.3</b> Listens respectfully to corrective feedback from others (e.g., peers, adults). (S4.E3.4) <b>PE.4.RB.4</b> Displays Christ-like qualities (e.g., acceptance, tolerance, inclusion, adaptability) in physical activity settings. <b>PE.4.RB.5</b> Praises the movement performance of others both more- and less- skilled. (S4.E4.4a) <b>PE.4.RB.6</b> Practices habits attributed to a healthy and well-groomed individual (e.g., hand washing regularly). <b>PE.4.RB.7</b> Consistently puts forth best effort in every task.
	<b>Rules and Safety</b>	<b>PE.4.RB.8</b> Exhibits etiquette and adherence to rules in a variety of physical activities. (S4.E5.4) <b>PE.4.RB.9</b> Works safely with peers and equipment in physical activity settings. (S4.E6.4)
<b>5</b>	<b>Personal Responsibility</b>	<b>PE.5.RB.1</b> Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee). (S4.E1.5) <b>PE.5.RB.2</b> Participates with responsible personal behavior in a variety of physical activity contexts, environments, and facilities. (S4.E2.5a) <b>PE.5.RB.3</b> Exhibits respect for self with appropriate behavior while engaging in physical activity. (S4.E2.5b) <b>PE.5.RB.4</b> Demonstrates, through verbal and nonverbal behavior, Christ-like cooperation with peers of different gender, age, physical abilities, race, ethnicity, and religion in a physical activity setting. <b>PE.5.RB.5</b> Gives corrective feedback respectfully to peers. (S4.E3.5) <b>PE.5.RB.6</b> Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects. (S4.E4.5) <b>PE.5.RB.7</b> Practices habits attributed to a healthy and well-groomed individual (e.g., hand washing regularly). <b>PE.5.RB.8</b> Consistently puts forth best effort in every task.
	<b>Rules and Safety</b>	<b>PE.5.RB.9</b> Critiques the etiquette involved in rules of various game activities. (S4.E5.5) <b>PE.5.RB.10</b> Applies safety principles (e.g., equipment, weather) with age-appropriate physical activities. (S4.E6.5)
<b>6</b>	<b>Personal Responsibility</b>	<b>PE.6.RB.1</b> Exhibits personal responsibility as participant and/or spectator by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors. (S4.M1.6) <b>PE.6.RB.2</b> Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors (e.g., positive self-talk). (S4.M2.6) <b>PE.6.RB.3</b> Demonstrates self-responsibility by implementing specific corrective feedback to improve performance. (S4.M3.6) <b>PE.6.RB.4</b> Demonstrates, through verbal and nonverbal behavior, Christ-like cooperation with peers of different gender, age, physical abilities, race, ethnicity, and religion in a physical activity setting. <b>PE.6.RB.5</b> Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback. (S4.M4.6) <b>PE.6.RB.6</b> Cooperates with a small group of classmates during <i>adventure activities</i> , game play, or team-building activities. (S4.M5.6) <b>PE.6.RB.7</b> Practices habits attributed to a healthy and well-groomed individual (e.g., hand washing regularly). <b>PE.6.RB.8</b> Consistently puts forth best effort in every task.
	<b>Rules and Safety</b>	<b>PE.6.RB.9</b> Identifies the rules and etiquette for physical activities and games. (S4.M6.6) <b>PE.6.RB.10</b> Uses physical activity and fitness equipment appropriately and safely, with the teacher's guidance. (S4.M7.6)
<b>7</b>	<b>Personal Responsibility</b>	<b>PE.7.RB.1</b> Exhibits responsible social behaviors as participant and/or spectator, by supporting classmates. (S4.M1.7) <b>PE.7.RB.2</b> Demonstrates both <i>intrinsic</i> and <i>extrinsic motivation</i> by selecting opportunities to participate in physical activity outside of class. (S4.M2.7) <b>PE.7.RB.3</b> Provides corrective feedback to a peer using teacher-generated guidelines, according to Christ's example (e.g., incorporating appropriate tone and other communication skills). <b>PE.7.RB.4</b> Willingly joins others of diverse cultures, religions, ethnicity, physical abilities, and races during physical activity. <b>PE.7.RB.5</b> Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts. (S4.M4.7) <b>PE.7.RB.6</b> Problem solves with a small group of classmates during <i>adventure activities</i> , small-group initiatives, or game play. (S4.M5.7) <b>PE.7.RB.7</b> Develops a health behavior contract to be well-groomed. <b>PE.7.RB.8</b> Consistently puts forth best effort in every task.
	<b>Rules and Safety</b>	<b>PE.7.RB.9</b> Demonstrates knowledge of rules and etiquette by <i>self-officiating</i> modified physical activities and games. (S4.M6.7) <b>PE.7.RB.10</b> Independently uses physical activity and exercise equipment appropriately and safely. (S4.M7.7)
<b>8</b>	<b>Personal Responsibility</b>	<b>PE.8.RB.1</b> Accepts responsibility for improving or maintaining levels of physical activity and fitness. (S4.M1.8) <b>PE.8.RB.2</b> Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school. (S4.M2.8) <b>PE.8.RB.3</b> Provides Christ-like encouragement and feedback to peers while a participant and/or spectator, without prompting from the teacher. <b>PE.8.RB.4</b> Willingly joins others of diverse cultures, religions, ethnicity, physical abilities, and races during physical activity. <b>PE.8.RB.5</b> Responds appropriately to participants' ethical and unethical behavior during activity by using rules/guidelines for resolving conflicts. (S4.M4.8) <b>PE.8.RB.6</b> Cooperates with multiple classmates on problem-solving initiatives, including <i>adventure activities</i> , large-group initiatives, game play. (S4.M5.8) <b>PE.8.RB.7</b> Develops a health behavior contract to be well-groomed. <b>PE.8.RB.8</b> Consistently puts forth best effort in every task.
	<b>Rules and Safety</b>	<b>PE.8.RB.9</b> Applies rules and etiquette by acting as an official for modified physical activities and games. (S4.M6.8) <b>PE.8.RB.10</b> Independently uses equipment appropriately, and identifies specific safety concerns associated with the activity. (S4.M7.8)

# 2016 ELEMENTARY PHYSICAL EDUCATION STANDARDS – VALUES HEALTH

GRADE	TOPICS	STANDARDS (SHAPE ALIGNMENT)
<b>Essential Question:</b> Why is it important to value physical activity in our lives?		<b>Big Idea:</b> We value physical activity because God’s ideal for quality living includes a healthy lifestyle.
<b>K</b>	<b>Health</b>	<b>PE.K.VH.1</b> Demonstrates God’s ideal for healthful living practices (e.g., balanced diet, regular exercise, drinking water). <b>PE.K.VH.2</b> Recognizes that physical activity is important for good health. (S5.E1.K) <b>PE.K.VH.3</b> Understands the value of adequate sleep for optimal health to assist in the building of healthy bodies. <b>PE.K.VH.4</b> With support, recognizes the impact physical health has on mental, emotional, spiritual, and social well-being.
	<b>Challenge</b>	<b>PE.K.VH.5</b> Tries new movement activities. <b>PE.K.VH.6</b> Acknowledges that some physical activities are challenging. (S5.E2.K)
	<b>Self-expression and Enjoyment</b>	<b>PE.K.VH.7</b> Identifies physical activities that are enjoyable. (S5.E3.Ka) <b>PE.K.VH.8</b> Discusses the enjoyment of playing with friends. (S5.E3.Kb)
<b>1</b>	<b>Health</b>	<b>PE.1.VH.1</b> Recognizes that God’s ideal for quality living includes a healthy lifestyle. <b>PE.1.VH.2</b> Identifies physical activity as a component of good health. (S5.E1.1) <b>PE.1.VH.3</b> Understands the value of adequate sleep for optimal health to assist in the building of healthy bodies. <b>PE.1.VH.4</b> With support, recognizes the impact physical health has on mental, emotional, spiritual, and social well-being.
	<b>Challenge</b>	<b>PE.1.VH.5</b> Tries new physical activities. <b>PE.1.VH.6</b> Recognizes that challenge in physical activities can lead to success. (S5.E2.1)
	<b>Self-expression and Enjoyment</b>	<b>PE.1.VH.7</b> Describes positive feelings that result from participating in physical activities. (S5.E3.1a) <b>PE.1.VH.8</b> Discusses personal reasons (e.g., the “why”) for enjoying physical activities. (S5.E3.1b) <b>PE.1.VH.9</b> Identifies the positive social interactions that come when engaged with others in physical activity.
<b>2</b>	<b>Health</b>	<b>PE.2.VH.1</b> Recognizes that God’s ideal for quality living includes a healthy lifestyle. <b>PE.2.VH.2</b> Recognizes the value of good health. (Refer to S3.E6.2) <b>PE.2.VH.3</b> Understands the value of adequate sleep for optimal health to assist in the building of healthy bodies. <b>PE.2.VH.4</b> With support, recognizes the impact physical health has on mental, emotional, spiritual, and social well-being.
	<b>Challenge</b>	<b>PE.2.VH.5</b> Tries new physical activities. <b>PE.2.VH.6</b> Compares physical activities that bring confidence and challenge. (S5.E2.2)
	<b>Self-expression and Enjoyment</b>	<b>PE.2.VH.7</b> Identifies physical activities that provide self-expression (e.g., gymnastics routines, participates in game activities). (S5.E3.2) <b>PE.2.VH.8</b> Identifies the positive social interactions that come when engaged with others in physical activity.
<b>3</b>	<b>Health</b>	<b>PE.3.VH.1</b> Identifies that God’s ideal for quality living includes a healthy lifestyle. <b>PE.3.VH.2</b> Discusses the relationship between physical activity and good health. (S5.E1.3) <b>PE.3.VH.3</b> Recognizes the value of adequate sleep for optimal health to assist in the building of healthy bodies. <b>PE.3.VH.4</b> With support, recognizes the impact physical health has on mental, emotional, spiritual, and social well-being.
	<b>Challenge</b>	<b>PE.3.VH.5</b> Participates in learning new physical activities. <b>PE.3.VH.6</b> Discusses the challenge that comes from learning a new physical activity. (S5.E2.3)
	<b>Self-expression and Enjoyment</b>	<b>PE.3.VH.7</b> Reflects on the reasons for enjoying selected physical activities. (S5.E3.3) <b>PE.3.VH.8</b> Describes the positive social interactions that come when engaged with others in physical activity or as a spectator. (S5.E4.3) <b>PE.3.VH.9</b> Recognizes that idealized images of the human body and performance, as presented by the media, may not be appropriate to imitate.
<b>4</b>	<b>Health</b>	<b>PE.4.VH.1</b> Identifies that God’s ideal for quality living includes a healthy lifestyle. <b>PE.4.VH.2</b> Examines the health benefits of participating in physical activity. (S5.E1.4) <b>PE.4.VH.3</b> Recognizes the value of adequate sleep for optimal health to assist in the building of healthy bodies. <b>PE.4.VH.4</b> With support, recognizes the impact physical health has on mental, emotional, spiritual, and social well-being.
	<b>Challenge</b>	<b>PE.4.VH.5</b> Participates in learning new physical activities. <b>PE.4.VH.6</b> Rates the enjoyment of participating in challenging and mastered physical activities. (S5.E2.4)
	<b>Self-expression and Enjoyment</b>	<b>PE.4.VH.7</b> Ranks the enjoyment of participating in different physical activities. (S5.E3.4) <b>PE.4.VH.8</b> Describes and compares the positive social interactions when engaged in partner, small-group, and large-group physical activities or as a spectator. (S5.E4.4) <b>PE.4.VH.9</b> Recognizes that idealized images of the human body and performance, as presented by the media, may not be appropriate to imitate.
<b>5</b>	<b>Health</b>	<b>PE.5.VH.1</b> Identifies that God’s ideal for quality living includes a healthy lifestyle. <b>PE.5.VH.2</b> Compares the health benefits of participating in selected physical activities. (S5.E1.5) <b>PE.5.VH.3</b> Applies the value of adequate sleep for optimal health to assist in the building of healthy bodies. <b>PE.5.VH.4</b> Analyzes the impact that physical health has on mental, emotional, spiritual, and social well-being.
	<b>Challenge</b>	<b>PE.5.VH.5</b> Seeks personally challenging activities. <b>PE.5.VH.6</b> Expresses (e.g., written essay, visual art) the enjoyment and/or challenge of participating in a favorite physical activity. (S5.E2.5)
	<b>Self-expression and Enjoyment</b>	<b>PE.5.VH.7</b> Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response. (S5.E3.5) <b>PE.5.VH.8</b> Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport). (S5.E4.5) <b>PE.5.VH.9</b> Describes the importance of being a positive spectator. <b>PE.5.VH.10</b> Using a Christian perspective, distinguishes between the idealized images of the human body and performance, as presented by the media, to determine their appropriateness as a role model.
<b>6</b>	<b>Health</b>	<b>PE.6.VH.1</b> Verifies that God’s ideal for quality living includes a healthy lifestyle. <b>PE.6.VH.2</b> Describes how being physically active leads to a healthy body. (S5.M1.6) <b>PE.6.VH.3</b> Identifies components of physical activity that provide opportunities for reducing stress and for social interaction. (S5.M2.6) <b>PE.6.VH.4</b> Applies the value of adequate sleep for optimal health to assist in the building of healthy bodies. <b>PE.6.VH.5</b> Analyzes the impact that physical health has on mental, emotional, spiritual, and social well-being.
	<b>Challenge</b>	<b>PE.6.VH.6</b> Seeks personally challenging activities. <b>PE.6.VH.7</b> Recognizes individual challenges and copes in a positive way (e.g., extending effort, asking for help/feedback, modifying the tasks). (S5.M3.6)
	<b>Self-expression and Enjoyment</b>	<b>PE.6.VH.8</b> Describes how moving competently in a physical activity setting creates enjoyment. (S5.M4.6) <b>PE.6.VH.9</b> Identifies how self-expression and physical activity are related. (S5.M5.6) <b>PE.6.VH.10</b> Demonstrates respect for self and others in activities, games, and as a spectator, by following the rules, encouraging others and playing in the spirit of the game or activity. (S5.M6.6) <b>PE.6.VH.11</b> Using a Christian perspective, distinguishes between the idealized images of the human body and performance, as presented by the media, to determine their appropriateness as a role model.
<b>7</b>	<b>Health</b>	<b>PE.7.VH.1</b> Verifies that God’s ideal for quality living includes a healthy lifestyle. <b>PE.7.VH.2</b> Identifies different types of physical activities and describes how each exerts a positive impact on health. (S5.M1.7) <b>PE.7.VH.3</b> Identifies positive mental and emotional aspects of participating in a variety of physical activities. (S5.M2.7) <b>PE.7.VH.4</b> Provides evidence and applies the value of adequate sleep for optimal health to assist in the building of healthy bodies. <b>PE.7.VH.5</b> Synthesizes physical health’s impact on mental, emotional, spiritual, and social well-being.
	<b>Challenge</b>	<b>PE.7.VH.6</b> Participates in learning new personally challenging activities. <b>PE.7.VH.7</b> Generates positive strategies (e.g., offering suggestions or assistance, leading or following others, and providing possible solutions) when faced with a group challenge. (S5.M3.7)
	<b>Self-expression and Enjoyment</b>	<b>PE.7.VH.8</b> Identifies why self-selected physical activities create enjoyment. (S5.M4.7) <b>PE.7.VH.9</b> Explains the relationship between self-expression and lifelong enjoyment through physical activity. (S5.M5.7) <b>PE.7.VH.10</b> Demonstrates the importance of social interaction by encouraging others, avoiding trash talk, and providing support to classmates. (S5.M6.7) <b>PE.7.VH.11</b> Critiques, from a Christian perspective, the idealized images of the human body and performance, as presented by the media.
<b>8</b>	<b>Health</b>	<b>PE.8.VH.1</b> Verifies that God’s ideal for quality living includes a healthy lifestyle. <b>PE.8.VH.2</b> Identifies the components of <i>health-related fitness</i> and explains the relationship to overall physical and mental health. (S5.M1.8) <b>PE.8.VH.3</b> Analyzes the empowering benefits of being physically active. (S5.M2.8) <b>PE.8.VH.4</b> Provides evidence and applies the value of adequate sleep for optimal health to assist in the building of healthy bodies. <b>PE.8.VH.5</b> Synthesizes physical health’s impact on mental, emotional, spiritual, and social well-being.
	<b>Challenge</b>	<b>PE.8.VH.6</b> Participates in learning new personally challenging activities. <b>PE.8.VH.7</b> Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge. (S5.M3.8)
	<b>Self-expression and Enjoyment</b>	<b>PE.8.VH.8</b> Discusses how enjoyment could be increased in self-selected physical activities. (S5.M4.8) <b>PE.8.VH.9</b> Identifies and participates in an enjoyable activity that prompts individual self-expression. (S5.M5.8) <b>PE.8.VH.10</b> Demonstrates respect for self by asking for help and helping others in various physical activities. (S5.M6.8) <b>PE.8.VH.11</b> Demonstrates respect for others as a spectator or participant in games and activities. <b>PE.8.VH.12</b> Critiques, from a Christian perspective, the idealized images of the human body and performance, as presented by the media.

# TECHNOLOGY

## STANDARDS



**Adventist Education**

A JOURNEY TO EXCELLENCE



# 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

“Of every Christian the Lord requires growth in efficiency and capability in every line...” (COL 330.4)

Technology is part of the delivery and practice in every subject area. The technology standards are intentionally designed to give students opportunities to learn about the digital world, to facilitate personalized inquiry, and to prepare for a life of service. The knowledge and skills will extend beyond the classroom to foster lifelong learning so that students can thrive in this changing global society and be contributing, productive citizens while preparing for Christ's return. The elementary technology standards support:

1. **DIGITAL LEARNING:** To use a range of relevant digital technologies to learn content and demonstrate understanding.
2. **DIGITAL FLUENCY:** To excel in current technology skills, operations, and vocabulary, in support of research, communication, and collaboration with a variety of digital resources.
3. **DIGITAL CITIZENSHIP:** To use digital technology responsibly to improve the online community by respecting self, others, and property.

## 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 **T**—Technology (**T.K-2.DL.1**).
- The second part of the code refers to the grade level (**T.K-2.DL.1**).
- The third part of the code refers to the particular technology domain (**T.K-2.DL.1**), with DL standing for Digital Learning.
- The fourth part of the code refers to a particular skill within the domain (**T.K-2.DL.1**).
- Following the standard is the name of the International Standards for Technology in Education (ISTE) primary domain correlation.

## CREDITS

The following resources were referenced in developing *Elementary Technology Standards for Seventh-day Adventist Schools*: International Standards for Technology in Education (ISTE); Computer Science Teachers Association (CSTA); state standards, including Washington and Michigan; NAD technology documents; and the Core of Adventist Education Curriculum.

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## 2016 ELEMENTARY TECHNOLOGY STANDARDS – DIGITAL LEARNING

SKILL	GRADES K-2	GRADES 3-5	GRADES 6-8
<b>Essential Question:</b> How do digital technologies support the ways God designed us to learn?		<b>Big Idea:</b> Digital technologies assist learners in thinking critically, communicating, collaborating, and creating.	
<b>Subject Integration:</b> Language Arts, Math, Social Studies, Bible			
<b>1</b>	<b>T.K-2.DL.1</b> Explore and use teacher-selected software to create a product. (Creativity and Innovation-1)	<b>T.3-5.DL.1</b> Use age-appropriate software to generate new ideas and create products. (Creativity and Innovation-1)	<b>T.6-8.DL.1</b> Choose appropriate software to generate new ideas and create products. (Creativity and Innovation-1)
<b>2</b>	<b>T.K-2.DL.2</b> Use technology in multiple subjects to find answers to questions. (Critical Thinking-1; Critical thinking, Problem Solving, and Decision Making-4)	<b>T.3-5.DL.2</b> Use technology in multiple subjects to gather and organize data, draw conclusions, and solve problems. (Critical Thinking-1; Critical thinking, Problem Solving, and Decision Making-4)	<b>T.6-8.DL.2</b> Select and use technology in multiple subjects to gather, organize, and analyze data to draw conclusions, solve problems, make informed decisions, and/or propose solutions to an authentic audience. (Critical Thinking-1; Critical thinking, Problem Solving, and Decision Making-4)
<b>3</b>	<b>T.K-2.DL.3</b> Play with technology and discuss observations. (Creativity and Innovation-1)	<b>T.3-5.DL.3</b> Play with technology and document discoveries and reflections. (Creativity and Innovation-1)	<b>T.6-8.DL.3</b> Play with technology and collaborate to present what is discovered. (Creativity and Innovation-1)
<b>4</b>	<b>T.K-2.DL.4</b> Discuss how technology can help solve a problem. (Critical Thinking, Problem Solving, and Decision Making-4)	<b>T.3-5.DL.4</b> Demonstrate how technology can help find multiple solutions to a problem. (Critical Thinking, Problem Solving, and Decision Making-4)	<b>T.6-8.DL.4</b> Analyze and evaluate how technology can help identify multiple solutions to a problem. (Critical Thinking, Problem Solving, and Decision Making-4)
<b>5</b>	<b>T.K-2.DL.5</b> Create a project using technology to serve the church and community. (Critical Thinking, Problem Solving, and Decision Making-4)	<b>T.3-5.DL.5</b> Create a project using technology to serve the church and community. (Critical Thinking, Problem Solving, and Decision Making-4)	<b>T.6-8.DL.5</b> Create a project using technology to serve the church and community. (Critical Thinking, Problem Solving, and Decision Making-4)
<b>Assessments:</b> Teacher formative assessment tools, Rubrics, Conferencing, Portfolios, Checklists, Products			

## 2016 ELEMENTARY TECHNOLOGY STANDARDS – DIGITAL FLUENCY

SKILL	GRADES K-2	GRADES 3-5	GRADES 6-8
<b>Essential Question:</b> Why should we excel in the understanding and use of digital technology resources?		<b>Big Idea:</b> The proficient use of digital technology provides us with the opportunity to develop academically, socially, and spiritually.	
<b>Subject Integration:</b> Math, Science, Language Arts, Bible			
<b>1</b>	<b>T.K-2.DF.1</b> Use developmentally appropriate digital tools to communicate ideas with others. (Communication and Collaboration-2)	<b>T.3-5.DF.1</b> Communicate ideas to multiple audiences within digital environments. (Communication and Collaboration-2)	<b>T.6-8.DF.1</b> Use a variety of media and formats within digital environments to communicate ideas with authentic audiences and engage in faith-based activities. (Communication and Collaboration-2)
<b>2</b>	<b>T.K-2.DF.2</b> Use teacher-selected Internet resources, programs, and applications to support personal and academic development. (Research and Information Fluency-3; Technology Operations and Concepts-6)	<b>T.3-5.DF.2</b> Use teacher-selected Internet resources, programs, and applications to support personal and academic development. (Research and Information Fluency-3; Technology Operations and Concepts-6)	<b>T.6-8.DF.2</b> Select appropriate Internet resources to acquire, produce, and share knowledge in all subjects. (Research and Information Fluency-3; Technology Operations and Concepts-6)
<b>3</b>	<b>T.K-2.DF.3</b> Know basic technological vocabulary and use a variety of age-appropriate hardware and software. (Technology Operations and Concepts-6)	<b>T.3-5.DF.3</b> Demonstrate understanding of common technological vocabulary and use a variety of hardware and software. (Technology Operations and Concepts-6)	<b>T.6-8.DF.3</b> Exhibit fluency in operations, concepts, and terminology across a wide variety of hardware and software. (Technology Operations and Concepts-6)
<b>4</b>	<b>T.K-2.DF.4</b> Develop basic troubleshooting skills to solve technology problems. (Technology Operations and Concepts-6)	<b>T.3-5.DF.4</b> Use troubleshooting and adaptive skills to solve technology problems. (Technology Operations and Concepts-6)	<b>T.6-8.DF.4</b> Troubleshoot technology problems by hypothesizing causes, discovering possible solutions, and sharing results with others. (Technology Operations and Concepts-6)
<b>5</b>	<b>T.K-2.DF.5</b> Identify, match, and use computer keys through informal experiences. (Technology Operations and Concepts-6)	<b>T.3-5.DF.5</b> Begin formal keyboard training and work toward correct touch typing technique. (Technology Operations and Concepts-6)	<b>T.6-8.DF.5</b> Increase keyboarding speed and accuracy using correct touch typing technique. (Technology Operations and Concepts-6)
<b>Assessments:</b> Teacher formative assessment tools, Rubrics, Conferencing, Portfolios, Checklists, Products			

## 2016 ELEMENTARY TECHNOLOGY STANDARDS – DIGITAL CITIZENSHIP

SKILL	GRADES K-2	GRADES 3-5	GRADES 6-8
<b>Essential Question:</b> How can we be safe and responsible citizens in the online community while honoring God?		<b>Big Idea:</b> We honor God when we respect and collaborate with others while practicing personal safety in the global internet community.	
<b>Subject Integration:</b> Bible, Language Arts, Social Studies			
<b>1</b>	<b>T.K-2.DC.1</b> Recognize how a Christian uses technology as a responsible citizen. (Digital Citizenship-5)	<b>T.3-5.DC.1</b> Discuss the role of a Christian as a responsible citizen in the online community. (Digital Citizenship-5)	<b>T.6-8.DC.1</b> Practice and model being a responsible Christian in the online community. (Digital Citizenship-5)
<b>2</b>	<b>T.K-2.DC.2</b> Choose responsible ways to promote the Gospel with technology. (Communication and Collaboration-2; Digital Citizenship-5)	<b>T.3-5.DC.2</b> Explore and engage in meaningful ways to promote the Gospel with technology. (Communication and Collaboration-2; Digital Citizenship-5)	<b>T.6-8.DC.2</b> Show respect for cultural diversity while using technology to engage a global audience to promote the Gospel. (Communication and Collaboration-2; Digital Citizenship-5)
<b>3</b>	<b>T.K-2.DC.3</b> Understand what personal information should not be shared online. (Digital Citizenship-5)	<b>T.3-5.DC.3</b> Describe why certain personal information should not be shared online. (Digital Citizenship-5)	<b>T.6-8.DC.3</b> Practice safe, legal, and responsible use of technology, recognizing the permanence of the digital footprint. (Digital Citizenship-5)
<b>4</b>	<b>T.K-2.DC.4</b> Use technology to communicate respectfully with others. (Communication and Collaboration-2; Digital Citizenship-5)	<b>T.3-5.DC.4</b> Discuss netiquette and honor appropriate guidelines specific to various online activities and environments. (Digital Citizenship-5)	<b>T.6-8.DC.4</b> Compare and contrast positive and negative examples of communication on the Internet and demonstrate ways to appropriately handle cyberbullying. (Digital Citizenship-5)
<b>5</b>	<b>T.K-2.DC.5</b> Know the difference between finding, copying, and creating content. (Research and Information Fluency-3; Digital Citizenship-5)	<b>T.3-5.DC.5</b> Discuss the importance of copyright and demonstrate how to cite sources for original works. (Research and Information Fluency-3; Digital Citizenship-5)	<b>T.6-8.DC.5</b> Understand copyright and cite sources when referencing original works. (Research and Information Fluency-3; Digital Citizenship-5)
<b>6</b>	<i>(No level 6 skill for K-2)</i>	<i>(No level 6 skill for 3-5)</i>	<b>T.6-8.DC.6</b> Practice responsible stewardship as consumers and producers in an online global economy. (Critical Thinking, Problem-Solving, and Decision Making-4; Digital Citizenship-5)
<b>7</b>	<i>(No level 7 skill for K-2)</i>	<i>(No level 7 skill for 3-5)</i>	<b>T.6-8.DC.7</b> Understand the healthy benefits of time management and practice self-control when using technology. (Critical Thinking, Problem-Solving, and Decision Making-4; Digital Citizenship-5)
<b>8</b>	<i>(No level 8 skill for K-2)</i>	<i>(No level 8 skill for 3-5)</i>	<b>T.6-8.DC.8</b> Determine responsible Internet security protocols. (Digital Citizenship-5)
<b>Assessments:</b> Teacher formative assessment tools, Rubrics, Conferencing, Portfolios, Checklists, Products			

